English for Schools

# PROSPECT 1

Junior Secondary Program

Teacher's Guide

# کتاب معلّم

(راهنمای تدریس)

# انگلیسی

پایهٔ هفتم

دورهٔ اوّل متوسّطه

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IN THE NAME OF ALLAH

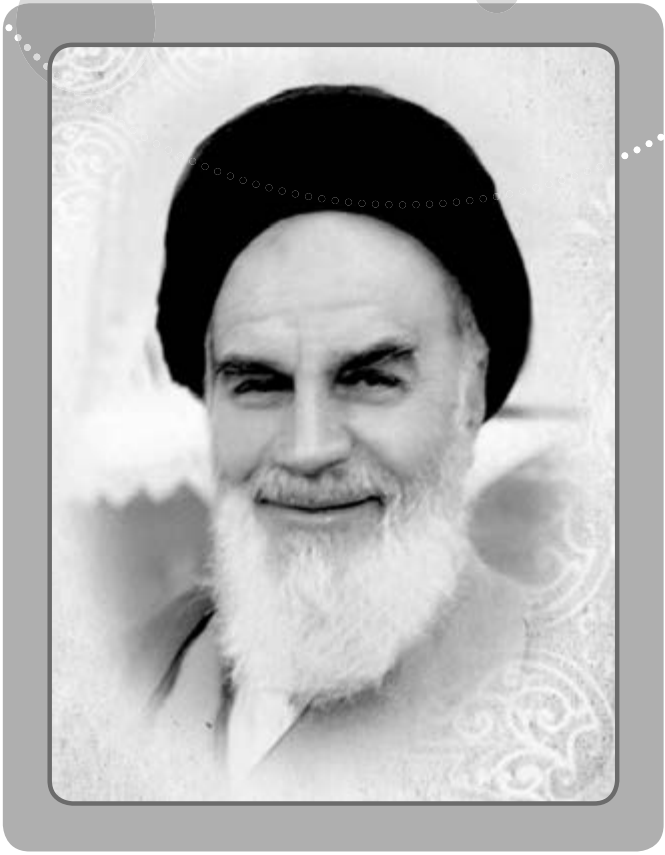
وَ مِن آیاتِهِ خَلقُ السَّماواتِ وَ الاَرضِ وَ اختِلافُ اَلسِنَتِکُم وَ اَلوانِکُم، اِنَّ فی ذٰلِکَ لَآیاتٍ لِلعالِمینَ

روم، ۲۲

و از نشانه‌های قدرت خداوند آفرینش آسمان‌ها و زمین و نیز تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همه اینها نشانه‌هایی از حکمت الهی برای دانشمندان نهفته است.

And of Allah's Sign of Power is the creation of the heavens and the earth and also the variation of the languages and the color of you people; verily, in all these are Signs for men of knowledge.

( برگرفته از ترجمهٔ مرحومه دکتر طاهره صفّارزاده )



پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان های زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس باشد... .امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی رفت . امروز ما می توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

**امام خمینی** (رحمة اللّه علیه)

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# مقدمـــه

## مقدمه

کتاب Prospect 1 که برای دانش آموزان پایهٔ هفتم دورهٔ اوّل متوسطه تألیف گردیده، اولین بخش از مجموعهٔ شش جلدی English for Schools می‌باشد که به منظور آموزش زبان انگلیسی به دانش‌آموزان دوره متوسطهٔ اول و دوم، با رویکرد ارتباطی فعال و خودباورانه طراحی گردیده است. رویکرد ارتباطی در آموزش زبان بیش از آنکه یک شیوهٔ آموزش زبان دوم/ خارجی باشد، رویکردی مبتنی بر تقویت روحیهٔ تعامل و ایجاد توانایی ارتباط براساس نیازهای ملموس زندگی فردی و اجتماعی است. این رویکرد در دهه‌های ۱۹۷۰ و ۱۹۸۰ میلادی و هم‌راستا با تغییرات انجام شده در شیوهٔ نگرش به چگونگی فراگیری زبان دوم شکل گرفت و گسترش یافت. مجموعه English for Schools و کتاب Prospect 1 براساس اصول کلی و پذیرفته شدهٔ رویکرد ارتباطی و با در نظر گرفتن دو ویژگی نقش فعال فراگیران در فرایند آموزش و تأکید بر تقویت روحیهٔ حل مسئله و خودباوری در دانش آموزان تدوین گردیده است. روح حاکم بر رویکرد ارتباطی فعال و خودباورانه، توجه به نیازهای واقعی فراگیران در موقعیت‌های ارتباطی با تکیه براصول کلی زیر می باشد :

- استفاده از فعّالیت های آموزشی متنوع در فرایند یادگیری زبان
- تأکید بر یادگیری زبان از طریق تجربیات زبانی
- استفاده از محتوای غنی، معنا دار و قابل فهم در تدوین محتوای آموزشی
- ارتقاء روحیهٔ فراگیری زبان در محیط مشارکتی و از طریق همکاری و همیاری در کلاس
- ارائه بازخوردهای اصلاحی مناسب به خطاهای فراگیران
- توجه به جنبه های عاطفی و نقش آنها در فرایند آموزش زبان

هدف این رویکرد، رشد مهارت های ارتباطی دانش آموزان به شیوه‌ای روان و تا حد امکان نزدیک به کاربرد واقعی و روزمرهٔ زبان در بافت های ملموس زندگی فردی و اجتماعی می باشد. به منظور رسیدن به کاربرد روان و طبیعی زبان، مجموعه ای از معیارها به شرح زیر در نظرگرفته شده است :

ـ در فرایند آموزش، می‌بایست تمرکز عمدتاً برمعنا (meaning) باشد، هرچند این موضوع به معنای نادیده گرفتن اهمیت صورت و ساختار زبان (form) نیست .

ـ به دانش آموزان باید فرصت شرکت در تعاملات بین فردی داده شود تا از آن طریق بتوانند به توانایی بیان عقاید و نظرات خود دست یابند.

ـ در انجام فعالیت های شنیداری و خواندارى، زمینه باید به گونه‌ای فراهم شود که دانش‌آموزان به درک معنی توجه کنند و بتوانند نسبت به آنچه خوانده یا شنیده اند به صورت شفاهی یا کتبی واکنش مناسب نشان دهند.

ـ یکی از مشخصه های ارتباط، غیر قابل پیش بینی بودن و وجود خلأ ارتباطی می باشد. بنابراین باید زمینه به گونه‌ای فراهم شود که دانش آموزان توانایی برخورد با موقعیت های غیرقابل پیش بینی و خلأهای اطلاعاتی را کسب نمایند.

ـ در رویکرد ارتباطی، کسب توانش راهبردی از اهمیت فوق العاده‌ای برخوردار است چرا که موفقیت در ارتباط زبانی به توانایی موقعیت‌سنجی، نظارت آگاهانه بر روند ارتباط و ارزیابی نتایج آن بستگی دارد و این توانایی فقط از طریق شرکت در فعّالیت‌های ارتباطی هدفدار امکان‌پذیر است. به این منظور لازم است دانش‌آموزان کاربرد زبان را با استفاده از هر چهار مهارت زبانی از طریق شرکت در فعّالیت‌های هدف‌دار تجربه کنند.

ـ مداخله معلم برای اصلاح خطاهای زبانی باید به گونه ای باشد که در فرایند ارتباط اختلال ایجاد نکند، به‌عبارت دیگر مداخله معلم در اصلاح این‌گونه خطاها باید به حداقل ممکن کاهش یابد.

## اجزای بسته آموزشی

با این رویکرد کلی و با توجه به ملاک‌های مربوط به تدوین محتوا اجزای مختلف بسته آموزشی کتاب Prospect 1 عبارت‌اند از :

**۱ـ کتاب دانش آموز** : کتاب دانش‌آموز مشتمل بر بخش خوشامد، هشت درس اصلی و چهار درس مروری است. هر درس از کتاب‌دانش آموز به سه بخش اصلی تقسیم گردیده است :

ـ بخش مهارت های شفاهی (شنیداری و گفتاری) که با یک مکالمه آغاز و با بخش تمرین (Practice) ادامه پیدا می کند.

ـ بخش دوم بخش مهارت های نوشتاری (خواندن و نوشتن) است که تحت عنوان مهارت‌های سوادآموزی مطرح شده است. در این بخش فعالیت‌هایی با هدف آموزش حروف الفبا و ارتباط حروف و اصوات طراحی شده است. فعالیت‌های این بخش زمینه را برای کمک گرفتن از مهارت‌های شفاهی برای تقویت مهارت‌های نوشتاری فراهم می‌کند به این معنی که درطراحی فعالیت‌ها، مهارت خواندن با مهارت شنیدن و مهارت نوشتن با مهارت سخن گفتن تلفیق شده‌اند.

ـ بخش ایفای نقش (Role Play/Your Conversation) که هدف اصلی از آن مرور کنش‌های زبانی فراگرفته شده در درس و ارائهٔ فرصت به دانش‌آموزان برای کاربرد مطالب آموخته شده در یک موقعیت مشخص و واقعی است.

**۲ــ کتاب کار :** کتاب کار به منظور تعمیق مفاهیم موجود در کتاب دانش‌آموز و ارائهٔ فعالیت‌های دسته‌بندی شده و مرتبط با محتوای کتاب دانش‌آموز و اهداف آموزشی دوره تدوین گردیده است. البته انجام فعالیت‌های کتاب کار در کلاس درس بستگی به تصمیم معلم و درنظر گرفتن شرایط زمانی کلاس دارد. در پایان کتاب کار، ضمیمه آموزش الفبا درنظر گرفته شده که به تفکیک و با درج علائم و راهنمای شیوهٔ نوشتن صحیح هر یک از حروف الفبا، فرصتی برای دانش‌آموزان فراهم می‌آورد تا توانایی خود را در کسب مقدمات نگارش تقویت نمایند.

**۳ــ لوح فشرده :** برای اولین بار در نظام آموزش رسمی زبان‌های خارجی کشور استفاده از فایل صوتی در کلاس درس زبان انگلیسی الزامی است و جزء جدایی‌ناپذیری از فرایند آموزش محسوب می شود. این لوح شامل فایل‌های صوتی بخش‌های زیـــر می‌باشد :

- سرودهای بخش خوشامد
- اجزاء مختلف هر درس همچون مکالمه، تمرین، حروف و اصوات و بخش شنیداری ــ خوانداری
- واژگان فرهنگ مصور پایان کتاب

این لوح محتوای شنیداری مناسب و متنوعی را برای دانش آموزان فراهم می آورد که در تهیهٔ آن از گویشوران مسلّط به زبان انگلیسی بهره گرفته شده است.

**۴ــ فلش کارت معلم :** فلش کارت به عنوان بخشی از بستهٔ آموزشی محسوب می گردد که نحوهٔ استفاده از آن در بخش مربوط به هر یک از دروس در ادامه کتاب راهنمای معلم ذکر شده است. استفاده از این فلش کارت ها در فرایند آموزش و درجای خود ضروری است فلش‌کارت مزبور، از انتشارات مدرسه قابل تهیه است. همکاران گران‌قدر می‌توانند دانش آموزان خود را به ساخت فلش‌کارت دانش آموز نیز ترغیب نمایند.

**۵ــ پایگاه اطلاع رسانی :** با توجه به اهمیت ارتباط دبیران گرامی با مؤلفان کتاب و کارشناسان دفتر تألیف کتاب‌های درسی سازمان پژوهش و برنامه‌ریزی آموزشی، پایگاه اطلاع رسانی **eng-dept.talif.sch.ir** به‌عنوان پل ارتباطی در نظر گرفته شده است که همکاران می توانند علاوه بر ارسال نظرات خود، از جدیدترین اخبار، دستورالعمل‌ها، کاربرگ‌ها، نمونه‌های آزمون و مواردی از این دست در این پایگاه اطلاع رسانی مطلع گردند.

**۶ــ لوح فشرده آموزش مدرسان پایهٔ اول متوسطهٔ اوّل :** این لوح فشرده که به مدّت ۱۶۰ دقیقه است، می‌تواند مورد استفادهٔ تمامی دبیران این مقطع تحصیلی قرار گیرد؛ به‌ویژه دبیران محترمی که موفق به گذراندن دوره‌های ضمن خدمت نشده‌اند. لوح فشردهٔ نامبرده که با عنوان «برفراز آسمان» در گروه‌های آموزشی مناطق و همچنین پایگاه اطلاع‌رسانی گروه موجود است به بررسی و توضیح اجمالی ساختار بستهٔ آموزشی پرداخته و در مدت زمانی کوتاه، مخاطبان محترم را با ابعاد گوناگون برنامهٔ درسی آشنا می‌سازد. مشاهدهٔ این ابزار کمک‌آموزشی، به دبیران گرامی، والدین محترم و عموم علاقه‌مندان اکیداً توصیه می‌شود؛ زیرا در عرض مدّت زمانی کوتاه، مخاطب در معرض اطلاعات مفیدی درباره چرایی تغییر برنامه، ساختار کتاب دانش‌آموز، کتاب کار، لوح فشرده صوتی، فلش‌کارت معلّم و همچنین قالب یک درس و چگونگی آموزش آن قرار می‌گیرد.

## طراحی مجموعه

همان طور که در ابتدای بحث اشاره شد، برنامهٔ درسی ملی قلمرو، اهداف و جهت گیری های کلی حوزه آموزش زبان های خارجی در سطح کلان را مشخص نموده است و آن را از منظر توانایی برقراری ارتباط با سایر جوامع و دستاوردهای بشری در سطح منطقه‌ای و جهانی ضروری می داند. به عبارت دیگر، راهنمای برنامهٔ درسی، زبان را وسیلهٔ ایجاد ارتباط معرفی می کند و تأکید دارد که آموزش زبان به گونه‌ای صورت پذیرد که دانش‌آموز پس از آموزش، قادر به ایجاد ارتباط با استفاده از تمامی مهارت‌های چهارگانه زبانی برای دریافت و انتقال معنا باشد.

مؤلفان مجموعه با عنایت به هدف کلی فوق و در نظر گرفتن رویکرد توصیه شده یعنی رویکرد ارتباطی فعال و خودباورانه، سعی نموده‌اند آموزش زبان را به گونه‌ای طراحی نمایند که دانش‌آموزان در پایان دوره متوسطه بتوانند نیازهای پایه ارتباطی خود را با حفظ ارزش‌ها و فرهنگ خودی برآورده کنند. برای رسیدن به این هدف، محتوایی طراحی شده که استفاده از آن شرایط خاصی را ایجاب می کند. در ایجاد شرایط لازم برای آموزش زبان، معلم، دانش آموز و مواد آموزشی نقش‌هایی بر عهده دارند که در ادامه به آنها پرداخته شده است :

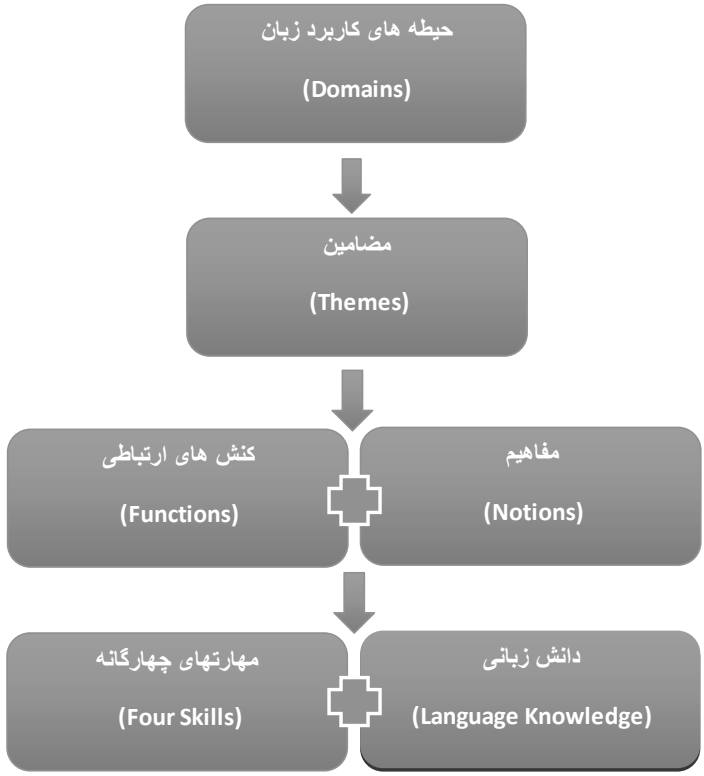
**نقش معلم :** در رویکردهای سنتی، معلم تنها مرجع تصمیم گیری وانتقال دهنده دانش به دانش آموزان تلقی می‌شود؛ درحالی که در رویکرد ارتباطی، معلم تسهیل کننده فرایند یادگیری است و این فراگیر است که می‌بایست با هدایت معلم در تمامی مراحل آموزش، نقش محوری فعال و مشارکت‌کننده داشته باشد. به عبارت دیگر، در رویکرد ارتباطی فعال خودباورانه لازم است معلم از نقش سنتی خود فاصله گرفته و در نقش یاری دهندهٔ دانش‌آموز در فرایند آموزش و یادگیری ظاهر شود.

**نقش دانش‌آموز :** در دیدگاه‌های سنتی، دانش‌آموز نقشی انفعالی دارد، به این معنی که از وی انتظار می‌رود آنچه را معلم انتقال می‌دهد به بهترین وجه دریافت کند. حال آنکه در رویکرد ارتباطی فعال و خودباورانه، انتظار می‌رود دانش‌آموز وظیفه یادگیری را خود برعهده گیرد و در این راستا نقشی مشارکت‌جویانه و فعال در فرایند آموزش ایفا کند.

**نقش مواد آموزشی :** در دیدگاه‌های سنتی، کتاب درسی، تنها منبع آموزشی دانش‌آموزان محسوب می گردد و انتظار می‌رود دانش‌آموزان از طریق تعامل با کتاب درسی به اهداف آموزشی دست یابند. در حالی‌که در رویکردهای نوین ارتباطی، کتاب درسی نقطهٔ آغاز فرایند آموزش و یادگیری است و انتظار می‌رود معلم با ابتکار و خلاقیت خود زمینه را برای تعمیق فرایند یادگیری از طریق تعاملات بین خود و دانش آموزان و همچنین تعامل دانش آموزان با یکدیگر فراهم کند. به‌علاوه انتظار می رود فرایند یادگیری در خارج از کلاس نیز با فعالیت های هدایت شده معلم ادامه یابد.

## نحوهٔ انتخاب و سازماندهی محتوا

همان طور که پیش‌تر اشاره شد، با توجه به هدف کلی آموزش زبان در برنامهٔ درسی ملی، محتوا باید به گونه ای انتخاب و سازماندهی شود که هدف ذکر شده محقق گردد. به این منظور، همان‌طور که در نمودار ۱ آورده شده انتخاب محتوا با محوریت حیطه های ارتباطی و مضامین مورد استفاده در آنها صورت گرفته است.

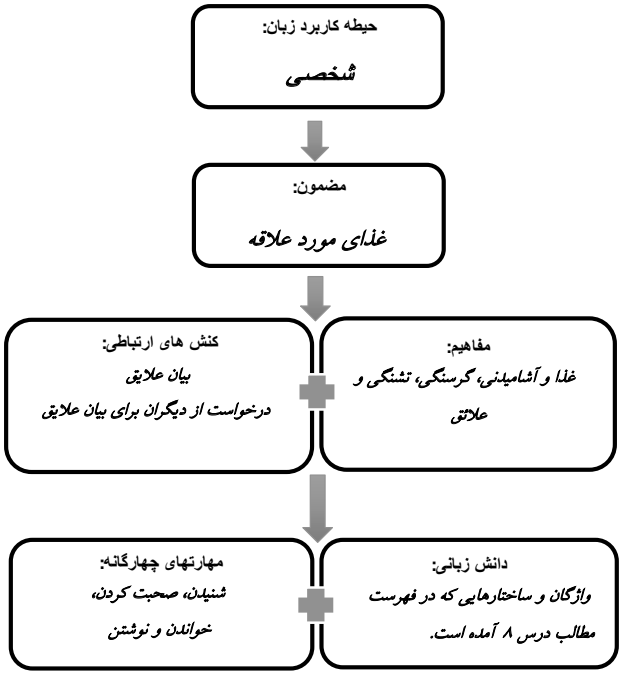



نمودار ۱ـ شیوهٔ طراحی محتوی در کتاب Prospect 1

حیطه های ارتباطی انتخاب شده عبارت‌اند از حیطه شخصی، حیطه اجتماعی، حیطه آموزش و تحصیل و حیطه کار و شغل. توالی آموزش در حیطه های نامبرده از اصل آموزشی حرکت از محیط پیرامونی نزدیک به محیط های دورتر پیروی می کند. در کتاب Prospect 1 مضامین از حیطه شخصی انتخاب شده و در گزینش آنها نیازهای ارتباطی ملموس دانش آموزان در اولویت قرار گرفته است. مضمون های این کتاب به قرار زیر است :

- نام و نام خانوادگی
- شکل ظاهری
- هم‌کلاسی‌ها
- خانه
- سن
- آدرس
- خانواده
- غذاهای مورد علاقه

در ارتباط شکل گرفته پیرامون هر مضمون، از کنش‌های ارتباطی و مفاهیم خاصی استفاده شده است که نکات آموزشی هر درس را تشکیل می دهد. به عنوان مثال، نمودار شماره ۲ شیوه طراحی محتوای درس هشت را نشان می‌دهد :




نمودار ۲ ـ طراحی محتوای درس هشت

تأکید می گردد کتاب Prospect 1 نخستین حلقه از مجموعه‌ای شش جلدی است که طیف وسیعی از حیطه‌های ارتباطی و مضامین مورد استفاده در آنها و همچنین کنش‌های ارتباطی و مفاهیم زبانی را ارائه خواهد کرد. لذا قضاوت دربارهٔ آن می‌بایست با در نظرگرفتن این ویژگی و نگاه به بخش‌های بعدی مجموعه انجام شود.

**روش تدریس :** روش تدریس Prospect 1 از اصول رویکرد ارتباطی فعال خودباورانه پیروی می کند و بر نوعی از راهکار آموزشی با این فرض مبتنی است که یادگیری زبان با ایجاد حساسیت و توجه به نقش الگوهای زبانی در ایجاد معنی آغاز می‌شود و چنانچه به دنبال ایجاد این توجه الگوها مورد تمرین‌های کنترل شده قرار گیرند و در انتها فرصت استفاده شخصی از الگوها در بافتی معنی دار ایجاد شود یادگیری تقویت و تثبیت خواهد شد. بر این اساس، هر درس با مکالمه‌ای واقعی آغاز می شود که دانش‌آموزان از طریق آن به نقش کنش های زبانی در ایجاد ارتباط میان فردی و همچنین اشکال زبانی آنها توجه می‌کنند. سپس تمرین کنش‌ها به شکلی کنترل شده ادامه می‌یابد. تمرین های بخش مهارت‌های نوشتاری نیز به تقویت توجه به الگوها کمک می کنند تا در انتها دانش آموزان خود بتوانند با ایفای نقش، کنش‌های ارتباطی را در بافتی معنی دار بکار ببرند. لازم به یادآوری است برای دو مهارت خواندن و نوشتن در این پایه تحصیلی، سطح «واژه» مدّنظر است. این بدان معناست که دبیران محترم، فقط سطح «واژه» یا «کلمه» را برای دو مهارت نوشتن و خواندن از دانش آموزان انتظار داشته باشند و نه بیشتر. در پایه‌های بعدی به دو سطح بالاتر گروه (phrase) و جمله (sentence) به تفصیل پرداخته خواهد شد. امّا برای دو مهارت گوش دادن و صحبت کردن، سطح مورد انتظار فقط «کلمه» نیست و سطوح بالاتر نیز مدنظر است. در زیر به نحوهٔ تدریس هر یک از مراحل، متناسب با اهداف هر مرحله اشاره شده است :

**Steps in Teaching *Conversation and Practice***

1. Warm–up
2. Audio–Visual Presentation (two or three times)
3. Checking and Explanation
4. Introducing Functions
5. Audio–visual Practice
6. Pair/Group Work

**Steps in Teaching *Sounds and Letters (word)***

1. Warm–up
2. Audio–Visual Presentation (two or three times)
3. Checking and Explanation
4. Initial Teaching of Letters

- Visual Recognition
- Audio Recognition
- Extension
- Oral Production

5. Teaching Letters for Reading and Writing (using flash cards)

- Sounds of the Letters
- Shape of the Letters

6. Follow-up Task

7. Assignment

**Steps in Teaching *Listening and Reading***

1. Warm-up

2. Audio-Visual Presentation (two or three times)

3. Checking and Explanation (feedback)

**Steps in Teaching *Speaking and Writing***

1. Warm-up

2. Pair/Group Work

3. Checking and Explanation (feedback)

**Steps in Teaching *Your Conversation/Role Play***

1. Warm-up

2. Pair/Group Work

3. Student Presentation

4. Checking and Explanation (feedback)

## سنجش پیشرفت تحصیلی

متناسب با رویکرد و روش تدریس توصیه شده روش‌های سنجش پیشرفت تحصیلی بر این اصل کلی استوارند که سنجش عمدتاً در خدمت یادگیری است و قرار است فرایند آموزشی را تقویت کند. در این راستا سنجش به دو نوع تقسیم می‌شود که عبارت‌اند از سنجش غیررسمی کلاسی و سنجش رسمی نیمسال اول و پایان سال.

**سنجش غیر رسمی کلاسی :** این نوع سنجش که قرار است توسط معلم و دانش آموزان، هر دو صورت پذیرد بدون ایجاد وقفه در روند فعالیت‌های یاددهی یادگیری انجام می‌گیرد. هدف این نوع سنجش مقایسه عملکرد هر یک از دانش‌آموزان با اهداف آموزشی است که بر معیارهای عملکردی استوارند. در این نوع سنجش، دانش‌آموزان با هم مقایسه نمی‌شوند بلکه مشخص نمودن نقاط قوت و ضعف‌شان در ارتباط با معیارهاست که به معلم و خود دانش آموزان کمک خواهد کرد در روند آموزش و یادگیری، متناسب با نیازهای آموزشی تغییرات لازم را ایجاد نمایند. در این فرایند معلم به دانش‌آموزان کمک می‌کند که خود به تدریج معیارها را بشناسند و با استفاده از آنها به خودارزیابی بپردازند. خودارزیابی در دروسِ مروری کتاب، برجسته شده و در کار کردن با آنها دانش‌آموزان به میزان موفقیت خود در یادگیری اهداف آموزشی پی می برند.

**سنجش رسمی نیمسال اول و پایان سال :**

این نوع سنجش در شکل امتحانات رسمی بر اساس اهداف عملکردی در قالب مهارت‌های شفاهی و کتبی انجام می شود. بنابراین، این نوع سنجش، امتحان شفاهی و امتحان کتبی را به صورت جداگانه دربرخواهد داشت. در امتحان کتبی مهارت‌های خواندن و نوشتن و در امتحان شفاهی مهارت‌های شنیداری و گفتاری مورد سنجش قرار می‌گیرند.

در هر دو نوع آزمون مشخصه‌های طبیعی بودن موقعیت و تعامل، از اهمیت ویژه ای برخوردارند. هدف سنجش باید آن باشد که از طریق سؤالات مناسب، دانش‌آموزان عملکردی را از خود بروز دهند که نمونهٔ معتبری از توانایی‌های زبانی مورد هدف باشد و بتوان آن را با عملکرد افراد در موقعیتهای طبیعی کاربرد زبان قابل مقایسه دانست. چنین سنجشی می‌تواند اثر بسیار مثبتی بر روند آموزش داشته باشد.

در سنجش رسمی، لازم است قبل از اقدام به طراحی سؤال اهداف آموزشی در قالب جدول مشخصات آزمون (Test Specifications) تهیه و در آن به تکنیک های طرح سؤال متناسب با هر یک از اهداف آموزشی اشاره شود. جدول مشخّصات و بارم‌بندی آزمون کتبی و شفاهی کتاب Prospect 1 در ادامه ارائه شده است.

## ساختار هر درس در راهنمای معلم

هر درس در کتاب راهنمای معلم Prospect 1 با جدولی شامل اهداف اصلی درس آغاز می شود. کنش‌های زبانی و مهارت‌های یادگیری حروف و اصوات به انضمام فهرست واژگان کلیدی و عبارات و جملات متداول محاوره ای هر درس در این جدول آمده‌اند. در ادامه، توضیحات گام به گام برای آموزش هر بخش از درس آمده که با تعدادی فعالیت و یک بازی پیشنهادی و نیز ارجاع به برخی تمرینات در کاربرگ‌ها و کتاب کار که در ارتباط با آن قسمت‌ها است همراه می‌باشد. برای آموزش هر بخش مدت زمان پیشنهادی ارائه شده که بسته به موقعیت و شرایط موجود در هر کلاس متغیر می‌باشد. در پایان، بخشی با هدف بازاندیشی در آموزش (Reflecting on Your Teaching) آمده که از همکاران محترم درخواست می‌شود افکار و نظرات خود را در ارتباط با موارد زیر در آن مرقوم نمایند.

