

# Lesson 3

## Festivals and Ceremonies

Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
<b>Lesson 3</b> Festivals and Ceremonies  Talking about Festivals and Ceremonies 49-61	Festivals and Ceremonies (fireworks, national anthem,...)	Rising Intonation (do/does questions)	Simple Present Tense (do/does)	Possessive Adjectives	Expressions - Do you buy new clothes for the new year? - Yes, I do. - Does he recite the Holy Quran at the turn of the year? - Yes, he does.  What you a good festival? Happy New Year.

### The *Gantt Chart* of Lesson 3

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 Melody	25				
	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

A series of 25 horizontal dashed lines provided for writing notes.

## Lesson 3: Festivals and Ceremonies



### Conversation

Listen to the conversation between two friends.

- Elham: I just love New Year holidays!  
Nazrin: Oh, yes, me too. It's really great.  
Elham: We normally visit our relatives in Norooz. It's fun!  
Nazrin: Do you get New Year gifts too?  
Elham: Sure! We usually get money. I really like it.  
Nazrin: Well..., We always go to my grandparents' houses.  
Elham: That's nice! Does your grandmother cook the New Year meal?  
Nazrin: Actually, she doesn't. My mother makes it.



# 1

## conversation

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### Objectives

- Providing students with *language input*
- Presenting *language function* ‘talking about festivals and ceremonies’
- Presenting *new vocabulary/expressions* related to the theme ‘festivals and ceremonies’
- Rising students’ *awareness* towards the structure ‘simple present tense’

### Teaching Procedure

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

#### Phase 1. Preparation (Pre listening)

##### Activating students’ background knowledge:

##### Introduce the topic, talk about ‘festivals and ceremonies’

1.1. *Brainstorming*: You can write the word ‘festival/ceremonies’ 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 brain storming in Persian, then in English.



1.2. *Researching*: Ask students to do a mini research on the word ‘festivals’. Ask students to do research on other countries’ New Year ceremonies such as: *Turkey, China, India*



**Use this technique in more proficient classes.**

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

Bahman 22 is the anniversary of Islamic revolution of Iran. Iranians come to streets each year. They celebrate this day. They walk in the streets with their families. They bring balloons and flags and sing the national anthem.

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



1.5. *Discussing*: The students may talk about *festivals and ceremonies* when they are doing the above-mentioned activities.

1.6. *Watching movies*: You can show a short movie to students about different festivals and ceremonies in Iran or other countries.

### 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**:

gifts:	synonym= present
meal:	flashcard
relatives	exemplification, grandparents, uncle, aunt, cousin

### 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. Do they visit their relatives?

2. Who cooks?

۱. الهام چه هدیه ای می گیرد؟

۲. روز عید، نسرین به کجا می رود؟





– 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. Listen and circle the words you hear.

money    gift    travel    new year    aunt

B. Listen to the sentences. Write ‘s’ if they are the same and ‘D’ if they are different.

1. I don’t like holidays. I like holidays.
2. She doesn’t work here. She doesn’t work here.
3. They do their homework. They don’t do their homework.

–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: Does Elham like New Year?

–Inference question: Does Nasrin like money?

–Opinion-gap question: Do you like New Year?



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 they are going to listen about ‘festivals and ceremonies’, what kind of cultures/countries are involved in the conversation, and what points are mentioned in the conversation about the event(s).

**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 ‘food’ to ‘rice’ or ‘New year’ to ‘Norooz’.

**Post-listening:** Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? What listening tasks do they like to listen about ceremonies? How do they want to solve their listening problems?



**Practice 1** Talking about Festivals and Ceremonies (1)

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



- Do you buy new clothes for the New Year?
- Do you and your cousins set the Haft Seen table?
- Do young children color the eggs?
- Do Chinese people buy gold fish for the New Year?

Yes, I do.  
No, we don't.  
Yes, they usually color them.  
No, they don't buy gold fish.



**Practice 2** Talking about Festivals and Ceremonies (2)

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



- Does he recite the Holy Quran at the turn of the year?
- Does your father give you New Year gifts?
- Does she have many friends?
- Does your mom make a special food for Nowrooz?

Yes, he does.  
No, he doesn't.  
Yes, she has many friends.  
No, she doesn't make a special food.



## 2

## Practice: Talking about Festivals and Ceremonies (1) & (2)

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### Objectives

- Presenting instances of language function ‘talking about festivals and ceremonies’
- Helping students have focused attention on ‘simple present tense’.
- Providing opportunities for repetition of the structure ‘simple present tense’.
- 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 ‘festivals and ceremonies’. Let them know what each turn means.

