

Lesson 6

Health and Injuries

Lesson 6 Health and injuries	Health and injuries (bruise, plaster, hurt, ...)	Review	Past Tense (irregular)	Object Pronouns	Expressions - Did Mina have an accident? - Yes, she did. - Who had an accident? - Reza. - "Do you need help?"
Talking about Health and Injuries 95-107					

The *Gantt Chart* of Lesson 6

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 6: Health and Injuries



Conversation

✦ Listen to the conversation between two friends.

Reza: We plan to go to the lake. Do you want to come?

Ehsan: I don't think so. I don't like school trips. Last summer I fell and broke my leg.

Reza: It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks!

Ehsan: That's too bad! I didn't know that.

Reza: Yeah..., but after that, I participated in Helal-e-Ahmar first aid classes. I learnt how to take care of myself.

Ehsan: I like that. Can you give me some advice?

Reza: Sure!



1

conversation

Objectives

- Providing students with *language input*
- Presenting *language function* ‘talking about health and injuries’
- Presenting *new vocabulary/expressions* related to the theme ‘health and injuries’
- Rising students’ *awareness* towards the structure ‘past 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 ‘health and injuries’

1.1. *Brainstorming*: You may write the word ‘injuries’ 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.



1.2. *Researching*: Ask students to interview each other and see if anyone in the class has had injuries. Write them on the board.



Use this technique in more proficient classes.

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

Sometimes, people are not careful. They run fast. Or they don't look around themselves carefully. Bad things happen to them. They hurt their bodies: they twist their ankles, they cut their fingers,... What about you? Are you a careful or a careless person? What do you do when you have an accident, or are injured?

1.4. *Viewing pictures or photographs*: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *injuries*. 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 *injuries* when they are doing the above activities.

1.6. *Watching movies:* You can show a short movie to students about *health* and *injuries*.

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**:

lake:	picture, explanation
ankle:	realia
advice (v) :	translation

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. Did Ehsan break his leg last summer?
2. Who participated in Helal-e-Ahmar classes?

۱- آیا احسان به رضا کمک می کند؟

۲- آیا احسان به اردوی مدرسه 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. Discriminating between intonation contours in sentences: Listen carefully and check the intonation of the speaker when the following utterances are said:

1. Where did you go?
2. What does she buy?
3. Is he angry?
4. They are playing.
5. She doesn't like chocolate.

B. Listen and fill in the blanks.

A: I think so. I don't like trips. Last summer I fell and broke my

B: It happens. I twisted my last winter. I stayed for two weeks!

–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: Who twisted his ankle last summer?*

–*Inference question: Is Reza careful now?*

–*Opinion-gap question: Did you break your leg when you were a kid?*



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 injuries, what kind of injuries are described in the conversation, and what has happened to people 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 'leg' to 'break' or 'accidents' to 'Helal-e-Ahmar'.

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 injuries? How do they want to solve their listening problems?



Practice 1 Talking about Health and Injuries (1)

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



- Did Mina have an accident?
- Did Ali cut his finger?
- Did you break your leg?
- Did you hurt your back?

Yes, she did.
 No, he didn't.
 Yes, I broke my leg.
 No, I didn't hurt my back.



Practice 2 Talking about Health and Injuries (2)

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



- Who had an accident?
- Where did she break her leg?
- When did Reza take care of his mother?
- How did Amir hurt his head?
- Why did they have an accident?

Reza.
 She broke her leg in the park.
 He took care of his mother last week.
 He hit his head on the door.
 Because they drove fast.



2

Practice: Talking about Health and Injury (1) & (2)

Objectives

- Presenting instances of *language function* ‘talking about injuries’
- Helping students have *focused attention* on ‘past tense of irregular verbs’.
- Providing opportunities for *repetition of the structure* ‘past 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 ‘*injuries*’. Let them know what each turn means.

- Let them know what the word ‘*injuries*’ 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 ‘*injuries*’.

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

A series of 25 horizontal dashed lines for writing notes.



She burned her hand.



He broke his leg.



He hit his head on the door.



It is bleeding.



It hurts a lot.



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

Present new words with the help of the following techniques:

1. She burned her hand: picture
2. He hit his head on the door: action
3. He broke his leg: picture, explanation
4. It is bleeding: flashcard
5. It hurts a lot: action

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



She cut her finger.



