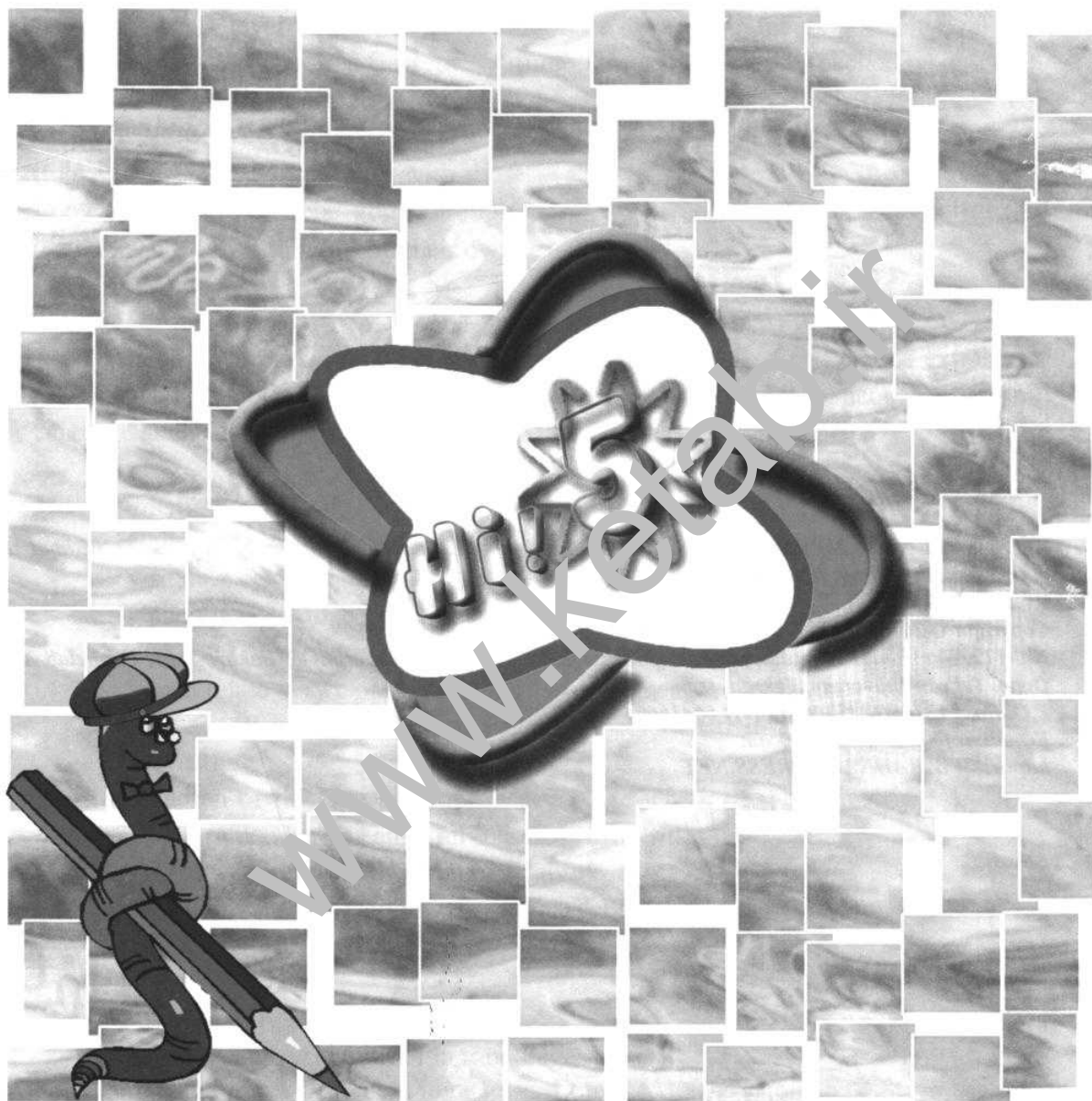


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IN THE NAME OF GOD

## SUPPLEMENTARY BOOK



By:

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Art director : Hadi Ebrahimzadeh

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## INTRODUCTION

### GENERAL DESCRIPTION OF THE COURSE

Hi! is a six level course for children classes. The components at each level are Pupil's book + Workbook, a Cassette, **Supplementary book** and Teacher's book. **Hi! Supplementary book** provides reading and writing practice to further reinforce the language introduced in the Pupil's Section. The exercises in **Hi! Supplementary book** correspond item by item with those in the main book, so **Hi! Supplementary book** exercises should be gone through orally by the teacher and the class before the pupils are asked to work on their own.

#### General guidelines

Teaching children is not easy, but it is certainly challenging and can be extremely rewarding. This course provides children with the opportunity to acquire English-language skills in an enjoyable challenging way.

#### Hi! Supplementary Book

- 1 Children learn by first listening, then speaking, followed by reading and writing.
- 2 Children need to be motivated by involvement with interesting characters in dialogues, by playing games, singing songs and doing interesting activities which relate very closely to themselves and their environment.
- 3 The aim is to produce good language habits so that the pupils use English correctly.
- 4 Children of this age are not yet at a stage where they can analyse language. They remember meaningful phrases than rules of grammar, so it is not necessary to explain the grammatical rules.
- 5 **Hi!** Combines a carefully graded syllabus with plenty of opportunities to speak English.

#### How to use the Course Books

A new item can be thought of in four stages.

- 1 The teacher speaks the new item several times until the pupils' ears have become familiar with the new sound pattern. New words and phrases are usually taught by showing real objects, by drawing simple pictures on the board, or by mime and gesture. Whenever possible, it is best to use real objects to present new words.
- 2 The pupils now repeat the item after the teacher.
- 3 The teacher asks the pupils to use the item, again in groups or as individuals.
- 4 The pupils use the item without any help from the teacher. The item is used in a controlled conversation. The conversation may be between individuals or groups.