- راهنمایی‌های ارائه شده برای آموزش هر درس
- مدت زمان پیشنهاد شده برای آموزش هر بخش
- واکنش دانش آموزان به انجام فعالیت های یاددهی ــ یادگیری و نحوهٔ ادارهٔ کلاس
- مسائل و مشکلات ناشی از آموزش بخشهای مختلف
- پیشنهادات در راستای بهبود شرایط آموزش هر درس

لازم به ذکر است که برای بخش‌های خوشامد و مرور دروس، راهنمایی به شکلی متفاوت ارائه شده است. از همکاران گرامی مؤکّداً درخواست می شود جهت آگاهی از نحوه ارائه مطلوب قسمت خوشامد، نکات ذکر شده در آموزش این بخش را به‌دقّت مطالعه فرمایند.




**Preliminaries**

As you enter the class, greet your students and introduce yourself in Persian. Then talk about the importance of learning English as a foreign language. Explain that **Prospect 1** from the series **English for Schools** is part of a six-year program that is designed to help students learn English for communicative purposes using all the four skills of listening, speaking, reading, and writing. Tell them that they are required to do lots of pair/group work and explain how cooperative learning will result in more effective learning. Then ask them to look at their books and make them familiar with the course components. Tell them that:

- they have a student book and a workbook and that it is necessary for them to bring both books to class every session
- there are a Welcome part and 8 lessons in both books and a Review part for every two lessons only in their student books
- every lesson is composed of communicative and literacy instruction activities
- every lesson will be covered in three sessions
- there is a photo dictionary at the end of their student books
- there are a handwriting booklet and the translations of exercise instructions in Persian at the end of their workbooks
- they also have a CD in which there are audio files for the student book and an interactional software through which they can practice and learn more

**Welcome has been designed with the following purposes:**

- To develop an initial positive attitude in the students toward learning English
- To persuade students that they already know some English
- To help teachers find out what their students know and are able to do at the beginning of the course in order to make appropriate decisions during the academic year

In order to meet the above–mentioned objectives, you are invited to treat Welcome not as a lesson but as a motivating introduction to the process of language learning. Keep in mind that your students at this level might come from different language learning backgrounds with different levels of familiarity with English. That is why it is recommended that Welcome in both the student book and the workbook should be covered under your supervision. Also note that positive feedback will encourage all students (including weak ones) to work more and better. So at the end of each activity, avoid assessing their work and make motivating remarks about what they do.



## **Words** (7 minutes)

•Tell your students that we use words in everyday Persian that come from other languag–es including English, though they are pronounced differently in our language. These words are called international words. Give some example words and ask them to say some more. They can give example words from food, sports, clothes, home appliance and job names common to both English and Persian.

Example words: *soup, basketball, T–shirt, radio, mechanic, etc.*

•Ask them to look at the pictures and the words on Page 2 and put a check in the box near the words they know. Tell them that it is not much important how many words they identify.

•Ask them the following questions in Persian:

۱ــ این کلمات را کجا می توان دید؟

۲ــ آیا نمونه مشخصی را می توانید مثال بزنید؟

•Then ask them if they know any other words in English and write them down in the spaces provided at the top of Page 3.

•Remember that the number of words they can write and the spelling accuracy is not much important at this stage.

•Walk around the class and monitor what your students are doing and help them if needed.

•Give a positive and motivating feedback to what all the students have done.

## **Letters** (7 minutes)




• (**Optional Activity**) Play the CD for the alphabet song two or three times while your students are looking at the alphabet box on Page 3.

•Then play the CD again and ask them to sing along.

•Ask if there are volunteer students to sing the song.

•Next ask students to look at the alphabet box again and put a check in the box near any letters they can identify.

•Write your own name on the board and then ask them if they can write their names in English in the space provided on Page 3.

•Remember that the spelling accuracy is not much important at this stage.

•Walk around the class and monitor what your students are doing and help them if needed.

•Give a positive and motivating feedback to what all the students have done.

## **Numbers** (7 minutes)




• (**Optional Activity**) Play the CD for the numbers song two or three times while your students are looking at the number box on Page 4.

•Then play the CD again and ask them to sing along.

•Ask if there are volunteer students to sing the song.

•Next ask students to look at the number box again and put a check in the box near any letters they can identify.

•Then ask them if they can write their own telephone numbers in the space provided on Page 4.

•Walk around the class and monitor what your students are doing and help them if needed.

•Give a positive and motivating feedback to what all the students have done.

## **Colors and Classroom Objects** (7 minutes)




•Ask your students to look at the color samples on Page 4 and, if they can, say the words for any of the colors they know in English.

•Then do the same for the classroom objects.

•Next ask them if they can make phrases to describe the objects on Page 5.

Examples are: *a blue pen, a blue eraser, a red pencil, a yellow notebook, etc.*

•Ask if there are students in class who can identify and name objects in the classroom.

•Give a positive and motivating feedback to what all the students have done.



## Let's know each other (7 minutes)

•Ask one of your competent student to come to the front of the class. Then tell him / her what your name is and ask for his / her name. This is going to be a model interaction for the rest of the class.

•Ask your students to pair up and do the same.

•Remember that the questions and answers at the bottom of Page 5 work only as a model and is not meant to be completed in writing. **This is only an oral practice**.

• Walk around the class and monitor what your students are doing and help them if needed.

•Give a positive and motivating feedback to what all the students have done.

**Reflecting on Your Teaching**

Write down your ideas about what you experienced in presenting Welcome.

Lesson One



# My Name

## Lesson Objectives

***Functions***

- Greeting
- Introducing oneself

***Literacy Skills***

- Identifying, saying, and writing **a, k, m**
- Spelling one's name

***Key Language***

- **Words and Expressions:** name (first name, last name), hi, hello, good morning, good afternoon, Mr., Mrs., Miss, fine, thanks
- **Conversational Language Frames:**

  Hello/Hi/Good morning/afternoon, ……..

  How are you? Fine, thanks

  What's your (first/last) name? My name's/ I'm …….

  How do you spell ……..? Can you spell your name?

## Sessions Snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Warm up | Talking about the importance of learning English<br>Checking students' names/ Using mimes |
| | Conversation | The English teacher is greeting his students in class |
| | Practice (1) | **Greeting**<br>Hi, Ali. Hi, Reza.<br>Hello, Maryam. Hello, Kimia.<br>How are you? Fine, thanks/thank you.<br>How are you today? Great, thanks.<br>Good morning. Good morning,.....<br>Good afternoon. Good afternoon, .....<br>Good evening. Good evening, ..... |
| | Practice (2) | **Introducing Yourself**<br>What's your name? My name is ..... / I'm .....<br>What's your first name? My first name is .....<br>What's your last name? My last name is ..... |
| 2 | Sounds & Letters | Learning three sounds: A, a, K, k, M, m<br>What's your name? Excuse me.<br>How do you spell your last name?<br>**Talk to your teacher**: How do you spell your last name? |
| 3 | Listening & Reading | Purposeful listening<br>Listening to two conversations<br>Finding out the interlocutors' first and last name |
| | Language use | Integration of skills: Reading, Speaking, Writing<br>Working in group/ talk to three classmates/ Writing their first and last name in the table |
| | | Your conversation: pair work/greeting & introducing |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session Teaching & Practicing Language Functions




**Warm up** (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class or using some mimes to get them involved in the lesson theme

## Conversation




**Preparation** (5 minutes)

- Tell students to look at the picture on Page 6. Ask the following questions in Persian:

۱ــ این مکالمه در کجا اتفاق می‌افتد؟
۲ــ فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
۳ــ آنها دربارهٔ چه چیزی صحبت می‌کنند؟
۴ــ شما معمولاً چگونه با دیگران احوالپرسی می‌کنید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.

● (**Optional Activity**)

Act out the conversation in class using your own name and your students' names. Remember to use mimes.




**Listening** (10 minutes)

● Now ask the students to look at the picture again and listen to the conversation on CD.

● Play the CD two or three times.

● Now ask questions (in Persian) to check what your students have understood.

۱ــ نام معلم چیست؟
۲ــ نام دانش‌آموز نخست چیست؟
۳ــ معلم چگونه با این دانش‌آموز احوالپرسی می‌کند؟
۴ــ دانش‌آموز چگونه به معلم پاسخ می‌دهد؟




**Practice 1 ➲ Greeting** (15 minutes)

● Tell your students that they are going to learn different ways of greeting someone. Let them know what each turn means.

● 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 ask the class to greet you.

● Next ask your students to pair up and practice greeting each other.

● Finally, invite pairs to come to the front of the class to role play the greetings.




**Practice 2 ➲ Introducing Yourself** (15 minutes)

● Tell your students that they are going to learn different ways of introducing oneself. Let them

know what first and last names are.

- 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 ask the class to ask your name.
- Next ask your students to pair up and practice asking each other's names and greeting.
- Finally, invite pairs to come to the front of the class to role play the introductions and greetings.
- Tell the students to do their homework in their workbooks for the next session.

## The Second Session Teaching the Letters & Sounds




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

**Sounds and Letters**




**Preparation** (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **a**, **k**, and **m**.
- Tell students to look at the conversation on Page 8. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱ــ نام معلم چیست؟
۲ــ نام اولین دانش‌آموز چیست؟
۳ــ معلم چگونه از او می‌خواهد که نام‌خانوادگی‌اش را تکرار کند؟
۴ــ او چگونه به معلم پاسخ می‌دهد؟




**Letter A/a** (10 minutes)

- Ask your students to look at the conversation in their books and identify the letter **a** in the words **Kimia Komijani**.
- Show the flash card for letter **A/a** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **A/a** in their books.
- Then draw your students' attention to two different sounds of the letter as in "at" and "arm". Give examples of names with the sounds and ask students to repeat them.

  Example names: Ahmad, Mina, Aram, Mahmood, Ali, Maral, etc.
- Ask if there are students in class whose names include the letter **A/a**. Ask them to decide what the letter **a** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **A/a** in the appendix at the end of their workbooks.




**Letter K/k** (10 minutes)

- Ask your students to look at the conversation in their books and identify the letter K in the words **Kimia Komijani**.
- Show the flash card for letter **K/k** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Now say the sound / K / for the letter two or three times and ask the students to repeat it after you.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word

in a sentence.

- Now ask your students to find words with the letter **K/k** in their books.
- Ask if there are students in class whose names include the letter **K/k**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **K/k** in the appendix at the end of their workbooks.




**Letter M/m** (10 minutes)

- Ask your students to look at the conversation in their books and identify the letter **m** in the words **Kimia Komijani**.
- Show the flash card for letter **M/m** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Now say the sound of the letter two or three times and ask the students to repeat it after you.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **M/m** in their books.
- Ask if there are students in class whose names include the letter **M/m**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **M/m** in the appendix at the end of their workbooks.
- Ask your students to do the related exercises in their workbooks for the next session.




**Follow-up Activity** (10 minutes)

- Ask your students if they can spell their names.
- Draw their attention to the ***Talk to Your Teacher*** box on Page 8 in their student books and explain how they can ask for word spellings (including their own names).

- Ask them to pair up and practice the question and the answers using their own names.
- Now ask them to use the question to ask you for spellings of names in English.
- Finally, ask students to say more names with the letters **a**, **k**, **m**.

Example Names: Kamran, Karim, Kamyar, Kamal, Akram, Malek, Karam, Kaveh, etc.

## The Third Session Communicative Activities




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session




**Listening and Reading Preparation** (5 minutes)

- Explain that the students are going to listen to two conversations in which people are greeting and introducing themselves. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the names (first and last) based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.




**Listening** (15 minutes)

- Play the CD once and ask students to choose the correct choice.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

**Correct Answers**:

Conversation 1: *Kimia Ahmadi*

Conversation 2: *Mahdi Karimi*




**Speaking and Writing** (15 minutes)

- Explain what your students are supposed to do in this part: Each student greets three other students and asks for their names. Then he/she writes the names in the spaces provided in the table on Page 9 in their student books.
- Tell them to use the question ***How do you spell your .... name?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the names they have asked for.




**Your Conversation** (10 minutes)

- Explain that your students are going to pair up and practice the lesson functions using their own information.
- Remember that the incomplete conversation on Page 9 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- (**Optional Activity**) Ask students from different parts of the class to do the conversation.
- (**Game**) Prepare some name cards (half the number of students in your class). Cut up as many as you need for your class, making sure each name appears twice. Give out the name cards. Tell the students that somewhere in the class is someone with the same name. To do this, they will have to stand up and move around the class, introducing themselves and asking for

names until they find someone with the same name. When they have found that person, they can sit down. **The object of the game is to find someone with the same name**.

- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

**Reflecting on your teaching**

Write down your ideas about teaching Lesson 1.

# Lesson Two My Classmates



## Lesson Objectives

***Functions***

- Introducing others
- Asking someone's name

***Literacy Skills***

- Identifying, saying, and writing e, b, p
- Spelling one's name

***Key Language***

- **Words and Expressions**: boy, girl, man, woman, friend, classmate
- **Conversational Language Frames**:

  Who's that (boy)?
  He's my (friend) ……
  This is my (friend) ……
  Nice to meet you.
  Nice to meet you, too.
  Sorry, what's your (last) name again?
  Can you help me, please? I can't spell ……

## Session Snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Warm up | Bringing a picture showing the classroom atmosphere<br>Checking students' names/ Using the immediate context to involve the students in the lesson theme |
| | Conversation | Three students are talking in the school yard |
| | Practice (1) | **Introducing Others**<br>This is my friend Parham.<br>This is my classmate Parisa.<br>This is my English teacher Mr Kamali.<br>Nice to meet you.<br>Nice to meet you, too. |
| | Practice (2) | **Asking Someone's Name**<br>Who is that boy? He's my friend Erfan.<br>Who is that girl? She's my classmate Parisa.<br>Who is that man? He's my teacher Mr Karimi.<br>Who is that woman? She's my teacher Mrs Bahrami. |
| 2 | Sounds & Letters | Learning three sounds: B, b, E, e, P, p<br>Can I help you? What's your name?<br>What's your last name?<br>**Talk to your teacher**: Can you help me, please? I can't spell . |
| 3 | Listening & Reading | Purposeful listening<br>Listening to two conversations<br>Finding out the interlocutors' first and last name |
| | Language use | Integration of skills: Reading, Speaking, Writing<br>Working in group/ talk to classmates/ Writing the shortest and longest first & last name in the table |
| | | Your conversation: group work/greeting & introducing |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session Teaching & Practicing Language Functions




**Warm up** (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to get them involved in the lesson theme




### Conversation

**Preparation (5 minutes)**

- Tell students to look at the picture on Page 10. Ask the following questions in Persian:

۱ــ این مکالمه در کجا اتفاق می‌افتد؟
۲ــ فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
۳ــ آنها درباره چه چیزی صحبت می‌کنند؟
۴ــ شما معمولاً چگونه دوستانتان را به یکدیگر معرفی می‌کنید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.

## (Optional Activity)

Act out the conversation in class using your own name and your students' names. Remember to use mimes. As an alternative, ask a colleague/a student from another class to come to your class and introduce him/her to your students.




### Listening (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱ــ نام افرادی که صحبت می‌کنند چیست؟
۲ــ کدام دانش‌آموز دو نفر را به هم معرفی می‌کند؟
۳ــ چه افرادی به هم معرفی می‌شوند؟
۴ــ پرهام چگونه آن دو را به هم معرفی می‌کند؟
۵ــ علی و عرفان چگونه با یکدیگر احوالپرسی می‌کنند؟




### Practice 1 ➲ Introducing Others (15 minutes)

- Tell your students that they are going to learn different ways of introducing and greeting others. Let them know what each turn means.
- Let them know what the words ***classmate*** and ***friend*** mean and ask them to repeat the words several times.
- 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 ask the class to introduce one student to you and you do the greeting.
- Next ask your students to work in groups of three and practice introducing and greeting

others. They can refer to the photo dictionary at the end of their student books for words they don't know.

- Finally, invite groups to come to the front of the class to role play the introductions and greetings.




**Practice 2 ➲ Asking Someone's Name** (15 minutes)

- Tell your students that they are going to learn how to ask someone's name. Let them know what each turn means.
- 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 point to some individual students in class and ask the class to say their names.

  Example Question: Who is that boy/girl?
- Next ask your students to pair up and practice asking other students' names. One student points to a classmate and asks for his/her name and the other student answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the introductions and greetings.
- Tell students to do some exercises in their workbooks for the next session.

## The Second Session Teaching Sounds and Letters




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

## Sounds and Letters




**Preparation** (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **e**, **b**, and **p**.
- Tell students to look at the conversation on Page 12. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱ــ نام دانش‌آموز چیست؟
۲ــ او چه خواسته‌ای دارد؟
۳ــ کتابدار چگونه از او می‌خواهد که نام خانوادگی‌اش را تکرار کند؟
۴ــ او چگونه به کتابدار پاسخ می‌دهد؟




**Letter E/e** (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter e in the word **Behparvar**.
- Show the flash card for letter **E/e** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **E/e** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students to repeat them. Example names: Behnaz, Pedram, Emad, Esmat, Sepehr, Sepideh, etc.
- Ask if there are students in class whose names include the letter **E/e**. Ask them to decide what the letter **e** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **E/e** in the appendix at the end of their workbooks.

## Letter B/b (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter **B** in the word **Behparvar**.
- Show the flash card for letter **B/b** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **B/b** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students to repeat them. Example names: Behnaz, Bahram, Behrooz, Abbas, Ziba, Mobin, Zaynab, etc.
- Ask if there are students in class whose names include the letter **B/b**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **B/b** in the appendix at the end of their workbooks.

## Letter P/p (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter **P/p** in the words Parisa **Behparvar**.
- Show the flash card for letter **P/p** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **P/p** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students

to repeat them. Example names: Parisa, Pedram, Sepideh, Parviz, Sepehr, etc.

- Ask if there are students in class whose names include the letter **P/p**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **P/p** in the appendix at the end of their workbooks.
- Tell the students to do the related exercises in their workbooks.

## Follow-up Activity

- Ask your students if they can spell their names and write their phone numbers in the card on Page 8.
- Draw their attention to the ***Talk to Your Teacher*** box on Page 12 in their student books and explain how they can ask for word spellings (including their own names).
- Ask them to pair up and practice the questions and the answers using their own names.
- Now ask them to use the question to ask you for spellings of names in English.
- Finally, ask students to say more names (first and last) with the letters **e**, **b**, **p**.
- Example Names: Ebadi, Pakzad, Bahrami, Parinaz, Elaheh, Behnam, Pedram, Bahman, etc.
- Tell the students to do the related exercises in their workbooks for the next session.

## The Third Session Communicative Activities

### Listening and Reading

**Preparation (5 minutes)**




- Explain that the students are going to listen to two conversations in which people are greeting and introducing themselves. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the names (first and last) based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.

## Listening (15 minutes)




- Play the CD once and ask students to choose the correct choices.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

**Correct Answers:**

| | |
|---|---|
| Conversation 1: | *Bita Ebadi* |
| Conversation 2: | *Babak Pakzad* |

## Speaking and Writing (15 minutes)




- Explain what your students are supposed to do in this part: Each student greets three other students and asks for their names. Then he/she decides on the shortest and the longest first and last names in the group and writes them in the space provided in the table on Page 13 in their student books.
- Tell them to use the question ***How do you spell your ..... name?*** or ***Can you help me, please? I can't spell .....*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the names they have found.

## Your Conversation (15 minutes)




- Explain that your students are going to work in groups and practice the lesson functions using their own information.
- Remember that the incomplete conversation on Page 13 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in groups.

- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- (**Optional Activity**) Ask students from different parts of the class to do the conversation.
- (**Game**) Ask a student to spell his/her name and the class will say the name. Then ask another student to say his/her name and the class will spell the name. Continue this with several students in class. This can be a chain practice.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

**Reflecting on your teaching**

Write down your ideas about teaching Lesson 2.

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# Review One

## Lessons 1–2

**Objectives**

***Functions Reviewed***

- Introducing oneself
- Greeting
- Introducing others
- Asking someone's name

***Literacy Skills Reviewed***

- Identifying, saying and writing a, k, m, e, b, p
- Spelling one's name

- Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 1 and 2 and assess their own abilities to ***introduce themselves***, ***greet people***, ***introduce others***, and ***ask other people's names***.
- Remember that the incomplete sentences on Page 14 in the student book are only models and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***




**Introducing Oneself and Asking Someone's Name** (15 minutes)

- Ask students to pair up and practice making introductions and asking for their partner's name. Ask them to use the prompts given on Page 14.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.

- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Introducing Others and Greeting** (15 minutes)

- Ask students to form groups of three and practice introducing others and greeting. Ask them to use the prompts given on Page 14.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Sounds and Letters** (20 minutes)

- Ask individual students to use the prompt on Page 15 and write down their full name in the space provided.
- Tell them that they can use the question ***How do you spell .....?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Ask some volunteer students to spell their names for the class.
- Then ask them to use the prompts for the single letters on Page 15 and write down example words (including names) in the spaces provided.
- Tell them that they can ask you or other students the question ***How do you spell .....?*** if they are not able to write the words.
- Ask some students to spell their example words for the class.

## A Final Point

- Make sure that at least 80% of the students can perform well in this unit. This is the criterion of success in achieving the lesson objectives. Identify the students who are still struggling and try to pair them up with competent students. Ask the pairs to practice doing the activities

until they feel happy with their performance.

- After they announce that they are happy with their performance ask them to come to the front and repeat the activities.

Lesson Three

# My Age



## Lesson Objectives

***Functions***

- Talking about one's age
- Talking about dates

***Literacy Skills***

- Identifying, saying, and writing **i, t, n**
- Spelling numbers

***Key Language***

- **Words and Expressions**: age, birthday, months of the year, really, numbers 1 to 31
- **Conversational Language Frames**:

It's my birthday (today).
Happy birthday, ……!
How old are you?
I'm ……. years old.
When's your birthday?
(It's) in (Bahman).
How do you say this word?

## Sessions Snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Warm up | Starting with a picture showing people of different ages<br>Who's that in the picture? |
| | Conversation | The teacher & students are talking about birthdays. |
| | Practice (1) | How old are you? I'm 12 (years old). |
| | Practice (2) | When is your birthday? (It's) in Bahman. |
| **2** | Sounds & Letters | I, i, N, n, T, t<br>How old is your brother? He's thirteen.<br>**Talk to your teacher**: How do you say this in English?<br>The Months of the year/ the numbers (1–31) |
| **3** | Listening & Writing | Purposeful listening<br>Listening to two conversations<br>Finding out the day and month of birth of the speakers |
| | Language use | Integration of skills: Reading, speaking, writing<br>Working in group/ asking other classmates about the day & month of birth |
| | | Your conversation: pair work/ asking about age and birthday |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session  Teaching & Practicing Language Functions




**Warm up** (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to get them involved in the lesson theme




### Conversation

**Preparation** (10 minutes)

- Tell students to look at the picture on Page 16. Ask the following questions in Persian:

۱ــ این مکالمه در کجا اتفاق می‌افتد؟
۲ــ فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
۳ــ آنها درباره چه چیزی صحبت می‌کنند؟
۴ــ شما برای پرسش درباره سن دوستانتان از چه جمله‌هایی استفاده می‌کنید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.




**Listening** (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱ــ نام دانش‌آموز چیست؟
۲ــ او چند ساله است؟
۳ــ در چه ماهی به دنیا آمده است؟
۴ــ معلم چگونه سن او را می‌پرسد؟
۵ــ معلم چگونه ماه تولد او را می‌پرسد؟
۶ــ دانش‌آموز چگونه به معلم پاسخ می‌دهد؟

## Practice 1 ➲ Talking about Your Age (15 minutes)




- Tell your students that they are going to learn different ways of saying their age. Let them know what each turn means. Also review numbers 1–12 with the students.
- Let them know what the word ***age*** means and ask them to repeat it several times.
- 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 your age.
- Next ask your students to pair up and practice asking each other about their age. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

## Practice 2 ➲ Talking about Date (15 minutes)




- Tell your students that they are going to learn different ways of asking about and saying dates. Let them know what each turn means.
- Let them know what the word ***date*** means and ask them to repeat it several times. Also review the months of the year with the students.
- 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 about your birth month.
- Next ask your students to pair up and practice asking each other's birth months. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- Tell the students to do some exercises in their workbooks for the next session.

## The Second Session Teaching Sounds & Letters




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

## Sounds and Letters




**Preparation** (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **i**, **t**, and **n**.
- Tell students to look at the conversation on Page 18. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱ــ نام دو دانش‌آموزی که صحبت می‌کنند چیست؟
۲ــ آنها درباره چه کسی صحبت می‌کنند؟
۳ــ این فرد چند ساله است؟
۴ــ نادر با چه مشکلی روبرو می‌شود و چه‌می‌پرسد؟
۵ــ ایمان چگونه به او پاسخ می‌دهد؟

## Numbers 1–31

- Show the flash cards for numbers 1–31 one by one and say the numbers.
- Ask students to repeat the numbers.
- Then explain about the three groups of numbers: 1–12, 13–19, 20–31. Say the numbers two or three times and ask them to repeat them. Also show them the words for the numbers.
- Now show them the flash cards and ask them to say and read the numbers. This can be practiced with individual students.
- (**Optional Activity**) Ask students to do one or two activities in their workbooks.

## Letter I/i (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter i in the words **thirty** and **thirteen**.
- Show the flash card for letter **I/i** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **I/i** in their books.
- Then draw your students' attention to the different sounds for the letter. Give examples and ask students to repeat them. Example words: it, is, in, birth, girl, thirty, thirteen
- Ask if there are students in class whose names include the letter **Ii**. Ask them to decide what the letter **i** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **I/i**.

## Letter T/t (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter **T/t** in the words **Thirty** and **thirteen**.
- Show the flash card for letter **T/t** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **T/t** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students

to repeat them. Example names: teacher, two, ten, sit, student, first, last, etc.

- Ask if there are students in class whose names include the letter **T/t**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **T/t**.

**Letter N/n** (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter **n** in the word **thirteen**.
- Show the flash card for letter **N/n** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **N/n** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students to repeat them. Example names: one, seven, nine, ten, student, thanks, nice, etc.
- Ask if there are students in class whose names include the letter **N/n**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **N/n** in the appendix of their workbooks.
- Tell the students to do some exercises in their workbooks for the next session.

## Follow-up Activity

- Ask your students if they can say their age and spell the number.
- Then ask them to circle their month and day of their birth in the tables on Page 19 in their student books.

- Draw their attention to the ***Talk to Your Teacher*** box on Page 18 in their student books and explain how they can ask for word pronunciation.
- Ask them to pair up and practice the question and the answers.
- Now let them use the question to ask you for the pronunciation of words in English.
- Ask students to say more names and other words with the letters **i**, **t**, **n**.

Example Names: Nima, Iman, Taher, Tina, Iran, Nasser, six, seven, nine, Bahman, Tir, etc.

## The Third Session Communicative Activities




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

### Listening and Reading




**Preparation** (**5 minutes**)

- Explain that the students are going to listen to two conversations in which people are talking about their age number and month of birth. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the numbers and months based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.




**Listening** (15 minutes)

- Play the CD once and ask students to check the correct numbers and months of birth.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.

- If needed, play the CD again and check the students' answers.

**Correct Answers**:

Conversation 1: 13 – Azar

Conversation 2: 19 – Mehr




**Speaking and Writing** (15 minutes)

- Explain what your students are supposed to do in this part: Each student asks three other students for their age and month of birth. Then he/she writes them in the spaces provided in the table on Page 20 in their student books.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have found.




**Your Conversation** (10 minutes)

- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 21 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice***.
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- (**Optional Activity**) Ask students from different parts of the class to do the conversation.
- (**Game**) Ask one student to name (in Persian) an occasion in the year. Other students try to guess the date.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

**Reflecting on your teaching**

Write down your ideas about teaching Lesson 3.

Lesson Four

# My Family



## Lesson Objectives

***Functions***

•Talking about your family (Age and Job)

***Literacy Skills***

•Identifying, saying, and writing **u,s,g*** Spelling people's names

***Key Language***

•**Words and Expressions**: family, mother, father, sister, brother, uncle, aunt, job, mechanic, doctor, nurse, housewife, teacher, dentist, pilot, driver, shopkeeper, picture, numbers 1 to 100

•**Conversational Language Frames**:

How old is your (father)?

He's ……. years old.

What's your father's job?

He's a (mechanic).

Can you write it for me, please?

## Sessions Snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Warm up | Starting with a picture! ☹ Who's that in the picture? |
| | Conversation | Focus on family members: father, mother,…(age & job) |
| | Practice (1) | How old is.…? He's/She's ……(years old). |
| | Practice (2) | What is your father's/ your mother's job?<br>What is his uncle's/ her aunt's job?<br>What is his/her job? He's /She's a ……<br>doctor/teacher/mechanic/housewife/dentist/nurse,.… |
| 2 | Sounds & letters | G, g , S , s , U , u<br>What's your father's /mother's name?<br>**Talk to your teacher**: Can you write it for me? |
| 3 | Listening & Writing | Purposeful listening<br>Listening to two conversations<br>Finding out the relationship and job of the speakers |
| | Language use | Integration of skills: Reading, speaking, writing<br>Working in group/ asking other members/filling out the table |
| | | Your conversation: pair work/ asking about age and job |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re−schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session  Teaching & Practicing Language Functions




**Warm up** (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to get them involved in the lesson theme

## Conversation




**Preparation** (5 minutes)

- Tell students to look at the picture on Page 22. Ask the following questions in Persian:

۱ــ این مکالمه در کجا اتفاق می‌افتد؟
۲ــ فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
۳ــ آنها درباره چه چیزی صحبت می‌کنند؟
۴ــ شما معمولاً چه چیزی دربارهٔ خانواده دوستان خود می‌پرسید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.