Please stick (put) a plaster on the wound.



I hurt my knee.



She takes care of her mother.



He has some bruises.



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

Present new words with the help of the following techniques:

1. She cut her finger: picture
2. Please stick a plaster on the wound: Action
3. Please put a plaster on the wound: Action
4. I hurt my knee: flashcard
5. She takes care of her mother. explanation: translation
6. She has some bruises. flashcard

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.

He has a black eye.

He had a car crash.

He has a scar.

He had a heart attack.

He has his leg in a cast.

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.



Teacher's notes

A series of 20 horizontal dashed lines for writing notes.

Language Melody

- ✦ Listen to the conversation and pay attention to rising and falling intonations.

Student 1: Excuse me teacher! Hemid cut his finger.

Teacher: What?! Let me see. Oh, does anyone have a plaster?

Student 2: I think I have one. Just a second!

Teacher: Please hurry up! It's bleeding.

Student 2: I found it. Here you are.



- ✦ Listen to these sentences and then practice.

Rising

Is he clever?
Are they playing football?
Does he like summer?
Do they have their lunch at school?
It is fantastic!
What a beautiful flower!

Falling

There is a cat in the yard.
We had an accident.
We live in Isfahan.
Where is my coat?
What do you study?
When did they go to school?



Do you need help?

3 Language Melody

Objectives

- Helping students recognize the rising and *falling intonation* contrast with different grammatical structure
- Helping students discriminate between rising and *falling intonation*.
- Helping students produce proper intonation contours associated with the function/structure 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 review the rules: tell students that *a falling intonation is used with statements and wh questions; A rising intonation is used with Yes/No questions and surprises.*

2. Listening discrimination

Listen to the pair of sentences. If they are the same, raise your hand.

1. My mother works in a hospital. My mother works in a hospital
2. Where is she going? Is she going to a park?
3. Is it great? Great!
4. They are eating breakfast. What are they doing?
5. We don't get up early. We don't get up early

3. Controlled practice

Read the sentences on page 100 and ask the students to repeat after you.

4. Guided practice

Ask students the sentences into question form.

Say them with appropriate intonation.

1. They are kind.
2. She usually walks to school.
3. They are travelling.
4. I always play in the park.

5. Communicative practice

Ask students to say some sentences with rising or falling intonation *to ask questions, to show their surprises*.

Grammar

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

Affirmative				
I	spoke	English		two days ago. yesterday. last night. last week.
You				
We They				
He She				

Negative				
I	did not/ didn't	speak	English	two days ago. yesterday. last night. last week.
You				
We They				
He She				

Yes/No Question				
Did	I	speak	English	?
	you we they			
	he she			



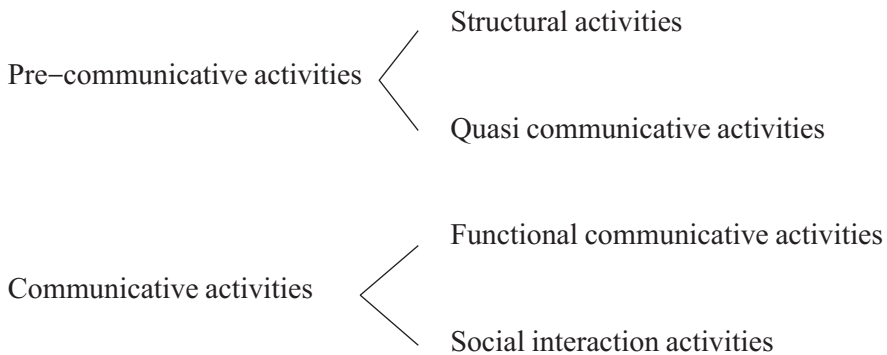
Grammar

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 “past tense” in the dialogue. They have already practiced it and faced 7 examples of the new structure.

Reza: We plan to go to the lake. Do you want to come?

Ehsan: I don't think so. I don't like school trips. Last summer, I fell and broke my leg.

Reza: It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks.

Ehsan: That's too bad! I didn't know that.

Reza: yeah... I participated in Helal-e-Ahmar first aid classes after that. I learned how to take care of myself.

