A Trip to Alphabetland

Teaching Notes

a big *A*, a small *a* (page 6)

1. Write *A a* on the board.
2. Say "*a big A, a small a*"
3. Pupils repeat after you.
4. Point to the big *A* and say *"a big A"* and get the class to repeat after you.
5. Point to the little (small) *a* and say *"a small a"* and get the class to repeat after you.
   Note: Don't ask the pupils to write the letters yet.
6. Explain (in pupils' own language) that all the letters in English can be written in two ways: as **little (small)** letters or **big (capital)** letters. Big letters are used at the start of the names.
7. Refer to page 6. Say: *"Show me a big A."*
8. Pupils point to the letter and say: *"a big A"*
9. Then say: *"Show me a little a."*
10. Pupils point to the *little a* and say: *"a little a"*
11. Now help pupils to identify the characters in the pictures.
12. Introduce the characters.
13. Point to the pictures and say:

> *Allan   Popo   a big A   a little a*
> Teacher: *Allan.*
> Class: *Allan.*
> Teacher: *Popo.*
> Class: *Popo.*
> Teacher: *a big A*
> Class: *a big A*
> Teacher: *a little a*
> Class: *a little a*

14. Choose two pupils to come to the front of the class.
15. Ask them to say hello/hi to each other.
16. Do a "chain drill". One pupil says: *Hello, (Tom).* The next pupil replies: *Hello, (Jack)*, and then turns to a third pupil and says: *Hello, (David).* Pupils continue in this way round the class.
17. Teach: *"I'm (I am)… ."*

18. Introduce yourself to class in English. Say: *I'm Miss/Mr …, etc.* Get the pupils to say: *I'm (David), I'm (Jack), etc.*

19. Teach *"Who are you?"*. Say: *"I'm Miss/Mr …, etc. Who are you?"*

20. Choose some pupils to act out the characters.

A-land (page 7)

1. Refer to page 7. Point to the apple and say: *"a is for apple, a (sound), a (sound) apple"*

2. Get the class to repeat after you.

3. Say: *"Look. Apple."*

> Pupils repeat after you.
> Teacher: *Apple*
> Class: *Apple*

4. Teach: *"I have … ."*

5. The teacher holds up (a book) and says: *"I have (a book)."*

6. Now point to the axe and say: *"a is for axe, a (sound), a (sound) axe"*

7. Get the class to repeat after you.

8. Say: *"Look. Axe."*

> Pupils repeat after you.
> Teacher: *Axe*
> Class: *Axe*

9. Teach: *"Show me … ."*
Ask the pupils to use this pattern with different objects.

10. Point to the letter and teach the sound *"a"* and get the class to repeat *"a"* sound – *apple, axe*.

11. Now you can play the A-land video song for pupils.

Learn More (page 8)

1. This section provides an opportunity to reflect what pupils have learnt in each unit.

2. Say: *"Look. Apple, ant, axe, airplane."*
Note: You can say:
"Look. An apple, an ant, an axe, an airplane."
"It is an apple. It is an ant. It is an airplane."

3. Pupils repeat after you, pointing to the pictures in the book.

4. Say: *"Show me an apple, an ant, an axe, an airplane."*

5. Pupils point to the words and say: *"An apple, an ant, an axe, an airplane."*

Trace (page 8)

1. Pupils trace the dotted letters.
2. Then they point to the letters and say:

A (sound)   A   A   A   A
a (sound)   a   a   a   a

Write letter a (page 9)

1. Pupils write letter *a*.
2. Then they point to the pictures and say: "*bag, cat, fan, car*"
3. Pupils say: *a is for apple, a is for ant, etc.*

Circle a (page 9)

1. Pupils find the right letter.
2. Then they say the letter names.

More Practice (page 10)

A. Listen, say and write.

1. Pupils listen to the CD and write "*a*".
2. Point to the letter and teach the sound "*a*" and get the class to repeat "*a*" (sound):
   "*apple, airplane, axe, ant, bag, car*"
   Note: Teach the *a* (sound) not the letter names.
3. Say the words two or three times.
4. Pupils listen and repeat the words, first all together and then individually.
5. Say: "*Show me an apple/an airplane/an axe/an ant… etc.*"
   Pupils point and say: "*It is an apple/an airplane/an axe/an ant… etc.*"
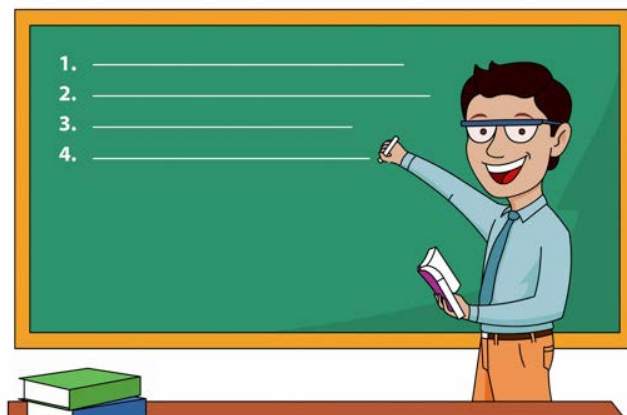
B. Listen, say and write.

Use the previous procedure.

Let's Write (page 11)

Write the letters.

1. Before asking pupils to write a new letter, demonstrate on the board.

2. Next, half turn your back to the class (as shown in the picture below), almost as if you were going to write on the board, and trace the letter in the air with your fingers.

3. Get the class to do it with you as you describe the hand movement.
4. Then pupils say the letter name: *"a small a, a big A"*
5. Now you can play the A-land writing video for pupils.

Note: The other units are taught in this method.

Special Tips

1. Teach new words by showing real objects, by drawing simple pictures on the board, or by mime and gesture. Only use the pupils' mother tongue to translate words when other methods of explanation are impossible. Whenever a new word is introduced, make sure that pupils know how to pronounce it clearly. Use this procedure:
   a. Say the new word two or three times.
   b. Pupils listen and repeat the new word, first all together and then individually.
   Note: Always try to explain new words through a picture or mime. Never ask pupils to translate. However, there are many situations when it is very useful to use the pupils' own language. For example, you might use it to explain an exercise in the Workbook, the meaning of a song or how to play a game. When teaching handwriting it is especially effective to use the pupils' own language. The important thing is to avoid translation.
2. Useful phrases:
   Here is a list of useful phrases for the teacher to use in classroom routines in English.

