

# Lesson 1

## Personality

Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
<p><b>Lesson 1</b> Personality</p> <p>Talking about Personality</p> <p>15-27</p>	<p>Personality (shy, angry, brave...)</p>	<p>Falling intonation (to be statements)</p>	<p>Simple Present Tense (to be)</p>	<p>Contraction of "to be" Verbs</p>	<p>Expressions</p> <ul style="list-style-type: none"> <li>- Are you hard-working?</li> <li>- Yes, I am.</li> <li>- What's your friend like?</li> <li>- He's very funny.</li> <li>- I had two drinks at the restaurant.</li> </ul>

## The *Gantt Chart* of Lesson 1

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25	→			
Session 2 (75 min)	Language	25				
	Melody					
	Grammar (+ See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 4 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				

**Teacher's notes**

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## Lesson 1: Personality

### Conversation

Listen to the conversation between two cousins.

- Ehsan: Who is your best friend at school?  
Parham: Roza.  
Ehsan: What's he like?  
Parham: Oh, he is really great! He's clever and kind.  
Ehsan: Is he hard-working too?  
Parham: Yes! And he's always very helpful.  
Ehsan: How?  
Parham: He always helps me with my lessons.



# 1

## conversation

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### Objectives

- Providing students with language comprehensible input
- Presenting language function ‘talking about personality’
- Presenting new vocabulary/expressions related to the theme ‘personality’
- Rising students’ awareness towards the structure “simple present, to be”

### Teaching Procedure

Use the cycle of *pre-listening, listening, and post-listening* to teach ‘conversation’.

### Phase 1. Preparation (Pre listening)

The aim of the pre-listening stage is to “prepare learners to listen by using activities that focus on the content of the text and/or the language in the text” (Goh, 2014, p.84). As a result, different types of activities can be used in this stage to activate your students’ background knowledge on the topic *personality*. The activities may include (ibid): brainstorming, researching, reading, viewing pictures, watching movies, and discussing.

## Activating students' background knowledge:

### Introduce the topic, talk about 'personality'

1.1. *Brainstorming:* You can write the word 'personality' on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm.

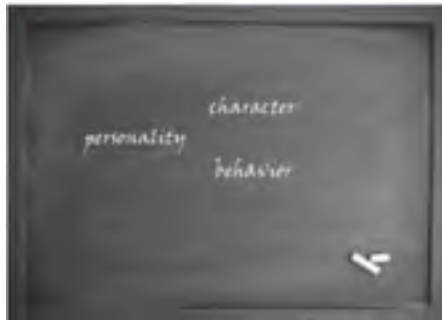
Use the one below as a sample. First do the brainstorming in Persian, then in English.



*1.2. Researching:* Ask students to do a mini research on the word ‘personality’. If students have dictionaries in the classroom, you may ask them to look up the word ‘personality’ and give you what they have found. They can use monolingual or bilingual dictionaries.

E.g. Longman Contemporary Dictionary: “someone’s character, especially the way they behave towards other people”.

What can be written on the board is:



You may ask students to give you more examples. Write them on the board.



Use this technique in more proficient classes.

*1.3. Reading:* You bring short paragraphs about ‘personality’ and ask students to read them. One sample is included here:

Amir is a hard-working employee. He is in his office at 7. He is very kind and helpful to people. He works all day and helps others. He is neat and generous.

*1.4. Viewing pictures or photographs:* Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *personality*. If a video-projector is available in your class, you may make a

slideshow to show interesting pictures to the class. Ask students to tell you one adjective that describes the person in the picture.



1.5. *Watching movies:* You can show a short movie to students about people with different ‘personalities’.

1.6. *Discussing:* The students may talk about *the personality* when they are doing the above-mentioned activities.

### Focusing on language forms

New words and expressions of this conversation are listed below. You may present some of them and leave the rest for students to guess while listening.

You may present the following new words by the help of the techniques mentioned in **Introduction**:

Clever:	definition: a person who learns very fast
kind:	antonym: # cruel
hard-working:	exemplification: Reza is very hard-working employee. He works very hard.
helpful:	translation: مفيد

### Phase 2. Listening

The goal of listening part is basically ‘*comprehension*’. Thus students should rely on their bottom-up and top-down processing ability to process the aural



input. As a result it is recommended that students keep their books closed while listening.