Ehsan: I like that. Can you give me some advice?

Reza: Sure.

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

1. Forms: The students are expected to learn the form and structure of “past tense with irregular verbs” in statements, interrogative sentences and negative sentences.

2. Meaning/semantics: The students should understand meaning of the “past tense” that is the action that happened in the past.

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

- talking about an action happened in the past
- describing a habit happened in the past

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 different allophones of /d/ past tense.

/d/ enjoyed, interviewed, received, used

/t/ walked, washed, watched,

/ɪd/ texted, connected, updated, participated,
downloaded, attended,

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**

Who ate the cake?
What did she write?
What did Amir buy?
When did they read the book?
Where did you break your leg?

See also

He called me.	I → me
I am talking to you.	you → you
Mina looked at Zahra/ her.	he → him
They saw Ali/him in the park.	she → her
You hurt the cat/it.	it → it
She read the books/ them.	we → us
They invited us.	they → them

See also

Objectives

The objective of See also in this lesson is teaching objective pronouns

Teaching Procedure

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

Form: me (I), you (you), him (he), her (she), its (it), us (we), them (they)

Meaning: the object of the verb

Function: Functioning as the objective of the verb, used in the place of nouns

Find it

Find and underline "simple past tense" in the passage below.

My mom just baked some cookies. She put them on the table. My little brother Reza was hungry. He wanted a cookie. He climbed a chair to take it. He fell down and hurt his head. He climbed the chair again. He took one this time. The cookie was hot. He burnt his hand and started crying.



Tell Your Classmates

Tell your classmates about five injuries you had in the last five years.

Example: I cut my finger last week.

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



5 Find it and Tell Your Classmates.

Objectives

- Making students aware of the taught grammatical structures, 'past tense'.
- Providing students with controlled oral practice

Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask students to quickly go through the text and circle or highlight all instances of 'past tense'

'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

baked, put, was, wanted, climbed, fell down, hurt, climbed, took, was, burnt, started

Tell your classmates.

1. I broke my leg.
2. I twisted my ankle.
3. I hurt my head.
4. I hurt my back.
5. I burnt my hand last week.

Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. Why did the girl fall down?

Because she didn't use _____

2. How did she break her leg?

She _____

3. What did her mother do?



6 Listening, Reading and Writing



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

Behnaz: Mother, please help me. I think I just broke my leg.

Mother: What happened dear?

Behnaz: I didn't see this ball and I fell down. My leg hurts a lot.

Mother: Sit down and don't move. Let me call 115.

KEY

1. Why did the girl fall down?

Because she didn't see **the ball**.

2. How did she break her leg?

She **fell down**.

3. What did her mother do?

She called 115.

B

Listen to the audio and answer the questions below.

1. Who was in the fire?

2. How did Omid hurt his back?

3. Where is Omid now?



Omid Abbasi

6 Listening, Reading and Writing

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

Omid is a firefighter. Last week he went to put out a big fire in a small house. There was a child in the fire. The child hurt her ankle and could not come out of the house. Omid went into the fire and saved the child. He hurt his back. He got some bruises on his hands and legs. He is in the hospital now. But he is very happy he saved the child.

KEY

1. Who was in the fire?

A child.

2. How did Omid hurt his back?

He went into the fire.

3. Where is Omid now?

In the hospital.

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

Questions

What was your last accident?

Where did it happen?

When did it happen?

What did you do?

Who helped you?

Card B

Answers

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.

Card A
Question

What was your last accident?
Where did it happen?
When did it happen?
What did you do?
Who helped you?

Card B
Answer

I broke my leg
At school.
Last year,
I asked for help
My friends.

Role Play

Play the roles of two friends talking about their injuries. Follow the conversation of the lesson.





Role Play

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 'health and injuries'
- Ask them to use the conversation of the lesson as a model.

KEY

A: We plan to go to the park. Do you want to come?

B: I don't think so. I don't like school trips. I always hurt myself.

A: It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks!

B: Really? I didn't know that.

A: Yeah..., but after that, I participated in Helal-e-Ahmar first aid classes. I learnt how to take care of myself.

B: I like that. Can you give me some advice?

A: Sure!