Sit down, please.	*Let's sing a song/ read a story.*	*All right.*
Quiet, please!	*Say it with me.*	*Good, very good.*
Bring me/ give it to me.	*Listen to me.*	*Ok.*

Put it here/there.
Here you are.
Open the door, please.
Come here, please.
Come in.
Stand up.
Close the door, please.
Go out.
Show me… .
Pay attention.
Stop now.
Open your books.
Repeat.
Hello!
Give me … .

Ready.
Pencils down.
Good morning.
Good-bye.
Go to your seat.
Go to … .
Right (Correct).
Let's Start.
All together.
Now in group/pairs.
Now you.
Yes, that's right.
No, that's not right.
Hands down.

In English please.
It's time for a song.
Write on the board.
Who wants to …?
It's your turn now.
Wait.
Look at the picture.
What's the matter?
Say it again.
Put up your hand.
Tell me … .
What's next?
Good afternoon.
Wrong

3. The following patterns are used in this book:

1. *I'm (I am) … .*
2. *Who are you?*
3. *Show me … .*
4. *This is a/an … .*
5. *It is a/an … .*
6. *I like … .*
7. *I have … .*
8. *Look at … .*
9. *What is this?*
10. *a is for apple*
11. *Is it a…?*
12. *Yes/No.*

4. Games:
  a. Give instructions for the game.
  b. Use one or two children to demonstrate how to play the game.
  c. The teacher may use the following games:

  (1) Guessing objects in a bag: The pupils can be allowed to feel the object, or the teacher can put in her/his hand and say: "What am I touching?"
  (2) Guessing an object behind one's back: This is quick and easily organized. A pupil stands with his/her back to the class. The teacher, or another pupil, puts an object into his hand behind his back. He has to guess what it is. Everyone enjoys the game and all the pupils watching, learn as much as the child doing the guessing.
  (3) Guessing wrapped object: This has to be prepared by the teacher before the lesson.
  (4) Guessing an object hidden on the teacher's desk: This is useful in the early stages. The teacher has some objects in her/his desk and she/he puts one on her/his desk,

hidden behind something, perhaps a large book. The pupils have to guess which one. This is pure guessing because there are no clues.

(5) **Draw and guess:** The teacher or a pupil draws an object step by step. At any point a pupil can guess what the object is. If he is right, he takes over and draws something else. If he is wrong, the first pupil continues drawing. This involves a conversation between two people which could be quite simple.

<div align="center">

Is it a/an …? Yes.
Is it a/an …? No.

</div>

(6) **Think of something:** One pupil goes outside and the class decides on an object. It may be something in the classroom or it may be any kind of word already taught, e.g., something we wear, what we do in the holidays, a food, a means of transport, etc. The pupil outside returns and tries to guess what the class has chosen.

(7) **Memory games:** The aim is to remember as many things as possible that have been drawn on the board and then cleaned off, or covered by cloth after being seen for a short time, or moved from one position to another.

(8) **Miming (acting without speaking):** This can be used to practice such vocabulary as occupations, animals, some objects, e.g., bus, train, plane, taxi, and actions. The teacher whispers the word, or the pupil chooses it for himself, and the pupil mimes it until someone guesses the word.

(9) **Educational Flash Games:** A collection of joyful educational computer games are presented in the multimedia CD of this book which can be played in the classroom.

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Eight Approaches to Language Teaching

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Adapted from "Techniques and Principles in Language Teaching" by Diane Larsen Freeman

1. The Grammar-Translation Method

Goals

To be able to read literature in target language; learn grammar rules and vocabulary; develop mental acuity.

Roles

Teacher has authority; students follow instructions to learn what teacher knows.

Teaching/Learning Process

Students learn by translating from one language to the other, often translating reading passages in the target language to the native language. Grammar is usually learned deductively on the basis of grammar rules and examples. Students memorize the rules, then apply them to other examples. They learn paradigms such as verb conjunctions, and they learn the native language equivalents of vocabulary words.

Interaction: Student-Teacher & Student-Student

Most interaction is teacher-to-student; student-initiated interaction and student-student interaction is minimal.

Dealing with Feelings

There are no principles of the method which relate to this area.

View of Language, Culture

Literary language seen as superior to spoken language; culture equated with literature and fine arts.

Aspects of Language, the Approach Emphasizes

Vocabulary, grammar emphasized; reading, writing are primary skills; pronunciation and other speaking/listening skills not emphasized.

Role of Student's Native Language

Native language provides key to meanings in target language; native language is used freely in class.

Means for Evaluation

Tests require translation from native to target and target to native language; applying grammar rules, answering questions about foreign culture.

Response to Students' Errors

Heavy emphasis placed on correct answers; teacher supplies correct answers when students cannot.

2. The Direct Method

Goals

To communicate in target language; to think in target language.

Roles

Teacher directs class activities, but students and teacher are partners in teaching/learning process.

Teaching/Learning Process

Students are taught to associate meaning and target language directly. New target language words or phrases are introduced through the use of realia, pictures, or pantomime, never the native language. Students speak in the target language a great deal and communicate as if in real situations. Grammar rules are learned inductively-by generalizing from examples. Students practice new vocabulary using words in sentences.

Interaction: Student-Teacher & Student-Student

Both teacher and students initiate interaction, though student-initiated interaction, with teacher or among each other, is usually teacher-directed.

Dealing with Feelings

n/a

View of Language, Culture

Language is primarily spoken, not written. Students study common, everyday speech in the target language. Aspects of foreign culture are studied as history, geography, daily life.

Aspects of Language, the Approach Emphasizes

Vocabulary emphasized over grammar; oral communication considered basic, with reading, writing based on oral practice; pronunciation emphasized from outset.

Role of Student's Native Language

Not used in the classroom.

Means for Evaluation

Students tested through actual use, such as in oral interviews and assigned written paragraphs.

Response to Students' Errors

Self-correction encouraged whenever possible.

3. The Audio-Lingual Method

Goals

Use the target language communicatively, overlearn it, so as to be able to use it automatically by forming new habits in the target language and overcoming native language habits.