**Listening** (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱ــ نام افرادی که صحبت می‌کنند چیست؟
۲ــ پدر و مادر دانش‌آموز دوم چند ساله هستند؟
۳ــ شغل پدر و مادر او چیست؟
۴ــ دانش‌آموز اول برای پرسش درباره سن و شغل والدین دوستش از چه جمله‌هایی استفاده می کند؟

## Practice 1 ➲ Talking about your family (age) (15 minutes)




- Tell your students that they are going to learn how to ask about other people's age. Draw students' attention to the word ***family*** and its different pronunciation in English compared with فامیلی in Persian. Also review numbers 1–100.
- 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.
- Using the family tree flash cards, let them know what the words for relationships are and ask them to repeat the words.
- Then tell the class to ask for the age of one of your family members.
- Next ask your students to pair up and practice asking about the age of the people in their families. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

## Practice 2 ➲ Talking about your family (job) (15 minutes)




- Tell your students that they are going to learn how to ask about other people's job.
- Let them know what the word ***job*** means and ask them to repeat it several times.
- Draw your students' attention to the use of '**s** to show possession.
- 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.
- Draw your students' attention to the pictures for the jobs on Page 23 in their Student's Book and let them know what each word means. Then ask them to repeat the words.
- Then tell the class to ask for the job of one of your family members.
- Next ask your students to pair up and practice asking about the job of the people in their families. They can refer to the photo dictionary at the end of their student books for words

they don't know.

- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- Tell your students to do the exercises in their workbooks at home.

## The Second Session Teaching Sounds & Letters




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session




### Sounds and Letters

**Preparation (5 minutes)**

- Tell your students that they are going to learn to identify, say, and write the letters **u**, **s**, and **g**.
- Tell students to look at the conversation on Page 24. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱ــ چه افرادی با هم صحبت می‌کنند؟

۲ــ موضوع صحبت چیست؟

۳ــ دفتردار مدرسه برای درخواست خود از دانش‌آموز از چه پرسشی استفاده می‌کند؟

۴ــ دانش‌آموز در پاسخ از چه جمله‌ای استفاده می‌کند؟




**Letter U/u** (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter u in the word **student**.
- Show the flash card for letter **U/u** and say the name of the letter two or three times.

- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **U/u** in their books.
- Then draw your students' attention to the different sounds for the letter. Give examples of words with the sounds and ask students to repeat them.

  Example words: uncle, nurse, excuse, student, etc.
- Ask if students know any English words which include the letter **u**. Ask them to decide what the letter **u** in the words sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **U/u**.




**Letter S/s** (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **S** in the word **Safari**.
- Show the flash card for letter **S/s** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find names with the letter **S/s** in their books.
- Then draw your students' attention to the different sounds for the letter. Give examples of words with the sounds and ask students to repeat them.

Example words: this, is, his, brothers, sisters, sit, say, spell, etc.

- Ask if students know English words which include the letter **S/s**, and ask them to decide what

the letter **s** in the words sounds like.

- Ask your students to find words in their books with the letter **s** and its two different sounds.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **S/s**.

**Letter G/g** (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter G in the word **Goodarz**.
- Show the flash card for letter **G/g** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find names with the letter **G/g** in their books.
- Then draw your students' attention to the different sounds for the letter **g**. Give examples of words with the sounds and ask students to repeat them.

  Example words: girl, English, good, great, age, etc.
- Ask if there are students in class whose names include the letter **G/g**. Ask them to decide what the letter **g** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **G/g**.

## Follow-up Activity

- Ask your students if they can spell the name of a family member.
- Draw their attention to the ***Talk to Your Teacher*** box on Page 24 in their student books

and explain how they can ask for word spellings (including their own names).

- Ask them to pair up and practice the question and the answers using their own names.
- Now let them use the question to ask you to write words in English.
- Ask students to say more names and other words with the letters **u**, **s**, **g**.

  Example Names: Golnaz, Negar, Nargess, Negin, nurse, dentist, etc.
- Tell your students to do the rest of exercises in their workbooks at home.

## The Third Session Communicative Activities




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

### Listening and Reading




**Preparation** (5 minutes)

- Explain that the students are going to listen to two conversations in which people are talking about their family members and their jobs. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the words (relationships and jobs) based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.




**Listening** (15 minutes)

- Play the CD once and ask students to check the correct words.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

**Correct Answers**:

Conversation 1: *uncle – teacher*

Conversation 2: *sister – nurse*




**Speaking and Writing** (15 minutes)

- Explain what your students are supposed to do in this part: Each student asks three other students for information about their family members. Then he/she writes the words in the spaces provided in the table on Page 25 in their student books.
- Tell them to use the question ***Can you write it for me, please?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have found.




**Your Conversation** (15 minutes)

- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 25 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice***.
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- (**Optional Activity**) Ask students from different parts of the class to do the conversation.
- (**Game**) Think of one of your relatives/friends/colleagues and say her/his name to the class. Your students try to guess who she/he is and what her/his job and age is. Then continue the game with your students taking turns to run the game.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

**Reflecting on your teaching**

Write down your ideas about teaching Lesson 4.

# Review Two

## Lessons 3–4

**Objectives**

***Functions Reviewed***

- Talking about your age and month of birth
- Talking about your family (age and job)

***Literacy Skills Reviewed***

- Identifying, saying and writing **i, t, n, u, s, g**
- Spelling words for jobs
- Identifying, saying and writing numbers 1-20

- Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 3 and 4 and assess their own abilities to ***talk about their age and month of birth*** and also ***talk about their family***.
- Remember that the incomplete sentences on Page 18 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice***.

**Talking about your age and month of birth** (15 minutes)




- Ask students to pair up and practice saying their age and month of birth and asking for those of their partner's. Ask them to use the prompts given on Page 26.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.

- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Talking about your family** (15 minutes)

- Ask students to pair up and practice talking about their family members. Ask them to use the prompts given on Page 26.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Sounds and Letters** (20 minutes)

- Ask individual students to use the prompt on Page 27 and write down their family members' jobs.
- Tell them that they can use the question ***How do you spell .....?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Ask some volunteer students to call out the jobs for the class.
- Then ask if your students can count from 1–20 in English. You start and your students will count with you. Then ask if individual students can do the same.
- Next ask them to use the prompts for the single letters on Page 27 and write down example words (including names) in the spaces provided.
- Tell them that they can ask you or other students the question ***How do you spell .....?*** if they are not able to write the words.
- Ask some students to spell their example words for the class.

## A Final Point

- Make sure that at least 80% of the students can perform well in this unit. This is the criterion of success in achieving the lesson objectives. Identify the students who are still struggling and try to pair them up with competent students. Ask the pairs to practice doing the activities until they feel happy with their performance.
- After they announce that they are happy with their performance ask them to come to the front and repeat the activities.

Lesson Five

# My Appearance



## Lesson Objectives

***Functions***

•Identifying people by their Appearance

***Literacy Skills***

•Identifying, saying, and writing **d, l, r**

•Spelling clothes' names

***Key Language***

•**Words and Expressions**: tall, short, young, old, suit, shirt, jacket, trousers, manteau, scarf, chador, shoes, gloves, black, white, red, blue, yellow, green, brown, grey, orange, pink, wear

•**Conversational Language Frames:**

Who is (Mr. Davari)?

He's the (tall man). / He's the (old man).

He's wearing (a grey suit).

Which one is (Ladan)? She's wearing (white shoes).

What's ……. in English?

## Sessions Snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Warm up | I'm wearing a suit!<br>What are you wearing today?<br>What color is your shirt? |
| | Conversation | Describing someone's height and clothes<br>The student & his father are talking about the teachers at school |
| | Practice (1) | ***Talking about appearance(height, clothes, and color)***<br>Who is ….? He's the short/short man. He's wearing …<br>Which one is …? She's the tall/short girl. She's wearing …. |
| | Practice (2) | ***Talking about appearance(age, clothes, and color)***<br>Who is ….? He's the young /old man. He's wearing ……<br>Which one is …? She's the young/old woman. She's wearing… |
| 2 | Sounds & letters | Spelling activities, pronunciation: [d], [l], [r]<br>Learning the uppercase and lowercase of d, l, r<br>**Talk to your teacher**: What's ……..in English? |
| 3 | Listening & Writing | Purposeful listening<br>Listening to two conversations<br>Finding out the interlocutors' height, clothes ,& color of their clothes |
| | Language use | Integration of skills: Reading, speaking, writing<br>Working in group/ asking other members/filling out the table |
| | | Your conversation: pair work/ asking about appearance |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session  Teaching & Practicing Language Functions




**Warm up** (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to get them involved in the lesson theme

### Conversation




**Preparation** (5 minutes)

- Tell students to look at the picture on Page 28. Ask the following questions in Persian:

۱ــ این مکالمه در کجا اتفاق می‌افتد؟
۲ــ فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
۳ــ آنها درباره چه چیزی صحبت می‌کنند؟
۴ــ شما معمولاً برای مشخص کردن افراد در جمع از چه صفات ظاهری استفاده می‌کنید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.




**Listening** (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱ــ پدر درباره کدام معلم فرزندش سؤال می‌کند؟
۲ــ فرزند، معلم انگلیسی خود را چگونه توصیف می‌کند؟
۳ــ پدر درباره کدام معلم دیگر فرزندش سؤال می‌کند؟
۴ــ فرزند، معلم ریاضی خود را چگونه توصیف می‌کند؟

## Practice 1 ➲ Talking about appearance (height, clothes, and color) (15 minutes)

- Tell your students that they are going to learn how to describe someone's height and clothes. Let them know what each turn means.
- Let them know what the word ***appearance*** means and what it refers to. Also say the meaning of the word ***wear*** and ask them to repeat the word several times.
- Then, using flash cards, let them know what the words ***tall*** and ***short*** mean and ask them to repeat the words after you. Then show them the cards and ask them to say the words.
- Introduce the words for clothing items and colors on Page 29. Ask students to look at the words and pictures (You can also use your flash cards). Say the words and ask students to repeat them. Then ask them to look at the words and say them.
- 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 continued with individual students.
- Then name a student in class and ask the others to identify him/her based on his/her appearance.
- Next ask your students to pair up and practice identifying each other. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.

## Practice 2 ➲ Talking about appearance (age, clothes, and color) (15 minutes)

- Tell your students that they are going to learn how to describe someone's age and clothes. Let them know what each turn means.
- Using flash cards, let them know what the words ***young*** and ***old*** mean and ask them to repeat the words after you. Then show them the cards and ask them to say the 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 name a student in class and ask the others to identify him/her based on his/her appearance.
- Next ask your students to pair up and practice identifying each other. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- Tell your students to do the exercises in their workbooks at home.

## The Second Session Teaching Sounds & Letters




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session




**Sounds and Letters**

**Preparation** (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **d**, **l**, and **r**.
- Tell students to look at the conversation on Page 30. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱ــ خواسته دانش‌آموز چیست؟
۲ــ دانش‌آموز درباره چه کلماتی سؤال می‌کند؟
۳ــ او برای گرفتن این اطلاعات از معلم خود از چه جمله‌ای استفاده می‌کند؟
۴ــ معلم در پاسخ به او چه می‌گوید؟




**Letter D/d** (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **d** in the

word **chador**.

- Show the flash card for letter **D/d** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **D/d** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

  Example Words: dentist, driver, doctor, birthday, red, old, friend, etc.
- Ask if there are students in class whose names include the letter **D/d**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **D/d**.




**Letter L/l** (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **l** in the word **gloves**.
- Show the flash card for letter **L/l** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **L/l** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

  Example Words: hello, welcome, football, black, blue, yellow, class, please, spell, etc.

- Ask if there are students in class whose names include the letter **L/l**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **L/l**.

**Letter R/r** (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter **r** in the word **chador**.
- Show the flash card for letter **R/r** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **R/r** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

  Example Words: red, green, orange, grey, brown, are, your, friend, shirt, trousers, scarf, etc.
- Ask if there are students in class whose names include the letter **R/r**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **R/r**.

## Follow-up Activity

- Ask your students if they can say and spell names for clothing items in English.
- Draw their attention to the ***Talk to Your Teacher*** box on Page 30 in their student books and explain how they can ask for words in English.
- Now ask them to pair up and practice the question and the answers.

- Then let them ask you for words they don't know in English.
- Finally, ask students to say more words with the letters **d**, **l**, **r**.

  Example words: ruler, door, desk, chair, blackboard, etc.

## The Third Session Communicative Activities




### Warm up (5 minutes)

- Calling the roll
- Checking the rest of students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

### Listening and Reading




### Preparation (5 minutes)

- Explain that the students are going to listen to two conversations in which people are describing someone's appearance. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the words based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.




### Listening (15 minutes)

- Play the CD once and ask students to check the correct words.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

**Correct Answers:**

Conversation 1: *short – suit – brown*

Conversation 2: *tall – manteau – black*

**Speaking and Writing** (15 minutes)




- Explain what your students are supposed to do in this part: Each student asks three other students for information about their family members. Then he/she writes the words in the spaces provided in the table on Page 31 in their student books.
- Tell them to use the question ***What's ..... in English?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have asked for.

**Your Conversation** (15 minutes)




- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 31 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice***.
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- (**Optional Activity**) Ask students from different parts of the class to do the conversation.
- (**Game**) Tell them that you are thinking of one of the students in class and they ask you questions on what her/his appearance to guess who she/he is. Then continue with students taking turns to run the game.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

**Reflecting on your teaching**

Write down your ideas about teaching Lesson 5.

Lesson SIX

# My House



## Lesson Objectives

***Functions***

1. Talking about where people are
2. Talking about what people are doing

***Literacy Skills***

- Identifying, saying, and writing **f, v, w**
- Spelling words with **w**

***Key Language***

- **Words and Expressions**: house, room, bedroom, kitchen, living room, garage, office, lunch, hand, cook, wash, watch, play, read, study, work, come, fix, call
- **Conversational Language Frames:**

| | |
|---|---|
| Where are you/they? | I'm/They're in the (kitchen). |
| Where's he/she? | (He's/She's) in his/her room. |
| Is he/she in the (garage)? | Yes, he/she is. / No, he/she isn't. |
| What are you/they doing? | I'm/They're (cooking lunch). |
| What is he/she doing? | He/She is (studying). |

Pardon? Can you say that again?

## Sessions Snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Warm up | Showing a picture/ Who is this man/woman?/ What is he/she ….? |
| | Conversation | Focus on the place people are & what they are doing |
| | Practice (1) | Where are you/they? I'm in the …. They're in the ……<br>Where is he/she? He's in the …… She's in the …… |
| | Practice (2) | What are you/they doing? I'm ……. They're …….<br>What's she/he doing? She's ……. He's ……. |
| 2 | Sound & letters | Learning three letters : F, f, V, v, W. w<br>Pardon! Can you say it again? |
| 3 | Listening & Writing | Purposeful listening<br>Listening to two conversations<br>Finding out where the speakers are & what they are doing |
| | Language use | Integration of skills: reading, speaking, writing<br>Working in group/ asking your partner/filling out the table |
| | | Your conversation: pair work/ asking about what others are doing |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session  Teaching & Practicing Language Functions




**Warm up** (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to make students involved in the lesson theme. There should be someone doing something in the picture. Then try to attract their attention to where the person is and what he/she is doing.

### Conversation




**Preparation (5 minutes)**

- Tell students to look at the picture on Page 32. Ask the following questions in Persian:

۱ــ این مکالمه در کجا و چه زمانی اتفاق می‌افتد؟
۲ــ فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
۳ــ آنها درباره چه چیزی صحبت می‌کنند؟
۴ــ وقتی به خانه می‌رسید با چه پرسش‌هایی سراغ سایر افراد خانواده را می‌گیرید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.




**Listening** (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱ــ مادر فرید کجاست؟ ۲ــ پدر فرید کجاست؟

۳ــ پدر مشغول انجام چه کاری است؟ ۴ــ چه کسی پدر را صدا می‌زند؟

۵ــ مادر فرید از او می‌خواهد چه کاری انجام دهد؟




**Practice 1 ➲ Talking about where people are** (15 minutes)

Tell your students that they are going to learn how to say where people are. Let them know what each turn means. Let them know about the question word ***where*** and its meaning. You don't need to give all the details. Just refer to its function as a question word and its meaning.

- Using flash cards, introduce the words for the different parts of the house. Ask them to look at the cards and say the words. Next, ask students to repeat them. Then ask them to look at the words and say them.
- 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 continued with individual students.
- Then ask the class to say where you are.
- Next ask your students to pair up and practice the questions and answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.




**Practice 2 ➲ Talking about what people are doing** (15 minutes)

- Tell your students that they are going to say what someone is doing. Let them know what each turn means.
- Using flash cards, let them know what the verbs ***cook***, ***watch***, ***read*** and ***play*** mean and ask them to repeat the words after you. Then show them the cards and ask them to say the 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 ask the class to say what you are doing.
- Next ask your students to pair up and practice the questions and answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- (**Optional Activity**) Ask your students to practice with some more verbs you offer them.
- (**Optional Activity**) Ask your students to practice with flashcards in groups.
- (**Optional Activity**) Ask one student to mime some activities for others to practice Q & A.
- Tell the students to do some tasks in their workbooks for their next session.

## The Second Session Teaching Sounds & Letters




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

### Sounds and Letters




**Preparation** (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **f**, **v**, and **w**.
- Tell students to look at the conversation on Page 34. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱ــ معلم از فاطمه چه می‌پرسد؟

۲ــ چرا معلم فاطمه از او می‌خواهد پاسخ را تکرار کند؟

۳ــ معلم با چه جمله‌ای پاسخ وی را اصلاح می‌کند؟

## Letter F/f (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter **F** in the word **Fatemeh**.
- Show the flash card for letter **F/f** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **F/f** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

  Example Words: football, friend, fine, fix, four, first, afternoon, housewife, etc.

  Let them know that in some words, the sound is also represented by the letters **ph**. Example words are telephone, elephant, photo, etc.
- Ask if there are students in class whose names include the letter **F/f**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **F/f**.

## Letter V/v (15 minutes)




- Ask your students to look at the box in Practice 2 on Page 33 in their books and identify the letter **V** in the word **TV**.
- Show the flash card for letter **V/v** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.

- Now ask your students to find words with the letter **V/v** in their books.
- Then draw your students' attention to the sound for the letter . Give examples of words with the sound and ask students to repeat them.

  Example Words: five, seven, eleven, driver, gloves, living room, etc.
- Ask if there are students in class whose names include the letter **V/v**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **V/v**.

## Letter W/w (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter **w** in the word **working**.
- Show the flash card for letter **W/w** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **W/w** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

  Example Words: white, where, what, when, which, wash, wear, etc.

  Let them know that in some words the letter **w** is not pronounced as /v/. Give example words such as who and answer.
- Ask if there are students in class whose names include the letter **W/w**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **W/w**.

## Follow-up Activity

- Ask your students if they can say and spell words with the letter **w**.
- Draw their attention to the ***Talk to Your Teacher*** box on Page 34 in their student books and explain how they can ask someone to repeat what they say.
- Then ask students to say more words with the letters **f**, **v**, **w**.

  Example words: fill, office, villa, very, woman, welcome, fan, van, water, vast, fast, west, etc.
- Tell the students to do some tasks in their workbooks for their next session.

## The Third Session Communicative Activities




**Warm up** (5 minutes)

- Calling the roll
- Checking the rest of the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

### Listening and Reading




**Preparation** (**5 minutes**)

- Explain that the students are going to listen to two conversations in which people are doing something in different parts of a house. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the words based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.




**Listening** (15 minutes)

- Play the CD once and ask students to choose the correct choices.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.

- If needed, play the CD again and check the students' answers.

**Correct Answers**:

Conversation 1: *kitchen – cooking*

Conversation 2: *office – working*




**Speaking and Writing** (15 minutes)

- Explain what your students are supposed to do in this part: Each student asks another student what other people are doing in the classroom. Then he/she writes the words in the spaces provided in the table on Page 35 in their student books.
- Tell them to use the question ***Pardon? Can you say it again?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have asked for.




**Your Conversation** (15 minutes)

- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 35 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice***.
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- (**Optional Activity**) Ask students from different parts of the class to do the conversation.
- (**Game**) Using mime show your students that you are doing something somewhere in the house. They are supposed to guess where you are and what you are doing. Continue with students taking turns to run the game.

- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

**Reflecting on your teaching**

Write down your ideas about teaching Lesson 6.

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# Review Three

## Lessons 5–6

**Objectives**

***Functions Reviewed***

- Talking about appearance
- Naming parts of a house
- Talking about what you are doing

***Literacy Skills Reviewed***

- Identifying, saying and writing **d, l, r, f, v, w**
- Spelling famous people's names

- Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 5 and 6 and assess their own abilities to ***talk about appearance***, ***name parts of a house*** and ***talk about what people are doing***.
- Remember that the incomplete sentences on Page 36 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice***.




**Talking about appearance** (15 minutes)

- Ask students to pair up and practice describing themselves and their partner. Ask them to use the prompts given on Page 36.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Naming parts of a house** (5 minutes)

- Ask students to use the prompt given on Page 36 and name four places in a house.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Talking about what you are doing** (10 minutes)

- Ask students to use the prompts given on Page 36 and say what their classmates are doing around them.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Sounds and Letters (20 minutes)**

- Ask individual students to use the prompt on Page 37 and write down the names of four famous people.
- Tell them that they can use the question ***How do you spell .....?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Ask some volunteer students to call out the names for the class.
- Next ask them to use the prompts for the single letters on Page 37 and write down example words (including names) in the spaces provided.
- Tell them that they can ask you or other students the question ***How do you spell .....?*** if they are not able to write the words.
- Ask some students to spell their example words for the class.

## A Final Point

- Make sure that at least 80% of the students can perform well in this unit. This is the criterion of success in achieving the lesson objectives. Identify the students who are still struggling and try to pair them up with competent students. Ask the pairs to practice doing the activities until they feel happy with their performance.
- After they announce that they are happy with their performance ask them to come to the front and repeat the activities.

Lesson Seven

# My Address

## Lesson Objectives

***Functions***

- Talking about your address/phone number
- Telling the time

***Literacy Skills***

- Identifying, saying, and writing **o, h, x, y**
- Spelling one's e-mail address

***Key Language***

- **Words and Expressions**: address, home, street, (tele)phone, number, mobile, call, go, live, visit, time, a.m., p.m., o'clock, evening
- **Conversational Language Frames:**

What's (your) address?
Where do (you) live? (5, Enghelab Street).
What's (your/Mina's) telephone number?
What's (your) home/office/mobile number? (It's) (433-7891).
What time is it? What time (is) (he) going?
(at/around 5 o'clock/a.m./p.m.). (7:30 in the evening).
I'm not sure./ I don't know./ I don't understand.

## Sessions snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Warm up | Showing street signs, a clock and a cell phone to students to make them involved in the lesson theme.<br>Ask them their address/ telephone number/time in Persian |
| | Conversation | Two persons are talking to each other<br>They are asking for address/ telephone numbers/ and time |
| | Practice (1) | ***Talking about your address***<br>What's your/his/her/their address? 42 Bahar street |
| | Practice (2) | ***Talking about your telephone number***<br>What's your/his/her/their telephone number? ……<br>What's your/his/her/their mobile phone number? ……<br>What's your/his/her/their office number? …… |
| | Practice (3) | ***Telling the time***<br>What time is it? 10 O'clock<br>What time is she/he going/ leaving? At 9: 30<br>What time are you/they coming back/going? At 7 in the afternoon |
| 2 | Sounds & letters | Spelling activities, pronunciation: h, o, x, y<br>Learning the uppercase and lowercase of h, o, x, y<br>**Talk to your teacher**: I don't know. I'm not sure. I don't understand. |
| 3 | Listening & Writing | Purposeful listening<br>Listening to two conversations<br>Finding out the interlocutors' address & telephone number |
| | Language use | Integration of skills: Reading, speaking, writing<br>Working in pairs/ asking your partner's name/address/ telephone number/filling out the table |
| | | Your conversation: pair work/ asking about someone's address, phone number/ |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session Teaching & Practicing Language Functions




**Warm up** (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian
- Showing a picture to the class to make students involved in the lesson theme.




**Conversation**

**Preparation** (10 minutes)

- Tell students to look at the picture on Page 38. Ask the following questions in Persian:

۱ــ این مکالمه در کجا اتفاق می‌افتد؟
۲ــ فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
۳ــ آنها درباره چه چیزی صحبت می‌کنند؟
۴ــ شما معمولاً چه اطلاعاتی را درباره محل زندگی یا تحصیل‌تان به دیگران می‌دهید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.




**Listening** (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱ــ امید چه خبری به حسین می‌دهد و از او چه می‌پرسد؟

۲ــ امید چه ساعتی به ملاقات علی خواهد رفت؟

۳ــ آیا حسین با او خواهد رفت؟

۴ــ نشانی علی چیست؟

۵ــ حسین از امید چه می‌خواهد؟




**Practice 1 ➲ Talking about your address** (10 minutes)

- Tell your students that they are going to learn how to ask for and give one's address. Let them know what each turn means. Draw students' attention to the word ***address*** and its different pronunciation compared with that in Persian: آدرس
- Let them know that, unlike addresses in Persian, in giving one's address in English, they start with the number, then the street, and finally the city/town.
- Introduce the words ***street***, ***visit***, ***live*** and ***call***. Say the words and ask students to repeat them.
- 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 continued with individual students.
- Then tell the class to ask for your address.
- Next ask your students to pair up and practice asking for and giving their address. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.




**Practice 2 ➲ Talking about your telephone number** (10 minutes)

- Tell your students that they are going to learn how to ask for and give one's address. Let them know what each turn means. Draw students' attention to the word ***telephone*** and its different forms in English: telephone and phone.

- Let them know that in giving one's phone number in English, they say the digits one by one having a little pause between the two parts of the number.
- 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 continued with individual students.
- Then tell the class to ask for your telephone number.
- Next ask your students to pair up and practice asking for and giving their telephone numbers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.




**Practice 3 ➲ Telling the time** (10 minutes)

- Tell your students that they are going to learn how to tell the time. Let them know what each turn means.
- Let them know what the words ***come*, *go*, *leave*, *time*, *o'clock (of clock)*, *a.m.(in the morning)*, *and p.m. (in the afternoon and evening)*** mean and ask them to repeat the words after you.
- 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 what time it is.
- Next ask your students to pair up and practice asking for and telling the time. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- (**Optional Activity**) Ask your students to practice telling the time with a clock or flashcards.
- Tell students to do some homework from their workbooks for their next session.

## The Second Session  Teaching Sounds & Letters




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

### Sounds and Letters




**Preparation** (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **o**, **h**, **x** and **y**.
- Tell students to look at the conversation on Page 40. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱ــ منشی چه اطلاعاتی می‌خواهد؟

۲ــ مخاطب چه پاسخ‌هایی به او می‌دهد؟




**Letter O/o** (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **o** in the word **phone**.
- Show the flash card for letter **O/o** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **O/o** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sounds and ask students to repeat them.

  Example Words: phone, go, post, hello, brother, mother, son, come, etc.

- Ask if there are students in class whose names include the letter **O/o**. Ask them to decide what the letter **o** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **O/o**.

**Letter H/h** (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter **h** in the e-mail address.
- Show the flash card for letter **H/h** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **H/h** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

  Example Words: hello, how, home, him, his, hungry, hand, hi, etc.

  Remember that in some English words the letter **h** is silent, and that it is combined with some other letters to sound differently. Examples are Iranian names ending in h: Fatemeh, Laleh, etc.
- Ask if there are students in class whose names include the letter **H/h**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **H/h**.

**Letters X/x and Y/y** (15 minutes)




- Ask your students to look at the conversation in their books and identify the letters **x** and **y** in the e-mail address.
- Show the flash cards for letters **X/x** and **Y/y** and say the name of the letters two or three times.
- Show the flash cards, say the names and ask students to repeat them.
- Using the example words on the flash cards, explain the two written forms for the letters. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letters **X/x** and **Y/y** in their books.
- Then draw your students' attention to the sound for the letters. Give examples of words with the sounds and ask students to repeat them.

  Example Words for **x**: taxi, six, excuse, fix, box, mixer, relax. fax. etc.

  Remember that x does not occur at the beginning of English words.

  Example Words for **y**: yes, yellow, you, your, my, say, boy, today, etc.

  Remember that sometimes y at the end of words sounds as /I/. Example words are library, hungry, happy, secretary, etc.
- Ask if there are students in class whose names include the letters **X/x** and **Y/y**.
- Using the board, show them how to write the letters in the two forms. Draw their attention to the directions in shaping the letters.
- Now ask them to practice writing the letters **X/x** and **Y/y**.