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: Past Tense Game

Write ten infinitives on the board. Ask students to take turn and come to the board. They have to close their eyes and put their hands on the board. Then they open their eyes to see which infinitive they have selected. They have to make past tense sentences with the infinitive.

go to school

play football

read book

drink milk

buy bread

take bus

break leg

watch game

You may ask students to use time expressions such as ‘last week, yesterday, last year, etc.’ with their sentences.

Language Task. The intelligences on holiday (all MI’s are involved).

Ask students to bring 1 photo of their latest travel. Ask students to think back to the holiday away from home and say what they did and really enjoyed.

The weather was nice.

I liked the lake.

I didn’t go swimming.

Workbook

Answer Key

Lesson 1

Personality

1 Fill in the blanks.

am, is, are, are, is, isn't, s

2 Choose the correct forms.

1. isn't 2. is 3. are 4. is 5. are

3 Unscramble the following sentences.

1. I am not nervous.
2. You and your friend are not selfish.
3. Is Mina careless?
4. There are two rooms in our house.
5. Is there an orange on the table?

4 Write a sentence for each picture.

1. He is angry.
2. He is hard-working.
3. He is funny.
4. He is helpful (kind).
5. He is careless.
6. He is brave.

5 Match the sentences with pictures.

My teacher is kind.

 Picture 3

The man is cruel.

 Picture 1

The girl is quiet.

 Picture 2

They are not neat.

 Picture 4

There is a book on the desk.

 Picture 6

There are five students in the classroom.

 Picture 5

6

A. Find six words related to the lesson (Personality)

brave, angry, neat, clever, shy, careless



B. Put the words in the correct column.

Positive: brave, neat, clever

Negative: angry, careless, shy

C. Complete the sentences with the correct words.

1. shy 2. neat 3. hard-working 4. careless

7 **Edit the following text. (four mistakes)**

I'm Maryam Bakhtiari.

I am 13 years old. I live in Shahr-e-Kord. People of my city are very kind. In spring and summer there are many tourists in Shahr-e-Kord. They like our city very much. My brothers **are** very helpful to the tourists. They help them visit the city.

8] Write some sentences about you, your family or your friends.

I am clever. I am neat. I am not talkative.

My father is hard-working. My mother is kind.

My friend is careless.

9] Yes or No?

1. Yes

2. Yes

3. No

4. Yes

5. No

10]

A. Underline "to be verbs".

I'm Ino Hitachi. I am 14 years old. I am Japanese. I live in Tokyo, the capital of Japan. People of my country are very kind and hard-working. They are also very busy and serious. There are many cities and villages in my country. About 127 million people live in Japan. I love my country very much. I also like to visit other countries.

B. Answer the following questions.

1. He is 14 years old.

2. He's from Japan.

3. They are very kind and hardworking (busy and serious).

4. Yes, there are. There are many cities and villages in Japan.

C. Rewrite the text about yourself.

I'm Hamid Saffari. I am 13 years old. I am Iranian. I live in Tehran, the capital of Iran. People of my country are very kind and hard-working. They are also very busy and serious. There are many cities and villages in my country. About 80 million people live in Iran. I love my country very much. I also like to visit other countries.

Lesson 2

Travel

1 Complete the sentences. (present continuous tense)

1. am traveling 2. is booking 3. are washing 4. are exchanging

2 Unscramble the following sentences.

1. The tourist is filling out a reservation form.
2. Is your brother checking the map?
3. What are your little brothers doing now?
4. My friend's father is traveling now.

3 Choose the correct forms.

1. are 2. is 3. is 4. are

4 Unscramble the following sentences.

1. Zahra's notebook
2. The map of Iran
3. The door of the class
4. The window of the room
5. The legs of the chair
6. Mr. Karimi's (Ahmad's) passport

5 Write a sentence for each picture.

1. He is (He's) checking the timetable.
2. They are (They're) buying some bread (groceries, fruits, etc.)
3. He is (He's) filling out a form.
4. They are (They're) checking in a hotel.