- Let them know what the word ‘festival/ceremony’ means and how it is related to other English words.

- Then play the CD two or three times and ask them 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 you some questions about ‘festivals/ceremonies’.

- Next ask your students to pair up and practice asking each other about their

travels. 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.

**Teacher's notes**

Dashed lines for writing notes.



make lunch/dinner



bake a cake



set the table



sing the national anthem



hold a ceremony





Students may need more vocabulary to talk about 'travel'. 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. make lunch/ dinner: flashcard, action
2. bake a cake/ cookies: picture, action
3. set the table: action, translation
4. sing the national anthem: flashcard, translation
5. hold a ceremony: explanation

Then practice the words with the help of some exercise. 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



watch fireworks



read poems of Hafez



wear special clothes



go out on Nature Day



clear the table

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

Present new words with the help of the following techniques explained in section 1:

1. watch fireworks: flashcard
2. read poems of Hafez: action
3. wear special clothes: explanation
4. go out on Nature Day: translation, picture
5. clear the table

**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.

celebrate a religious holiday, watch military parade, commemorate NE martyrs, Islamic–Iranian culture, Islamic revolution anniversary

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 rising intonation of "Yes/No questions" (do/does).

Sam: Shayan, do you like spring?

Shayan: Yes, I like spring a lot.

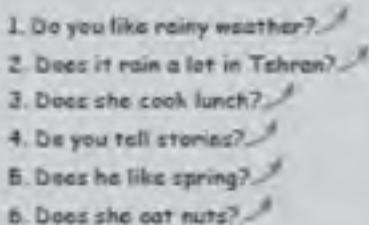
Sam: Do you like rainy weather?

Shayan: Oh yes! But not on Nature Day.

Sam: Why not?

Shayan: Because we always go out on 13 of Farvardin.

- ✦ Listen to the questions below and then practice.

- 
1. Do you like rainy weather?
  2. Does it rain a lot in Tehran?
  3. Does she cook lunch?
  4. Do you tell stories?
  5. Does he like spring?
  6. Does she eat nuts?



**Talk to Your Teacher**

- Wish you a great holiday!
- Happy New Year!

## 3 Language Melody

### Objectives

- Helping students recognize rising intonation in 'do/does questions'.
- 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 several times.
- Briefly explain the rule: tell students that a *rising intonation* is used with 'do/does questions'.

#### 2. Listening discrimination

- Read the following sentences.
- Ask students to raise their hands when they hear rising intonation.

1. Does he work here?
2. Is he rude?
3. They walk to school.
4. Do they play in the yard?
5. Do you get to bed early?

#### 3. Controlled practice:

Read the sentences on page 54 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: We have a ceremony for the 'Clean Day' in our school.

B: Do you do anything special?

A: Yes. We make newspapers and posters.

B: What else?

A: We write letters to parents. We ask them to use buses not their cars.

## 5. Communicative practice

Ask students to ask some questions from their classmates using rising intonation. Examples may include: 1. Do you like festivals?/ 2. Does your father buy you gifts in New Year?

3. Do your grandparents live near you?

**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 We You They	like	New Year holidays.
He She	likes	

Ali reads a newspaper.

Mina and Zahra study their lessons.

Negative				
I We You They	do	not	buy	new clothes.
He She	don't			

I don't play tennis.

Zahra doesn't wash the dishes.





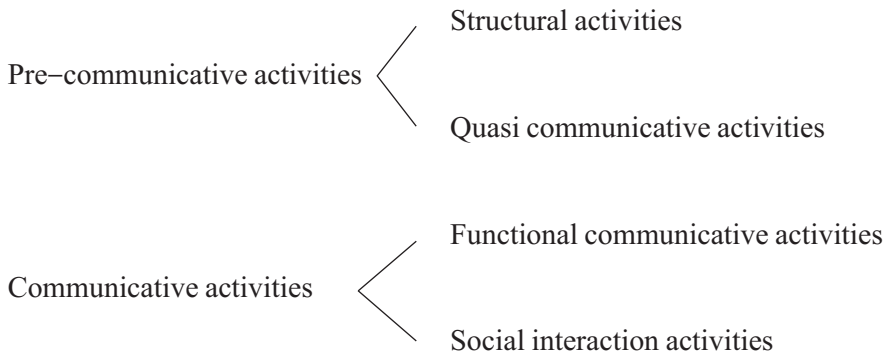
## Grammar

### 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 task or a game would be optionally used in the end.

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

The students have encountered “simple present tense” in the dialogue. They have already practiced it and faced 9 examples of the new structure.