Roles

Teacher directs, controls students' language behavior, provides good model for imitation; students repeat, respond as quickly and accurately as possible.

Teaching/Learning Process

New vocabulary, structures presented through dialogs, which are learned through imitation, repetition. Drills are based on patterns in dialog. Student's correct responses are positively reinforced; grammar is included from models. Cultural information is contextualized in the dialogs or presented by the teacher. Reading, writing tasks are based on oral work.

Interaction: Student-Teacher & Student-Student

Students interact during chain drills or when taking roles in dialogs, all at teacher's direction: Most interaction is between teacher and student, initiated by teacher.

Dealing with Feelings

n/a

View of Language, Culture

Descriptive linguistics influence: every language seen as having its own unique system of phonological, morphological, and syntactic patterns. Method emphasizes everyday speech and uses a graded syllabus from simple to difficult linguistic structures. Culture comprises everyday language and behavior.

Aspects of Language, the Approach Emphasizes

Language structures emphasized; vocabulary contextualized in dialogs but is limited because syntactic patterns are foremost; natural priority of skills- listening, speaking, reading, writing,

with emphasis on first two; pronunciation taught from beginning often with language lab work and minimal pair drills.

Role of Student's Native Language

Students' native language habits are considered as interfering, thus native language is not used in classroom. Contrastive analysis is considered helpful for determining points of interference.

Means for Evaluation

Discrete-point tests in which students distinguish between words or provide an appropriate verb for a sentence, etc.

Response to Students' Errors

Teachers strive to prevent student errors by predicting trouble spots and tightly controlling what they teach students to say.

4. The Silent Method

Goals

To use language for self-expression; to develop independence from the teacher, to develop inner criteria for correctness.

Roles

Teaching should be subordinated to learning. Teachers should give students only what they absolutely need to promote their learning. Learners are responsible for their own learning.

Teaching/Learning Process

Students begin with sounds, introduced through association of sounds in native language to a sound-color chart. Teacher then sets up situations, often using Cuisenaire rods, to focus students' attention on structures. Students interact as the situation requires. Teachers see students' errors as clues to where the target language is unclear, and they adjust instruction accordingly. Students are urged to take responsibility for their learning. Additional learning is thought to take place during sleep.

Interaction: Student-Teacher & Student-Student

The teacher is silent much of the time, but very active setting up situations, listening to students, speaking only to give clues, not to model speech. Student-student interaction is encouraged.

Dealing with Feelings

Teachers monitor students' feelings and actively try to prevent their feelings from interfering with their learning. Students express their feelings during feedback sessions after class.

View of Language, Culture

Language and culture are inseparable, are each language is seen to be unique despite similarities in structure other languages.

Aspects of Language, the Approach Emphasizes

All four skill areas worked from beginning (reading, writing, speaking, listening); pronunciation especially, because sounds are basic and carry the melody of the language. Structural patterns are practiced in meaningful interactions. Syllabus develops according to learning abilities and needs. Reading and writing exercises reinforce oral learning.

Role of Student's Native Language

Although translation is not used at all, the native language is considered a resource because of the overlap that is bound to exist between the two languages. The teacher should take into account what the students already know.

Means for Evaluation

Assessment in continual; but only to determine continually changing learning needs. Teachers observe students' ability to transfer what they have learned to new contexts. To encourage the development of inner criteria, neither praise nor criticism is offered. Students are expected to learn at different rates, and to make progress, not necessarily speak perfectly in the beginning.

Response to Students' Errors

Errors are inevitable, a natural, indispensable part of learning.

5. Suggestopedia

Goals

To learn, at accelerated pace, a foreign language for everyday communication by tapping mental powers, overcoming psychological barriers.

Roles

Teacher has authority, commands trust and respect of students; teacher "desuggests" negative feelings and limits to learning; if teacher succeeds in assuming this role, students assume childlike role, spontaneous and uninhibited.

Teaching/Learning Process

Students learn in a relaxing environment. They choose a new identity (name occupation) in the target language and culture. They use texts of dialogs accompanied by translations and notes in their native language. Each dialog is presented during two musical concerts; once with the teacher matching his or her voice to the rhythm and pitch of the music while students follow along. The second time, the teacher reads normally and students relax and listen. At night and on walking, the students read it over. Then students gain facility with the new material through activities such as dramatization, games, songs, and question-and-answer sessions.

Interaction: Student-Teacher & Student-Student

At first, teacher initiates all interaction and students respond only nonverbally or with a few words in target language that they have practiced. Eventually, students initiate interaction. Students interact with each other throughout, as directed by teacher.

Dealing with Feelings

Great importance is placed on students' feelings in making them feel confident and relaxed, in "desuggesting" their psychological barriers.

View of Language, Culture

Language is one plane; nonverbal parts of messages are another. Culture includes everyday life and fine arts.

Aspects of Language, the Approach Emphasizes

Vocabulary emphasized, some explicit grammar. Students focus on communicative use rather than form; reading, writing also have place.

Role of Student's Native Language

Translation clarifies dialogs' meaning: teacher uses native language, more at first than later, when necessary.

Means for Evaluation

Students' normal in-class performance is evaluated. There are no tests, which would threaten relaxed environment.

Response to Students' Errors

Errors are not immediately corrected; teacher models correct forms later during class.

6. Community Language Learning

Goals

To learn language communicatively, to take responsibility for learning, to approach the task non-defensively, never separating intellect from feelings.

Roles

Teacher acts as counselor, supporting students with understanding of their struggle to master language in often threatening new learning situation. Student is at first a dependent client of the counselor and becomes increasingly independent through five specified stages.

Teaching/Learning Process

Effective learning requires six elements: security, aggression (students have opportunities to assert, involve themselves), attention, reflection (students think about both the language and their experience learning it), retention, and discrimination (sorting out differences among target language forms).

Interaction: Student-Teacher & Student-Student

Both students and teacher make decisions in the class. Sometimes the teacher directs action, other times the students interact independently. A spirit of cooperation is encouraged.

Dealing with Feelings

Teacher routinely probes for students' feelings about learning and shows understanding, helping them overcome negative feelings.

View of Language, Culture

Language is for communication, a medium of interpersonal sharing and belonging, and creative thinking. Culture is integrated with language.

