

In The Name of God

isi English - Level 1

Easy English With isi Workbooks

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Authors : Sima Hatami
Esmat Ahmadi



Isiran Institute

سرشناسه: حاتمی، سیما، ۱۳۶۱-
 Hatami, Sima
 عنوان و نام پدیدآورنده: isi English-level1: easy English with easy workbooks/
 authors Sima Hatami,;
 Esmat Ahmadi.
 مشخصات نشر: تهران: انستیتو ایزایران، ۲۰۱۱ م. = ۱۳۸۹.
 مشخصات ظاهری: ۱۴۰ ص: جدول، مصور (رنگی)
 شابک: ۶۰۰۰ ریال: ۷-۰۴۱-۲۰۱-۹۶۴-۹۷۸
 وضعیت فهرست‌نویسی: فیپا
 یادداشت: فارسی - انگلیسی
 آوانویسی عنوان: آی. اس. آی...
 موضوع: زبان انگلیسی - کتاب‌های درسی برای خارجی‌ان - فارسی
 موضوع: زبان انگلیسی - راهنمای آموزشی - فارسی‌زبانان
 موضوع: زبان انگلیسی - راهنمای آموزشی (ابتدایی) - خارجی‌ان
 موضوع: زبان انگلیسی - پرسش‌ها و پاسخ‌ها (ابتدایی)
 شناسه افزوده: احمدی، عصمت، ۱۳۵۳ -
 شناسه افزوده: Ahmadi, Esmat
 رده‌بندی کنگره: PE۱۱۲۸/ج۱۸۱۹ ۱۳۸۹
 رده‌بندی دیویی: ۴۲۸/۲۴
 شماره کتابشناسی ملی: ۲۲۶۷۲۱۹

ناشر:	انستیتو ایزایران
مدیر مسئول:	عصمت احمدی
عنوان کتاب:	isi English-level1: easy English with easy workbooks
برنامه‌ریزی محتوا و نظارت:	عصمت احمدی
مؤلفین:	سیما حاتمی - عصمت احمدی
لیتوگرافی و چاپ:	انستیتو ایزایران
تصویرسازی:	محمد علائی‌پور
طراح جلد:	رضا صفاهانی
گرافیک، ویرایش تصاویر و صفحه‌آرایی:	روژیار درویش - عادل حسینی
نوبت چاپ:	اول (بهار ۱۳۹۰)
شابک:	۹۷۸-۹۶۴-۲۰۱-۰۴۱-۷
شمارگان:	۵۰۰۰ جلد
قیمت:	۶۰۰۰ تومان
ناظر چاپ:	علی‌نور... اوغلی
نشانی:	میدان ونک، خیابان گاندی، کوچه ۲۱، پلاک ۴
تلفن:	۰۲۱-۸۸۷۷۳۵۶۳-۵
نشانی اینترنتی:	http://www.isishop.ir



انستیتو ایزایران

کلیه حقوق قانونی و شرعی برای ناشر محفوظ است. تکثیر تمام یا قسمتی از این اثر به صورت حرفه‌چینی و چاپ مجدد، چاپ افست، پلی‌کپی و انواع دیگر چاپ ممنوع است و متخلفین مطابق قانون حمایت از ناشرین تحت پیگرد قانونی قرار می‌گیرند.

Plan of CD and Workbook 1

	Step 1	Step 2
UNIT 1 (Toys)	Dialog aims: Asking someone's name, introducing Contents: Hi! What's your name? I'm Kate. Activity words and structure: Commands with simple phrasal verbs Contents: Stand up. / Sit down.	Aims: Vocabulary (Toys), identifying objects, singular words Structure: It's a Contents: ball, jump rope, yo-yo, bicycle
UNIT 2 (colors)	Dialog aims: Greeting and saying good-bye, formal and informal greeting Contents: Hi, boys and girls. Hello, Miss Jones. Good-bye. See you later. Activity words and structure: Commands Contents: Come here. / Turn around.	Aims: Vocabulary: colors, structure: identifying colors with "it is" Contents: red, blue, yellow, green, brown. It's red.
UNIT 3 (shapes)	Dialog aims: Greetings Contents: How are you today? I'm fine, thank you. Activity words and structure: Commands Contents: Walk. / Run.	Aims: Vocabulary: shape words (singular) Contents: circle, square, triangle, heart
UNIT 4 (numbers)	Dialog Aims: Asking permission to enter a place with modal "May" Contents: May I come in? Sure! Please come in. Activity words and structure: Commands Contents: Go. / Stop.	Aims: Identifying numbers, icons and number words, counting to number five (cardinal numbers) Contents: one, two, three, four, five (1-5) Let's count 1, 2, 3, 4, 5.
UNIT 5 (animals)	Dialog Aims: Giving and receiving objects, using civil expressions Contents: Here you are. Thank you. Activity words and structure: Commands Content: Jump. / Skip	Aims: Identifying singular and plural objects Contents: cat, cats, dog, dogs, bird, birds Let's count the cats. 1 cat, 2 cats, 3 cats, ...
UNIT 6 (food)	Dialog Aims: Asking and telling age Contents: How old are you? I'm 7. Activity words and structure: Commands Content: Make a line. / Make a circle.	Aims: Vocabulary, expressing likes about food Contents: ice cream, pizza, chicken, cake I like cake.
UNIT 7 (my body)	Dialog Aims: Apologizing Contents: Oops! I'm sorry. That's OK. Activity words and structure: Commands Contents: Stamp your feet. / Clap your hands.	Aims: Bodily vocabulary, Expressing abilities with "can" Contents: Vocabulary: head, shoulders, knees, toes Structure: I can touch my head.
UNIT 8 (abilities)	Dialog Aims: Inviting friends to play Contents: Let's play. OK. Let's play ball. Activities: Commands Contents: Point the board. / Go to the board.	Aims: Expressing abilities and inabilities (1) Contents: Vocabulary: ride a bicycle, sing a song, fly a kite, bounce a ball Structure: I can ride a bicycle. I can't ride a bicycle.