– Ask students to listen carefully for the gist of meaning.

– You may write some questions on the board and ask them to listen and find their answers:

- 1. Is Reza clever?
- 2. Who helps Parham?

- ۱- صمیمی ترین دوست پرهام کیست؟
- ۲- رضا چگونه به پرهام کمک می کند؟



– Some *bottom-up activities* can be used in the class in this phase. For a complete list refer to section **Introduction** of the TG. Two examples are:

A. Selecting details from the text (word recognition): Listen and circle the adjectives you hear.

clever                      kind                      shy                      neat

B. Listen and fill in the blanks.

- Ehsan:              Who is your best ..... at school?
- Parham:            Reza.
- Ehsan:              What's he .....?
- Parham:            Oh, he is really great! He's clever and .....
- Ehsan:              Is .....hard-working too?
- Parham:            Yes! And he's always very .....
- Ehsan:              In what way?
- Parham:            He always ..... me with my lessons.

– Check students' answer when the listening is done.

– If necessary, replay the audio for students to check their answers.

### Phase 3. Post listening

–Ask some comprehension questions: 3 types of questions can be asked: display, inference, and opinion gap.

–*Display question: Is Reza helpful?*

–*Inference question: Does Reza help Parham?*

–*Opinion–gap question: Is your friend kind?*



Listening can be taught by adapting some listening strategies in the cycle of pre–listening, listening, and post–listening.

**Pre–listening:** Ask students to look at the picture of the conversation and predict what the dialogue is about; what types of *personalities* are going to be referred to in the conversation.

**Listening:** Ask students to check if their predictions were correct. Also ask them to try to guess the meaning of words and relate what they hear to what they know. e.g. they can relate ‘kind’ to ‘nice’ and ‘helpful’ to ‘useful’.

**Post–listening:** Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? Are they going to listen to conversations like this in the future about *personality*? How do they want to solve their listening problems?

**Teacher's notes**

A series of horizontal dashed lines for writing notes.



### Practice 1 Talking about personality (1)

✦ Listen to the examples. Then ask and answer with a friend.



- Are you hard-working?
- Is he clever?
- Is Zahra talkative?
- Are they neat?
- Are they upset?

Yes, I am.  
 Yes, he is.  
 No, she isn't.  
 Yes, they are.  
 No, they're not.



### Practice 2 Talking about personality (2)

✦ Listen to the examples. Then ask and answer with a friend.



- What's your friend like?
- What's your mother like?
- What's he like?
- What's she like?
- What are you like?
- What are they like?

He's very funny.  
 She's very kind and patient.  
 He is quiet.  
 She is clever.  
 I'm a bit serious.  
 They are very kind.



## 2 Practice: Talking about personality(1)&(2)

### Objectives

- Presenting instances of language function 'talking about personality'
- Helping students have focused attention on 'to be, present'.
- Providing opportunities for repetition of the structure 'to be, present'.
- Helping students use the structure correctly.
- Giving feedback to students if they make mistakes

### Teaching Procedure

-Tell your students that they are going to learn different ways of talking about people's *personalities*. Let them know what each turn means.

-Let them know what the word *personality* means and how it is related to other English words.

-Then play the CD two or three times and ask students to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.

- Then tell the class to ask about your '*personality*'

- Next, ask your students to pair up and practice asking each other about their *personalities*. They can refer to the Photo Dictionary at the end of the **Student Book** for words they don't know.

- Finally, invite pairs to come to the front of the class to role play the questions and answers.