5. She is (She's) going to the airport.
6. He is (He's) traveling by train.

6

A. Find six words related to the lesson. (Travel)

land, airport, book, pack, ticket, passport

P	N	G	P	A	C	K	H	J
O	I	V	T	I	C	K	E	T
Y	L	W	L	R	B	U	K	A
P	A	S	S	P	O	R	T	L
H	N	S	P	O	O	D	O	S
A	D	U	Q	R	K	C	R	A
F	L	O	A	J	G	S	T	P

B. Put the words in the correct columns.

Verb: land, book, pack

Noun: airport, ticket, passport

C. Write some sentences with the words found.

1. The plane is landing.
2. She's going to the airport.
3. I am buying a ticket.
4. They are packing.
5. It's Ali's passport.

7 **Edit the following text. (four mistakes)**

This is Mrs. Kress. She is **Paul's** wife. She is **standing** at a gift shop. The

door **of** the shop is not open. Mrs. Kress **is** wearing a scarf and a mantua. She wants to buy some gifts for her family.

8

A. Put the pictures in the correct order.

buy a ticket, go to the airport, take off, land, talk to a receptionist, check in

B. Write a sentence for each picture.

1. Amir/He is buying a ticket.
2. He's going to the airport.
3. The plane is taking off.
4. The plane is landing.
5. His father is talking to a receptionist.
6. They are checking in a hotel.

9 Complete the sentences about yourself.

1. It's 6 a.m. I am eating my breakfast now.
2. It's 7 a.m. Now, I'm going to school.
3. It's 1 p.m. I'm going home now.
4. It's 5 p.m. Now, I'm doing my homework.
5. It's 10 p.m. I'm going to bed now.

10

A. Underline "present continuous tense".

Frank: Hi Sam! How is it going?

Sam: Fine, thanks. I want to go to Berlin but the fan of my laptop is not working again.

Frank: Oh, what's the problem with it?

Sam: I'm not sure. It's making a noise. My brother is working on it.

Frank: When is your flight?

Sam: It's at 5: 30 p.m.

Frank: Don't worry. You still have time. I think it is not serious.

B. Yes or No?

1. No 2. Yes 3. Yes 4. No

C. Answer the following questions.

1. His computer is not working.
2. Sam's brother is working on it.
3. He is traveling by plane.
4. No, it is not serious.

Lesson 3

Festivals and Ceremonies

1 Fill in the blanks. (simple present tense)

1. watches 2. does not wear (doesn't wear) 3. swim
4. start 5. do not visit (don't visit) 6. go out

2 Choose the correct forms.

1. teaches 2. set 3. read 4. go 5. doesn't 6. clear









3 Fill in the blanks. (possessive adjectives)

1. his 2. Its 3. Their 4. her 5. my 6. her

4 Complete the sentences with the correct form.

1. does not drive (doesn't drive) 2. does not play (doesn't play)
3. water 4. does not clean (doesn't clean) 5. has

5 Match the phrases with the pictures.

1. go out on Nature Day  Picture 3
2. visit relatives  Picture 2
3. wash carpet  Picture 1
4. clean the house  Picture 4
5. cook lunch  Picture 7
6. color eggs  Picture 6
7. set the table  Picture 5
8. buy new clothes  Picture 8

6 Complete the sentences with the phrases above.

I really like New Year holidays. We have a lot of fun. We go shopping and **buy new clothes**. We **clean** our house and **wash** our carpets. My cousins and I **color** the eggs. My sister **sets** the Haft Seen table. On New Year day my mother **cooks** rice with fish. We always **visit** my grandparents and our relatives. And on Nature Day we **go out** and play.

7

A. Find five words related to the lesson. (Festivals and Ceremonies)



B. Write the words in front of the correct verbs.

watch **firework** hold **a ceremony** bake **cookies**
clear **the table** make **lunch**

C. Make five sentences with the phrases above.

1. I watch fireworks.
2. Our school holds a ceremony for us every year.
3. My mother bakes cookies every Friday.
4. I clear the table after lunch.
5. My mother makes lunch every Tuesday.

8

A. Edit the text. (six mistakes)

Hi, my name is Bahareh. I'm from Iran. In our country, people **celebrate** the first day of spring. That's on March 20th or 21st. This is our **New Year**. The celebration continues for two weeks. Before New Year we **clean** our houses and buy new clothes. My father **gives** some money to the poor people. My sister and I always **set** the Haft Seen Table. We put the Holy Quran and a mirror on the table too. On New Year day, we sit around the table and **recite** the Holy Quran. My mother **cooks** a special food for lunch. Then we visit our relatives.