**Elham:** I just love New year Holidays!

**Nasrin:** Oh, yes! So do I. It’s really great!

**Elham:** We normally visit our relatives in Norooz It’s fun!

**Nasrin:** Do you get New year gifts too?

**Elham:** Sure! We usually get money. I really like it.

**Nasrin:** Well... We always go to my grandparents’ houses.

**Elham:** That’s nice! Does your grandmother cook The New year’s meal?

**Nasrin:** Actually, she doesn’t. My mother makes it.

Review the dialogue and focus on 3 dimensions of ‘simple present tense’.

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

**2. Meaning/semantics:** The students should understand the maning of the “simple present tense” that is ‘a habit’.

**3. Use/pragmatics:** The students should understand where and when “simple present tense” is used:

- talking about habitual actions
- talking about facts

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



Explain allophones of /s/ third person

/s/ walks, writes, sleeps

/z/ buys, reads, colors

/ɪs/ watches, finishes

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**

Question				
Do	I we you they	buy	gold fish	?
Does	he she Hamid			

## See also

I read **my** book.

You wash **your** car.

He cleans **his** room.

She studies **her** lessons.

The cat drinks **its** milk.

We paint **our** house.

They eat **their** lunch.

I	→	my
you		your
he		his
she		her
it		its
we		our
they		their

## See also

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### Objectives

The objective of See also in this lesson is teaching 'possessive adjectives'

### Teaching Procedure

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

**Form:** my (I), your (you), his (he), her (she), its (it), our (we), their (they)

**Meaning:** something belongs to someone

**Function:** expressing possession

### Find it

Find and underline "simple present tense" in the passage below. Then find and underline "possessive adjectives".

Ahmed is from Turkey and he lives in Istanbul. Fitr Eid is an important religious holiday in his country. He likes this day a lot. It's on the first day of Shawwal. On Fitr Eid, Muslims don't fast. They say their Eid prayers before noon. In all Muslim countries people hold the same ceremony.

### Tell Your Classmates

Tell your classmates five things about Festivals and Ceremonies.

Example: I really like Fajr Film Festival.

- 1
- 2
- 3
- 4
- 5

## 5 Find it and Tell Your Classmates.

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### Objectives

- Making students aware of the taught grammatical structures, 'simple present tense'.
- 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 instances of 'simple present tense'

'Find It' is followed by a controlled written 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

lives, likes, don't fast, say, hold and possessive adjectives (his,their)

#### Tell your classmates.

1. We go out on Nature Day.
2. My mother sets the table on Norooz.
3. My mother bakes a cake for my birthday.
4. We read poems of Hafez at Yalda night.
5. We sing our national anthem in football matches.

Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. What do they eat?

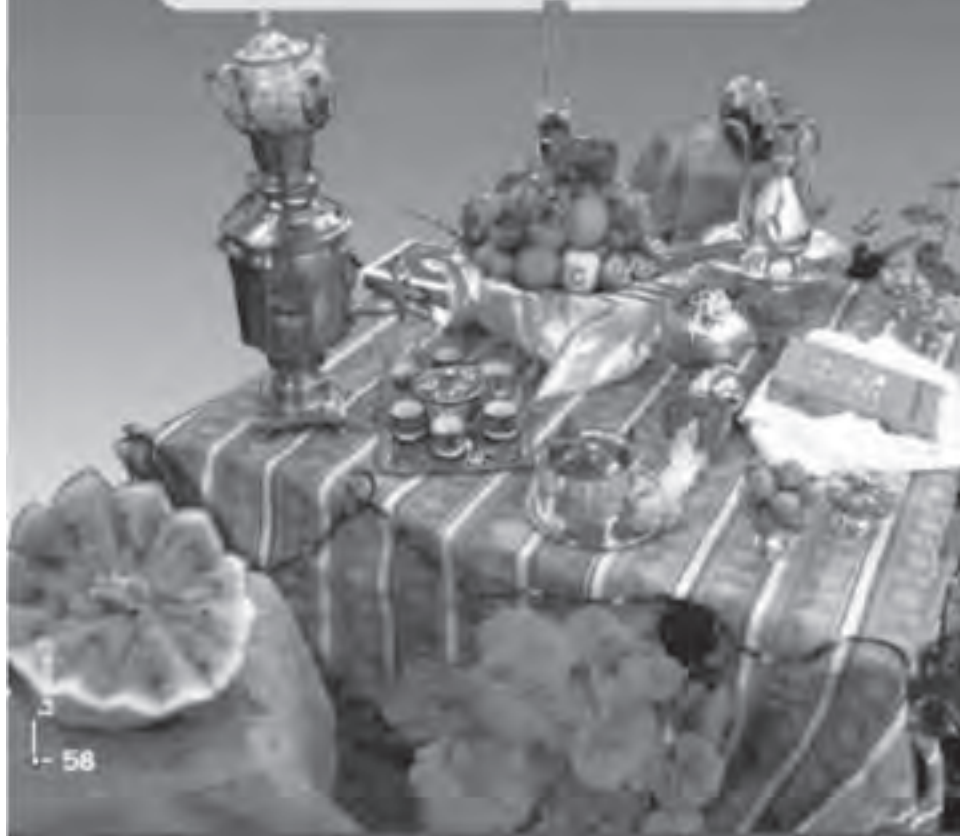
They eat \_\_\_\_\_ and \_\_\_\_\_.