## Follow-up Activity

- Ask your students if they can say or write their own or other people's e-mail addresses in English. In case they don't have an e-mail address, ask them to make one for themselves.
- Draw their attention to the ***Talk to Your Teacher*** box on Page 40 in their student books. Explain to your students that ***I don't know, I'm not sure, or I don't understand*** are all used to ask for clarification, that is, they don't clearly understand something and that

they want the other person to explain the matter more or in another way.

- Finally, ask students to give examples of words with the letters **o**, **h**, **x** and **y**.

  Example words: OK, next, hundred, year, etc.

## The Third Session Communicative Activities




### Warm up (5 minutes)

- Calling the roll
- Checking the rest of the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session




### Listening and Reading

### Preparation (5 minutes)

- Explain that the students are going to listen to two conversations in which people are giving their address and telephone numbers.
- The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the addresses and phone numbers based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.




### Listening (15 minutes)

- Play the CD once and ask students to check the correct answers.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

**Correct Answers**:

Conversation 1: *30 Mahan Street – 623–4521*

Conversation 2: *15 Hejab Street – 544–4139*

**Speaking and Writing** (15 minutes)

- Explain what your students are supposed to do in this part: Each student asks three other students for his/her address and telephone number. Then he/she writes the information in the spaces provided in the table on Page 41 in their student books.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have asked for.

**Your Conversation** (15 minutes)




- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 41 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice***.
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- (**Optional Activity**) Ask students from different parts of the class to do the conversation.
- (**Game**) Whisper a telephone number (in Persian) to one of the students and she/he will call out the number (in English). Then the same student will whisper (in Persian) a telephone number and another student will call out the number in English. The game continues like this.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

**Reflecting on your teaching**

Write down your ideas about teaching Lesson seven.

Lesson Eight

# My Favorite Food

## Lesson Objectives

***Functions***

- Talking about your favorite food
- Making suggestions

***Literacy Skills***

- Identifying, saying, and writing **c, j, q, z**
- Spelling food names

***Key Language***

- **Words and Expressions**: food, drink, hungry, thirsty, favorite, bread, rice, kebab, chicken, salad, fruit, juice, orange, dates, cake, milk, tea, water, jelly, quince, coconut, zucchini, feel, like, enough
- **Conversational Language Frames:**

What's (your) favorite food/drink?
What do you like to eat/drink?
I'd like some (cakes and milk).
I am/feel hungry/thirsty.
Let's have/take something to eat/drink.
How about some (cakes and milk)?
How do you say ……. in English?

## Sessions snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Warm up | Showing a picture to make students involved in the lesson theme.<br>Calling the roll<br>Ask them what they like to eat |
| | Conversation | Focus on telling one's favorite food and drink |
| | Practice (1) | What's (your) favorite food/drink? Rice & kebab/ chicken<br>What do you like to eat/drink? Orange juice/some cake & milk |
| | Practice (2) | I am/feel hungry/thirsty.<br>Let's have/take something to eat/drink.<br>How about some (cakes and milk)? |
| 2 | Sounds & Letters | Spelling activities, pronunciation: C, c, J, j, Q, q, Z, z<br>Learning the uppercase and lowercase of C, c, J, j, Q, q, Z, z<br>**Talk to your teacher**: How do you say ……in English? |
| 3 | Listening & Writing | Purposeful listening<br>Listening to two conversations<br>Finding out the interlocutors' favorite food & drink |
| | Language use | Integration of skills: Reading, speaking, writing<br>Working in group/ asking your classmates what they like to eat and drink and fill out the table |
| | | Your conversation: pair work/ asking about someone's favorite food and drink |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session  Teaching & Practicing Language Functions




**Warm up** (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian
- Showing a picture to the class to make students involved in the lesson theme.

### Conversation




**Preparation** (**5 minutes**)

- Tell students to look at the picture on Page 42. Ask the following questions in Persian:

۱ــ این مکالمه در کجا اتفاق می‌افتد؟
۲ــ فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
۳ــ آنها درباره چه چیزی صحبت می‌کنند؟
۴ــ شما با چه جمله‌ای به دوست خود پیشنهاد خوردن غذا و نوشیدنی می‌دهید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.




**Listening** (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱ــ دانش‌آموزان در حال انجام چه کاری هستند؟
۲ــ دانش‌آموز دوم چه پیشنهادی می‌دهد؟
۳ــ دانش‌آموز اول دوست دارد چه چیزی میل کند؟
۴ــ آنها به کجا می‌روند؟

- Say what the phrase ***Sounds good!*** is in Persian: فکر خوبیه، عالیه، محشره




**Practice 1 ➲ Talking about your favorite food and drinks** (15 minutes)

- Tell your students that they are going to learn how to ask and answer about their favorite food and drinks. Let them know what each turn means. Draw students' attention to the words ***favorite, food, drink*** and their meanings. Ask them to repeat the words two or three times.
- Ask them to look at the pictures on Page 43 in their student books and repeat the words after you. Then refer them to the items in pictures (in Persian) and ask them to read the 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 continued with individual students.
- Then tell the class to ask you about your favorite food and drinks.
- Next ask your students to pair up and practice the questions and answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.




**Practice 2 ➲ Making suggestions** (15 minutes)

- Tell your students that they are going to learn how to suggest food and drinks. Let them know what each turn means. Draw students' attention to the words ***let's, how about*** and their meanings and use.
- 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 continued with individual students.
- Then tell the class that you are hungry/ thirsty and students will make suggestions.
- Next ask your students to pair up and practice making suggestions. They can refer to the

photo dictionary at the end of their student books for words they don't know.

- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- Ask your students to do some exercises from their workbooks for the next session.

## The Second Session Teaching Sounds & Letters




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

### Sounds and Letters




**Preparation (5 minutes)**

- Tell your students that they are going to learn to identify, say, and write the letters **c**, **j**, **q** and **z**.
- Tell students to look at the conversation on Page 44. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱ــ مجید با چه جمله‌ای از معلم خود اطلاعات مورد نظرش را می‌پرسد؟

۲ــ معادل انگلیسی **ژله** چیست؟ ۴ــ معادل انگلیسی **نارگیل** چیست؟

۳ــ معادل انگلیسی **کدو** چیست؟ ۵ــ معادل انگلیسی **به** چیست؟




**Letter C/c** (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **c** in the word **coconut**.

- Show the flash card for letter **C/c** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **C/c** in their books.
- Then draw your students' attention to the sounds for the letter/c/. Give examples of words with the sounds and ask students to repeat them.

  Example Words: color, class, can, card, picture, uncle, mechanic, police, office, nice, etc.
- Ask if there are students in class whose names include the letter **C/c**. Ask them to decide what the letter c in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **C/c**.

**Letter J/j** (15 minutes)




- Ask your students to look at the conversation in their books and identify the letter **j** in the word **jelly**.
- Show the flash card for letter **J/j** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **J/j** in their books.
- Then draw your students' attention to the sound for the letter/j/. Give examples of words with the sound and ask students to repeat them.

  Example Words: job, jacket, juice, etc.

- Ask if there are students in class whose names include the letter **J/j**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **J/j**.

**Letters Q/q and Z/z** (15 minutes)




- First of all, tell students that these two letters are not very frequent in English.
- Ask your students to look at the conversation in their books and identify the letters **q** and **z** in the words **quince** and **zucchini**.
- Show the flash cards for letters **Q/q** and **Z/z** and say the name of the letters two or three times.
- Show the flash cards, say the names and ask students to repeat them.
- Using the example words on the flash cards, explain the two written forms for the letters. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letters **Q/q** and **Z/z** in their books.
- Then draw your students' attention to the sound for the letters/q/ and /z/. Give examples of words with the sounds and ask students to repeat them.

  Example Words for **q**: question, quick, quiet, Quran, etc.

  Example Words for **z**: zoo, zero, lazy, zebra, etc.
- Ask if there are students in class whose names include the letters **Q/q** and **Z/z**.
- Using the board, show them how to write the letters in the two forms. Draw their attention to the directions in shaping the letters.
- Now ask them to practice writing the letters **Q/q** and **Z/z**.
- Tell the student s to do the exercises in their workbooks for the next session.

## Follow-up Activity

- Ask your students if they can say and spell words related to food and drinks in English.

- Draw their attention to the ***Talk to Your Teacher*** box on Page 44 in their student books and explain how they can ask for words in English.
- Now ask them to pair up and practice asking questions and giving answers.
- Then ask them for words they don't know in English.
- Finally, ask students to give examples of words with the letters **c**, **j**, **q** and **z**.

  Example words: quiz, zip, jam, etc.

## The Third Session Communicative Activities




**Warm up** (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

### Listening and Reading




**Preparation** (5 minutes)

- Explain that the students are going to listen to two conversations in which people are talking about their favorite food and drinks. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the words based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.




**Listening** (15 minutes)

- Play the CD once and ask students to choose the correct choices.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.

- If needed, play the CD again and check the students' answers.

**Correct Answers:**

Conversation 1: *kebab – water*

Conversation 2: *cake – tea*

## Speaking and Writing (15 minutes)




- Explain what your students are supposed to do in this part: Each student asks three other students about their favorite food and drinks. Then he/she writes the information in the spaces provided in the table on Page 45 in their student books.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have asked for.

## Your Conversation (15 minutes)




- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 45 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice***.
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- (**Optional Activity**) Ask students from different parts of the class to do the conversation.
- (**Game**) Ask students to find three other students in class who have the same favorite food and drinks. The first student to find two people is the winner.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

**Reflecting on your teaching**

Write down your ideas about teaching Lesson 8.

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# Review Four

## Lessons 7–8

**Objectives**

***Functions Reviewed***

- Talking about your address/phone number
- Telling the time
- Talking about your favorite food

***Literacy Skills Reviewed***

- Identifying, saying and writing **o, h, x, y, c, j, q, z**
- Writing your e-mail address
- Reviewing the English alphabet

● Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 7 and 8 and assess their own abilities to ***talk about their address and telephone numbers***, ***tell the time*** and ***talk about their favorite food***.

● Remember that the incomplete sentences on Page 46 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice***.




**Talking about your address/phone number** (10 minutes)

● Ask students to pair up and practice saying their address and telephone number and asking for those of their partner's. Ask them to use the prompts given on Page 46.

- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Telling the time** (10 minutes)

- Ask students to pair up and practice telling the time. Ask them to use the prompts given on Page 46.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Talking about your favorite food** (10 minutes)

- Ask students to pair up and practice talking about their favorite food. Ask them to use the prompts given on Page 46.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.




**Sounds and Letters** (20 minutes)

- Ask individual students to use the prompt on Page 47 and say and write down the letters of the English Alphabet.
- Ask students to pair up and say the letters of the alphabet.
- You can also ask some volunteer students to either say the letters of the alphabet or sing the alphabet song.

- Then ask if your students can say and write their own or somebody else's e-mail address in English.
- Walk around the class and monitor what your students are doing and help them if needed.
- Then ask some volunteer students to read out their e-mail addresses for the class.
- Next ask them to use the prompts for the single letters on Page 47 and write down example words (including names) in the spaces provided.
- Tell them that they can ask you or other students the question ***How do you spell .....?*** if they are not able to write the words.
- Ask some students to spell their example words for the class.

## A Final Point

- Make sure that at least 80% of the students can perform well in this unit. This is the criterion of success in achieving the lesson objectives. Identify the students who are still struggling and try to pair them up with competent students. Ask the pairs to practice doing the activities until they feel happy with their performance.
- After they announce that they are happy with their performance ask them to come to the front and repeat the activities.

**Lesson 1**

1

**A**: Hi. Are you Mina Ahmadi?

**B**: No, I am "Kimia" Ahmadi. Mina is my sister in Grade 3.

2

**A**: Could you spell your first name please, Mr. Karimi?

**B**: Yes, it's M–A–H–D–I.

**A**: Thank you.

**Lesson 2**

1

**A**: Who's that girl over there?

**B**: She's Bita Ebadi, my friend. Let's meet her.

**A**: Sure.

2

**A**: Let me introduce my friend Babak Pakzad to you.

**B**: Nice to meet you.

**C**: Nice to meet you, too.

**Lesson 3**

1

**A**: When's your birthday?

**B**: In Azar, 13th of Azar.

**A**: Oh, it's in two months!

**B**: Yep!

2

**A**: I'll bring a big cake to class on my birthday.

**B**: When is that?

**A**: Mehr 19.

**B**: Good idea!

**Lesson 4**

1

**A**: Is this your father in the picture?

**B**: No, he's my uncle.

**A**: Really? What's his job?

**B**: He's a teacher.

2

**A**: Who's that lady over there?

**B**: It's my sister.

**A**: Humm, you look alike. What's her job?

**B**: She's a nurse.

**Lesson 5**

1

**A**: Which one is the librarian?

**B**: He's the short one in the brown suit.

2

**A**: Which one is Mrs. Amini?

**B**: She's the tall one in the black manteau.

**Lesson 6**

1

**A**: Where's Farid?

**B**: In the kitchen. He's cooking the dinner for us tonight!

**A**: wow, interesting!

2

**A**: Where's Mom?

**B**: In her office at school. She's working late today.

**A**: OK, I'll call her now.

**Lesson 7**

1

**A**: Could you post these books for me, please?

**B**: Sure. What's the address?

**A**: 30 Mahan Street.

**B**: And your phone number?

**A**: It's 623–4521

**B**: Thank you.

2

**A**: Hello, Sir. I want to post this letter.

**B**: Sure. What's the address?

**A**: 15 Hejab Street.

**B**: Okay. Can I have your phone number, please?

**A**: 544–4139

**B**: All right, thanks.

**Lesson 8**

1

**A**: What's your favorite food?

**B**: kebab! ummm.... And I drink water with it!

2

**A**: What's your favorite snack in the day?

**B**: umm, cake and tea before lunch.

English for Schools

# PROSPECT 2

Junior Secondary Program

Teacher's Guide

# کتاب معلّم

(راهنمای تدریس)

# انگلیسی

پایهٔ هشتم

دورهٔ اوّل متوسّطه

۱۳۹۴

وزارت آموزش و پرورش
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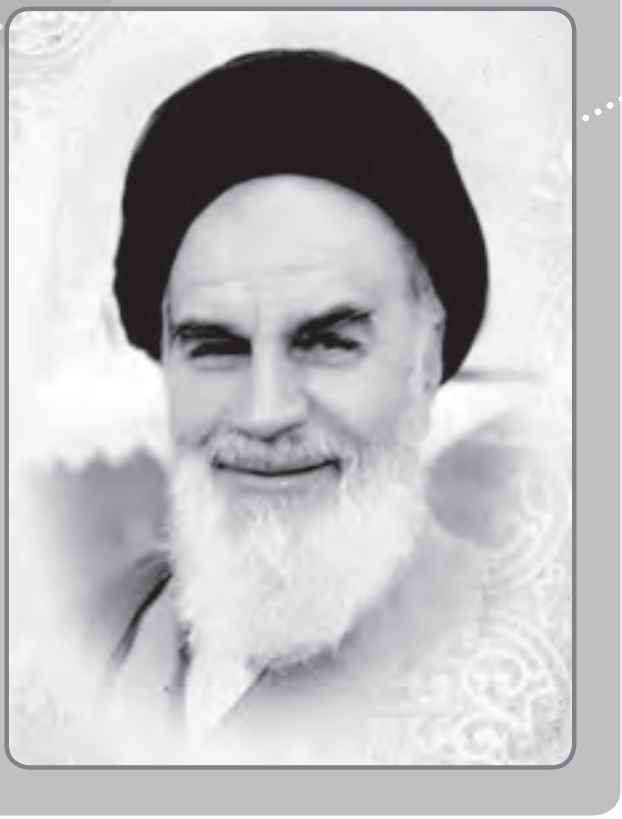

وَ مِن آیاتِهِ خَلقُ السَّماواتِ وَ الاَرضِ وَ اختِلافُ اَلسِنَتِکُم وَ اَلوانِکُم، اِنَّ فی ذٰلِکَ لَآیاتٍ لِلعالِمینَ

روم، ۲۲

و از نشانه‌های قدرت خداوند آفرینش آسمان‌ها و زمین و نیز تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همه اینها نشانه‌هایی از حکمت الهی برای دانشمندان نهفته است.

And of Allah's Sign of Power is the creation of the heavens and the earth and also the variation of the languages and the color of you people; verily, in all these are Signs for men of knowledge.

( برگرفته از ترجمهٔ مرحومه دکتر طاهره صفّارزاده )



پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس باشد... .امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی‌رفت . امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

**امام خمینی** (رحمة اللّه علیه)

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# مقدمـــه

# Introduction

کتاب Prospect 2 که برای دانش‌آموزان پایهٔ دوم دورهٔ متوسطهٔ اوّل تألیف گردیده، دومین بخش از مجموعهٔ شش جلدی English for Schools می‌باشد که به منظور آموزش زبان انگلیسی به دانش‌آموزان دوره‌های متوسطهٔ اوّل و دوم، با رویکرد ارتباطی فعال و خودباورانه طراحی شده است.

رویکرد ارتباطی در آموزش زبان بیش از آنکه شیوهٔ آموزش زبان دوم/ خارجی باشد، رویکردی مبتنی بر تقویت روحیهٔ تعامل و ایجاد توانایی ارتباط براساس نیازهای ملموس زندگی فردی و اجتماعی است. این رویکرد در دهه‌های ۱۹۷۰ و ۱۹۸۰ میلادی و هم‌راستا با تغییرات انجام شده در شیوهٔ نگرش به چگونگی فراگیری زبان دوم شکل گرفت و گسترش یافت. مجموعه English for Schools و کتاب Prospect 2 براساس اصول کلی و پذیرفته شدهٔ رویکرد ارتباطی، با در نظر گرفتن دو ویژگی نقش فعّال فراگیران در فرایند آموزش و تأکید بر تقویت روحیهٔ حل مسئله و خودباوری در دانش‌آموزان تدوین گردیده است. روح حاکم بر رویکرد ارتباطی فعال و خودباورانه، توجه به نیازهای

واقعی فراگیران در موقعیت‌های ارتباطی با تکیه براصول کلی زیر می‌باشد :

ــ استفاده از فعالیت‌های آموزشی متنوع در فرایند یادگیری زبان

ــ تأکید بر یادگیری زبان از طریق تجربیات زبانی

ــ استفاده از محتوای غنی، معنادار و قابل فهم در تدوین محتوای آموزشی

ــ ارتقاء روحیهٔ فراگیری زبان در محیط مشارکتی از طریق همکاری و همیاری در کلاس

ــ ارائه بازخوردهای اصلاحی مناسب به خطاهای فراگیران

ــ توجه به جنبه‌های عاطفی و نقش آنها در فرایند آموزش زبان

هدف این رویکرد، رشد مهارت‌های ارتباطی دانش‌آموزان به شیوه‌ای روان و تا حد امکان نزدیک به کاربرد واقعی و روزمرهٔ زبان در بافت‌های ملموس زندگی فردی و اجتماعی است. به منظور رسیدن به کاربرد روان و طبیعی زبان مجموعه‌ای از معیارها به شرح زیر در نظرگرفته شده است :

ــ در فرایند آموزش، می‌بایست تمرکز عمدتاً برمعنا (meaning) باشد، هرچند این موضوع به معنای نادیده گرفتن اهمیت صورت و ساختار زبان(form) نیست.

ــ به دانش‌آموزان باید فرصت شرکت در تعاملات بین فردی داده شود تا از آن طریق بتوانند عقاید و نظرات خود را بیان کنند.

ــ در انجام فعّالیت‌های شنیداری و خوانداری زمینه باید به گونه‌ای فراهم شود که دانش‌آموزان به درک معنی توجه کنند و بتوانند نسبت به آنچه خوانده یا شنیده‌اند به صورت شفاهی یا کتبی واکنش مناسب نشان دهند.

ــ یکی از مشخصه‌های ارتباط، غیرقابل پیش‌بینی بودن و وجود خلأ ارتباطی می‌باشد. بنابراین باید زمینه به‌گونه‌ای فراهم شود که دانش‌آموزان توانایی برخورد با موقعیت‌های غیرقابل پیش‌بینی و خلأهای اطّلاعاتی را کسب نمایند.

ــ در رویکرد ارتباطی، کسب توانش راهبردی از اهمّیت فوق‌العاده‌ای برخوردار است چرا که موفّقیت در ارتباط زبانی به توانایی موقعیت سنجی، نظارت آگاهانه بر روند ارتباط و ارزیابی نتایج آن بستگی دارد و این توانایی فقط از طریق شرکت در فعّالیت‌های ارتباطی هدفدار امکان‌پذیر است. به این منظور لازم است دانش‌آموزان کاربرد زبان را با استفاده از هر چهار مهارت زبانی از طریق شرکت در فعّالیت‌های هدفدار تجربه کنند.

ــ مداخله معلم برای اصلاح خطاهای زبانی باید به‌گونه‌ای باشد که در فرایند ارتباط اختلال ایجاد نکند، به عبارت دیگر مداخله معلم در اصلاح این‌گونه خطاها باید به حداقل ممکن کاهش یابد.

## اجزاء بسته آموزشی

با این رویکرد کلی و با توجه به ملاک‌های مربوط به تدوین محتوا، اجزاء مختلف بستهٔ آموزشی کتاب Prospect 2 عبارت‌اند از :

**۱ــ کتاب دانش‌آموز :** کتاب دانش‌آموز مشتمل بر هفت درس اصلی و سه درس مروری است. هر درس از کتاب دانش‌آموز به سه بخش اصلی تقسیم گردیده است :

ــ بخش مهارت‌های شفاهی (شنیداری و گفتاری) که با یک مکالمه آغاز و با بخش تمرین (Practice) ادامه پیدا می‌کند.

ــ بخش دوم بخش مهارت‌های کتبی (خوانداری و نوشتاری) است که تحت عنوان مهارت‌های سوادآموزی مطرح شده است. در این بخش فعّالیت‌هایی با هدف آموزش digraphs & blends طراحی شده است. فعّالیت‌های این بخش زمینه را برای کمک گرفتن از مهارت‌های شفاهی برای تقویت مهارت‌های نوشتاری فراهم می‌کند به این معنی که در طراحی فعّالیت‌ها، مهارت خواندن با مهارت شنیدن و مهارت نوشتن با مهارت سخن گفتن تلفیق شده‌اند.

ــ بخش تمرین با مهارت‌های زبانی که معمولاً به‌صورت تلفیقی تمرین می‌شوند و بخش ایفای نقش (Role Play/Your Conversation) که هدف اصلی آن، مرور کنش‌های زبانی فراگرفته شده در درس و ارائهٔ فرصت به دانش‌آموزان برای کاربرد مطالب آموخته شده در یک موقعیت مشخص و واقعی است.

**۲ــ کتاب کار :** کتاب کار به منظور تعمیق مفاهیم موجود در کتاب دانش‌آموز و ارائه فعّالیت‌های دسته‌بندی شده و مرتبط با محتوای کتاب دانش‌آموز و اهداف آموزشی دوره، تدوین شده است. البته انجام فعّالیت‌های کتاب کار در کلاس درس بستگی به تصمیم معلم و در نظر گرفتن شرایط زمانی کلاس دارد.

**۳ــ لوح فشرده :** برای اوّلین بار در نظام آموزش رسمی زبان‌های خارجی کشور استفاده از فایل صوتی در کلاس درس زبان انگلیسی الزامی است و جزء لاینفکی از فرایند آموزش محسوب می‌شود. این لوح شامل فایل‌های صوتی بخش‌های زیر می‌باشد :

- اجزاء مختلف هر درس همچون مکالمه، تمرین، حروف و اصوات و بخش شنیداری ــ خوانداری
- واژگان فرهنگ مصوّر پایان کتاب

این لوح محتوای شنیداری مناسب و متنوعی را برای دانش‌آموزان فراهم می‌آورد. در تهیهٔ این لوح از گویشوران مسلّط به زبان انگلیسی بهره گرفته شده است.

**۴ــ فلش کارت معلم :** فلش کارت به‌عنوان بخشی از بستهٔ آموزشی محسوب می‌گردد که نحوهٔ استفاده از آن در بخش مربوط به هر یک از دروس در ادامهٔ کتاب راهنمای معلم ذکر شده است. استفاده از این فلش کارت‌ها در فرایند آموزش ضروری است. همکاران گرانقدر می‌توانند دانش‌آموزان خود را به ساخت فلش کارت دانش‌آموز نیز ترغیب نمایند.

**۵ــ پایگاه اطلاع‌رسانی :** با توجه به اهمیت ارتباط دبیران گرامی با مؤلفان کتاب و کارشناسان دفتر تألیف کتاب‌های درسی سازمان پژوهش و برنامه‌ریزی آموزشی، پایگاه اطلاع‌رسانی eng-dept.talif.sch.ir به عنوان پل ارتباطی در نظر گرفته شده است که همکاران می‌توانند علاوه بر ارسال نظرات خود، از جدیدترین اخبار، دستورالعمل‌ها، کاربرگ‌ها، نمونه‌های آزمون و مواردی از این دست در این پایگاه مطلع گردند.

## طراحی مجموعه

همان‌طور که در ابتدای این بخش اشاره شد، راهنمای برنامهٔ درسی ملی قلمرو، اهداف و جهت‌گیری‌های کلی حوزهٔ آموزش زبان‌های خارجی در سطح کلان را مشخص نموده است و آن را از منظر توانایی برقراری ارتباط با سایر جوامع و دستاوردهای بشری در سطح منطقه‌ای و جهانی ضروری می‌داند. به عبارت دیگر، راهنمای برنامه درسی، زبان را وسیلهٔ ایجاد ارتباط معرفی می‌کند و تأکید دارد که آموزش زبان به‌گونه‌ای صورت پذیرد که دانش‌آموز پس از آموزش، با استفاده از تمامی مهارت‌های چهارگانه زبانی، قادر به ایجاد ارتباط برای دریافت و انتقال معنا باشد.

مؤلفان این مجموعه با عنایت به هدف کلی فوق و درنظر گرفتن رویکرد ارتباطی فعّال و خودباورانه، سعی نموده‌اند آموزش زبان را به‌گونه‌ای طراحی نمایند که دانش‌آموزان در پایان دورهٔ متوسطه بتوانند نیازهای پایهٔ ارتباطی خود را با حفظ ارزش‌ها و فرهنگ خودی برآورده کنند. برای رسیدن به این هدف، محتوایی طراحی شده است که استفاده از آن شرایط خاصی را ایجاب می‌کند. در ایجاد شرایط لازم برای آموزش زبان، معلم، دانش‌آموز و مواد آموزشی نقش‌هایی بر عهده دارند که در ادامه به آنها پرداخته شده است :

### نقش معلم

در رویکردهای سنتی، معلم تنها مرجع تصمیم‌گیری و انتقال‌دهنده دانش به دانش‌آموزان تلقی می‌شود؛

در حالی‌که در رویکرد ارتباطی، معلم تسهیل کننده فرایند یادگیری است و این فراگیر است که می‌بایست با هدایت معلم در تمامی مراحل آموزش، نقش محوری فعال و مشارکت کننده داشته باشد. به عبارت دیگر، در رویکرد ارتباطی فعال خودباورانه لازم است معلم از نقش سنتی خود فاصله گرفته و در نقش یاری‌دهندهٔ دانش‌آموز در فرایند آموزش و یادگیری ظاهر شود.

### نقش دانش‌آموز

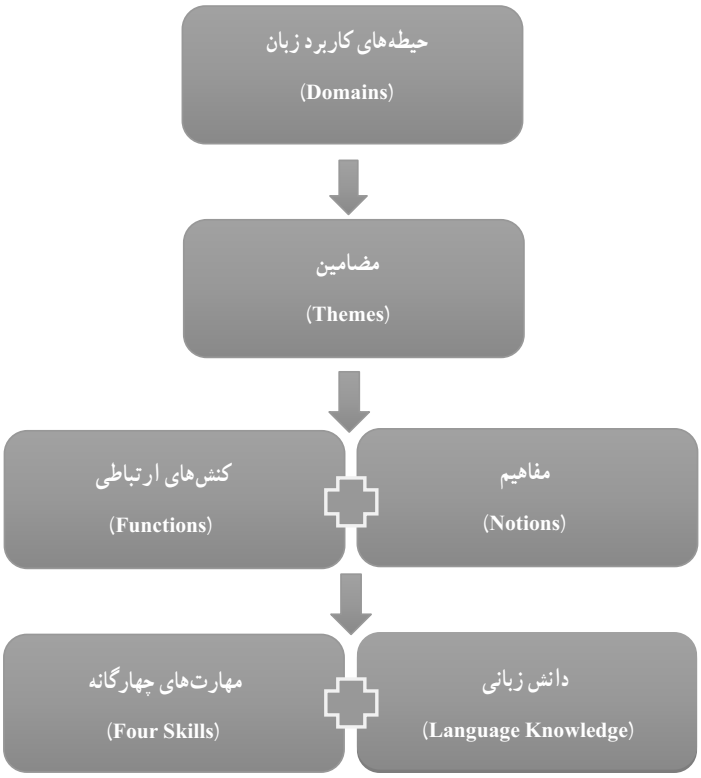
در دیدگاه‌های سنتی، دانش‌آموز نقشی انفعالی دارد؛ به این معنی که از وی انتظار می‌رود آنچه را معلم انتقال می‌دهد به بهترین وجه دریافت کند. حال آنکه در رویکرد ارتباطی فعال و خودباورانه، انتظار می‌رود دانش‌آموز وظیفهٔ یادگیری را خود بر عهده گیرد و در این جهت نقشی مشارکت‌جویانه و فعال در فرایند آموزش ایفا کند.