B. Rewrite the text about yourself.

The same text can be rewritten with any students' name.

9 Yes or No?

The answers depend on students' choices and preferences.

10

A. Underline "simple present tense".

"Solnal" is one of Korea's holidays. Solnal is the Korean New Year. Families travel to visit relatives. An important part of the holiday is the "Sebae". It means showing respect for old family members. People eat rice cakes and noodles and play old games. People don't sleep and are awake till midnight to say goodbye to the past year. And they think if you sleep, your hair changes white. Most children know this is not true, but they like to stay awake.

B. Yes or No?

1. Yes 2. Yes 3. No 4. Yes 5. No

C. Answer the following questions.

1. It is one of Korean's holidays./It is the Korean New Year.
2. No, they don't. They eat rice cakes and noodles.
3. No, it doesn't. It means showing respect for old family members.
4. No, they don't. They play old games.

D. Write some sentences about what you do on Islamic–Iranian Festivals and Ceremonies.

1. We celebrate Bahman 22 every year.
2. I take part in Islamic ceremonies.
3. We visit our relatives on Yalda night.
4. We read Holy Quran in Ramadan.

Lesson 4

Services

1 Choose the correct answer.

1. Where 2. Why 3. When 4. Who 5. What 6. How

2 Make correct questions by adding “do” or “does”.

1. What do you do in your free time?
2. When does your brother get up in the morning?
3. Where does a baker work?
4. How does she go to school?
5. Why do they learn English?

3 Match the questions with the correct answer.

1. b 2. d 3. a 4. c

4 Rewrite the following sentences with the given words.

1. He sometimes reads the newspaper.
2. She often helps her daughter with her homework.
3. We usually watch television in the evening.
4. I always eat vegetables and fruits.
5. They never hire a taxi to work.

5 Fill in the blanks with the correct form. Then answer the questions.

1. When

I sleep at 9 O'clock

2. How

They go to school by a van.

3. Where

He/Mr brown lives in Tehran.



4. What

She drinks milk.


5. Why


Because he is late.

6 Match the pictures with the questions and answer.


1. Who plays with his friends?  3. Mahdi plays with his friends 


Picture D

2. Where is the driver?  1. He's at the gas station.  Picture A

3. What does a firefighter do?  2. He puts out fire and saves lives.

 Picture E

4. When do you wake up in the morning?  5. I usually wake up very early.  Picture C

5. How do the children go to school?  4. They always go by bus.

 Picture B

7

A. Find six words related to the lesson (Services), and fill the blanks.



hires, account, fire, clean, get off, hard

1. fire 2. hires 3. account 4. get off 5. hard 6. clean

B. Put the words in the correct columns.

Noun: fire, account

Verb: hires, get off

Adjective: hard, clean

C. Write some sentences with the words found.

1. Our city is clean.
2. My father hires a taxi to work.
3. He puts out fire.
4. The children get off the school bus at 3.
5. She has an account in Melli Bank.

8 Edit the following text. (4 mistakes)

1. **Does** your father use an E–ticket?
2. **Is** there a hospital near your house?
3. Do you give money to charity (Behzisty/Mahak/...)?
4. How **do** you keep your city clean?
5. **Do** your classmates do volunteer work for your school/city/village?

9 Yes or No?

The answers depend on students' choices and preferences.

10

A. Underline “adverbs of frequency”.

We sometimes go out with our school. We go with a school bus. We have a lot of fun. Some of our teachers come with us. We often visit a museum. We

sometimes meet a famous writer. The writer usually tells us some interesting stories. At noon we pray and have lunch. In the afternoon we go to a park and play and have a lot of fun. We come home at 6 p.m. and go to bed early.

B. Yes or No?

1. No 2. Yes 3. Yes 4. Yes 5. Yes

C. Answer the following questions about yourself

The answers depend on students' choices and preferences.

Lesson 5

Media

1 Fill in the blanks.

attended, watched, was, lived, showed, liked, learned

2 Rewrite the sentences in the past tense.

1. We visited a museum last summer.
2. The teacher was very happy yesterday.
3. Amir walked to the park.
4. My mother baked a cake last Friday.
5. There was an apple on the table.
6. I liked cartoons.