2. What do they listen to?

They listen to \_\_\_\_\_.

3. Do they stay home at Yalda night?

\_\_\_\_\_.



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## 6 Listening, Reading and Writing

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### 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

Zohreh: Do you stay home at Yalda Night?

Ayda: No, we don't. We go to my grandparents' house.

Zohreh: How nice! What do you do there?

Ayda: We sit together and listen to poems of Hafez.

Zohreh: Nice! Do you eat watermelon?

Ayda: Yes, we do! We also have nuts.

Zohreh: It sounds great!

### KEY

1. What do they eat? They eat watermelon and nuts.

2. What do they listen to?

They listen to poems of Hafez.

3. Do they stay at home at Yalda night?

No, they don't. They go to her grandparents' house

**Teacher's notes**

Lined area for teacher's notes with horizontal dashed lines.

E

Listen to the audio and answer the questions below.

1. Does the New Year start in March?

No, it starts in \_\_\_\_\_ or \_\_\_\_\_.

2. Does it change every year?

Yes, it \_\_\_\_\_.

3. What does everyone wear?

\_\_\_\_\_.

4. What do older people give to children?

\_\_\_\_\_.



## 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

“Hi, I’m from China. In my country New Year starts in January or February. It changes every year! Umm. . . Red is very important for Chinese people. People wear red clothes. Oh! And older people give “lucky money” to children in red envelopes.

### KEY

1. Does the New Year start in March?  
No, it starts in **January** or **February**.

2. Does it change every year?

Yes, it changes every year (or yes, or yes it does)

3. What does everyone wear?

They wear red clothes. (or just 'red clothes')

4. What do older people give to children?

Older people give lucky money to children in red envelopes. (or just 'lucky money')

**Teacher's notes**

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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

Question

Does your grandparent tell you stories?

Do you wear special clothes on New Year holidays?

Do you visit other people?

Do you get gifts?

Does your father work on holidays?

Card B

Answer

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## 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, function(s), and the topic of the lesson.

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

### KEY

**Card A**  
Question

Does your grandparent tell you stories?  
Do you wear special clothes on New Year holidays?  
Do you visit other people?  
Do you get gifts?  
Does your father work on holidays?

**Card B**  
Answer

Yes, he (she) does/No, he (she) doesn't.  
Yes, I do/No, I don't.  
Yes, we do/No, we don't.  
Yes, I do/No, I don't.  
Yes, he does/No, he doesn't.

### Role Play

Talk with your classmates about national and international festivals.



Lesson 3

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## Role Play

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### Objectives

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

### Teaching Procedure

This is a role play activity.

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

### KEY

A: I really like Fetr Holdiays!

B: Oh, yes! So do I. It's really great!

A: We normally go out.

B: Do you travel too?

A: Yes, we usually go to Qom. I really like it.

B: We usually go to my grandparents' houses.

A: That's nice! Does your grandmother cook for you?

B: Yes, she makes delicious cookies.



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: 20 questions**

Ask 1 student to think of something. Make groups of 5–6. Ask students to think of questions to find out what the object/person is. The class has the chance of asking 20 questions.

**Is it big?**

**Does it walk?**

**Does it eat?**

**Is it a bird?**

**Language Task: My way home** (MIs involved: spatial, logical–mathematic, and linguistic).

Ask students to imagine themselves leaving their school and going home. Ask them to jot down how many left turn they make and how many right turns.

Ask them to draw the diagram of their way home.

Group the students in 4. Ask one of students to describe their routes. Ask other to draw the diagram, then compare that with other students' works.

*I walk to school.*

*I make 1 left turn at Azadi Street.*

*I go straight.*

*I make 1 right left at Alavi Lane.*