### نقش مواد آموزشی

در دیدگاه‌های سنتی، کتاب درسی، تنها منبع آموزشی دانش‌آموزان محسوب می‌گردد و انتظار می‌رود که دانش‌آموزان با استفاده از کتاب درسی به اهداف آموزشی دست یابند. در حالی‌که در رویکردهای نوین ارتباطی، کتاب درسی نقطهٔ آغاز فرایند آموزش و یادگیری است و انتظار می‌رود معلم با ابتکار و خلاقیت خود زمینه را برای تعمیق فرایند یادگیری از طریق تعامل بین خود و دانش‌آموزان و همچنین تعامل دانش‌آموزان با یکدیگر فراهم کند. به علاوه، انتظار می‌رود فرایند یادگیری در خارج از کلاس نیز با فعّالیت‌های هدایت شدهٔ معلم ادامه یابد.

## نحوهٔ انتخاب و سازماندهی محتوا

همان‌طور که پیشتر اشاره شد، با توجه به هدف کلی آموزش زبان در برنامهٔ درسی ملی، محتوا باید به‌گونه‌ای انتخاب و سازماندهی شود که هدف ذکر شده محقق گردد. به این منظور، همانطور که در نمودار ۱ آورده شده انتخاب محتوا با محوریت حیطه‌های ارتباطی و مضامین مورد استفاده در آنها صورت گرفته است.




**نمودار ۱ــ شیوهٔ طراحی محتوای کتاب Prospect 2**

حیطه‌های ارتباطی انتخاب شده عبارت‌اند از حیطهٔ شخصی، حیطهٔ اجتماعی، حیطهٔ آموزش و تحصیل و حیطهٔ کار و شغل. توالی آموزش در حیطه‌های فوق از اصل آموزشی حرکت از محیط پیرامونی نزدیک به محیط‌های دورتر پیروی می‌کند. در کتاب Prospect 2 مضامین از حیطه‌های شخصی و اجتماعی انتخاب شده است که در گزینش آنها نیازهای ارتباطی ملموس دانش‌آموزان در اولویت قرار گرفته است.

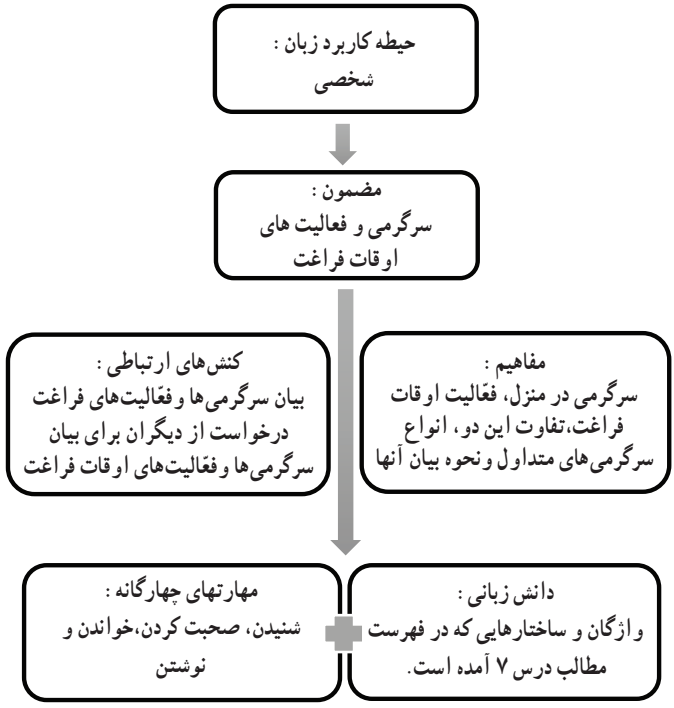
تلاش مؤلفان بر این بوده است که حیطه‌های موردنیاز دانش‌آموز نسبت به حیطه‌های دیگر تقدم داشته باشد تا در توالی تنظیم دشواری موضوعات هم دقت لازم صورت گرفته باشد. مضمون‌های این کتاب به قرار زیر است :

- ملّیت و کشور من
- فعّالیت‌های هفتگی من
- توانایی‌های من
- بهداشت و سلامتی من
- شهر من

- روستای من
- علایق و سرگرمی‌های من

تأکید می‌گردد کتاب Prospect 2 دومین حلقه از مجموعه‌ای شش جلدی است که طیف وسیعی از حیطه‌های ارتباطی و مضامین مرتبط با آنها و نیز کنش‌های ارتباطی و مفاهیم زبانی را ارائه می‌کند. در هر درس این کتاب به‌طور متوسط دو کنش ارتباطی و مفاهیم مربوط به آنها مطرح می‌شود و مهارت‌های زبانی نیز به‌صورت تلفیقی و کاربردی تمرین می‌شود. لذا قضاوت دربارهٔ آن باید با در نظرگرفتن این ویژگی و نگاه به بخش‌های بعدی انجام شود.

در برقراری ارتباط و بیان هر مضمون، از کنش‌های ارتباطی و مفاهیم خاصی استفاده شده است که نکات آموزشی هر درس را تشکیل می‌دهد. برای مثال، نمودار شمارهٔ ۲ شیوهٔ طراحی محتوای درس هفت با عنوان "My Hobbies" در کتاب Prospect 2 را نشان می‌دهد.




نمودار ۲ ــ طراحی محتوای درس هفت

## روش تدریس

روش تدریس Prospect 2 از اصول رویکرد ارتباطی فعّال خودباورانه پیروی می‌کند. این راهکار آموزشی براین فرض مبتنی است که یادگیری زبان با ایجاد حساسیت و توجه به نقش الگوهای زبانی در ایجاد معنی آغاز می‌شود و اگر این الگوها تحت تمرین‌های کنترل شده قرار گیرند به‌طوری که زمینهٔ استفاده شخصی از الگوها در بافتی معنی‌دار ایجاد شود، یادگیری تقویت و تثبیت خواهد شد. براین اساس، هر درس با مکالمه‌ای واقعی آغاز می‌شود که دانش‌آموزان از طریق آن به نقش کنش‌های زبانی در ایجاد ارتباط میان فردی و همچنین اَشکال زبانی آنها توجه می‌کنند. سپس تمرین کنش‌ها به‌شکلی کنترل شده ادامه می‌یابد. تمرین‌های بخش مهارت‌های نوشتاری نیز توجه دانش‌آموزان را به این الگوها بیشتر جلب می‌کنند تا آنها بتوانند با ایفای نقش، کنش‌های ارتباطی را در بافتی معنی‌دار به‌کار ببرند. در زیر به نحوهٔ تدریس هر یک از این مراحل، متناسب با اهداف آن اشاره شده است :

**Steps in Teaching Conversation and Practice**

1. Warm–up
2. Audio–Visual Presentation (two or three times)
3. Checking and Explanation
4. Introducing Functions
5. Audio–visual Practice
6. Pair/Group Work

**Steps in Teaching spelling &pronunciation**

1. Warm–up
2. Audio–Visual Presentation (two or three times)
3. Checking and Explanation
4. Initial Teaching of digraphs and/or blends
    - Visual Recognition
    - Audio Recognition
    - Extension
    - Oral Production

5. Teaching digraphs/ blends for Reading and Writing (using flash cards)
    - Sounds of the digraphs/ blends
    - Shape of the digraphs/ blends
6. Follow−up Task
7. Assignment

**Steps in Teaching Listening and Reading**

1. Warm−up
2. Audio−Visual Presentation (two or three times)
3. Checking and Explanation (feedback)

**Steps in Teaching Speaking and Writing**

1. Warm−up
2. Pair/Group Work
3. Checking and Explanation (feedback)

**Steps in Teaching Your Conversation/Role Play**

1. Warm−up
2. Pair/Group Work
3. Student Presentation
4. Checking and Explanation (feedback)

## ارزشیابی از پیشرفت تحصیلی

در رویکرد ارتباطی آموزش زبان روش‌های سنجش پیشرفت تحصیلی بر این اصل کلی استوارند که سنجش عمدتاً در خدمت یادگیری است و قرار است فرایند آموزشی را تقویت کند. در این راستا سنجش به دو نوع تقسیم می‌شود که عبارت‌اند از ارزشیابی تکوینی (مستمر) و ارزشیابی تراکمی نیمسال اول و پایان سال.

### ارزشیابی تکوینی (مستمر)

این نوع سنجش که قرار است توسط معلم و دانش‌آموزان هر دو صورت پذیرد بدون ایجاد وقفه در روند فعّالیت‌های یاددهی ــ یادگیری انجام می‌گیرد. هدف این نوع سنجش مقایسهٔ عملکرد هر یک از دانش‌آموزان با اهداف آموزشی است که بر معیارهای عملکردی استوار است. در این نوع سنجش دانش‌آموزان با هم مقایسه نمی‌گردند بلکه طبق معیارهایی نقاط قوت و ضعف‌شان مشخص می‌شوند تا معلم و دانش‌آموزان بتوانند در روند آموزش و یادگیری، متناسب با نیازهای آموزشی، تغییرات لازم را ایجاد نمایند. در این فرایند معلم به دانش‌آموزان کمک می‌کند که خود به‌تدریج معیارها را بشناسند و با استفاده از آنها به خودارزیابی بپردازند. خودارزیابی در بخش‌های مروری کتاب برجسته شده که با کمک آنها دانش‌آموزان می‌توانند به میزان موفّقیت خود در یادگیری اهداف آموزشی پی ببرند.

### ارزشیابی پایانی یا تراکمی نیمسال اوّل و پایان سال

این نوع ارزشیابی در شکل امتحانات رسمی براساس اهداف عملکردی در قالب مهارت‌های شفاهی و کتبی انجام می‌شود. بنابراین، این نوع سنجش، امتحان شفاهی و امتحان کتبی را به‌صورت جداگانه در بر خواهد داشت. در امتحان کتبی مهارت‌های خواندن و نوشتن و در امتحان شفاهی مهارت‌های شنیداری و گفتاری مورد سنجش قرار می‌گیرند.

در هر دو نوع آزمون، مشخصه‌های **طبیعی بودن موقعیت** و **تعامل**، از اهمیت ویژه‌ای برخوردارند. هدف این سنجش آن است که از طریق پرسش‌های مناسب، دانش‌آموزان عملکردی را از خود بروز دهند که نمونهٔ معتبری از توانایی‌های زبانی مورد هدف باشد و بتوان آن را با عملکرد افراد در موقعیت‌های طبیعی کاربرد زبان قابل مقایسه دانست. چنین سنجشی می‌تواند اثر بسیار مثبتی بر روند آموزش داشته باشد.

در ارزشیابی تراکمی لازم است قبل از اقدام به طراحی سؤال، اهداف آموزشی در قالب جدول مشخصات آزمون (Test Specifications) تهیه و در آن به تکنیک‌های طرح سؤال متناسب با هر یک از اهداف آموزشی اشاره شود. جدول مشخصات و بارم‌بندی آزمون کتبی و شفاهی کتاب Prospect 2 در ادامه ارائه شده است.

## ساختار هر درس در راهنمای معلم

هر درس در کتاب راهنمای معلم Prospect 2 با جدولی شامل اهداف اصلی درس آغاز می‌شود. کنش‌های زبانی و مهارت‌های یادگیری حروف و اصوات به انضمام فهرست واژگان کلیدی و عبارات، و جملات متداول محاوره‌ای هر درس در این جدول آمده‌اند. در ادامه، توضیحات گام به گام برای آموزش هر بخش آمده که با تعدادی فعّالیت و یک بازی پیشنهادی و نیز ارجاع به برخی تمرینات مرتبط در کاربرگ‌ها و کتاب کار همراه می‌باشد. برای آموزش هر بخش مدت زمانی پیشنهاد شده است که بسته به موقعیت و شرایط موجود در هر کلاس متغیر می‌باشد. در پایان، بخشی با عنوان تأملی در آموزش (Reflecting on Your Teaching) آمده که لازم است همکاران محترم افکار و نظرات خود را در ارتباط با موارد زیر در آن مرقوم نمایند.

- راهنمایی‌های ارائه شده برای آموزش هر درس
- مدت زمان پیشنهاد شده برای آموزش هر بخش
- واکنش دانش آموزان به انجام فعّالیت‌های یاددهی ــ یادگیری و نحوهٔ ادارهٔ کلاس
- مسائل و مشکلات ناشی از آموزش بخش‌های مختلف
- پیشنهادات ارائه شده برای بهبود شرایط آموزش هر درس

شایان ذکر است که برای بخش‌های خوشامد و مرور دروس، راهنمایی‌ها به شکلی متفاوت ارائه شده است. از همکاران گرامی موکداً درخواست می‌شود به‌منظور آگاهی از نحوهٔ ارائهٔ مطلوب قسمت خوشامد، نکات ذکر شده در آموزش این بخش را به‌دقت مطالعه فرمایند.



Lesson One

# My Nationality

Lesson One

# My Nationality

## Sessions Snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Objectives | To talk about countries and nationalities |
| | Warm up | "Iran," "Iranian," "Are you from…," map of the world, countries |
| | Conversation | Focus on countries/nationalities |
| | Practice (1) | Are you from…? Yes/No |
| | Practice (2) | Are you Iranian/…? Yes/No |
| | Practice (3) | Where are you from? / Where is s/he from? |
| 2 | Literacy skills: spelling & pronunciation; | Spelling activities, pronunciation: [sh], [ch]<br>Sight Word Reading<br>Talk to Your Teacher: Which is correct? |
| 3 | Listening & Writing | Purposeful listening |
| | Language use | Integration of skills: reading, speaking, writing |
| | | Role play; Class Project: Week/Activity Grid |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

**The First Session Teaching & Practicing Language Functions**

Materials: Map of the world, white/blackboard, CD player, flash cards for countries flags; pictures of people from Iran, Germany, UK, China, Spain, Brazil, France, Turkey, India, and Africa shown in their local contexts with flags of their countries

Interaction: Teacher-Students (T-S); students in pairs/groups

Time: 50 minutes *(30 mins. for warm up and conversation; 20 mins. for Practice sections)*



## 1. Warm up

Greeting: Welcome the class to the new academic year in English and use the greetings they learned in Grade 1:

**Welcome to Grade 2.**
**How are you?**

Look at the names list. If there are any new students in your class, ask their first and last names and say yours. Use expressions like "Nice/Happy to meet you;" ask the new students if they are from the same city that you live in, e.g., "Are you from Shahrekord/ Chabahar/etc?"

If there are no new students, start the lesson by specifying the objectives. Tell them that they are going to learn about countries and nationalities. Do not provide the Persian equivalents of these key words at this stage.

1.1 Install the map on the board or use power point slides to show the map of the world if available.

1.2 Point to the map and ask, **What's this called in English?**

Elicit the word "map" or say the word yourself.

Then say, **This is the map of the world**



and show the big size of the map/world using body language. Elicit the meaning of the "World."

1.3 Say that there are many "countries" in the world; give the example of "Iran" first:

**Iran is a country. We are from Iran. We are Iranian."**

Elicit the meaning of "country" and "Iranian."

1.4 Write "Country" on the left side of the board and "Nationality" on the other side as the labels of two columns. Write 'Iran' under "Country" and 'Iranian' under "Nationality". Elicit the meaning of "Nationality."

1.5 Elicit examples of "country" from the students and write three or four examples which may include France, England, Germany, Iraq, Turkey, etc. Elicit the nationalities and write the correct nationality in front of each country.

## 2. Conversation

Tell the students that they are going to listen to a conversation about Shayan's cousin. Ask if they understand where he is from. Play the CD once and ask,

**1**. "What's the name of Shayan's cousin?" Elicit "Sam."

**2**. "What languages does he speak?" متوجه شدید که سام به چه زبان‌هایی صحبت می کند؟ Elicit "English, French." If they answer correctly, clap for them and show that you are happy with their answer; if they have not understood, tell them not to worry, they'll listen to the CD once more.

**WARNING**! Do not explain anything about the "does" construction in your question above! They should just follow the question as a chunk, not as a grammar point.

**3**. If they point to the phrase "a little Persian", elicit the meaning of 'a little' and to confirm the correct answer, use your fingers to show a small amount:



**4**. هم کلاسی چگونه ملّیت سام را می پرسد؟

Elicit "Are you from Iran?"

**5**. Students may ask about an additional word they haven't understood "originally".

Draw their attention to the word "originally". Give an example: "I am originally from Mashhad, but I live in Tehran". Elicit اصالتاً

**NOTE 1**: Whether they answer all your questions or part of them, play the CD at least twice.

**WARNING**! Do not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation. They are required to learn and use only the functions and expressions in the "Practice" and "Talk to Your Teacher" sections.

2.1 In the case of names (people, cities or countries) and other words that include /sh/ or /ch/ sounds (e.g., Shayan, French), underline the "digraphs" in the words and pronounce in a way to attract their attention to both the digraphs and the corresponding sounds. Explain that these two–letter consonant sounds are called "digraphs" (daIgrӕfs).

2.2 In the case of words like 'France' and 'Spain' or other examples containing initial consonant clusters or "blends", underline them using color chalks or different color markers, and pronounce in a way to attract their attention to both the blends and the corresponding sounds. Explain that this combination of consonants at the beginning or middle or final position in a word is called "blend."

**NOTE 2**: Make sure the pictures as the key materials for the Practice sections are already available and ready to use in this session.

## 3. Practice 1–2–3

3.1 Now, while you are shuffling the pictures and flash cards, show gestures of excitement in your face and say, **"Guess what we're going to do**! حدس بزنید الآن می خواهیم چه کار کنیم in a way to make them more and more curious about what you are going to do. Let them guess, and make it more exciting with your facial gestures. Then explain that they are going to learn more about countries and nationalities. Divide the class into 5 groups with equal number of students in each group if possible. Make sure that each group includes both quick and weak students for better interaction and peer support.

3.2 You already have 10 pictures of 10 nationalities, so give two pictures to each group, and number the groups from 1 to 5. Explain the activity as follows:

**We begin with Group 1. Group 1, please show one of your pictures to other groups (have one of the group members to stand up and show the picture to other groups). Now Groups 2, 3, 4, and 5: Ask about the country and nationality of the people in the pictures. How do you ask about their country of origin,** کشور زادگاهشان?

Elicit 'Are you/they from…? Is s/he from…?' If they don't provide the correct/complete structure, give them the model. Then explain to Group 1:

**You answer with Yes or No. We'll do one example.**

Elicit 'Are you/they from…? Is s/he from…?' from other groups, then address Group 1 to answer Yes or No. If the groups cannot guess the correct country/nationality, help Group 1 to provide the correct answer, e.g., "No, she isn't. She's from China."

Do the activity with all groups with one of their pictures.

3.3 Now refer them to **Practice 1** and ask them to listen to the CD. Play it once

again and ask them to repeat the turns and monitor their question intonation and word pronunciation.

3.4 Now ask the following questions and elicit Yes/No answers:

(a) Are you from Spain?

(b) Are you from Turkey?

3.5 Refer them to **Practice 2** and play the CD. Play it once again and ask them to repeat the turns and monitor their question intonation and word pronunciation.

3.6 Now ask, "Where are you from?" Elicit "We are from Iran." Repeat the answer and add, "Yes, we are from Iran. We are Iranian." Write on the board:

**"We are / I am from Iran. = We are / I am Iranian."**

Use one or two more examples for the countries, elicit the same structure from the students, write on the board, and underline the same phrases.

3.7 Repeat the activity in 3.2 with the second pictures in the groups. Introduce "Where is s/he from" as an example. Elicit correct response. Continue with all the groups.

3.8 Refer them to **Practice 3** and play the CD. Ask them to repeat the turns and monitor their question intonation and word pronunciation.

## 4. Workbook Assignment

Refer to WorkBook (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

4.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., "Nationality, Country, Are you from… / Is s/he from…?"

4.2 Finally, tell them you will check their homework assignments and work on the Spelling/Pronunciation in the next session.

**The Second Session Teaching Literacy Skills**

Materials: CD player; nationality flash cards/pictures; a blank map of the world (see below)

Interaction: Teacher–Students (T–S), Students (Ss) in pairs/groups

Time: 50 minutes

## 1. Greeting and checking homework assignments

Greet the students warmly. Make sure they have their workbooks on their desks. Ask if they were able to do the assigned activities at home:

خوب بچه‌ها، تمرین‌های WorkBook چطور بود؟ موردی بود که نتوانسته باشید جواب بدهید؟ الآن با هم انجام می دهیم. . . .

Check their homework one by one. If they have left some parts undone, see if they had lacked the general information to complete the activities or they had not learned the lesson. Make them feel comfortable to tell you why they have not

done their homework or parts of it. The first session should assure them that you are there to help, not to punish. Practice the problem areas on the board and make sure that all the students learned the materials in their workbook.

**NOTE**: If you have a **large class**, divide them in groups of 3 or 4, and choose one member of each group as the coordinator. Give them 10 minutes to check their homework together. Ask the Coordinator to list the items that his/her group members have not done in their workbooks. Collect the lists, and see if there are any items that the majority of the students have not done. Explain the problem areas and do the activities in class.

In case the students have had different problem areas, list them all on the board, and explain them to the whole class.

You may decide to change the Group Coordinators weekly or biweekly (every two sessions) or whenever you wish.

## 2. Spelling & Pronunciation: Literacy Skills

2.1 Now you focus more closely on the /sh/ and /ch/ sounds. If some of your students' first and/or last names contain /sh/ or /ch/, call their names and draw the students' attention to these sounds. Write the example names on the board and underline the digraphs. You may misspell a name on the board and ask the class,

**Which is correct, … (misspelled name)… or ….(correct spell)…?**

to practice the expression. Elicit the meaning of "Which is correct" in Persian as well as the correct spelling of the name you misspelled.

2.2 Tell them they are going to listen to a conversation about a crossword puzzle. Draw their attention to page 14 of the lesson while they are listening. Play the CD once more if necessary.

2.3 Ask the class if they can give examples of classroom objects, actions, or names that contain /sh/ or /ch/ sounds. Elicit "bench," "chalk," "show," and add "Shahid Chamran."

2.4 Help them do the crossword puzzle in groups and monitor their interactions. Give them 10 minutes, and check the correct answers when time is up.

2.5 Refer them to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.



## 3. Workbook Assignment

Refer to WorkBook (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

3.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., "Where is s/he from…?" "Which is correct?" and some words with /sh/ and /ch/ sounds.

3.2 Brief them about the Role Play next session and suggest the situations (see 3. Role Play below) in advance, so that they can think ahead and prepare themselves for the activity.

**The Third Session Communicative Activities**

Materials: CD player

Interaction: Teacher–Students (T–S), Students (Ss) in pairs/groups

Time: 50 minutes

## 1. Greeting and checking homework assignments

Greet the students and call the roll. Check their assignments, and practice the problem areas on the board. Make sure all students have learned the teaching points and the problem areas are removed.

## 2. Listening and Writing

2.1 Review the key language and functions before starting the Listening & Writing section.

You may use the flash cards and ask students to talk about the countries and nationalities of the people in the pictures.

2.2 There are no transcripts provided in the Student Book for this section, so the students should rely on their auditory memory and you can help them improve their listening skills by giving them the following advice:

**Look at this table. You had the same practice in Grade 1. You will listen to the people talking to each other about things like their names, nationality, and other additional information. You only need to focus on Name and Nationality– the two things you need to check or write in the table."**

Say the same directions in Persian if necessary:

"در این بخش همانندکتاب سال گذشته، در هر مکالمه به گفتگوی دو یا چند نفر گوش می کنید. صحبت گویندگان ممکن است شامل اطلاعات مختلف باشد، ولی شما فقط روی مواردی که در جدول مشخص شده تمرکز کنید، یعنی name و nationality."

2.3 Play the CD once and make sure that each and every student is following the right row/column for each conversation.

2.4 Check the answers when both conversations are played, but do not give them the correct answers.

2.5 Play the CD again and ask the students to check and/or correct their answers. If they have misspelled some of the words, write the correct form on the board.

## 3. Reading, Speaking, and Writing

Two sample cards are provided in this section, but you'd better make more cards with different nationalities/countries/jobs for further practice in the classroom.

Provide 2 or 3 sets of cards (2 cards in each set) and divide the class into groups. Each group should receive one of the cards in each set. The two groups that receive the same set will work together: For example, Group 1 receives the card with the name Franco and group 2 receives the card with the last name Sanchez. Each group asks questions about the missing information on their card (e.g., "What's the last name?" or "He's Spanish, what's the name of his country?" etc.) and the other group provides the missing information and, in turn, asks questions to fill in the missing information on their own cards.

This activity can be done between students in pairs.

## 4. Role Play

With the help of the language functions, expressions, and structures presented in this lesson, you can help your students play different roles, e.g., (1) new student in a school from a different city/country and others to help him/her get familiar with other people and the neighborhood, (2) new family who have moved to a new apartment building and meet new neighbors, (3) meeting foreign tourists in your city who look for a hotel, restaurant, places to visit, etc.

Suggest these situations to your students and help them with any new words or functions or expressions they need to use in their drama.

## 5. Class Project: Map of the World (see Appendix)

5.1 Divide the class into 5 groups (depending on the number of students, divide them into groups with 4 or 5 members in each), and give each group a copy of the blank Map of the World. Give them 10 to 15 minutes to write the names of countries and continents on the map. Provide the Persian meaning of continent قارّه and encourage them to write as many names as they know on the map in English or Persian.

5.2 When time is up, see which group has completed the map or has written more countries. Give them the key and tell them to check their answers. Read the names of the countries with correct pronunciation. Make sure you know the correct pronunciation of the names of the countries and continents.

## 6. Finishing the lesson

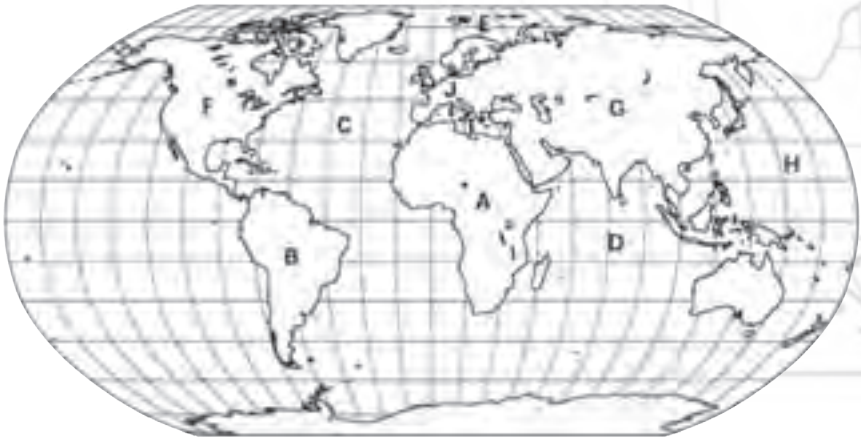
Recapitulate the main teaching points in Lesson 1 (name of countries, asking and talking about nationalities, etc.), and tell them they will use the language they have learned in Lesson 1 in the other lessons such as "My city."

## 7. Your thoughts about Lesson 1

7.1 Are you happy with your teaching in Lesson 1? How about your students? Did they like the way you taught them nationalities?

7.2 Was there any section you couldn't cover successfully? If so, why? How can you improve your own performance?

**Appendix: Blank Map of the World**




E
J
G
I
H
A
D



Lesson Two

# My Week

# Lesson Two



# My Week

**Sessions Snapshot**

| Session | Content | Activities |
|---|---|---|
| 1 | Objectives | To talk about daily activities:<br>use weekdays, weekend, and time of the day with prepositions (on, in) |
| | Warm up | What day is today (day of the English class)? / So, we have English on … (day of the week). / What days do you have math in the week? |
| | Conversation | Focus on daily activities, days of the week |
| | Practice (1) | What do you do in the mornings/afternoons? |
| | Practice (2) | When/What days do you…? |
| 2 | Literacy skills:<br>spelling & pronunciation; | Spelling activities, pronunciation: [st], [ee], [ay]<br>Sight Word Reading<br>Talk to Your Teacher: How do you say…? |
| 3 | Listening & Writing | Purposeful listening |
| | Language use | Integration of skills: reading, speaking, writing |
| | | Role play; Class Project: Week/Activity Grid |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

**The First Session Teaching & Practicing Language Functions**

Materials: Poster and flash cards for (1) Days of the Week, (2) Time Expressions, (3) Daily activities (going shopping, going to the gym, etc. in the conversation and Practice sections);

Interaction: Teacher-Student(s); Students-Students (pairs/groups)

Time: 50 minutes *(30 mins. for warm up and conversation; 20 mins. for Practice sections)*



## 1. Warm up

Greeting: Greet the students happily, ask **"How are you today?"**, and say good things about today, e.g., the weather, a happy occasion if applicable, etc.

1.1 Ask, **"What day is today?"** Elicit the correct answer for today– the day of your class (e.g., Monday, Tuesday, etc.). If they can't follow you, ask "امروز چند شنبه است؟" They may answer in both English and Persian. Give positive feedback on the correct English answer.