3 Complete the chart. There is an example.

Question

1. Did 2. Did 3. Did 4. was 5. Were

Short answer

1. No, I didn't
2. Yes, he did
3. No, She didn't.
4. Yes, it was.
5. No, they weren't.

Complete answer

1. watched a cartoon.
2. He liked computer games.
3. She used a computer.
4. It was sunny yesterday.
5. They were happy last week.

4 Unscramble the following sentences.

1. Did Mina call her grandparents on Friday?
2. The boys didn't like the movie.

3. Where did you watch the movie?
4. Were the girls happy yesterday?
5. Did she text her brother?

5 Answer the following questions.

1. Yes, it was.
2. No, she didn't.
3. No, they weren't.
4. Yes, they did.
5. Yes, they did.

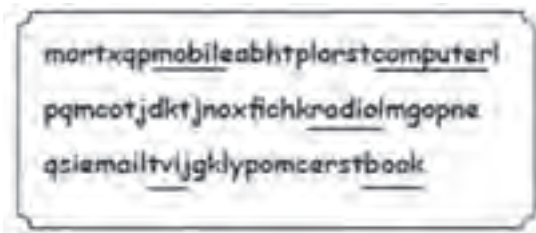
6 Put the sentences in correct order to make a dialogue.

- Where were you this morning? I was at home. I participated in a test.
- Did you have a test at home? Yes, it was an online test.
- How did you answer the questions? I used my computer.

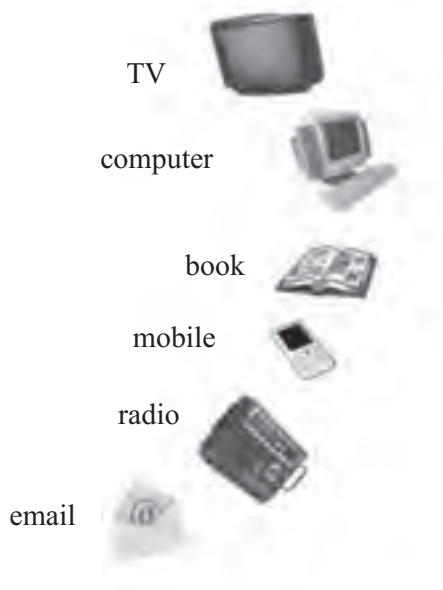
7

A. Find six words related to the lesson (Media)

mobile, computer, radio, email, TV, book



B. Match the words with the pictures .



C. Put the words in the correct columns .

read: book, email, computer

listen: radio, mobile

watch: TV, mobile

speak: mobile

D. Complete the sentences with the found words .

1. email 2. computer 3. TV 4. radio 5. book

8

A. Edit the text. (six mistakes)

Dear Sam,

I am writing this email with my tablet. I just learned how to use it. Last week our neighbor invited us to a village near a river. It **was** a nice and quiet place. There **were** tall trees and beautiful flowers. The sky **was** blue and clean. The water of the river **was** clean and cool. We **did** not use our computers or mobiles a lot. But we were very happy. We **played** a lot all day.

There are some photos of our trip here.

Please write to me soon.

Say hello to uncle Amir, aunt Maryam, Soroosh and Sara.

Best

Sina

B. Rewrite the text about yourself.

The answers depend on students' choices and preferences.

9] Choose the correct forms.

1. wasn't 2. were (or weren't) 3. attended (or didn't attend) 4. weren't

10]

A. Underline "past tenses".

Saturday, Esfand 2, February 21

I attended a ceremony in our school today. It was a small party for girls of grade 3. It was Taklif Celebration. I enjoyed it a lot.

Monday, Esfand 4, February 23

We watched a short movie at school about the history of Iran. It was interesting. I like to watch it again.

Wednesday, Esfand 6, February 25

Mahsa was absent today. I called her in the evening. She was not OK. She visited a doctor. She needs to rest. I miss her.

B. Yes or No?

1. No 2. Yes 3. No 4. Yes

C. Answer the following questions.

1. No, she didn't. She attended Taklif Celebration on Saturday.
2. Yes, she liked it.
3. Mahsa was absent.
4. No, they watched it at school.