Students may need more vocabulary to talk about personalities. In this case you may present the words to help them talk about different personalities, expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. *angry: flashcard, gesture*
2. *brave : picture, exemplification, antonym*
3. *careless: situation, translation, synonym, antonym*
4. *cruel : antonym, exemplification*
5. *rude : synonym, antonym, exemplification, translation*

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary







Students may need more vocabulary to talk about personalities. In this case you may present the words to help them to talk about different personalities, expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. *nervous* : *flashcard, picture*
2. *quiet* : *exemplification, definition, antonym*
3. *funny* : *picture, gesture*
4. *selfish*: *exemplification*
5. *neat*: *flash card*

**Vocabulary Plus:** The following words are also related to the theme of this lesson. They are included in the Photo Dictionary. You may present them as well.

pleasant, hard-working, lazy, shy, generous

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary

## Language Melody

- ✦ Listen to the conversation and pay attention to the intonations of "affirmative" sentences.

Teacher: Forzaneh is a clever student. Everybody likes her.

Semira: Yes, I know. She is also very helpful.

Teacher: Well, you can ask her for help.

Semira: Ok, I'll ask her to help me with my English.

- ✦ Listen to the sentences below and then practice.



1. He's very kind.
2. She's very patient.
3. You are very clever.
4. Everybody likes her.
5. I do my homework.
6. She works for a company.



Talk to Your  
Teacher

Let me check it in the dictionary.

# 3 Language Melody

## Objectives

- Helping students recognize falling intonation in statements.
- Helping students produce proper intonation contours associated with the function of the utterances.

## Teaching Procedure

### 1. Description and analysis:

- Play the audio of the conversation.
- Ask students to listen to the audio several times.
- Briefly explain the rule: tell students that *a falling intonation is used with statements.*

### 2. Listening discrimination

Read the following sentences with falling intonation.

Then read each sentence twice, once with falling and once with rising intonation.

Ask students to tap on their desks when they hear falling intonation.

1. He's shy.
2. She's great.
3. You are very neat.
4. My mother is very kind.
5. Her father is hard-working.

### 3. Controlled practice

Read the sentences on page 20 and ask the students to repeat after you.

#### 4. Guided practice

Write the sentences on the board.  
Ask the students to take the role of one speaker and produce the sentences with appropriate intonation.

A: This is the picture of my friend Ahmad.

B: Is he shy?

A: No, not at all. He is a little talkative.

B: Is he hard-working?

A: Yes, he is kind and helpful.

#### 5. Communicative practice

Ask students to give some information to their classmates using falling intonation. Examples may include: 1. My father is helpful. 2. My brother is neat.

## Teacher's notes

A series of horizontal dashed lines for writing notes.



## Grammar

Look at the tables below and listen to your teacher's explanations.

Affirmative		
I	am	happy.
He She	is	
We You They	are	

Question		
Am	I	careful?
Is	he she	
Are	we you they	

**I am not talkative.** = I'm not talkative.

**He is not shy.** = He's not shy. = He isn't shy.

**They are not rude.** = They're not rude. = They aren't rude.



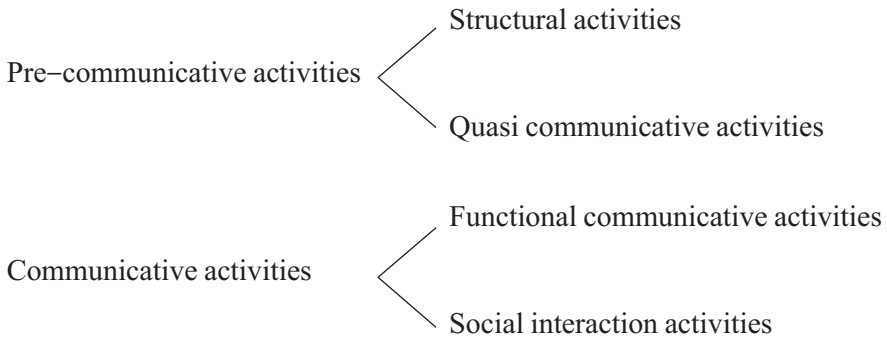
# Grammar

## Objectives

– helping students “use the language accurately, meaningfully, and appropriately” (Larsen–Freeman, 2014, p. 258).

## Teaching Procedure

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the following figure (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



**As a result, the following steps will be followed to teach grammar:**

1. Presentation of grammar in a dialogue (contextualization) in

**CONVERSATION & Practice (1 & 2)**

2. Isolation of grammatical items to be presented in **GRAMMAR**.
3. Controlled Practice in **Find it and Tell Your Classmates**.
4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**
6. An MI (Multiple Intelligence) task or a game optionally used in the end.