1.2 Now say, "So, we have English on … (day of your class, e.g., Monday, Tuesday, etc.) morning/afternoon", and write the words on the board. To brief them about time expressions in your warm up, you may write the following example on the board:

We have English on Tuesday mornings / afternoons.
(8 a.m.) (2 p.m.)

Say the sentence in Persian if necessary: پس ما سه شنبه ها بعداز ظهر انگلیسی داریم.
And repeat the English equivalent: **We have English on …?…** and elicit the answer in English.

1.3 Ask,

**"What days do you have History– تاریخ?"**

and elicit the English or Persian word for the day they have History. Confirm the correct English answer, and write it on the board.

1.4 Then ask,

**"When on …day (e.g., Sunday)? Morning? Afternoon?"**

and elicit the correct answer in English.

## 2. Conversation

Tell the students they are going to listen to a conversation between Reihaneh and her teacher. Ask if they can understand what days she goes to the gym.

2.1 Play the CD once and then ask the following questions to elicit as much English as they can produce:

1. Reihaneh goes to the gym on …?…
2. What d**ay**s does she **st**ay at home?

> **NOTE 1**: Do not worry about the "does she…" construction at this stage. YOU SHOULD NOT TEACH DO/DOES QUESTION FORMS! You use these constructions only to elicit the answers about the days of the week.

3. Can she help Shiva?
4. When can they **st**art?

> **NOTE 2**: Emphasize the correct pronunciation of [**st**] and [**ay**], but do not explain the digraphs at this stage.

2.2 Play the CD once more. You may want them to repeat words and phrases like "gym, stay, relax, sure, Sounds great!, start, I'll let her know" to check their

pronunciation. Make sure they understand the meaning of these words. Elicit the meanings from the students, and provide the Persian equivalents if necessary, for instance,

gym سالن ورزش　　st**ay** (at home) در خانه ماندن　　relax استراحت کردن

sure! حتماً　　Sounds great. عالیه. خیلی خوبه

(When can you) start? از کی می‌توانید شروع کنید؟

I'll let her know. به او خبر می دهم

2.3 Based on your students' pronunciation and comprehension of the dialog, you may decide to play the CD one more time or go to Practice 1–2.

**WARNING**! Do not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation. They are required to learn and use only the functions and expressions in the "Practice" and "Talk to Your Teacher" sections.

## 3. Practice 1–2

**Warm up**: Install the Week poster on the board. You need both the poster and the flash cards for the days of the week and time expressions. The illustrations for time expressions will help you use more English and less Persian equivalents in the classroom.

3.1 Ask them to look at the poster on the board: "What do you see on this poster?" Elicit "days of the week," "morning/afternoon/evening" or "time of the day." Confirm the English answers and provide the Persian equivalents only if no

student follows you. Provide the English words/phrases yourself if students cannot.

3.2 Show them how times of the day (morning, afternoon, evening, night) are expressed by the relevant English words/phrases. Use a pointer, ruler, or your own fingers to match the illustrations with the relevant time expressions on the poster.

3.3 Now tell them they are going to listen to daily activities.

> **NOTE 1**: Make sure you will have the flash cards for daily activities in Practice 1. Install them on the board using tapes or glue. You may also prepare and use your own PowerPoint slides if PC or laptop computers are available.

Play the CD for **Practice 1**, and ask the students to follow the written prompts in the first box while listening. Make sure they are following the right lines.

3.4 Play the CD once more, pause at the end of each Question/Answer (Q/A), and have them repeat to check their pronunciation.

3.5 For the words "Frid**ay**" and "Thursd**ay**", show the flash card for [**ay**] sound, and draw their attention to this digraph in these words. Ask if they know any other words that contain this sound. Elicit "Play," "Say", "May", etc. depending on their English background, or say "Play" yourself if they have no idea.

3.6 When you are finished with the Q/As, play the CD for the Week/Time Expressions box. Make sure they are following the right written prompts while listening. They should only listen without repetition.

3.7 For the words "W**ee**k" and "W**ee**kdays", show the flash card for [**ee**] sound, and draw their attention to this digraph in these words. Ask if they know any other words that contain this sound. You may provide some examples like "Teeth", "Cheek" and give the Persian meanings if necessary.

3.8 Play the CD again, and have them repeat to check their pronunciation.

3.9 Now, draw their attention to the calendar in **Practice 2**. Ask, "What's this called in English?" Elicit "Calendar", or say it yourself if they do not know the English word. Refer to their book and say, "You see the days of the week on the calendar: *Saturday*, (use body language to invite for choral practice), *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday*!"

If you detect mispronunciations, stop your pointer/ruler on the mispronounced word, and use appropriate facial gestures to make them aware of their mispronunciation. Without saying a word and using body language, encourage them to repeat the word with correct pronunciation. You should be the last one in the classroom to provide correct answers.

**NOTE 2**: Minimize Teacher Talk Time (TTT) as far as you can. Using body language, self and peer correction, and flash cards or other pictorial materials will help you minimize TTT and maximize students' interaction in English to a great extent.

3.10 Use sample daily activities presented in the lesson and ask,

1. When do you go shopping with your family?
2. What days do you go to school?

3. When do you play sports at school?

If they can't understand the meaning of "when", elicit the meaning by giving more clues, e.g., "Thursday afternoons? / On weekdays? / Friday mornings?" Students should now be able to answer your questions.

3.11 Tell them they are going to listen to activities that people do on different days of the week, at different times of the day. Depending on the language background of your students, you may use simple English instructions, e.g., "Listen to the CD for daily activities on different days of the week, at different times of the day." Use as many simple and familiar words as they have learned to give orders and instructions. Use Persian only if they cannot follow your English instructions.

Play the CD once. You may use the poster on the board or the calendar and Week box in their book to help them understand the prompts in Practice 2.

Play the CD one more time if you consider necessary.

3.12 **Group Work**: Divide the class into groups of 3 or 4. Encourage them to use the prompts in Practice 2 to ask questions about the daily activities they have learned. Give them 5 minutes to practice the Q/As in their group. Choose a member from one group and a member from another group to ask and answer about daily activities using "What days/When do you…?" Groups can help their members in this interaction.

## 4. Workbook Assignment

Refer to WorkBook (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

4.1 Before you finish the class, summarize the main teaching points of the session, e.g., the days of the week, time expressions, and daily activities, What days/When constructions, etc.

4.2 Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.

**The Second Session Teaching Literacy Skills**

Materials: "Flash cards" for words "Stop", "Student", "Stay", "Study", "Stomach", "Week", "Day", "Weekend",

Interaction: T−S, Ss−Ss

Time: 50 minutes

## 1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

## 2. Spelling and Pronunciation: Literacy skills

In this section, you will focus more on the pronunciation of [**st**] in the initial position of words.

2.1 Show the flash card for the word "**St**op": Say, "Look at this card everybody! How do you say this word?" Elicit the correct pronunciation from the whole class first, and then call on 2–3 students to say the word. Check their pronunciations carefully to make sure there is no [e] sound before or after "s" in the blend [**st**].

2.2 Tell them they are going to listen to a conversation between a student and his/her teacher about the meaning and pronunciation of words. Say, "Listen and tell me what the student's question is."

به سی دی گوش کنید و بگویید این دانش آموز در چه موردی سؤال می کند.

Play the CD, and repeat your question: "What's his/her questions?" Elicit one or all of the following answers:

a) "What's روزهای هفته in English?"

b) "How do you spell it?" If they say this question, ask, "Spell what?" and make sure they pronounce [sp] in "spell" correctly. Elicit, "Spell 'weekdays'."

c) "How do you say S–T in *study*?"

2.3 Now address one of your fast students by their first name and say, "Excuse me, Mina/Amin/etc., what's آخر هفته in English?" Elicit "Weekend." Then ask, "How do you spell it?" Elicit "W–E–E–K–E–N–D".

پس شما هر موقع بخواهید از معلم یا دوستتان سؤالی بپرسید، چطور آنها را مخاطب قرار می دهید؟

Elicit, "Excuse me, … (name of a person/sir/madam)."

Explain that this is a polite form, and they should say "Thank you" for the answers they receive.

Call on two more students to do the interaction using the same model. Pay attention to their pronunciation of [st], [sp], [ee], [ay], and correct if necessary. If they already pronounce correctly, acknowledge their good performance: "Very Good! / Well done!"

2.4 Divide them into groups. Give them 3–4 minutes to find words with initial [st] as well as words including [ee] and [ay] in groups. List their suggestions on the board, and use your own flash cards as further examples or as clues.



## 3. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

3.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., "Excuse me sir/miss/…," "How do you say…", and some words with [st] and [sp] initial sounds.

3.2 Brief them about the Role Play next session and suggest the situations in advance so that they can think ahead and prepare themselves for the activity.

3.3 Finally, inform them that for the **Class Project** next session, they will need pictures of activities that they do on weekdays or on the weekend (e.g., running, biking, painting, doing homework, helping parents, etc.). Ask them to paint or search for these pictures on the net and bring them to class next session.

**The Third Session Communicative Activities**

Materials: CD player, Activity flash cards

Interaction: T–S, Ss–Ss

Time: 50 minutes

## 1. Greeting and checking homework

Greet the students. Check their assignments, and practice the problem areas on the board. Make sure all students have learned the teaching points and the problem areas are removed. Use group checking as suggested in Lesson 1, Session 2.

## 2. Listening and Writing

● Tell them they are going to listen to two conversations about daily activities. Explain that they should fill out the boxes in "When" column by day and time, and in "What" column by activity.

● Play the CD once and monitor their performance. This is an individual practice, so they should not ask each other for help.

● Play the CD once more to check their answers.

## 3. Reading, Speaking, and Writing

This activity is similar to the class project in Session 2 except that students are now required to "write" the activities in the blank cards similar to the form in their student book.

3.1 Give 3 blank cards to three students, and ask them to interview 3 classmates,

and fill out the form.

3.2 You can make 3 copies of the form attached to this lesson and give them to the students.

**Further activity– Optional**

You may do this activity in class if you still have time:

3.3 Divide the class into three groups. Ask 3 students from each group to come to your desk and give each of them 3 activity cards (pictures of daily activities, e.g., studying, shopping, etc.).

3.4 Each group leader will give his/her cards to 3 members of his/her group. The card holders use the activity in their card to make a question about daily activities. Then the group leader selects other group members to answer the card holder's question as in the model:

Card holder: "What days/When do you…(activity shown in the card)?"
Other group member: "I ….. (the activity) on …. (day of the week, time of the day).

## 4. Role Play

For this activity, they need to be prepared in advance as suggested in Session 2, 5.2 above.

Let them use as much English as they can. Help them with the unfamiliar words for the new activities that they wish to use in their role play.

## 5. Class Project: Week/Activity Grid

Ask two students to go to the board. Tell them to draw a table like below:



| **Days of the Week** | **Time of the Day** | | | | |
|---|---|---|---|---|---|
| | Morning | Noon | Afternoon | Evening | Night |
| Saturday | | | | | |
| Sunday | | | | | |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | *Card for Going to the gym* | | |
| Friday | | | | | |

Now ask two other students to go to the front of the class. One of them will ask, "What days/When do you… (an activity)?" The partner answers, and then chooses the corresponding activity card for his/her answer and installs the activity card onto the correct box (e.g., if s/he answers, "I go to the gym on Thursday afternoons," s/he should install the gym card onto the box indicated on the grid above).

## 6. Finishing the lesson

Recapitulate the main teaching points in Lesson 2 (days of the week, time expressions, daily activities), and tell them they will use the language they have learned in Lesson 2 in the next lesson about "My Abilities."

## 7. Your thoughts about Lesson 2

7.1 Do you think this lesson was appropriately placed in the book?

7.2 Was there any section you couldn't cover successfully? If so, why?

7.3 Were the Workbook activities suitable for this lesson?

7.4 Are you happy with your students' performance?

**APPENDIX: Students' Daily Activities Form**

| Student's name | Activities | |
|---|---|---|
| | On weekday (mornings/ afternoons / evenings) | On the weekend |
| | | |
| | | |
| | | |



Lesson Three

# My Abilities

# Lesson Three My Abilities



**Sessions Snapshot**

| Session | Content | Activities |
|---|---|---|
| 1 | Objectives | To talk about abilities using "be good at", "can", "Are you/Is s/he good at…?", "Can you/she/he…?", "Who is good at…?", "Who can…?" |
| | Warm up | I'm not good at drawing! ☹ Who can draw a calendar on the board? |
| | Conversation | Focus on abilities: (not good at) drawing, can take good photos,… |
| | Practice (1) | Are you / Is s/he good at…? – Yes/No, …. |
| | Practice (2) | Can you/she/he….?<br>Yes/No, …. |
| | Practice (3) | Who can…?<br>Who is good at …? |
| 2 | Literacy skills: spelling & pronunciation; | Spelling activities, pronunciation: [oo], [ll], [pl], [sw]<br>Sight Word Reading<br>Talk to Your Teacher: Excuse me, I have a question.<br>How do you say…? |
| 3 | Listening & Writing | Purposeful listening |
| | Language use | Integration of skills: reading, speaking, writing |
| | | Role play; Class Project: Students' Ability Cards |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

| **The First Session** | **Teaching & Practicing Language Functions** |
|---|---|

Materials: Poster and flash cards for abilities in the lesson:
Drawing, taking photos, cooking, playing football/basketball/tennis, searching the Web, swimming, making cake, riding a bike, doing puzzles, working with the computer

Interaction: Teacher-Student(s); Students-Students (pairs/groups)

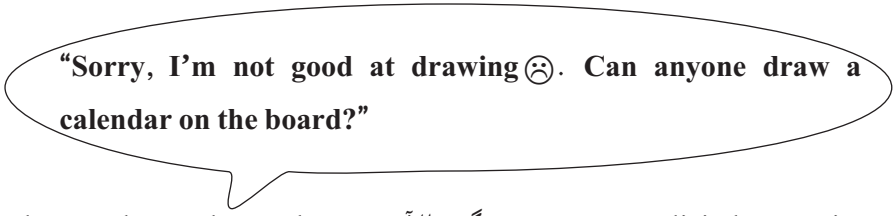
Time: 50 minutes *(30 mins. for warm up and conversation; 20 mins. for Practice sections)*



## 1. Warm up

Greeting: Greet the students warmly.

1.1 When you are finished, go to the board and pretend you are drawing a calendar. Draw an awful calendar, stare at your drawing, look back at students, and show that you are not happy with your drawing. Then say,




Make sure they understand you: چی شد؟ من چی گفتم الآن؟ Elicit the meaning of all you said from the students.

1.2 Then ask a volunteer to come to the board, or, if there are no volunteers, ask a fast student to draw a calendar on the board. Tell him/her that it's enough to write the days of the week on the calendar. Now ask, **"All right, what day is today?"** as a review of the previous lesson, and elicit the correct answer. Then compliment on the student's drawing: "Well done! You are good at drawing!" یعنی.....؟ Elicit, "نقاشی ات خوبه!" and tell the student to go back to his/her seat.

1.3 Write "drawing" on the board. Then, depending on the gender of your students, ask, "Who is good at playing football/volleyball/cooking?" Elicit answers. If they look puzzled, say, "چه کسی در فوتبال/والیبال/آشپزی/...مهارت دارد؟ / کی فوتبالش/ آشپزیش خوبه؟", and write "football", "volleyball" or "cooking" under "drawing" on the board, and elicit answers. If you are not happy with their answering, give an example of your own abilities, e.g., say, "I am good at cooking/playing football." Then write "Abilities" as the label for the category of abilities you wrote on the board, and say "**Abilities**... ...؟یعنی and either elicit the Persian meaning from the students, or say "توانایی ها" yourself.

1.4 Now show the flash cards for "drawing", "taking photos", "playing f**oo**tball", and "c**oo**king" at this stage, and elicit the English words for these activities from the students. Pronounce the words yourself and make sure the **oo** in "football" and "cooking" is a short sound, i.e., [ʊ]. Get students to repeat

"c**oo**king", "f**oo**tball", "g**oo**d at c**oo**king", and draw their attention to the short sound [ʊ].

1.5 In the meantime, attend to their pronunciation of [**ll**] in "footba**ll**" or "volleyba**ll**." Make sure they WILL NOT pronounce clear 'L' sound for the final 'll'. The pronunciation of [ll] and [oo] will be more emphasized in the Practice and Spelling and Pronunciation sections.

## 2. Conversation

Tell them they are going to listen to a conversation between Sara and Elham. Remind them that Sara is Sam's sister and that these two have come to Iran with their family and will stay for a while. Explain that Sara, like her brother Sam, is good at English, and in fact, they can speak English only.

Tell them that Sara and Elham are talking about their abilities. Ask if they can understand "who **is good at** what / who **can do** what." Write this phrase on the board and elicit the meaning:

"چه کسی در چه کاری مهارت دارد / کی در چی مهارت داره"

Underline "is good at" and "can do" on the board, and tell them that they mean the same thing.

2.1 Play the CD once and repeat your question. Elicit, "Sara is good at drawing," "Elham can take photos". Now ask, "Is Elham good at drawing?" Elicit "No, (she's not)".

2.2 Say, "Listen once more, and say when they are going to meet again". In case your students cannot follow you, say in Persian:

"یکبار دیگر گوش کنید و بگویید قرار است دفعه بعد کجا و چه روزی همدیگر را ببینند"

Play the CD for the second time and repeat your question. Elicit "In Elham's house, Thursday afternoon."

2.3 Now say, "And Sara can bring what?" Elicit, "Her drawing book."

2.4 Divide the class into two groups, one group repeats Sara and another group repeats Elham. Play the CD again, pause after each turn, and get them to repeat. Attend to their pronunciation of [**oo**] and [**ll**].

## 3. Practice 1–2–3

3.1 Ask them about their abilities: "Now tell me about yourself: who is good at what?" Show them the flash cards for the activities in Practice 1–2–3. Elicit the meaning of each activity on the flash card, then show the word for that activity on the back of the card, and pronounce the word.

3.2 Show the cards one by one again, and address a fast student: "**Zahra/Amin/ etc./, are you good at**.... (the activity on the card)?" Elicit "Yes" or "No." If the student says No about that ability, address the whole class and ask, "**Who is good at**...(the same activity)?" Elicit "Me" if some students raise their hands for a Yes answer. If no one raises their hand, say, "No one. Okay, next, ...."

3.3 **Pair/group work**: Now give the activity cards to 3–4 students and have them ask one of their classmates the same question. Guide the interactions in the way you first did yourself.

3.4 Play the CD for **Practice 1**. Tell them just to listen and follow the written prompts in the box.

3.5 Play the CD for the second time, show the flash cards for each turn, and ask for group repetition.

3.6 For the last dialog in Practice 1, show the "**sw**imming" picture again, write it on the board, and underline [sw]. Also, show the [**sw**] flash card to the students. Get them to repeat "swimming" and other words on the flash cards, and make sure their pronunciation of [sw] and [ing] is correct.

**WARNING**: Some students may pronounce "swim" as /sevim/ or /svim/! CORRECT IMMEDIATELY.

3.7 Play the CD for **Practice 2**. Tell them just to listen and follow the written prompts in the box.

3.8 Play the CD for the second time, show the flash cards for each turn, and ask for group repetition.

3.9 For the last dialog in Practice 2, show the "playing basketba**ll**" picture again, write it on the board, and underline [ll]. Also, show the [**ll**] flash card to the students. Get them to repeat "basketball" and other words on the flash cards, and make sure their pronunciation of [ll] is correct.

3.10 Play the CD for **Practice 3**. Tell them just to listen and follow the written prompts in the box.

3.11 Play the CD for the second time, show the flash cards for each turn, and ask for group repetition.

## 4. Workbook Assignment

Refer to WorkBook (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

4.1 Before you finish the class, summarize the main teaching points of the session, e.g., Are you good at…?, Who is good at…?, Who can…? , and the abilities. Tell them you will check their homework assignments, and work on the Spelling/Pronunciation in the next session.

4.2 Finally, inform them that for the Class Project next session, they will need pictures of the abilities they have, i.e., what they are good at. They can search the Web and find the relevant pictures, or draw even if their drawing is not good. Ask them to prepare "Flash card size" (the same size you use in class). Remind them that they should write their names in English under the picture on the flash card. Assure them that you will help them if they need.

**NOTE 1**: You may bring some (5–6) large sheets (A3 paper sheets) next session to glue students' ability cards on them and install the A3 sheets on the classroom walls.

**NOTE 2**: You'd better have a Persian–English–Persian dictionary with you (either on your mobile phone/tablet/iPad, or a hard copy of a Persian–English–Persian pocket dictionary) just in case your students ask you words or phrases that you may not know.

☺ It may be a good idea if you inform them about dictionary use, and that you enjoy looking for words and examples in the dictionary depending on the context of your class.

**The Second Session Teaching Literacy Skills**

Materials: Flash cards for words "F**oo**tball", "3 o'clock in the after**noon**", "**Pl**ay", "**Pl**ant", "**Sw**im", "**Sw**an"; scissors, glue/tape, some A3 paper sheets, and pins for class project;

Interaction: T–S, Ss–Ss

Time: 50 minutes

## 1. Greeting and checking homework assignments

Greet the students and call the roll. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 2.

## 2. Spelling & Pronunciation: Literacy Skills

In this section, you will focus more on [oo] sound in "football" and "afternoon" in the context.

2.1 Show the flash card for [**oo**] in "afternoon" and "football." Ask them to read the words and recall both the meaning and pronunciation of "afternoon" which they learned in Lesson 2. Elicit /after**noo**n/ with long **u**: and /f**oo**tball/ with short ʊ.

2.2 Now ask them to listen to a conversation between a teacher and a student who has a question about these two sounds. Say, "Listen to the CD and tell me what the student's question is." Ask your question in Persian if necessary:

به سی دی گوش کنید و بگویید این دانش آموز در چه موردی سؤال می کند.

2.3 Stop the CD player and repeat your question. You may elicit the correct answer in English or Persian depending on your students' English background. Then ask,

دانش آموز سؤال خود را با چه عبارتی شروع می کند؟

Elicit: "Excuse me, I have a question."

Now ask, "How do we say O–O"? Elicit, "Double O." Make sure they pronounce the ou in "double" as /dʌbl/.

> **NOTE**: You needn't show or teach them the ʌ sound at this stage unless you have a highly proficient class.

Ask, "What's the second student's question?"

سؤال دانش آموز دوم چیست؟

Elicit "[pl]" in "play."

2.4 Play the CD again, and pause at the end of each turn (if your students are highly proficient) or each sentence (if your students have no background in English), and get them to repeat. When they are repeating the turns, show them the flash cards for [oo] and [pl] and make sure they say the words correctly.

2.5 Divide them into groups. Give them 3–4 minutes to find/recall words with [oo], [pl], [ee] and [sw]. When time is up, ask each group to say one word for one of the digraphs, write their examples on the board, and repeat the correct pronunciations yourself.



## 3. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

3.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., words with [oo] (both long and short) and [pl] sounds in the word's middle and initial positions respectively, and the expression "Excuse me, I have a question".

3.2 Brief them about the Role Play next session and suggest the situations in advance so that they can think ahead and prepare themselves for the activity.

| **The Third Session** | **Communicative Activities** |
|---|---|

Materials: Ability flash cards; Ability Form on Page 31 of the Student Book

Interaction: T–S, Ss–Ss: groups

Time: 50 minutes

## 1. Greeting and checking homework

Greet the students. Check their assignments, and practice the problem areas on the board. Make sure all students have learned the teaching points and the problem areas are removed. Use group checking as suggested in Session 2 above.

## 2. Listening and Writing

- Tell them they are going to listen to two conversations about daily activities. Explain that they should fill out the boxes in "When" column by day and time, and in "What" column by activity.
- Play the CD once and monitor their performance. This is an individual practice, so they should not ask each other for help.
- Play the CD once more to check their answers.

## 3. Reading, Speaking, and Writing

Review your students' abilities that they shared with each other in the Class Project in Session 2. You can refer to their art works they produced last session. Now tell them that in this session, they should "write" the abilities in the Ability Form on Page 31.

3.1 Divide them into 3–4 (for average class size) or 5–6 groups (for large class size). Appoint a group coordinator for each group, or, if groups are fixed from the beginning of the year, ask the group coordinators to fill out the Ability Form in their books together with their group members. Group Coordinators should check the correct spelling of the abilities that the group members write in their form. **Give them 10 minutes**. Monitor their interactions and check the spellings.

3.2 Stop them when time is up. Now swap the group coordinators in the following order:

| | | |
|---|---|---|
| Group 1 Coordinator | sits with | Group 2 |
| Group 2 Coordinator | sits with | Group 1 |
| Group 3 Coordinator | sits with | Group 4 |
| Group 4 Coordinator | sits with | Group 3 |
| Group 5 Coordinator | sits with | Group 5 |
| Group 6 Coordinator | sits with | Group 6 |

Tell each group to report what they have written in the form to the Guest Coordinator. Depending on the number of students in the groups, each group member will talk about his/her group member's ability sitting on their left side using the construction **"Zahra/Amin/etc. is good at / can ...."**



When all members of the group report on each other's ability, the Guest Coordinator may ask, "Who is good at / Who can ...?" using an ability not mentioned by the group. The Guest Coordinator should write down the ability s/he asks to report to you when you call on them.

## 4. Role Play

This is an activity to be done in pairs. Pair them up, or ask them to work with their neighbor. In case there are 3 students on each bench in crowded classes, pair up two students on the same bench, and pair up the left one with a student sitting in the front/back bench.

Give them time to practice the interview using the cards on pages 64 and 88 . Monitor their interaction. When the majority of the pairs are done with completing the cards, call on 2–3 pairs to come to the front of the class OR stand up in their place, and play the interview.

## 5. Class Project: Students' Ability Cards

Students have already been briefed about the class project last session (see Session 1, 4.2 above). Check their ability cards one by one and give positive feedback on their performance. Divide them into 3–4 (for average–size classes) or 5–6 groups (for large–size classes). Give one A3 sheet of paper to each group and, depending on the ability card sizes, ask them to glue 4, 5, or 6 ability cards on it. Then, with your students, decide about the best design you can choose to install the A3 sheets on the walls.

**NOTE 1**: If you are not allowed to use the classroom walls to install students' art works, just collect their ability cards and acknowledge that you will add them to your own package of flash cards, and will show them to other students in other schools, or to the second graders next year.

**NOTE 2**: In case you come up with a better idea to use students' ability cards, you are most welcome! What matters is how you reinforce their active participation in the classroom.

## 6. Finishing the lesson

Recapitulate the main teaching points in Lesson 3 (abilities, question forms to ask about people's abilities, the digraphs, etc.). Ask if they have any questions about the lesson, and explain problem areas.

## 7. Your thoughts about Lesson 3

7.1 How did your students perform the class activities?

7.2 Could you budget your time to follow all the steps suggested in this lesson?

7.3 What other activities would you design to maximize students' interaction and minimize TTT?



Lesson Four

# My Health

# Lesson Four



# My Health

## Sessions Snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Objectives | To talk about minor health problems: have a cold/the flu, sore eyes/throat, headache, stomachache, |
| | Warm up | I think I have a cold ☹<br>What do you do when you have a cold?<br>What's good for me? |
| | Conversation | Focus on health problems: cold/the flu<br>Are you OK? |
| | Practice (1) | Are you OK? / What's wrong? / Is s/he all right? … |
| | Practice (2) | I have a ….<br>Why don't you… / You should… |
| 2 | Literacy skills: spelling & pronunciation; Reading | Spelling activities, pronunciation: [ch] for /k/ as in ache;<br>[ea] for /**i:** / as in t**ea**cher and /e/ as in head;<br>Sight Word Reading;<br>Talk To Your Teacher: I see/hear…. in this word, what is it? |
| 3 | Listening & Writing | Purposeful listening |
| | Language use | Integration of skills: reading, speaking, writing |
| | | Role play; Class Project: First Aid Treatment |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session Teaching & Practicing Language Functions

Materials: Flash cards for health problems; black/whiteboard, CD player; Flash cards for [ea] in "head" and "teacher", and for [ch] in "ache"; Flash cards for health advice: Rest, See a doctor, See a dentist, get vitamin C, Drink water;

Interaction: Teacher-Student(s); Students-Students (pairs/groups)

Time: 50 minutes *(30 mins. for warm up and conversation; 20 mins. for practice sections)*




### 1. Warm up

Greeting: Pretend that you have a cold with a sore throat, but greet the students with the same happy face you greet them every day. Cough a bit, and see if any of your students in class seems to have a cold.

1.1 Say,

**Oh, I don't feel well today☹.**

Observe the students' reactions to your words.

If any or some of the students have a cold or do not look well, address them and ask,

**Amin/Zahra, are you OK?**

And elicit "No" in English or Persian. Then ask,

**Why? What's the problem?**

Elicit "I have a cold/the flu/stomachache/etc." in English or Persian. If they answer you in Persian, provide the English equivalent of their health problem.

**NOTE**: Make sure you will have a Persian–English–Persian dictionary with you to check out the words that the students need and you may not know.

1.2 If you do not observe any health problems in class, go ahead with your pretention and say,

**You know, I have a cold ☹**

Then cough a bit, wipe your nose, and ask,

**What do you do when you have a cold?**
**وقتی سرما می خورید چه‌کار می کنید؟**

Elicit health advice in English or Persian, and provide equivalents or suggestions in English: "Get some rest, see a doctor, drink water, have some soup, get vitamin C, …"

1.3 Now hold your head in your hands, pretend you have a headache, and say,

**I also have a headache; what should I do?**
**سردرد هم دارم، چه‌کار کنم؟**

Elicit "Get some rest, see a doctor," etc.