Lesson 6

Health and Injuries

1 Choose the correct forms.

1. He broke his leg
2. Yes, I did.
3. She hurt them.
4. No, she didn't.
5. Ali
6. Yes, she called him.

2 Complete the conversation with "did" or "didn't".

Man: **Did** you hit my car?

Reza: No, **I didn't**.

Man: Who did?

Reza: A little boy.

Man: How **did** a little boy hit my car?

Reza: He was on a bike.

Man: **Did** he hurt himself?

Reza: No, he **didn't**.

3 Change the sentences into question.

1. Where did they play this morning?
2. When did Ali and Omid participate in an online English course?
3. Who spoke English?
4. What did Behnam send to his cousin?
5. What did the children do in the afternoon?

4 Make five correct sentences.

1. They hurt their heads.
2. My sister cut her finger.

3. Sima twisted her ankle.
4. The worker broke his leg.
5. We burnt our hands.

5] Read a report of an accident and complete the paragraph.

Yesterday was very cold. It snowed heavily. 12 kids, 10 old people, and 4 students were hurt. One kid broke his leg and two kids hurt their **hands**. Three old people **hurt their backs** and four old people hurt their heads. Three students also **broke** their heads. The firefighters and policemen were everywhere. They helped people.

6] Answer the following questions.

1. He lived in Khorramabad.
2. He joined Helal – e–Ahmar in 1392.
3. No, he broke his leg.
4. No, he didn't.
5. He participated in Helal-e-Ahmar ceremony.

قبل از انجام تمرین های صفحات ۸۸ و ۸۹ اصلاحات را مطابق صفحات زیر انجام دهید.

Read a report of an accident and complete the paragraph.

Subject	Child	Old People	Students
leg	1	0	0
hand	2	2	1
back	0	4	0
head	0	0	3

Yesterday was very cold. It snowed heavily. _____ kids, _____ old people and _____ students were hurt. One kid broke his leg and 2 kids hurt their _____. Five old people _____ their backs and _____ old people hurt their heads. Three students also _____ their heads. The firefighters and policemen were everywhere. They helped people.



Answer the following questions.



1. Where did Farid live in 1387?
2. Where did the girl visit Ahmar?
3. Did he break his hand?
4. Did he go to school in Ahmar?
5. What did he do in 1387?

7

A. Find six words related to the lesson. (Health and Injuries).

hit, back, bleeding, broke, ankle, leg



B. Put the words in the following sentences.

1. bleeding
2. broke
3. ankles
4. hit
5. back
6. leg

C. Put the words in the correct columns.

Body: leg, back, ankle

Verbs: hit, broke, bleeding

D. Write some sentences with the words found.

1. She broke her leg.
2. His back hurts.
3. They twisted their ankles.
4. Ali's finger is bleeding.
5. She hit her head into the door.
6. My grandfather's head hurts a lot.

8

A. Edit the following text. (five mistakes)

We **had** a long trip to our uncle's house. We **took** a bus to their city. There were many cities on the way. There were some jungles and rivers, too. We enjoyed everything. But, we **saw** an injured goat near the road. We stopped to help it. The animal **hurt** its neck. Luckily, it **was** not a bad wound. We took the goat to the police station.

B. Rewrite the text about yourself

The answers depend on students' choices and preferences.

9 Answer the following questions about yourself.

The answers depend on students' choices and preferences.

10

A. Underline "past tenses"

Elina was a young and happy girl. When she was 7 years old, she had a bad accident. She was in the car with her family. Their car hit a big tree. Elina hurt her legs. She did not walk after the accident. But she was very brave. She stayed at home and studied hard. She wrote many nice stories. She became a famous writer. She wrote stories for children. Many children read her stories.

B. Yes or No?

1. No 2. No 3. Yes 4. Yes

C. Answer the questions.

1. She had a bad accident.
2. No, she didn't. She studied at home.
3. Many children read her stories.
4. Yes, she was a famous writer.

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معلمان محترم و صاحب نظران گرامی می‌توانند نظر اصلاحی خود را در باره مطالب این کتاب از طریق نامه به نشانی تهران - صندوق پستی ۴۸۷۴/۱۵۸۷۵ - گروه درسی مربوط و یا پیام نگار (Email) talif@talif.sch.ir ارسال نمایند.

دفترتالیف کتاب های درسی ابتدایی متوسطه نظری