## Phase 1. Presentation of grammar in a dialogue (contextualization) in CONVERSATION & Practice (1 & 2)

The students have encountered “to be, present” in the dialogue. They have already practiced it and faced 6 examples of the new structure.

**Ehsan:** Who is your best friend at school?

**Parham:** Reza.

**Ehsan:** What's he like?

**Parham:** Oh, he is really great! He's clever and kind.

**Ehsan:** Is he hard-working too?

**Parham:** yes! And he's always very helpful.

**Ehsan:** In what way?

**Parham:** He always helps me with my lessons.

Review the dialogue and focus on 3 dimensions of ‘to be, present’.

**1. Forms:** The students are expected to learn the form and structure of “to be, present” in statements, interrogative sentences and negative sentences.

**2. Meaning/semantics:** The students should understand the meaning of “to be, present” that is describing people, places, adjective, etc.

**3. Use/pragmatics:** The students should understand where and when ‘to be, present’ is used:

- talking about people, actions, and adjective
- describing people, actions, places, and objects

The above information

can be summarized in the grammar pie chart:





Refer to what students have been exposed to in Prospects 1 and 2 on this topic.

## Phase 2. Isolation of grammatical items to be presented in GRAMMAR.

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask them to provide you with the rules they understand.



The vowel in 'to be verbs' is very weak in fast speech

am= $\text{əm}$

is= $\text{ɪz}$

are= $\text{ə}$

The rest of teaching grammar is done by going through separate sections of the book:

-**Find it and Tell Your Classmates.**

-**LRW**

-**RSLW**

-**Role Play**

There	is	an	eraser	in the classroom.
		a one	computer	
are	two three many some	students		

### See also

I am a teacher. = I'm a teacher.

He is polite. = He's polite.

It is cold. = It's cold.

We are Iranian. = We're Iranian.

You are students. = You're students.

They are hard-working. = They're hard working.

## See also

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### Objectives

The objective of See also in this lesson is teaching contracted forms of 'to be'

### Teaching Procedure

Based on the objectives of this part, you are expected to just teach the following points to your students

**Form:** I'm, You're, He's, She's, It's, We're, They're

**Meaning:** the same as full forms

**Function:** the same as full forms

### Find it

Find and underline "to be" verbs in the passage below.

I'm Mohsen. This is my classroom. There are 25 students in my class. I have a lot of friends. My best friend is Vahid. He's a good student. He is helpful and hard-working, but he is not very careful. He usually forgets important things. It's a big problem.

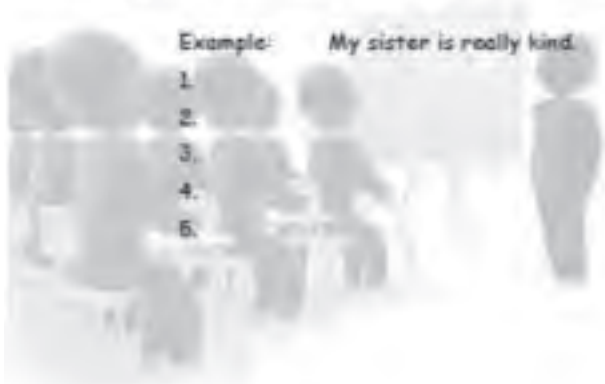


### Tell Your Classmates

Tell your classmates five things about you and your family members.

Example: My sister is really kind.

- 1.
- 2.
- 3.
- 4.
- 5.



## 5 Find it and Tell Your Classmates.

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### Objectives

- Making students aware of the taught grammatical structure, ‘to be, present’.
- Providing students with *controlled oral practice*

### Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask them to quickly go through the text and circle or highlight all ‘be’ verbs

‘Find It’ is followed by a controlled oral practice. The students should follow the model to produce the learned structure orally.

- Ask students to do the oral drill.



**Don’t let students write their answers!**

### KEY

#### Find it

’m, is, are, is, ’s, is, is not, ’s

#### Tell your classmates.

1. My brother is hard-working.
2. My friend is brave.
3. I am happy.
4. My sisters are neat.
5. (Referring to a friend): Mina/Ali is (very) kind.