Aspects of Language, the Approach Emphasizes

At first, since students design syllabus, they determine aspects of language studied; later teacher may bring in published texts. Particular grammar, pronunciation points are treated, and particular vocabulary based on students' expressed needs. Understanding and speaking are emphasized, though reading and writing have a place.

Role of Student's Native Language

Use of native language enhances students' security. Students have conversations in their native language; target language translations of these become the text around which subsequent activities revolve. Also, instructions and sessions for expressing feelings are in native language. Target language is used progressively more. Where students do not share the same native language, the target language is used from outset, though alternatives such as pantomime are also used.

Means for Evaluation

No specific means are recommended, but adherence to principles is urged. Teacher would help students prepare for any test required by school, integrative tests would be preferred over discrete-point tests; self-evaluation would be encouraged, promoting students' awareness of their own progress.

Response to Students' Errors

Nonthreatening style is encouraged; modeling of correct forms.

7. Total Physical Response Method

Goals

To provide an enjoyable learning experience, having a minimum of the stress that typically accompanies learning a foreign language.

Roles

At first the teacher gives commands and students follow them. Once students are "ready to speak", they take on directing roles.

Teaching/Learning Process

Lessons begin with commands by the teacher; students demonstrate their understanding by acting these out; teachers recombine their instructions in novel and often humorous ways; eventually students follow suit. Activities later include games and skits.

Interaction: Student-Teacher & Student-Student

Teacher interacts with individual students and with the group, starting with the teacher speaking and the students responding nonverbally. Later this is reversed; students issue commands to teacher as well as each other.

Dealing with Feelings

The method was developed principally to reduce the stress associated with language learning; students are not forced to speak before they are ready and learning is made as enjoyable as possible, stimulating feelings of success and low anxiety.

View of Language, Culture

Oral modality is primary; culture is the lifestyle of native speakers of the target language.

Aspects of Language, the Approach Emphasizes

Grammatical structures and vocabulary are emphasized, imbedded in imperatives. Understanding precedes production; spoken language precedes the written word.

Role of Student's Native Language

Method is introduced in student's native language, but rarely used later in course. Meaning is made clear through actions.

Means for Evaluation

Teachers can evaluate students through simple observation of their actions. Formal evaluation is achieved by commanding a student to perform a series of actions.

Response to Students' Errors

Students are expected to make errors once they begin speaking. Teachers only correct major errors, and do this unobtrusively. "Fine-tuning" occurs later.

8. The *Communicative* Approach

Goals

To become communicatively competent, able to use the language appropriate for a given social context; to manage the process of negotiating meaning with interlocutors.

Roles

Teacher facilitates student's learning by managing classroom activities, setting up communicative situations. Students are communicators, actively engaged in negotiating meaning.

Teaching/Learning Process

Activities are communicative – they represent an information gap that needs to be filled; speakers have a choice of what to say and how to say it; they receive feedback from the listener that will verify that a purpose has been achieved. Authentic materials are used. Students usually work in small groups.

Interaction: Student-Teacher & Student-Student

Teacher initiates interactions between students and participates sometimes. Students interact a great deal with each other in many configurations.

Dealing with Feelings

Emphasis on developing motivation to learn through establishing meaningful, purposeful things to do with the target language. Individuality is encouraged, as well as cooperation with peers, which both contribute to sense of emotional security with the target language.

View of Language, Culture

Language is for communication. Linguistic competence must be coupled with an ability to convey intended meaning appropriately in different social contexts. Culture is the everyday lifestyle of native speakers of the target language. Nonverbal behavior is important.

Aspects of Language, the Approach Emphasizes

Functions are emphasized over forms, with simple forms leaned for each function at first, then more complex forms. Students work at discourse level. They work on speaking, listening, reading, and writing from the beginning. Consistent focus on negotiated meaning.

Role of Student's Native Language

Students' native language usually plays no role.

Means for Evaluation

Informal evaluation takes place when teacher advises or communicates; formal evaluation is by means of an integrative test with a real communicative function.

Response to Students' Errors

Errors of form are considered natural; students with incomplete knowledge of English can still succeed as communicators.

a big A, a small a (page 6)

١. روی تخته وایت برد (یا کاغذ بزرگ) حروف *A a* را بنویسید.

٢. بگویید *"a big A, a small a"*.

٣. دانش‌آموزان اسم حروف بزرگ و کوچک را بعد از شما تکرار می‌کنند.

٤. به حرف بزرگ *A* اشاره کنید و بگویید *a big A* و از دانش‌آموزان بخواهید آن را بعد از شما تکرار کنند.

٥. به حرف کوچک *a* اشاره کنید و بگویید *a little A* و از دانش‌آموزان بخواهید آن را بعد از شما تکرار کنند.

توجه: در این مرحله از دانش‌آموزان نخواهید که حروف را بنویسند.

٦. به فارسی توضیح دهید که تمام حروف می‌توانند به دو صورت نوشته شوند: حروف کوچک (little/small letters) و حروف بزرگ (big/capital letters). حروف بزرگ در ابتدای اسامی خاص مانند Ali، Reza، Tehran و... نوشته می‌شوند. همچنین حرف اول هر جمله را به صورت بزرگ می‌نویسیم.

٧. از دانش‌آموزان بخواهید به صفحه‌ی ٦ کتابشان توجه کنند. بگویید: *"Show me a big A."*

٨. دانش‌آموزان به حرف بزرگ اشاره می‌کنند و می‌گویند: *"a big A"*

٩. سپس بگویید: *"Show me a little a."*

١٠. دانش‌آموزان به حرف کوچک اشاره می‌کنند و می‌گویند:*"a little a"*

١١. اکنون به دانش‌آموزان کمک کنید شخصیت‌های مربوط به تصاویر را شناسایی کنند.

١٢. شخصیت‌ها را معرفی کنید.

١٣. به تصاویر اشاره کنید و بگویید: *a little a*   *a big A*   Popo   Allan

دانش‌آموزان بعد از شما تکرار می‌کنند:

Teacher: *Allan.*
Class: *Allan.*
Teacher: *Popo.*
Class: *Popo.*
Teacher: *a big A*

Class: *a big A*
Teacher: *a little a*
Class: *a little a*

۱۴. دو دانش‌آموز را انتخاب کنید تا جلوی کلاس بیایند.