Your students may joke and advise you to go home in Persian. Give positive feedback and provide the English equivalent:

**You should go home and rest.**

1.4 Now make a sad face and say,

**But I have English class today!**
**ولی امروز کلاس انگلیسی دارم!**

You may receive funny responses, advice to go home, etc. Induce a happy atmosphere and

1.5 start the lesson:

**All right, listen up, please! Today we'll learn more about "Health" and "health problems":**

Elicit the meaning of "health" (سلامتی) and "health problems" (بیماری ها).

## 2. Conversation

Tell the class that they are going to listen to a conversation between a student and a teacher. Ask them to listen carefully to understand what his problem is (مشکل او چیست).

2.1 Play the CD once and ask the following questions:

1. What's his problem? (Elicit "headache".)
2. معلم ابتدا چگونه از حال او می پرسد؟ (Elicit "Are you OK?")
3. What's wrong with his eyes? (Elicit "sore eyes" or "He has sore eyes.")
4. What's the teacher's advice? توصیه معلم چیست؟ (Elicit "You should go home and rest.")
5. Is he happy to go home? (Elicit "No")
   Why? (Elicit "He has/They have a math class".)
6. OK, what next? بعد چه؟

(Based on your students' language background and proficiency level, elicit "They go to the office", "English teacher will call Math teacher," "English teacher will call his parents first."

Play the CD again and elicit answers to the questions which they may not have comprehended. In case they have answered all your questions, get them to

repeat the turns and check their pronunciation.

**WARNING**! Do not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation. They are required to learn and use only the functions and expressions in the "Practice" and "Talk to Your Teacher" sections.

### 3. Practice 1–2

**Warm up**: Install the flash cards for health problems on the board: headache, sore throat, toothache, earache, running nose, backache, sore eyes, and stomachache.

1. Practice the English words for each of the pictures with the whole class first, and then with strong students.
2. Now ask a weak student to come to your desk, show him/her one of the pictures, and get him/her to mime the health problem. Then ask the class to say the word for the health problem.
3. Do the same activity with another weak student using a second picture. Ask the class, "What's the matter?" Make sure they understand the meaning of your question. Write the prompt "S/he has a …" on the board. Elicit the health problem in English using the new construction "S/he has a …."
4. Tell them to listen to the CD for **Practice 1**. Draw their attention to the different forms they can use to ask about people's health problems and the different health problems they can use to talk about theirs.
5. Play the CD once and make sure they are following the right lines in the Q/A boxes in Practice 1. Have them listen only and follow the written prompts.
6. Play the CD again and get them to repeat the turns.

7. Now have them close their books, play the CD once more, and pause after the first question (Are you OK?). Show them the flash card for "headache" and elicit the answer "No, I have a headache."

8. Repeat 3.7 using flash cards for other health problems in Practice 1.

9. Now tell them they are going to listen to health problems and health advice in **Practice 2**. Play the CD once and make sure they are following the right lines in Practice 2. Have them listen only and follow the written prompts.

10. Play the CD again and get them to repeat the turns.

11. Now have them close their books, play the CD once more, and pause after the first speaker's health problem (I have a headache). Show them the flash card for "resting" and elicit the answer "You should get some rest/Why don't you get some rest?"

12. Repeat 3.11 using flash cards for other health advice in Practice 2.

### 4. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

a. Before you finish the class, summarize the main teaching points of the session including health problems, health advice, and question forms to ask about people's health problems.

b. Tell them you will check their homework assignments and tell them to work on the Spelling/Pronunciation in the next session.

## The second Session: Teaching Literacy Skills

Materials: Flash cards for [**ea**] as in h**ea**d, h**ea**lth and [ch] as in ache,

mechanic; CD player;

Interaction: Teacher–Student(s); Student–Student

Time: 50 minutes

## 1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

## 2. Spelling and Pronunciation: Literacy Skills

In this section, you will focus more on the alternative sounds of [ea] and [ch] as /e/ and /k/ respectively.

2.1 Write "head" and "teacher" on the board and underline differently as indicated. Ask them to pronounce the two words and make sure they pronounce the first [ea] in "head" as /e/ and the second [ea] in "teacher" as /i: /. Show them the flash cards for the different pronunciations of the digraph [ea] and emphasize the lips shape as indicated in the flash cards. Then show the flash card for "health" and emphasize the /e/ sound of the digraph [ea] in the word.

2.2 Write "chair" and "headache" on the board and underline differently as indicated. Ask them to pronounce the two words and make sure they pronounce the first [ch] in "chair" as /tʃ/ (ㄔ) and the second [ch] in "headache" as /k/. Show them the flash cards for the different pronunciations of the digraph [ch] and emphasize the places of articulation as indicated in the flash cards. Then show the flash card for "mechanic" and emphasize the /k/ sound for the digraph [ch] in the word.

2.3 Tell the class that they are going to listen to a conversation between a teacher and his/her student. Ask them to listen carefully and find out what the question of the student is about.

2.4 Play the CD once and make sure they are following the right lines in the conversation.

2.5 Now ask, "What's s/he asking?" Elicit "Pronunciation of [ch] in 'ache'."

2.6 Ask, "What's his/her next question?" Elicit "Pronunciation of [ea] in 'headache' and 'health'."

2.7 Draw the students' attention to the *Talk to your Teacher* section. Elicit the meaning of the expressions. Have them follow the model and ask any question they have regarding the new words and sounds in the lesson.



## 3. Workbook Assignment

Refer to WorkBook (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

3.1 Before you finish the class, summarize the main teaching points of the session including the alternative pronunciations of the digraphs [ea] and [ch], and the new vocabulary in the Reading activity.

3.2 Tell them you will check their homework assignments and work on the Spelling/Pronunciation in the next session.

## The Third Session Communicative Activities

Materials: Cards for 6 health problems: Headache, Sore eyes, Toothache, Sore throat, Stomachache, the flu;
Flash cards for general health advice: resting, seeing a dentist, seeing a doctor, drinking fresh juice, drinking water
CD player;

Interaction: Teacher–Student(s); Student–Student

Time: 50 minutes

### 1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

### 2. Listening and Writing

This is an individual activity. Ask them to listen to the CD and fill out the table using the information given in each conversation. Play the CD one more time and let them check their answers.

### 3. Reading, Speaking, and Writing: Integrated skills

Divide the class into 6 groups. Give one health problem card to each group and keep the health advice cards with you on your desk. Have one member of Group 1 mime the health problem based on their card, then ask Group 2 to choose a representative (Rep.) to say the English word for the health problem and take the relevant health advice card from your desk. Group 2 Rep. should now mime the health advice and Group 1 should say the health advice in English.

Do the same activity with Groups 3–4.

Let Groups 5–6 get ready for the Role Play section.

## 4. Role Play

Now assign Two doctor (dentist)–patient roles to the members of Groups 5 and 6.

## 5. Class Project: First Aid Treatment

Regroup the class and make four new groups. Use the attached photocopiable worksheet with four stories about minor accidents. Before distributing the copies, tell the groups that they need to think about these health problems that may sound new to them. First, elicit the treatment in Persian if they cannot say it in English, and then provide the English words they need to do the tasks.

Give each story to one group. The group should discuss the health problem, decide about the appropriate treatment, and report it to other groups in English.

By the end of the activity, the class will have learned four more health problems and advice.

## 6. Finishing the lesson

Recapitulate the main teaching points in Lesson 4 (health problems, health advice), and see if they have any questions about the points taught in this lesson.

Wish them luck!

## 7. Your thoughts about Lesson 4

7.1 How useful was this lesson?

7.2 Did you add any other health problems to the existing list in the lesson? Any suggestions?

7.3 Can your students express minor health problems if they do not feel well?

# First-Aid Treatments (cont.)

Name Date

**Directions**: Read the following stories. Decide the course of treatment you would use in each story. Be prepared to discuss your decisions with the class.



**Story A**

You are playing in the park near your house one day. John and you are throwing the baseball back and forth. John's brother, Timmy, is walking barefoot in the grass and steps on a sharp object. The foot is cut and is bleeding. What do you do?



**Story B**

The family is having a picnic in your backyard. The adults are all inside, and the children are playing. Your sister is over near a flower bush, and suddenly a bee lands on her arm. She gets scared and tries to shake it off. It stings her. What do you do?



**Story C**

It is late at night, and you are doing your homework. You hear your brother says "ouch," and you go into his room to see what is the matter. He is holding his eye and sitting on his bed. "There's something in my eye," he complains. What do you do?



**Story D**

It is getting near dinnertime, and the roast in the oven is almost done. Your sister is playing with her friend. They run into the kitchen, and her friend slides on the floor. She puts out her hand to keep herself from falling, and she puts it right on the door of the hot oven. It really hurts. What do you do?



Lesson Five

# My City

# Lesson Five



# My City

## Sessions Snapshot

| Session | Content | Activities |
|---|---|---|
| 1 | Objectives | To describe cities, introduce tourist attractions |
| | Warm up | What's our city like? |
| | Conversation | Focus on famous places in a city; |
| | Practice (1) | Where is…? It's in the north. |
| | Practice (2) | What's (*name of a city*) like? |
| | Practice (3) | Is/Are there any/many … in (*name of a city*)? |
| 2 | Literacy skills: spelling & pronunciation; | Spelling activities, pronunciation: [ph], [th], [que], [wh];<br>Sight Word Reading;<br>Talk to Your Teacher: Which is correct? |
| 3 | Listening & writing | Purposeful listening |
| | Language use | Integration of skills: reading, speaking, writing |
| | | Role play; Class Project: My Favorite City |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

**The First Session Teaching & Practicing Language Functions**

Materials: White/blackboard, CD player, flash cards for famous cities in Iran; Map of Iran.

Interaction: Teacher-Students (T-S), Students (Ss) in pairs/groups

Time: 50 minutes *(30 mins. for warm up and conversation; 20 mins. for practice sections)*



## 1. Warm up

Greet the students.

1.1 In case some students' last names show affiliation with certain cities or geographical areas (e.g., Reza Sohrabi *Kermani*, Maryam Jafari *Tafreshi*), pause for a second, show curiosity and interest, and ask,

**"Are you from Kerman/Tafresh?"**

If the answer is "No," ask,

**How about your family: father, mother, grandparents?"**

Again if the answer is "No," say,

**"Humm… I know Tafresh/Kerman. It's a nice/small/big city.**

If the answer is "Yes," ask,

**"Oh, really? What's Kerman/Tafresh like?"**

If the student does not understand the meaning of the question, elaborate on the question in English:

**"Is Kerman/Tafresh a big/beautiful city?"**

Elicit 'Yes/No' answer, nod, and smile to show your satisfaction with the interaction and finish calling the roll. If your own last name includes the name of a city/area, you may use it as a further example if you wish.

Start the lesson by specifying the objectives. Tell them they are going to learn how to "describe" (= talk about) cities. Give the example of the city that you and your students live in. If your school is in a village, say that your village *is in the city of X*, and you will talk about your village later (*Village* is the topic of Lesson 6).

1.2 Show the flash cards of famous landmarks in Iran, e.g., Imam Reza's Holy Shrine, Imam Khomeini's Holy Shrine, bridges or mosques in Isfahan, and other pictures from other cities in Iran. Elicit the names of the cities, e.g., Mashhad, Tehran, Isfahan, Bamm (Kerman), etc.

1.3 Write the word "City" on the board, and elicit 2, 3 names of the cities that students know of, and write them on the board.

1.4 Point to one of the cities on the board and ask, **"What's Mashhad/Tehran/**

**etc. like?"** Elicit the meaning of the question,

مشهد / تهران / کرمان / ..... چه جور شهری است (چه شکلی است)؟

and an adjective for it, e.g. big/beautiful/….

1.5 Show the flash cards of "mosque" and "museum", and elicit the meanings in Persian.

1.6 Ask, "Are there any mosques /'mɔsks/ in Mashhad/Isfahan/etc?." "Is there any museums /mjʊ'zɪəmz/ in … (your city/village/area)?" Elicit "Yes, (there are)" or "No, (there isn't)".

## 2. Conversation

2.1 Tell them they are going to listen to a conversation between Phanindra and Morteza about a city (write the names on the board, underline **Ph** and emphasize the /**f**/ sound). Students may be surprised at the unfamiliar name "Phanindra." Tell them that they will know more about him later: "Wait. You'll get to know him soon". Play the CD once and ask,

1. "What's the name of the city?" Elicit "Isfahan."
2. "What's Isfahan like?" Elicit "old, big, clean."
3. "What else? دیگر چه؟"

Elicit as many pieces of information as they can provide from the conversation, e.g., "boulevards," "bridges," "mosques," "museums," "old buildings," "restaurants," "stores." If they can, clap for them and say "Well done!" Then tell them that Phanindra comes from India, and "Phanindra" is an Indian name.

**NOTE 1**: When you clap, always say "Well done!" or "Good job!" to help them learn the meaning of the expression incidentally.

2.2 If they can't, or in case they provide few words from the conversation, install the flash cards of these places as well as other places that are not mentioned in the conversation on the board (or show them on the Power Point slides if available). Ask them to listen to the CD once again and see if they can identify the places that Phanindra and Morteza talk about.

"Now, can you say which places they are talking about?" Elicit as many places as they can remember.

2.3 Play the CD again, pause at the name of each place that the speakers mention, point to the corresponding picture on the board/Power Point slides, and continue to the end of the conversation.

2.4 If necessary, play the CD one more time, and elicit the meaning of the unfamiliar expressions (e.g., I should see the city soon / Why not? / Let's go see the city) in English or Persian.

2.5 Show the flash card for [que] with different pronunciations in "**que**stion" and "mos**que**." Pronounce the first word as /**kwe**st ʃen/ and the second one as /mɔs**k**/. Emphasize that [que] is pronounced [kwe] in "question", and [k] in "mosque."

**WARNING**! Do not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation. They are required to learn and use only the functions and expressions in the "Practice" and "Talk to Your Teacher" sections.

## 3. Practice 1–2–3

3.1 Install the map of Iran on the board. Tell the class to think of questions they may want to ask about a city:

**"What do you want to know about a city?"**

**در مورد یک شهر چه چیزهایی می‌خواهید بدانید؟**

Let them say in Persian if they can't ask in English. Try to link their questions to the expressions and structures in Practice 1, 2, and 3. Give your own examples:

1. Where is Rasht?
2. What's Kish like?
3. Is there much traffic in Sanandaj?

Elicit answers and encourage them even if they say one word for your question. For the first question, point to the map on the board and repeat, "Where is Rasht?" and locate it on the map using a ruler, pointer, or your own fingers. Say, "It's in the **north** of Iran." Elicit the meaning of north. Then point to some cities in the **south**, **west**, and **east** of Iran on the map, and practice the locations. Make sure they understand the directions. You may also use an image like the following, and ask them to guess what NW, NE, SW, and SE stand for:




3.2 Play the CD for **Practice 1**, and then write the key phrases on the board:

Where is…? It's in the … / It's in the north-west.

Play the CD once again and ask them to repeat to check their pronunciation.

3.3 Now ask, "What's Yasooj like?" Elicit answers based on the warm up above. If they cannot answer in English, give clues like, "Beautiful? Is it a big city?" Help them ask similar questions about other cities. Encourage student–student interaction for this Q/A practice.

3.4 Play the CD for **Practice 2**, and write the key phrases on the board:

It's old.

… a big city.

… (very) clean / famous for …

Show the meaning of "very" by facial expressions and body language; elicit the meaning of other words (adjectives) to make sure they have learned them from the conversation.

Play the CD once again and ask them to repeat to check their pronunciation.

3.5 Pair up the students to practice the interaction. First, tell one partner in a pair to ask "What's … like" about the city/area where you and other students live in; elicit an answer (e.g., It's old/big/clean/famous for/…) from the other partner. Continue with 2 more pairs using the name of other cities.

3.6 Now you ask,

"Is there much traffic in … (your city/area)?" Elicit an answer.

"Are there any museums in … (your city/area)?" Elicit an answer.

Make sure they understand the meaning of this construction. Provide the Persian equivalent if necessary.

3.7 Play the CD for **Practice 3**, and then write the question forms on the board:

"Is there much traffic in …?"

"Are there any / many stadiums in …?"

Provide the Persian meaning of "any" if necessary:

«هیچ» استادیومی در ..... هست؟

Play the CD once again and ask them to repeat the Q/As, and check their pronunciation.

3.8 Ask if they know the places in the pictures. They may say the Persian words for the pictures, or they may be able to read the English words. Play the CD for the pictures, and have them repeat.

> **NOTE 1**: If they have trouble reading words like "restaurant, museum" whose pronunciation does not correspond to the spelling, or if they ask why they do not sound the way they look, just encourage them to repeat after the speaker on the CD and not to worry about the spelling–pronunciation mismatch. You may tell them that "restaurant" is a French word and "museum" has Greek and Latin origins, and that is why their spelling may not match the pronunciation.

3.9 Pair up the students to practice the interaction. First, tell one partner in a pair to ask "Is there any library …" in the city/area where you and other students live in; elicit an answer (e.g., Yes/No) from the other partner. Continue with 2 more pairs using the name of other cities and other places in those cities.

## 4. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

4.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., "Where is…, north, south, etc., city, big, clean, famous for, What's … like?, Is/Are there (any/many) …?"

4.2 Tell them you will check their homework assignments and work on the Spelling/Pronunciation in the next session.

## The Second Session Teaching Literacy Skills

Materials: Map of Iran; a pair of compasses if available, or flash card for geographical directions

Interaction: T–S, Ss–Ss

Time: 50 minutes

### 1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

### 2. Spelling & Pronunciation: Literacy Skills

In this section, you will focus more on the pronunciation of [**th**] and [**w**] in words like "north" and "west", and [**wh**] in words like "where", "what", "when".

2.1 Use the flash card for geographical directions and ask them to say the 4 main directions. Elicit North, South, East, and West. Make sure that each and every student pronounces the words correctly. If you detect mispronunciations, use facial gestures to elicit self and peer corrections.

2.2 Now show them the flash card for [**wh**], and say the words/phrases/expressions on the cards: "**Wh**at (a nice day!)", "**Wh**ere (are you)"? "**Wh**en (is our English class)"? Then ask them to read the flash cards themselves, and attend to their pronunciation of [wh]. In the cases of mispronunciations, elicit

the correct pronunciation of the sound.

2.3 Tell them they are going to listen to a conversation between a student and his/her teacher about the meaning and pronunciation of some words. Say, "Listen carefully and say what his/her question is."

2.4 Play the CD once and repeat your question. Elicit one or both of the following questions:

a) "What's جنوب غربی in English?"

b) "south"?

2.5 Play the CD once more and then ask them to highlight the useful expressions like, "Is it correct?" "Please say it again." Provide the Persian equivalent if necessary and encourage them to use these expressions when they wish to ask similar questions.

2.6 Divide the class into 5 groups. Ask each group to use the map to locate 5 cities on it, and write their locations. Then have one member of each group write the location of their selected city on the board.



### 3. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

3.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., pronunciation of [th] and [w], expressions like "Is it correct?, Please say it again."

3.2 Brief them about the Role Play next session and suggest the situations in advance so that they can think ahead and prepare themselves for the activity.

3.3 Finally, for their **Class Project** next session, tell them to choose a city they have visited or wish to visit. They should provide a picture of that city with its landmarks. Tell them to provide information on the city location on the map of Iran or that country, as well as information on what the city is like, tourist attractions, souvenirs, and what the student likes or does not like about the city. Tell the class that they will share information about their chosen city with their classmates in the form of a mini-lecture in English.

## The Third Session Communicative Activities

Materials: Information Gap cards, map of Iran

Interaction: T-S, Ss-Ss

Time: 50 minutes

## 1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework, and explain the general problem areas on the board.

## 2. Listening and Writing

This is an individual activity. Ask them to listen to the CD and fill out the table using the information given in each conversation.

Play the CD one more time and let them check their answers.

## 3. Reading, Speaking, and Writing

3.1 Pair up the students and ask for volunteering pairs. Just in case there are no volunteers, choose 3 pairs yourself and ask them to come to your desk.

3.2 Student A in each pair will open their book to page 64 for Card A and Student B in each pair open their book to page 88 for card B.

3.3 Both students will read the information provided on their cards, and ask their partner about the missing information.

3.4 They can use structures like "Is there a …?" "What's it famous for?"

3.5 They continue asking till they can fill out the card. Then the pair will locate the city on the map.

## 4. Role play

This activity is a simulation of the interaction between an Iranian citizen and a foreign tourist. Draw their attention to the importance of this activity, as they may face similar situation in their real life. In session 2, the students were already informed about the situation in this drama, so they should already be prepared to play the roles. Encourage them to "imagine" themselves in the situation to sound natural.

## 5. Class Project: My Favorite City

Your students should be prepared to give a mini-lecture on their favorite city based on what you told them in Session 1. Help them express themselves, and give positive feedback on their performance. Tell them that this project helps them talk to tourists about cities, or ask people from other countries about the cities or countries they wish to visit.

## 6. Finishing the lesson

Recapitulate the main teaching points in Lesson 5 (description of cities, locating cities on the map, different places in a city, etc.), and tell them they will use the language they have learned in Lessons 1-5 in the next lesson about "My Village."

## 7. Your thoughts about Lesson 5

7.1 Are you happy with your teaching in Lesson 5? How about your students?

7.2 Was this lesson useful at all? In what sense?

7.3 Are there any expressions or functions that were not included in this lesson, but you consider them necessary for your students when talking to a tourist?

7.4 Do you see any improvements in your students' performance in this session compared with the early sessions?



Lesson Six

# My Village




## Lesson Six

**Sessions Snapshot**

| Session | Content | Activities |
|---|---|---|
| 1 | Objectives | To describe village life, talk about locations on the map; |
| | Warm up | Do you know any village near our city/village?<br>Tell us about your village. |
| | Conversation | What's it like? / Where is it? / What's it famous for ?<br>People's job,<br>… sounds to be an interesting place! |
| | Practice (1) | What's it like? / What's the people's job?. . . |
| | Practice (2) | Is there (any)…?<br>Are there (many) …? |
| | Practice (3) | What's the weather like in…?<br>Is there much rain…?<br>What about the weather? |
| 2 | Literacy skills: spelling & pronunciation; Reading | Spelling activities, pronunciation: [th], [fl], [tr];<br>Sight Word Reading<br>Talk To Your Teacher: Is it the same? |
| 3 | Listening & Writing | Purposeful listening |
| | Language use | Integration of skills: reading, speaking, writing |
| | | Role play; Class Project: A Village to Know |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session Teaching & Practicing Language Functions

Materials: Flash cards for village, map of Iran, mountains, flower fields, farm, trees, river, snowy, rainy, windy, cloudy

Interaction: Teacher-Students; Students-Students

Time: 5o minutes *(30 mins. for warm up and conversation; 20 mins. for Practice sections)*



### 1. Warm up

Greet the students warmly, and review what they learned in Lesson 5 My City. In case some students' last names are followed by the name of a place (recall *Tafreshi* as an example), mention it as an example of the origin/hometown of people. If not, say that some people are originally from a village, i.e., their fathers or grandfathers lived in a village somewhere in Iran.

1.1 Show the Village flash card and pronounce "village" /vilidʒ/. Ask the students what they see in the picture. Elicit "river, mountain, farm, animals, trees, flowers, etc." in English or Persian, and say/confirm the English words for each.

1.2 Exemplify the name of a village near your city/town, or the name of your own village if you and other students live in the same village. Show the location on the map.

1.3 Ask the students if they know any (other) village in Iran, and if they do, ask them to "Locate it on the map."

1.4 Now ask them to describe the village:

**Tell us about (the/our) village. What's it like?**

Elicit "It's in … (geographical position)," "It has many … (trees, flowers, animals, etc.)"

1.5 In case students cannot give examples of village, you give an example and describe it briefly using some words/phrases in the conversation, e.g., "It's famous for sunflowers." Elicit the meaning of "famous for." If necessary, say that it means "many people know about it" or provide the Persian meaning just in case.

## 2. Conversation

Tell the students that they are going to listen to a conversation between Sam (who speaks English only) and his friend Hamid about the village that Hamid and his family live in. Tell them to listen carefully and say where the village is and what it's like.

2.1 Play the CD once and ask your questions again. Elicit the name of the village and its location: "West Azarbaijan, near the city of Khoy."

2.2 Ask, "What's the people's job there?" Elicit "They work on their farms / they raise animals."

"And the weather?" Elicit "A lot of wind in summer, fall, and winter;" "cold from Aban to Farvardin;"

2.3 Play the CD again and then ask: "Is there a river in Ghezghal'eh?" Elicit "No."

"What's it famous for?" Elicit "Sunflower fields."

2.4 Play the CD one more time. Get them to repeat the turns, and attend to their pronunciation of [fl] in "flowers" and [th] in "there" and "weather."

**NOTE 1**: In case they fail to pronounce [th] as /ð/, be happy with the /d/ sound (dei) rather than /z/ (zei)!

**WARNING**! Do not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation. They are required to learn and use only the functions and expressions in the "Practice" and "Talk to Your Teacher" sections.

### 3. Practice 1–2–3

**Warm up**: Install the flash cards on the board. You may as well group the flash cards for "weather" (snowy, rainy, windy, sunny, cloudy), "animals" (cows, sheep, chickens, horses, etc.), "plants" (trees, sunflowers, etc.), and "river, mountain, field" under separate columns on the board.

3.1 Ask, "What's there in Ghezghal'eh?" The students can choose from the flash cards on the board.

3.2 Ask, "What's it famous for?" They should point out to sunflowers. Ask the same question about your village or a village you all know.

3.3 In case you and your student live in a village ask, "Is our village near a city?" Elicit the correct answer. If you do not live in a village, ask this question about "Ghezghal'eh" or a village that you all know.

3.4 Play the CD for **Practice 1** and tell them to listen only. Make sure they follow the right Q/As in the box.

3.5 Play the CD again, and get them to repeat the turns. Attend to their pronunciation, and correct if necessary.

3.6 Ask the questions in Practice 2 about your village, Ghezghal'eh, or a village that you all know: "Is there a mountain in …?" "Are there many people in…?"

3.7 Play the CD for **Practice 2** and tell them to listen only. Make sure they follow the right Q/As in the box.

3.8 Play the CD again, and get them to repeat the turns. Attend to their pronunciation, and correct if necessary.

3.9 Now point to the "weather" flash cards and ask, "What's the weather like in… (name of a village)?" "Is there much rain in …?" "Is it cold in the winter?"

3.10 Play the CD for **Practice 3** and tell them to listen only. Make sure they follow the right Q/As in the box.

3.11 Play the CD again, and get them to repeat the turns. Attend to their pronunciation, and correct if necessary.

## 4. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

4.1 Before you finish the class, summarize the main teaching points of the session including weather conditions, places in a village, and the geographical location of a village.

4.2 Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.

**The Second Session Teaching Literacy Skills**

Materials: Flash cards for [fl], [th], [tr];
CD player;

Interaction: Teacher–Student(s); Student–Student

Time: 50 minutes

## 1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

## 2. Spelling and Pronunciation: Literacy Skills

In this section, you will focus more on the alternative sounds of [fl], [th] as in "fly" and "there".

a. Write "flower", "fly", "flu" on the board. Ask the class to pronounce these

words one by one. Make sure there is no vowel insertion between f–l.

b. Now write "there", "weather", "thank you", "north" on the board. Ask them to pronounce the words, and make sure they pronounce [th] as /ð/ in "there, weather" and /θ/ in "thank, north".

**NOTE 1**: If some students fail to produce the correct sound, it would be much safer if they use /d/ for /ð/ and /t/ for /θ/.

c. Write "tree", "trap" on the board, and ask the students to pronounce these words. Make sure there is no vowel insertion between t–r.

d. Now tell them they are going to listen to a conversation between a student and her/his teacher about the correct pronunciation of some words. Play the CD once and make sure they follow the right lines in the conversation.

e. Ask, "What's his/her problem?" Elicit "Pronunciation of T–H."

f. Ask, "Is it the same in "there" and "north"? Elicit "No." Make sure they understand the meaning of "Is it the same?"

g. Draw the students' attention to the Talk to Your Teacher section. Elicit the meaning of "Is it the same?" Have them follow the model and ask any question they have regarding the new words and sounds in the lesson.



### 3. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

3.1 Before you finish the class, summarize the main teaching points of the session including the correct pronunciations of the digraphs [th], [tr], and [fl] and the new vocabulary in the Reading activity.

3.2 Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.

3.3 Also, ask them to be prepared for the (1) role play and (2) Class Project assigned for the next session. See the **NOTE 1** for **Class Project: a Village to Know** below.

**NOTE 1**: You should review the **Class Project** (Session 3) in advance to know how to get your students prepared for it.

**1**. Divide the class into 4, 5, or 6 groups depending on the class size.

**2**. Tell each group to find a village in Iran that might be new to most of the students, and prepare a brief lecture about the village using the words and phrases that they have learned in both Lesson 6 and the previous lessons.

**3**. Tell them they can collect pictures of that village and make a wall poster.

4. When it's time for their presentation, they will install the poster on the board and talk about the village. The presentation could be made by more than one member of each group, like a TV show.