Listening, Reading and Writing



A

Listen to the conversation and fill out the table below.



Name

Personality

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 6 Listening, Reading and Writing

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A

### Objectives

- Providing oral input for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

### Teaching Procedure

- Play the CD.
- If necessary play the CD, 2 times.
- Ask students to read the questions and answer them after listening to the audio.
- Play the audio again.
- Ask students to check their answers.

### TRANSCRIPT

Haniyeh: Who is she, Anita?

Anita: She is my mother, Zahra.

Haniyeh: Tell me about her. What is she like?

Anita: Well, she's great. She's very kind and helpful.

### KEY

Name	Personality
Zahra	great kind helpful

**B**

Listen to the audio and answer the questions below.

**1. What's Iran like?**

Iran is a \_\_\_\_\_ country.

**2. What are Iranian people like?**

Iranian people are \_\_\_\_\_ and \_\_\_\_\_.





## **6** Listening, Reading and Writing

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B

### Objectives

- Providing oral input for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

### Teaching Procedure

- Play the CD.
- If necessary play the CD, 2 times.
- Ask students to read the questions and answer them after listening to the audio.
- Play the audio again.
- Ask students to check their answers.

### TRANSCRIPT

Iran is a great country. There are a lot of cities and villages here.  
Iranian people are very kind and friendly. They are also really  
brave and hard-working. We all love our beautiful country.

### KEY

1. What's Iran like? Iran is a great country.
2. What are Iranian people like? Iranian people are kind, friendly, and brave (hard-working is correct as well).

Reading, Speaking, Listening and Writing

Read the following questions on card (A). Then ask your classmates and write their answers on card (B).

Card A	Card B
Questions	Answers
What's your father like?	_____
Who is friendly?	_____
Who is brave?	_____
Is your brother talkative?	_____
Is your father kind?	_____
Are your family members neat?	_____

## 7 Listening, Speaking, Reading and Writing

### Objectives

- Providing students with opportunities to practice all 4 skills integratively.
- Exposing students to comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

### Teaching Procedure

This is a real task that focuses on practicing grammar, vocabulary, language function(s), and the topic of the lesson.

- Ask students to pair up.
- Ask them to do the interview.

### KEY

**Card A**  
Question

What's your father like?  
Who is friendly?  
Who is brave?  
Is your brother talkative?  
Is your father kind?  
Are your family members neat?

**Card B**  
Answer

He's hard-working.  
Sina is.  
My teacher is.  
No, he isn't.  
Yes, very much.  
Yes, they are.

## Role Play

Talk with your classmates about the personality of your friends/  
classmates/ teachers/ relatives.





## Role Play

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### Objectives

- Providing students with a *fluency activity*
- Giving students the opportunity to put together whatever they have learned in this lesson

### Teaching Procedure

This is a role play activity.

- Ask students to pair up.
- They have to talk about 'personality'.
- Ask them to use the conversation of the lesson as a model.

### KEY

A: Who is your best friend at school?

B: Mina.

A: What's she like?

B: She's really great! She's nice and very kind.

A: Is she hard-working too?

B: Yes! And she's always very helpful.

A: In what way?

B: She always helps me with my lessons.

## Activities

You may bring a game or task to the classroom after teaching the grammatical point or at the end of the lesson if you have time. Some examples are included here.

**Game 1.** Pair students. Ask students to say a sentence. Another student should change it into the question or negative form. Any pauses have negative scores.

**Pair 1.** She's nice.    ☞    She isn't nice.

**Pair 2.** He's hard-working.    ☞    He isn't hard-working.

**Pair 3.** They are shy.    ☞    Are they shy?

**Game 2.** Ask students to compare people in these two pictures. They can give you 2 differences.



He is careless. He is careful.

He is upset. He is happy.

**Language Task: Describing pictures** (MIs involved: spatial, logical–mathematical, and linguistic).

Ask students to look at a painting/photo like this. Ask them to describe people in it.

e.g. He is brave. He's kind. They are hard-working.



