



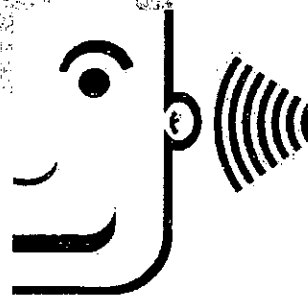
# A Crash Course In English Conversation I



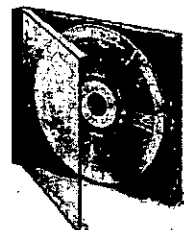
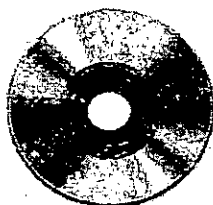
Focusing on Four Skills  
&  
Sub-Skills



Compiled & Developed by  
**Mr. Reza Mirzaei**

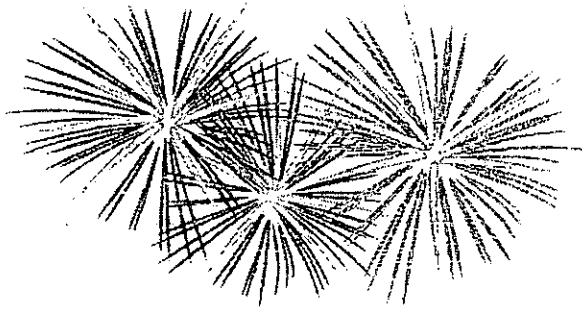


## Audio Files CD Included





# Dedicated To



...The Passion of my Parents

...The Companionship of my Wife

...The Encouragement of my Colleagues

&

...All who taught me Thinking

# Acknowledgment

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# Introduction to the Book

## a. About the Author:

Reza Mirzaei is an experienced TEFL teacher and trainer who teaches at several EFL institutes and language centers at different levels, and his experience extends to a variety of language backgrounds. In his present capacity, he has had the opportunity to be a lecturer in Islamic Azad University-Bandar Abbas Branch and Payam Noor University teaching general & specific English courses such as Lexical Morphology, Translation of Deeds & Documents, Translation of Islamic Texts and Prose, English conversation, Oral Translation, Theory of translation, English Conversations, Language Testing, and Language Teaching Methodology . He published an article on cognitive styles and learning in IJES Iranian Journal of Language Science. He presented an article on Language teaching in the International Language Conference (ILC) in Malaysia in 2008. He published 3 volumes of skill-Oriented Crash Course in English Conversation.

## b. Keep this Book:

When you have completed the exercises in this course book, you should keep it as a reference book. It is like a dictionary – a book that you return to again and again. It is a well-known fact that if you practice new language, you will begin to speak and write English more fluently and naturally. So think of this book (and other 2 volumes) as a kind of “Lexical & Functional Gym”, in which you give yourself regular workouts!

## c. Complementary Materials:

The following books and materials accompany the book in hand as to fulfill the classroom objectives and students needs as the lesson plan suggests as well although a dedicated teacher could recommend the other supplementary materials as per his/her own discretion and determination for which the proposed lesson plan at the end of the course book should be revised accordingly:

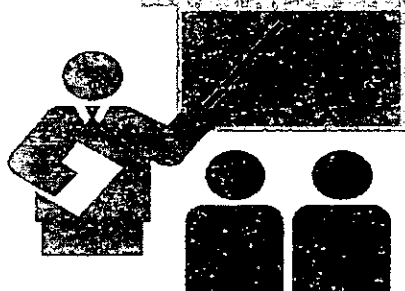
1. Steps to Understanding (See Bibliography)
2. Elementary/Intermediate Vocabulary (See Bibliography)

3. Chicken Soup for the Soul, *in the classroom* (See Bibliography)**d. Preface**

Over the past few decades or so, a great deal of studies related to second language Acquisition and Foreign language learning has increased exponentially, but still the mystery of Language Acquisition has remained unsolved. As researchers learn more about learning in general, linguists change their views of language, and language educators alter their perspective on language teaching. As a result, since language teachers seek to provide the most efficient classroom activities, a process of continuous modifications takes place. As language teacher, my main concern is to guide my students step by step closer to a stage where they can, as accurately as possible, simulate and compare with a native speaker of the English Language. To do so, there are certain urgent bases that we will have to establish and accept as the theoretical foundations of our practice.

The information and exercises in this book are intended for EFL students and learners at both the secondary and college level, in some if not all of the courses. The material assumes an elementary level of English proficiency, although it is quite possible that intermediate or advanced students still need instruction on how to use and treat the texts. The course book can be used in a regular English conversation class or, perhaps more profitably, in a special crash courses of English conversation of an orientation program. Due to some communities belonging to the outer English Circle and accordingly English language is treated as Foreign Language rather than Second language, therefore, few EFL students have had sufficient instruction in using an English dictionary, fewer seem to discover its full potential. Hardly any have had enough instruction or practice in making notes of lectures and reading assignments in English. Scarcely any of them have had much exposure to a native authentic English situation and atmosphere and accordingly lack comprehension and understanding of the four main skills notably to decoding skills of reading and listening which leads to the failure in producing EFL authentic speech or work realized in the form of both two encoding skills of speaking and writing.

Therefore as the name suggests, the purpose of the book in hand is to provide and foster EFL students and learners with ample authentic (some simplified) materials focusing on four main skills and accordingly exposing them with real English situations and valid furnished atmosphere as to orient their learning to acquisition on subconscious basis.

**e. To Teachers:**

From my own experience of teaching the very course book for about 3-4 years in several EFL language centers and institutes, I offer the following suggestions for your consideration:

1. The material is elementary. Its presentation, however, should be consistent with the age of educational level of the class. Although these skills are elementary to teachers, they will not necessarily seem so to the students. Just as much as possible, we should help them to appreciate the practical value of the skills by relating them to actual study conditions that they face.
2. Omit whatever section of exercises you feel are unnecessary or inappropriate. While the present order of chapters is based on skills and sub skills, for certain situations another order may be preferable. Add material that you know is relevant to particular needs and interests of your students.
3. From 6 to 14 students should be about the maximum class size; the smaller the better. Most EFL students previously studied in much larger classes, with little opportunity to ask questions or to participate in discussions.
4. Some exercises may be written on separate paper to be handed. The general idea, however, is to put the burden of disciplined learning on the students themselves. As the material is discussed, practiced, and corrected in class, you will be able to determine who has not done the assignment.

**i. Scoring System**

Things to consider in Descending Order:

| Crash Course Scoring System |            |         |
|-----------------------------|------------|---------|
| Contents / Components       | Out of 100 | Ratio % |
| Final Written Examination   | 50         | 50      |
| Final Oral Exam             | 20         | 20      |
| Class Attendance            | 10         | 10      |
| In-class Activity           | 10         | 10      |
| Movie Interpretation        | 10         | 10      |

**Note:** The above Scoring System is not a clear-cut and definite system thus subject to change and modification on teacher's own discretion.