۱۵. از آن‌ها بخواهید به یکدیگر بگویند hello/hi.

۱۶. این تمرین‌های شفاهی در حالی که دانش‌آموزان نشسته‌اند، به صورت دو نفره انجام می‌شود. یک دانش‌آموز می‌گوید *Hello, (Ali)* ، دانش‌آموز بعدی پاسخ می‌دهد *Hello, (Reza)* ، و بعد (رضا) به دانش‌آموز سوم (اشکان) می‌گوید: *Hello, (Ashkan)* . دانش‌آموزان به این طریق این گفتگو را در سرتاسر کلاس ادامه می‌دهند.

۱۷. الگوی *"I'm (I am)...."* را یاد بدهید.

۱۸. خودتان را به زبان انگلیسی به کلاس معرفی کنید. بگویید: *"I'm Miss/Mr ..., etc."*. از دانش‌آموزان بخواهید بگویند: *I'm (Babak), I'm (Maryam), etc.*

۱۹. جمله‌ی *"Who are you?"* را یاد بدهید. بگویید: *"I'm Miss/Mr ..., etc. Who are you?"*

۲۰. از دانش‌آموزان بخواهید نقش شخصیت‌های مربوط به تصاویر را اجرا کنند. برای اجرای نمایش به چهار شخصیت نیاز داریم: *a little a   a big A   Popo   Allan*

پیشنهاد ۱: برای اجرای نقش A و a، روی کاغذ بزرگ یا مقوای سفید حرف A را و روی یک کاغذ بزرگ یا مقوای سفید دیگر حرف a را می‌نویسیم. دانش‌آموزانی که نقش A و a را ایفا می‌کنند می‌توانند کاغذها را جلوی سینه‌ی خود بگیرند تا نقش حروف را بهتر اجرا کنند.

پیشنهاد ۲: دانش‌آموزان می‌توانند نقش خود را با صداهای مختلف اجرا کنند. به عنوان مثال *"Hello, I'm a big A"* را می‌توان با صدای افراد چاق، لاغر، پیر، جوان، بچه و... اجرا کرد. تغییر صدا به جذابیت آموزش کمک می‌کند.

توجه: الگوهای مربوط به معرفی حروف عبارتند از:

Hello, I'm... .
Hi, I'm... .
Who are you?

نکته: این الگوها در ۲۶ درس تکرار می‌شوند و عمداً به صورت محدود آورده شده‌اند تا دانش‌آموزان بتوانند تمام درس‌ها را به زبان انگلیسی یاد بگیرند و از ابتدا عادت صحیح فراگیری زبان انگلیسی در آن‌ها ایجاد شود. بنابراین توصیه می‌شود برای این بخش از زبان مادری استفاده نشود.

پیشنهاد ۳: دانش‌آموزانی که نقش خود را خوب ایفا می‌کنند تشویق شوند.

الف – از دانش‌آموزان بخواهید به صفحه‌ی ۷ توجه کنند. بگویید: *"Look. Apple."*

دانش‌آموزان بعد از شما کلمه را تکرار می‌کنند:

Teacher: *Apple.*
Class: *Apple.*

پیشنهاد ۴: می‌توانید بگویید *an apple* و دانش‌آموزان بعد از شما تکرار کنند *an apple*. از الگوی "*... It is* " نیز می‌توانید استفاده کنید.

Teacher: *Apple.*
Class: *Apple.*
Teacher: *It is an apple.*
Class: *It is an apple.*

توجه: زبان یک پدیده‌ی طبیعی است، بنابراین هیچ‌گونه توضیحی در مورد *a* و *an* ندهید.

ب– الگوی "*. ... I have* " را یاد بدهید.

پ – معلم یک کتاب در دست می‌گیرد و می‌گوید: *"I have a book."* سپس هر دانش‌آموز چیزی در دست می‌گیرد و با الگوی "*. ... I have* " به طور شفاهی جمله می‌سازد.

ت – اکنون به تبر (*axe*) اشاره کنید و بگویید: *"Look. Axe."* دانش‌آموزان بعد از شما آن کلمه را تکرار می‌کنند.

Teacher: *Axe.*
Class: *Axe.*
Teacher: *It is an axe.*
Class: *It is an axe.*

پیشنهاد ۵: برای پرسش در مورد کلمات می‌توانید از الگوی *"?What's this"* نیز استفاده کنید. یک دانش‌آموز به تصویر تبر اشاره می‌کند و می‌پرسد: *"?What's this"* دانش‌آموز دیگر پاسخ می‌دهد: *"It is an axe."*

ث – الگوی "*. ...Show me* " را یاد بدهید. از دانش‌آموزان بخواهید این الگو را با کلمات مختلف به کار ببرند.

ج – به حرفِ *a* اشاره کنید و صدای آن را یاد بدهید. از دانش‌آموزان بخواهید صدای /æ/ a (اَ) را در کلمات *apple* و *axe* بعد از شما تکرار کنند.

ویدیو آموزشی: در پایان این بخش می‌توانید ویدیو آموزشی جذاب و سرگرم‌کننده‌ی مربوط به *A-land* را که در داخل سی‌دی مالتی‌مدیا این مجموعه ارائه شده است، برای دانش‌آموزان پخش نمایید. این ویدیوها علاوه بر عوض کردن فضای کلاس در آموزش غیرمستقیم لغات جدید (مربوط به حرف *A*) به کودک بسیار موثر می‌باشند.

Learn More (page 8)

۱. بگویید: *"Look. Apple, ant, axe, airplane."*

توجه: همچنین می‌توانید بگویید:

"Look. An apple, an ant, an axe, an airplane."
"It is an apple. It is an ant. It is an airplane."

۲. دانش‌آموزان در حالی که به تصاویر کتاب اشاره می‌کنند، کلمه‌ها و جمله‌ها را بعد از شما تکرار می‌کنند.

۳. بگویید: *"Show me an apple/ an ant/ an axe/ an airplane."*

۴. دانش‌آموزان به کلمات اشاره می‌کنند و می‌گویند: *"An apple, an ant, an axe, an airplane."*

Trace (page 8)

۱. دانش‌آموزان حروف را ترسیم می‌کنند.