Step 3

Aims:	Expanding of toys vocabulary
structure:	It is a _____
Contents:	train, car, doll, teddy bear. It is a _____
Aims:	Expanding the colors, identifying colors and asking about them with "what color is it?"
Contents:	orange, purple, black, white, pink
Structure:	What color is it? It's blue.
Aims:	Identifying more geometrical shapes and figures with the question form "Is it a _____?"
Contents:	Vocabulary: star, rectangle, diamond, oval
Structure:	Is it a star? Yes, it is. / No, it isn't.
Aims:	Identifying numbers, counting objects, asking about the number of objects with "How many?"
Contents:	Numbers 1 – 6, icons and words
Structure:	How many? Six.
Aims:	Counting the animals and identifying singular and plural objects/ animals
Contents:	cow, cows, rabbit, rabbits, duck, ducks How many ducks? Three ducks.
Aims:	Vocabulary, expressing likes and dislikes about food
Contents:	Milk, fish, bread, rice Do you like milk? Yes, I do. / No, I don't.
Aims:	Bodily Vocabulary, asking about abilities
Contents:	Vocabulary: eyes, ears, mouth, nose
Structure:	What can you do? I can touch my ears.
Aims:	Expressing abilities and inabilities (2)
Contents:	Vocabulary: swim, smile, wink, dance
Structure:	Can you swim? Yes, I can. / No, I can't.

Step 4

Aims:	Revision and review of all previous steps' goals, Alphabet song Aa to Zz
Contents:	Learning the Alphabet song from A to Z learning new names for calling people
Aims:	Revision and review of all previous steps' goals, Alphabet song A to Z, learning Alphabetical letters from Aa to Dd, introducing some relevant words which their initial letters start with the alphabet A to D, school supplies with "have" an non-countable nouns
Contents:	Vocabulary: apple, bird, cat, dog, school supplies: paper, scissors, glue, tape, paint
Structure:	What is it ? It's a red doll.
Aims:	Alphabet Song, learning more Alphabetical letters E to H, revision of all previous steps' goals, asking and answering about colored shapes
Contents:	egg, fish, gorilla, heart It's blue square. Is it a red square? Yes, it is. / No, it isn't.
Aims:	Revision and review of all steps' goals, Alphabet letters and relevant words from I to L, identifying numbers, some tips for class
Contents:	Vocabulary: igloo, jump rope, kangaroo, lion
Structure:	Take out your pencil. / Put away your pencil. / Open your book. / Close your book. (Imperative)
Aims:	Revision and review of all previous contents, Alphabet letters and relevant words from M to P, revision of counting and identifying the plural objects
Contents:	Vocabulary: moon, nest, octopus, peach
Structure:	Review: How many cars? five cars.
Aims:	Revision of asking bout likes and dislikes, Alphabet letters and relevant words from Q to T
Contents:	queen, rabbit, sun, tiger Do you like chicken and rice? Yes, I do. / No, I don't.
Aims:	Revision of all previous contents, Alphabet letters and relevant words from U to W, asking and answering about abilities
Contents:	Vocabulary: umbrella, violin, watch
Structure:	What can you do? I can touch my head.
Aims:	Revision of all contents, Alphabet letters and relevant words from X to Z, expressing abilities and inabilities, asking about abilities, learning week days
Contents:	Vocabulary: fox, yarn, zebra/ week days: Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday
Structure:	Can you jump? Yes, I can. / No, I can't.

Table of Contents

Unit1	Toys	1
	Step 1	1
	Step 2	2
	Step 3	5
	Step 4	6
	Crossword	8
	The Alphabet	9
	word list	10
	Dictation	11
	Quiz	12
Unit2	Colors	15
	Step 1	15
	Step 2	17
	Step 3	18
	Step 4	20
	Crossword	23
	The Alphabet	24
	word list	25
	Dictation	26
	Quiz	27
Unit3	Shapes	31
	Step 1	31
	Step 2	32
	Step 3	33
	Step 4	34
	Crossword	36
	The Alphabet	37
	word list	38
	Dictation	39
	Quiz	40
Unit4	Numbers	44
	Step 1	44
	Step 2	45
	Step 3	46
	Step 4	47
	Crossword	49
	The Alphabet	50
	word list	51
	Dictation	52
	Quiz	53

Unit5	Animals	55
Step 1		55
Step 2		56
Step 3		58
Step 4		59
Crossword		60
The Alphabet		62
word list		63
Dictation		64
Quiz		65
Unit6	Food	67
Step 1		67
Step 2		68
Step 3		70
Step 4		71
Crossword		74
The Alphabet		76
word list		77
Dictation		78
Quiz		79
Unit7	My Body	81
Step 1		81
Step 2		82
Step 3		84
Step 4		86
Crossword		88
The Alphabet		90
word list		91
Dictation		92
Quiz		93
Unit8	Ability	95
Step 1		95
Step 2		96
Step 3		97
Step 4		99
Crossword		100
The Alphabet		102
word list		103
Dictation		104
Quiz		105
Supplement		110
Answers key		114