۲. آن‌ها سپس به حروف اشاره می‌کنند.

A (sound)   A   A   A   A
a (sound)   a   a   a   a

Write letter a (page 9)

۱. دانش‌آموزان حرف *a* را می‌نویسند.

۲. سپس آن‌ها به تصاویر اشاره می‌کنند و می‌گویند: *"bag, cat, fan, car"*

۳. دانش‌آموزان می‌گویند: *"a is for apple, a is for ant, etc."*

Circle a (page 9)

۱. دانش‌آموزان حرف *a* را پیدا می‌کنند.

۲. سپس آن‌ها اسم حرف را می‌گویند.

A. Listen, say and write.

١. دانش‌آموزان به CD گوش می‌دهند و حرف "*a*" را می‌نویسند.

٢. به حرف "*a*" اشاره کنید و صدای آن را یاد بدهید و از دانش‌آموزان بخواهید صدای /æ/ a (اَ) را بعد از شما تکرار کنند: "*apple, airplane, axe, ant, bag, car*"

یادآوری: در کلمه‌ی *airplane* حرف *a* صدای /eə/ (اِئـ) می‌دهد و در کلمه‌ی *car* حرف *a* دارای صدای /ɑː/ (آ) کشیده است.

توجه: صدای *a* را یاد بدهید نه اسم حروف را.

٣. دو یا سه بار کلمه را بگویید.

٤. دانش‌آموزان به سی‌دی (لوح فشرده‌ی صوتی) گوش می‌کنند و ابتدا کلمات را با هم و سپس یکی‌یکی تکرار می‌کنند.

B. Listen, say and write.

از همان روش ارائه شده در قسمت **A** پیروی کنید.

الف – قبل از این که از دانش‌آموزان بخواهید حروف را بنویسند، طرز نوشتن حروف را روی تخته نشان دهید.

ب – سپس در حالتی شبیه به تصویر زیر (یعنی حالت ۱۸۰ درجه نسبت به دانش‌آموزان) حرف انگلیسی را در فضا ترسیم کنید. طوری عمل کنید که گویی واقعاً دارید حرف را با انگشتان خود می‌نویسید.

توجه: هنگام نوشتن مطلب روی تخته، پشت معلم نباید به طور کامل به طرف کلاس باشد.

پ – از دانش‌آموزان بخواهید نوشتن حروف را در فضا مانند شما انجام دهند. این کار باعث می‌شود نیمکره‌ی چپ مغز که مربوط به یادگیری است، با نیمکره‌ی راست که مربوط به عمل است هماهنگ شود.

ت – روی تخته در مورد نحوه‌ی نوشتن حروف توضیح دهید.

ث – سپس دانش‌آموزان اسم حروف را می‌گویند: *"a small a, a big A"*

ویدیو آموزشی: برای آموزش بهتر و موثرتر می‌توانید ویدیو آموزشی جذاب و سرگرم‌کننده‌ی مربوط به نوشتن حرف *A a* را که در داخل سی‌دی مالتی‌مدیا این مجموعه ارائه شده است، برای دانش‌آموزان پخش نمایید. این ویدیوها علاوه بر عوض کردن فضای کلاس در آموزش هر چه بهترِ نوشتن *A a* به کودک بسیار موثر می‌باشند.

> **توجه:** سایر درس‌های کتاب به همین روش (مانند Unit 1) تدریس می‌شوند.

> # بیست نکته‌ی طلایی در تدریس زبان انگلیسی به کودکان و نوجوانان

۱. آموزش زبان بایستی پیگیرانه و جلسه‌های کوتاه مدت و پیش از آنکه کودک اظهار خستگی نماید باشد. مدت هر جلسه برای کودکان پیش‌دبستانی می‌تواند بین ده تا پانزده دقیقه و برای کودکان دبستانی بین بیست تا سی دقیقه باشد.

۲. صبر و استقامتی که هنگام آموزش زبان مادری ضروری است در آموزش زبان انگلیسی نیز ضرورت دارد.

۳. انباشتن مطالب و مجبور کردن کودک به فراگیری لغات زیاد باعث می‌شود که کودک از آموختن دلسرد و دلزده شود.

۴. قبل از اینکه مطلب جذابیت خود را از دست بدهد باید دست از کار کشید.

۵. تا هنگامی که درسی خوب فرا گرفته نشده نباید درس جدید را شروع کرد.

۶. همیشه قبل از شروع درس جدید کلیه‌ی مطالب مربوط به درس‌های قبل را مرور نمایید.

۷. در هر جلسه فقط تعداد معدودی لغت و الگو آموزش داده شود.

۸. اگر کودک درسی را در مدت کوتاهی یاد گرفت، درس بعدی را در همان جلسه شروع نکنید. به جای این کار می‌توانید درس‌های قبل را دوره کنید. اگر زبان‌آموز درسی را در یک جلسه یاد نگرفت، جلسه‌ی بعد را هم به یادگیری همان درس اختصاص دهید.

۹. هرگز کلمات را ترجمه نکنید. بلکه از طریق ایماء و اشاره و تصویر، مفاهیم را انتقال دهید.

۱۰. هدف از آموزش زبان انگلیسی به کودکان و نوجوانان، ایجاد عادت صحیح جهت کسب مهارت‌های زبانی است. بنابراین فراگیری زبان انگلیسی به صورت صحیح مستلزم تمرین است، نه توضیح.

۱۱. تمرین باید به صورت شفاهی باشد، یعنی از طریق گوش کردن و صحبت کردن. خواندن و نوشتن در مراحل بعد است. دانش‌آموزان در مرحله‌ی اول الگوی مربوط به درس را از طریق شنیدن دریافت می‌کنند (این الگو می‌تواند یک عبارت یا جمله باشد). در مرحله‌ی دوم دانش‌آموزان مطابق الگو صحبت می‌کنند. در مرحله‌ی سوم آن را می‌خوانند و در پایان می‌نویسند.

۱۲. مرور پیوسته ضروری است.

۱۳. سریع یا آهسته صحبت نکنید، به طور طبیعی صحبت کنید.

۱۴. خیلی با صدای بلند صحبت نکنید، به طور طبیعی صحبت کنید.

۱۵. در آموزش زبان انگلیسی صبر و حوصله داشته باشید.

۱۶. از آموختن قواعد زبان به کودکان خودداری نمایید.

۱۷. اکثر مطالب بایستی به زبان انگلیسی تدریس شود، اما هر جا نیاز به زبان مادری احساس می‌شود مدرسین لازم است از این زبان استفاده کنند.

۱۸. برای بالا بردن کیفیت آموزش زبان انگلیسی و جذابیت کار، از تکنیک‌های آموزشی صحیح مانند پانتومیم، سرود آموزشی، سوالات فردی و گروهی، فیلم آموزشی و سی‌دی با توجه به نیاز دانش‌آموزان استفاده شود.

۱۹. هنگام ارائه‌ی دستورالعمل مربوط به بازی‌های آموزشی و آموزش خط از زبان مادری استفاده کنید.

۲۰. اشتباهات دانش‌آموزان را به طور غیرمستقیم تصحیح نمایید.

آموزش لغت

برای آموزش لغت از تکنیک‌های زیر استفاده شود:

۱. معنی لغت از طریق تصویر منتقل شود و از ترجمه‌ی فارسی لغات خودداری گردد.

یادآوری: مفاهیم، لغات، الگوها و... از طریق پانتومیم و ایماء و اشاره منتقل شوند.

۲. تصویر مربوط به هر لغت را به دانش‌آموزان نشان دهید. به عنوان مثال تصویر *apple* (سیب) را به دانش‌آموزان نشان دهید و بگویید *apple*، از دانش‌آموزان بخواهید این کلمه را بعد از شما تکرار کنند.

It is a/an … .
What is this?

۳. چند شیء را روی میز بگذارید و از طریق الگوی "… Show me a/an" لغات را آموزش دهید. به عنوان مثال یک مداد، یک کتاب و یک سیب را روی میز بگذارید و به دانش‌آموز بگویید:

Show me a pencil.
Show me a book.
Show me a ball.
Show me an apple.

توجه: اگر شیء مورد نظر (مثلاً توپ) وجود نداشته باشد، به جای آن می‌توان از تصویر یا فلش کارت استفاده کرد.

نکته: الگوها فقط باید به صورت شفاهی مورد استفاده قرار گیرند.

پیشنهاد: از الگوی زیر نیز می‌توان برای آموزش لغت استفاده کرد:

Is it a/an …?
Is it a book? – Yes/No.
Is it an apple? – Yes/No.

زبان مادری

همیشه معنی کلمات را از طریق ایماء و اشاره و پانتومیم بیان کنید. هرگز معنی لغات را برای دانش‌آموزان ترجمه نکنید. اما در شرایط خاصی به کار بردن زبان مادریِ دانش‌آموزان مفید است. به عنوان مثال، برای دادن دستورالعمل و توضیح در مورد انجام تمرینات می‌توانید از زبان مادری استفاده کنید. هنگام تدریسِ نحوه‌ی نوشتن حروف، لازم است از زبان مادری استفاده شود.

الگوهای کتاب

در این کتاب برای آموزش لغت از الگوهای زیر استفاده شده است:

1. *I'm (I am) … .*
2. *Who are you?*
3. *Show me … .*
4. *This is a/an … .*
7. *I have … .*
8. *Look at … .*
9. *What is this?*
10. *a is for apple*

عبارت‌های مفید

Sit down, please.	Let's sing a song/ read a story.	All right.
Quiet, please!	Say it with me.	Good, very good.
Bring me/ give it to me.	Listen to me.	Ok.
Put it here/there.	Ready.	In English please.
Here you are.	Pencils down.	It's time for a song.
Open the door, please.	Good morning.	Write on the board.
Come here, please.	Good-bye.	Who wants to …?
Come in.	Go to your seat.	It's your turn now.
Stand up.	Go to … .	Wait.
Close the door, please.	Right (Correct).	Look at the picture.
Go out.	Let's Start.	What's the matter?
Show me… .	All together.	Say it again.
Pay attention.	Now in group/pairs.	Put up your hand.
Stop now.	Now you.	Tell me … .
Open your books.	Yes, that's right.	What's next?
Repeat.	No, that's not right.	Good afternoon.
Hello!	Hands down.	Wrong
Give me … .		

بازی‌های آموزشی

برای آموزش لغت از بازی‌های آموزشی زیر می‌توانید استفاده کنید:

الف – معلم چیزی را داخل کیف می‌گذارد، دانش‌آموزان با لمس کردن آن چیز، اسم آن را می‌گویند.

ب – دانش‌آموز پشت به کلاس می‌ایستد، معلم یا یک دانش‌آموزِ دیگر چیزی را در دست او قرار می‌دهد. او باید حدس بزند آن چیز چیست.

پ – معلم چیزی را که از قبل بسته‌بندی شده به دانش‌آموزان نشان می‌دهد و آن‌ها باید حدس بزنند آن چیست.

ث – معلم یا دانش‌آموز چیزی را به صورت مرحله به مرحله نقاشی می‌کند و دانش‌آموزان باید حدس بزنند آن چیست.

برای این بازی از الگوهای زیر استفاده می‌شود:

Is it a/an …? No.
Is it a/an …? Yes.
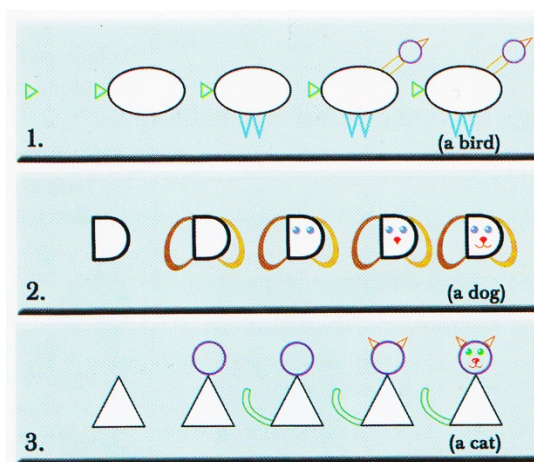
ج – یکی از دانش‌آموزان از کلاس خارج می‌شود. دانش‌آموزان چیزی را (مثلاً *book*) به عنوان مسابقه‌ی بیست سوالی در نظر می‌گیرند. دانش‌آموزی که از کلاس خارج شده به کلاس برمی‌گردد و از طریق حدس زدن، شیء مورد نظر را پیدا می‌کند.

چ – از طریق پانتومیم، مفاهیم بعضی از مشاغل، اشیاء و حیوانات منتقل می‌شود. به عنوان مثال دانش‌آموزی از طریق پانتومیم مفهوم *doctor* را منتقل می‌کند و دانش‌آموزان دیگر آن را حدس می‌زنند.

بازی‌های آموزشی فلش: علاوه بازی‌های ذکر شده، مجموعه‌ای از بازی‌های آموزشی کامپیوتری همراه با سی‌دی مالتی‌مدیا این مجموعه بصورت هدفمند ارائه شده است. این بازی‌ها علاوه بر عوض کردن فضای کلاس، در آموزش غیرمستقیم مباحث به کودک بسیار موثر می‌باشند.

A Trip to

Alphabetland

New Edition

Mid Term Exam

(Units 1-13: From A to M)

A Trip to Alphabetland

Mid Term Exam

Name: _____

1 Circle and write.
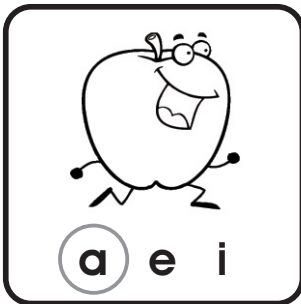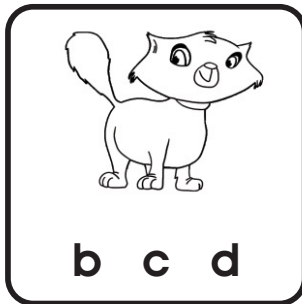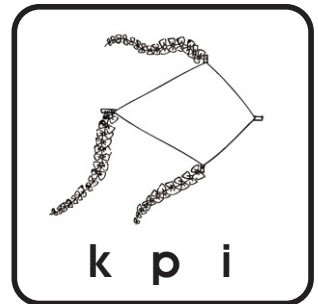
a e i	**b** c d	**e** r j	**k** p i
apple	__at	__am	__ite

2 Write the small letters.

F   G   H   L

○   f   ○   ○
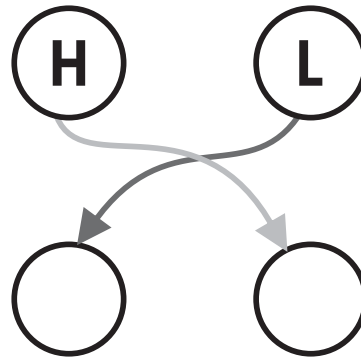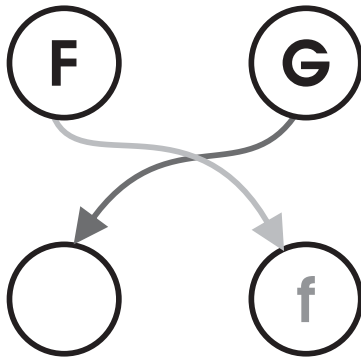
3 Write the first letter.

b ☐ ☐ ☐ ☐ ☐
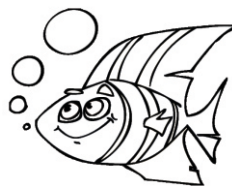
A Trip to Alphabetland

Mid Term Exam

Name: ....

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④ Do the puzzles. 3 marks

| a | n | t |

☐ ☐ ☐

☐ ☐ ☐

☐ ☐ ☐ ☐

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⑤ Trace and join. 3 marks

flower
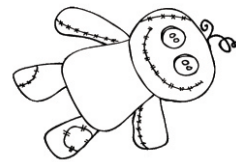
egg

goat

doll

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⑥ Match. 3 marks
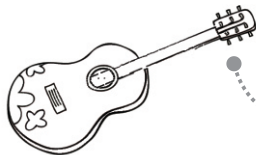
I i
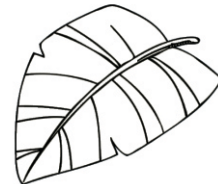
G g

H h

L l
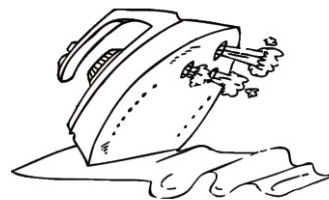
A Trip to Alphabetland

New Edition

Final Exam

(Units 1-26: From A to Z)

A Trip to Alphabetland

Final Exam

Name: ....

1 Write the first letter.

3 marks
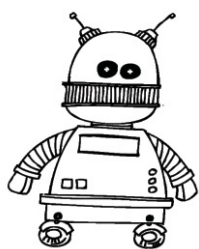
| r | | | |

2 Join.

3 marks
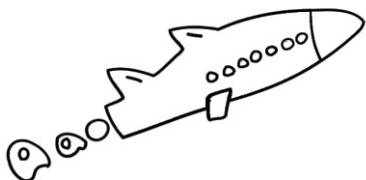
| Y y | A a | Z z | U u |

3 Match the letters.

3 marks

| H | D | R | Q |
| p t (h) | b c d | e r j | q p i |

A Trip to Alphabetland

Final Exam

Name:

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④ Unscramble the words.

(3 marks)
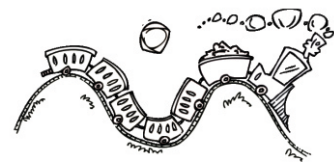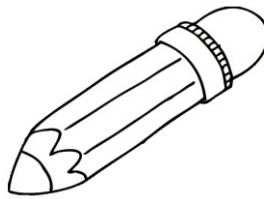
e o n s   l w o   e c p l i n   i a n r t

nose

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⑤ Do the puzzles.

(3 marks)
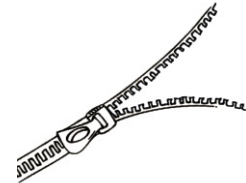
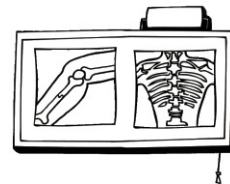| s | t | a | r |

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⑥ Trace and join.

(5 marks)

watch

violin

snowman

ice-cream

lemon

x-ray