5. It's the right time to teach them the word "Presentation" and what a presentation is like. ☺

6. If you have audio-visual devices (video-projectors, etc.), you can show them how to present in an attractive, effective way. If not, with the very visual illustration of their lecture (posters) and your advice as to how to speak to an audience, you can prepare them for presentation skills.

**The Third Session Communicative Activities**

Materials: Cards for Reading-Speaking-Writing section; Posters or Power Point slides for Class Project; CD player;

Interaction: Teacher-Student(s); Student-Student

Time: 50 minutes

**NOTE 1**: Allocate half the class time to Class Project.

### 1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

## 2. Listening and Writing: Literacy Skills

This is an individual activity. Ask them to listen to the CD and fill out the table using the information given in each conversation. Play the CD one more time and let them check their answers.

## 3. Reading, Speaking, and Writing: Integrated skills

Get half of the class to pick Card A from page 64 of their Student Book and the other half to pick Card B from page 88 of the Student book.

a. Group A starts reading Card A information: "It's a village;"

b. Group B provides the second piece of information: "It's in the south of Iran;"

c. Group A…

d. Group B…

e.

**NOTE 2:** In case you can't find villages near your hometown where you and your students live, follow Activity 3.5 below:

f. Prepare two cards about a city in Iran about which you can collect the following pieces of information. Make sure most students know the city (e.g., Yazd, Zahedan, Sanandaj, etc.):

| **Card A** |
|---|
| City: … |
| Geographical Location: … |
| Weather: … |
| Products: … |
| Natural sceneries: … |
| Province: … |
| Near… |

| **Card B** |
|---|
| City: … |
| Geographical Location: … |
| Weather: … |
| Products: … |
| Natural sceneries: … |
| Province: … |
| Near… |

Divide the class into Two groups; give card A to one group and Card B to the other group. This is called "Mutual dictation text" which the two groups should complete together. You should provide half of the information on one card and the other half of information on the other card so that the two groups fill the gaps together.

### 4. Role Play

The class is supposed to be prepared for this role play in advance. They should play a tourist's role who is visiting a village on his trip to Iran and a person who lives in that village or knows the village quite well. They can use the Q/A forms in the Conversation or Practice sections, or add to the play what they wish.

Make sure you will have a Persian–English–Persian dictionary with you just in case your students need some new words that you may not know.

### 5. Class Project: A Village To Know

The class is prepared for the project based on your briefing in Session 2. Give 5 minutes to each group to present their lecture on their chosen village. Help them install their posters on the board or set up the video projector for their presentation.

**You can video-record their presentations with your camera or mobile phone, as this could be the first presentation of this type by your students after almost 2 years of studying English at school.**

**Enjoy your students' presentations!** ☺




## 6. Finishing the lesson

Recapitulate the main teaching points in Lesson 6 (directions on the map, places in a village, people's job in a village, etc.), and ask if the students have any questions regarding what you taught in Lesson 6.

## 7. Your thoughts about Lesson 6

a. How did your students like this lesson?

b. Whether you live in a city or a village, do you agree with including such lessons as My City and My Village in Prospect 2? If you don't, why? What other topics would you suggest?

c. Are there any words, functions, or expressions that were not included in the lesson but you consider them necessary?



Lesson Seven

# My Hobbies

# Lesson Seven




**Sessions Snapshot**

| Session | Content | Activities |
|---|---|---|
| 1 | Objectives | To talk about hobbies and free time activities: watching TV, playing chess/tennis, horse riding, etc. |
| | Warm up | I do crossword puzzles as a hobby. |
| | Conversation | Do you have any hobbies? / What do you do in your free time? |
| | Practice (1) | Do you have any hobbies? / What's your hobby?<br>What do you do as a hobby? |
| | Practice (2) | What do you do in your free time?<br>What do you like to do in your free time? |
| 2 | Literacy skills: spelling & pronunciation; Reading | Spelling activities, pronunciation: [ing], [ou], [ow];<br>Sight Word Reading<br><br>Talk To Your Teacher: How about…? |
| 3 | Listening & Writing | Purposeful listening |
| | Language use | Integration of skills: reading, speaking, writing |
| | | Role play; Class Project: Hobbies Survey |

**NOTE**: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session Teaching & Practicing Language Functions

Materials: A crossword puzzle from a newspaper or magazine for the WarmUp section;

Flash cards for hobbies and free time activities: reading, playing computer games, playing chess, playing tennis, horse riding, listening to the radio, watching TV, walking in the park, doing (crossword) puzzles, shopping

Interaction: Teacher-Students; Students-Students

Time: 5o minutes *(30 mins. for warm up and conversation; 20 mins. for Practice sections)*



### 1. Warm up

Greet the students happily and say that today they're going to have a wonderful lesson:

1.1

**We're going to have a wonderful lesson today; Guess what!**

And with your facial gestures, make them curious and guess the meaning of **"Guess what!"**

(حدس بزنید چی!)

Elicit the title of the new lesson: "My Hobbies"

(سرگرمی‌های من)

1.2 Write the words "Hobby / Hobbies" on the board and read it aloud. Then, install two or three Hobbies flash cards on the board and say,

**We'll talk about our hobbies today.**
**People have different hobbies like**
**playing chess, horse riding,**
**playing computer games, or other things...**

and point to each activity on the board as you name it.

1.3 Pick the crossword puzzle that you have cut from a newspaper or magazine, show it to class and say,

**I do crossword puzzles as a hobby.**

1.4 Now address a strong student and ask him/her,

**Mina/Ali, what do you do as a hobby?**

Elicit one of the hobbies you introduced on the board, or the hobby that s/he is interested in. If the student names an additional hobby in English that is not among your flash cards, ask him/her to explain it in English. Make sure the class understands.

If s/he names an additional hobby in Persian, provide the English equivalent.

**NOTE 1**: Make sure you will have a Persian–English–Persian dictionary with you to help students with the words they need and you may not know.

1.5 Now address another student and ask

**Zahra/Amin, what's your hobby?**

Help him/her to choose an activity from the list on the board or say his/her own if it's not listed in the flash cards. Provide the English equivalent if your student mentions a hobby in Persian.

## 2. Conversation

Tell the students they are going to listen to a conversation between a classroom teacher and her students about their hobbies. Ask them to listen carefully and say the names of the student and the teacher.

a. Play the CD once and repeat your question, "Do you remember the students' names?" Elicit "Zahra" and "Samira."

b. Now ask, "What's the teacher's name?" Elicit "Mrs. Emami."

c. See if they can answer also these questions:

a) What's Zahra's hobby?

b) What's Samira's hobby?

c) What does Mrs. Emami do as a hobby?

**NOTE 1**: Do not teach them the do/does question forms! You will confuse them more than help them if you explain these constructions at this stage. Just get them used to these question forms orally and elicit the answers provided in the Practice sections. They are required to use "What's your hobby" or "What do you do as a hobby" to ask about people's hobbies in this lesson. Third person question forms can be used informally in role plays with more proficient classes.

d. Play the CD again, and ask the students more about Samira's hobby: "What sort of things does Samira read?" Elicit "Books, magazines, sports news, poems."

e. Now play the CD one more time, and get them to repeat the turns. Attend to their pronunciation. Pause the CD player at mispronounced words if any, play back, and have them repeat the mispronounced word after the speakers.

**WARNING**! Do not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation. They are required to learn and use only the functions and expressions in the "Practice" and "Talk to Your Teacher" sections.

## 3. Practice 1–2

**Warm up**: Install all the Hobbies flash cards on the board, or, in case a video-projector is available, show the Hobbies slides on the screen. Your students are now ready to learn about other hobbies.

a. Tell them they are going to listen to Q/As (Questions/Answers) about hobbies. Pre-view the hobbies on the board (slides). Say the word for each hobby and have them repeat after you. There is no need to provide the Persian equivalent for the words.

> **NOTE 1**: Make sure you have already listened to the CD to pronounce the words correctly like the speakers.

b. Play the CD for **Practice 1**. Ask them to follow the lines and listen only.

c. Play the CD again and get them to repeat the turns. Attend to their pronunciations, especially their articulation of [ing (iŋ)] in "playing", "shopping", "reading", etc. Make sure they do not produce a final [g] sound!

d. Now divide the class into two groups. Have one group ask the questions and another group give answers as in the box.

e. You may repeat 3.4 with two students from Group 1 and 2.

f. Now Play the CD for **Practice 2**. Ask them to follow the lines and listen only.

g. Play the CD one more time and pause after each question. Have them repeat the questions. After they repeat each question, show the flashcards for "horse riding", "playing tennis", "go shopping", "walking in the park", and "playing computer games", and encourage them to answer using the activities in the flash cards. You can conduct this activity with groups or pairs.

If you detect mispronunciations, use appropriate facial gestures to make them aware of their mispronunciation. Without saying a word and using body language, encourage them to repeat the word with correct pronunciation. You should be the last one in the classroom to provide correct answers.

**NOTE 2**: Minimize Teacher Talk Time (TTT) as far as you can. Using body language, self and peer correction, and flash cards or other pictorial materials will help you minimize TTT and maximize students' interaction in English to a great extent.

### 4. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

a. Before you finish the class, summarize the main teaching points of the session, e.g., "What's your hobby/What do you do as a hobby", and the different hobbies they practiced in this lesson.

**NOTE 1**: Tell the students that "hobby" and "free time" are mostly used interchangeably (like synonyms), but there is a slight difference: **hobby** is an activity that you do a lot regularly and in a specialized way, while **free time activity** is what you do just to enjoy yourself at your free time. So, for example, if you bike or play tennis or collect stamps regularly and/or several times a week, it's your "hobby", but if you do the same activities only to enjoy yourself whenever you have some free time, it's your "free time activity." However, most English speaking people consider them as synonyms.

**NOTE 2**: Inform the students that **"Pastime"** is a synonym for free time activities.

b. Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.




## The Second Session Teaching Literacy Skills

Materials: Flash cards for [ing], [ou], [ow];
CD player;

Interaction: Teacher–Student(s); Student–Student

Time: 50 minutes

### 1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

## 2. Spelling and Pronunciation: Literacy Skills

2.1 Write "shopping", "playing". Ask the class to pronounce the words, and attend to their pronunciation of [ing]. Show the flashcards for [ing] and emphasize that the final /g/ sound is not pronounced, rather, the combination of /ing/ is produced nasally (from the nose). You may as well write **iŋ** on the board to better show that /n/ and /g/ are pronounced simultaneously with no /g/ sound at the end.

2.2 Now write "plow" and "browse" on the board. Pronounce them yourself (with /**au**/ sound), showing them the flash cards for [ow] with /au/ sound. Have them repeat after you.

2.3 Write "house" and "about" on the board. Pronounce them yourself (with /**au**/ sound), showing them the flash cards for [ou] with /au/ sound. Have them repeat after you.

2.4 Tell them they are going to listen to a conversation between a student his/her teacher about the pronunciation of some words. Ask them to listen carefully and say what the student's question is.

2.5 Play the CD once and repeat your question. Elicit "Pronunciation of [ing]".

2.6 Draw their attention to the student's second question. Tell them that the student starts by saying "**How about**...?" چطور؟ .... , and that they can use the same expression when they have one question about 2 or more things. *The Talk To Your Teacher part introduces this expression.*



## 3. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

3.1 Before you finish the class, summarize the main teaching points of the session including the correct pronunciations of [ing], [ow], and the new vocabulary in the Sight Word Reading activity.

3.2 Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.

3.3 Inform them of the roles they will play in the Role Play part next session. Half of the class should prepare for the role of the Interviewer and the other half for the role of a famous person they like.

3.4 Finally, brief them about the **Class Project** next session. The title of the project is "Hobbies Survey."

**NOTE on Class Project: Hobbies Survey**

1. Divide them into 4, 5, or 6 groups depending on the class size.
2. Tell them about the meaning of Survey /sɜː rveɪ/:
نظرخواهی از یک یا چند گروه از افراد جامعه در مورد یک موضوع خاص ـ پیمایش.
and "Hobbies Survey": نظرخواهی از افراد در مورد سرگرمی ها و اوقات فراغت آنها
3. Tell them they should collect data on popular Hobbies from 4 groups of people: (1) Senior Citizens (افراد سالمند), (2) Teachers (any subject, e.g., math, science, English, etc.), (3) Housewives, and (4) School boys/girls (Secondary school دوره متوسطه). They can add another group named "Other Jobs" and collect data about the hobbies and free time activities of people in 2, 3 other jobs. They can choose one or two or three persons for each group.

4. Each group should make a poster for their Hobbies Survey. They can take pictures of the groups of people or use other illustrations as labels for the four (or five) categories of popular hobbies among these people.

5. Students may come across hobbies and free time activities that they do not know in English. Tell them to find the English words for those new hobbies, or ask you for help during the week before Session 3.

**The Third Session Communicative Activities**

Materials: Hobbies flash cards; 5 copies of the "Hobbies/Free time activities Worksheet" in the Appendix;
CD player;

Interaction: Teacher–Student(s); Student–Student

Time: 50 minutes

### 1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

### 2. Listening and Writing

This is an individual activity. Ask them to listen to the CD and fill out the table using the information given in each conversation. Play the CD one more time and let them check their answers.

### 3. Reading, Speaking, and Writing

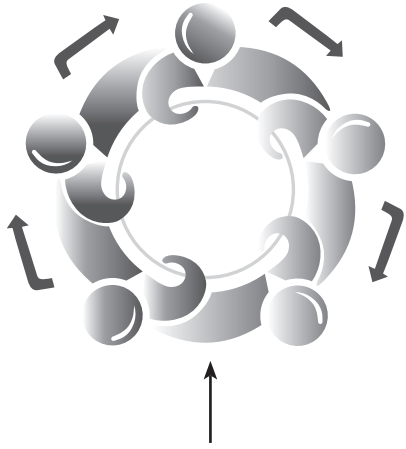
Review Note 3 in Session 2 about the slight difference between hobbies and free time activities (pastime).

3.1 Remind the students to mark "Free time activity" if they do that activity just for fun and not regularly, and "Hobby" if they do the activity regularly several times a week or a month at some degrees of specialty.

3.2 Divide the class into groups of 5. Choose one member (an average student) in each group as Group Coordinator to write down the other members' answers in Hobbies/Free time activities Worksheet you have given them.

3.3 Apart from the Coordinator, there are 4 other members in each group. Each member should ask about his/her neighbor on his/her left side, "What's your hobby?/What do you do (like to do) in your free time?" The neighbor may give two answers for Hobby and Free time, or just one answer for either Hobby or free time activity. The Coordinator will write down the member's name in the Name column, and hobby and/or Free time activity in the second and/or third column.

3.4 This interaction will continue clockwise (from left to right) and the last member in the group will ask the same question from the Coordinator, and



**Coordinator**

the Coordinator will write down his/her name in the last row of the worksheet with his/her own information.

Monitor the groups' interaction to make sure they use the language correctly.

**4. Role Play**

Based on your briefing in Session 2, the students are ready to play The Interviewer and a Famous Person. The role play is about the famous person's Hobbies/Free time activities. The interviewer should start with greeting the famous person and then lead the conversation toward hobbies and free time activities.

As half of the class are prepared for the interviewer's role and the other half for the Famous Person's role, you can randomly choose two students from each role and pair them up with two students from the other role.

**5. Class Project: Hobbies Survey**

Based on your briefing in Session 2, the groups should bring their Hobbies Survey posters. Install the posters on the board or on the classroom walls, and together with all students, decide which hobbies or free time activities are the most popular ones among these groups of people.

List the new hobbies on the board and read them aloud together with the students.



### 6. Finishing the lesson

Recapitulate the main teaching points in Lesson 7 (different hobbies, how to ask about people's hobbies and free time activities), and see if they have any questions about the points taught in this lesson.

Tell them that they will now be able to talk to English speaking people about the topics they have learned in Prospect 2.

Wish them luck!

### 7. Your thoughts about Lesson 7

7.1 How well did your students perform in this lesson?

7.2 Are you happy with your teaching?

7.3 After studying 7 lessons in this year, how well can your students communicate in English?

7.4 How far has your teaching method changed in the past three years?

## Appendix: Hobbies / Free time Worksheet

| Name | Hobby | Free time activity |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| **Group Coordinator:** | | |

# Audio Scripts

## Listening for Lesson 1

**1. Two girls speaking while looking at an album**

**A**: Who's that in the picture?

**B**: She's my sister. She studies in France.

**A**: And who's the other girl?

**B**: That's Sheila, my sister's classmate.

**A**: Is she French?

**B**: No, she isn't. She is Spanish.

**2. Two boys speaking while watching football on TV**

**A**: Who's number 9? He's great.

**B**: Number 9? It's Charlie Nash.

**A**: Is he British?

**B**: No, he's originally Brazilian, but he plays in England.

## Listening for Lesson 2

**1. Two schoolboys speaking**

**A**: Who's your English teacher this year?

**B**: Mr. Keivani.

**A**: What days do you study English?

**B**: On Monday mornings.

**A**: How do you like your English class?

**B**: It's great.

**2. Two girls speaking**

**A**: What do you do on weekends?

**B**: Nothing special. Why?

**A**: Let's do something together.

**B**: I just like to stay at home and relax.

**A**: Ummm, no problem.

## Listening for Lesson 3

**1.**

**A**: Mother, my friend Arastoo can do a lot of things.

**B**: What can he do?

**A**: For example, he can draw very well.

**B**: Really?

**A**: Yes, he is very good at it. I have one of his drawings. Would you like to see it?

**B**: Oh, yes. This is really good.

**A**: He can swim very well, too.

**B**: Great! Do you like to learn, too?

**A**: Yes of course.

**B**: Ok…

**2.**

**A**: Hello class.

**B**: Hello teacher.

**A**: Today I am going to know about your abilities. Let's start it with Mehrnoosh.

Mehrnoosh, please tell me about your abilities. What can you do well?

**B**: Umm, I'm good at cooking, I cook a lot of foods, and I can make a cake, too.

**A**: That's so good. Are you good at searching the web?

**B**: Oh, yes. I can do it well.

**A**: So can you find the name of some special kinds of food from other countries?

**B**: Sure.

**A**: Thank you, Mehrnoosh. Sit down, please. Soodabeh, now it's your turn. What can you do well?

**B**: Uh, well, I'm good at …

## Listening for Lesson 4

**1**.

**A**: Mom!

**B**: What's wrong?

**A**: I can't do my homework.

**B**: What's the problem?

**A**: I've got a headache.

**B**: Get some rest. I'll call your teacher tomorrow.

**2**.

**A**: You don't look well.

**B**: I've got a sore throat.

**A**: We should see a doctor.

**B**: But I have to go to school now.

**A**: Don't worry. I'll talk to the principal.

## Listening for Lesson 5

**1.**

**A:** Tom, I'm going to see my family in Iran for the New Year holidays. Do you like to come with me?

**B:** Where in Iran are you from, Farhad?

**A:** I'm from Ilam. It's in the west.

**B:** What's it like?

**A:** It's a very old and beautiful city.

**B:** I'll think about it.

**2.**

**A:** Let's start the game. You should guess the name of the city.

**B:** OK.

**A:** It is a city in Iran. It is so big.

**B:** Is it Tehran?

**A:** No, it isn't. It is very famous for its holy shrine.

**B:** Is it Shiraz?

**A:** No, it isn't. It's in the north-east of our country.

**B:** I think it's Mashhad.

(Sound Effect: Clapping)

## Listening for Lesson 6

**1.**

**A:** Where are you from, Amir Hossein?

**B:** A village near Fooman.

**A:** What's it like?

**B:** It is famous for its beautiful old houses.

**A**: What's the weather like?

**B**: It's wet most of the time.

**2**.

**A**: Where are you going on vacation?

**B**: To a famous village in East Azarbaijan.

**A**: Oh, great! What's its name?

**B**: Guess, it's a beautiful mountain village.

**A**: Where is it?

**B**: I think it's near Oskoo.

**A**: What's the weather like?

**B**: It is cold and dry in winter.

**A**: Oh, I think I know that. Is it Kandovan?

**B**: Yes, correct.

## Listening for Lesson 7

**1**.

**A**: Do you have any hobbies?

**B**: Yes, I often play computer games.

**A**: And what do you usually do in your free time?

**B**: I go horse riding.

**A**: Great! I like it, too.

**2**.

**A**: What are you reading?

**B**: A sports magazine.

**A**: Do you like sports?

**B**: Yes, I often read about basketball. What about you?

**A**: Well, I watch basketball as a hobby. And I play it in my free time.

**B**: Sounds interesting!

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English for Schools

# PROSPECT 3

Junior Secondary Program

Teacher's Guide

# کتاب معلّم

(راهنمای تدریس)

# انگلیسی

پایهٔ نهم

دورهٔ اوّل متوسّطه

۱۳۹۴

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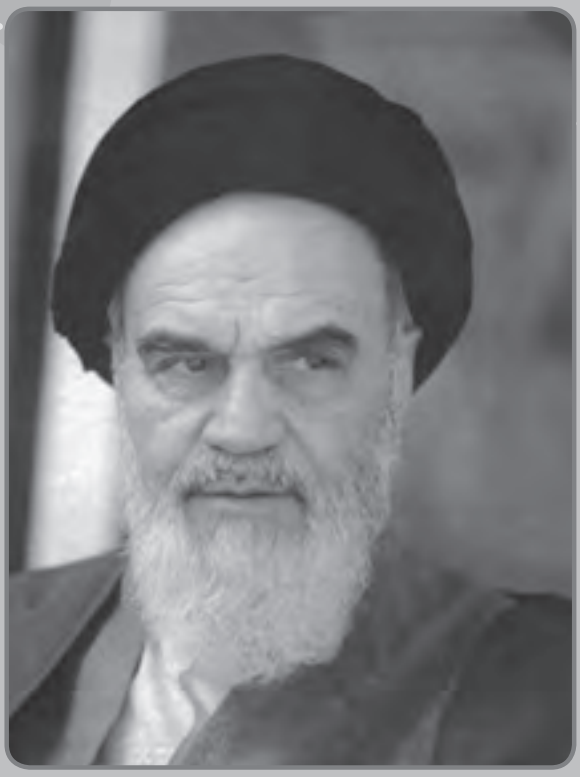

وَ مِن آیاتِهِ خَلقُ السَّماواتِ وَ الاَرضِ وَ اختِلافُ اَلسِنَتِکُم وَ اَلوانِکُم، اِنَّ فی ذٰلِکَ لَآیاتٍ لِلعالِمینَ

روم، ۲۲

و از نشانه‌های قدرت خداوند آفرینش آسمان‌ها و زمین و نیز تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همه اینها نشانه‌هایی از حکمت الهی برای دانشمندان نهفته است.

And of Allah's Sign of Power is the creation of the heavens and the earth and also the variation of the languages and the color of you people; verily, in all these are Signs for men of knowledge.

( برگرفته از ترجمهٔ مرحومه دکتر طاهره صفّارزاده )



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**امام خمینی** (رحمة اللّه علیه)

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# مقدمـــه

# Introduction

## مقدمه

کتاب Prospect 3 که برای دانش‌آموزان پایهٔ سوم مقطع متوسطهٔ اوّل تألیف گردیده، سومین بخش از مجموعهٔ شش جلدی English for Schools می‌باشد که به منظور آموزش زبان انگلیسی به دانش‌آموزان مقاطع متوسطهٔ اوّل و دوم، با رویکرد ارتباطی فعال و خودباورانه طراحی گردیده است. رویکرد ارتباطی در آموزش زبان بیش از آنکه یک شیوهٔ آموزش زبان دوم / خارجی باشد، رویکردی مبتنی بر تقویت روحیهٔ تعامل و ایجاد توانایی ارتباط براساس نیازهای ملموس زندگی فردی و اجتماعی است. این رویکرد در دهه‌های ۱۹۷۰ و ۱۹۸۰ میلادی و هم‌راستا با تغییرات انجام شده در شیوهٔ نگرش به چگونگی فراگیری زبان دوم شکل گرفت و گسترش یافت. مجموعه English for Schools و کتاب Prospect 3 براساس اصول کلی و پذیرفته شدهٔ رویکرد ارتباطی و با در نظرگرفتن دو ویژگی نقش فعال فراگیران در فرایند آموزش و تأکید بر تقویت روحیهٔ حل مسئله و خودباوری در دانش‌آموزان تدوین گردیده است. روح حاکم بر رویکرد ارتباطی فعال و خودباورانه، توجه به نیازهای واقعی فراگیران در موقعیت‌های ارتباطی با تکیه بر اصول کلی زیر می‌باشد :

- استفاده از فعالیت‌های آموزشی متنوع در فرایند یادگیری زبان
- تأکید بر یادگیری زبان از طریق تجربیات زبانی
- استفاده از محتوای غنی، معنادار و قابل فهم در تدوین محتوای آموزشی
- ارتقاء روحیهٔ فراگیری زبان در محیط مشارکتی و از طریق همکاری و همیاری در کلاس
- ارائه بازخوردهای اصلاحی مناسب به خطاهای فراگیران
- توجه به جنبه‌های عاطفی و نقش آنها در فرایند آموزش زبان

هدف این رویکرد، رشد مهارت‌های ارتباطی دانش‌آموزان به شیوه‌ای روان و تا حدّ امکان نزدیک به کاربرد واقعی و روزمرهٔ زبان در بافت‌های ملموس زندگی فردی و اجتماعی است. به منظور

رسیدن به کاربرد روان و طبیعی زبان مجموعه‌ای از معیارها به شرح زیر درنظر گرفته شده است :

ــ در فرایند آموزش، می‌بایست تمرکز عمدتاً برمعنا (meaning) باشد، هرچند این موضوع به معنای نادیده گرفتن اهمیت صورت و ساختار زبان (form) نیست.

ــ به دانش‌آموزان باید فرصت شرکت در تعاملات بین فردی داده شود تا از آن طریق بتوانند به توانایی بیان عقاید و نظرات خود دست یابند.

ــ در انجام فعالیت‌های شنیداری و خوانداری زمینه باید به گونه‌ای فراهم شود که دانش‌آموزان به درک معنی توجه کنند و بتوانند نسبت به آنچه خوانده یا شنیده‌اند به‌صورت شفاهی یا کتبی واکنش مناسب نشان دهند.

ــ یکی از مشخصه‌های ارتباط، غیرقابل پیش‌بینی بودن و وجود خلأ ارتباطی می‌باشد. بنابراین باید زمینه به گونه‌ای فراهم شود که دانش‌آموزان توانایی برخورد با موقعیت‌های غیرقابل پیش‌بینی و خلأهای اطلاعاتی را کسب نمایند.

ــ در رویکرد ارتباطی، کسب توانش راهبردی از اهمیت فوق‌العاده‌ای برخوردار است چرا که موفقیت در ارتباط زبانی به توانایی موقعیت‌سنجی، نظارت آگاهانه بر روند ارتباط و ارزیابی نتایج آن بستگی دارد و این توانایی فقط از طریق شرکت در فعالیت‌های ارتباطی هدف‌دار امکان‌پذیر است. به‌این منظور لازم است دانش‌آموزان کاربرد زبان را با استفاده از هر چهار مهارت زبانی از طریق شرکت در فعالیت‌های هدف‌دار تجربه کنند.

ــ مداخله معلم برای اصلاح خطاهای زبانی باید به گونه‌ای باشد که در فرایند ارتباط اختلال ایجاد نکند، به عبارت دیگر مداخله معلم در اصلاح این گونه خطاها باید به حداقل ممکن کاهش یابد.

## اجزاء بسته آموزشی

با این رویکرد کلی و با توجه به ملاک‌های مربوط به تدوین محتوا اجزاء مختلف بستهٔ آموزشی کتاب Prospect 3 عبارت‌اند از :

**۱ــ کتاب دانش‌آموز** : کتاب دانش‌آموز شامل شش درس اصلی و سه درس مروری است. هر درس از کتاب دانش‌آموز به قسمت‌های اصلی زیر تقسیم گردیده است :

ــ بخش مهارت‌های شفاهی (شنیداری و گفتاری) که با یک مکالمه آغاز و با بخش تمرین (Practice) ادامه پیدا می‌کند.

ــ در ادامه مباحث مربوط به آموزش خواندن نوشتن که با عناوین Sounds and Letters و Spelling and Pronunciation در کتاب‌های قبلی مطرح گردیده بود، در این پایه، آموزش لحن بیان جملات (intonation) پایه زبان انگلیسی مورد توجه بوده است.

ــ بخش ساختارهای دستوری و گرامری که این بخش هم در ادامهٔ منطقی سطح تولید فراگیران

از سطح واژه (پایه هفتم) به سطح گروه (پایه هشتم) و در این پایه ارتقای آن به سطح جمله تدوین گردیده است. نکتهٔ مهم در زمینهٔ بخش گرامر این است که گرامر به خودی خود و صرف آموزش ساختارهای گرامری مطرح نشده است، بلکه در راستای اهداف اصلی رویکرد ارتباطی فعال و خودباورانه در جهت تقویت توانایی‌های ارتباطی فراگیران می‌باشد، لذا اکیداً توصیه می‌شود همکاران محترم شیوهٔ تدریس این بخش را با دقت از این راهنمای معلم مطالعه نمایند.

**۲ــ کتاب کار** : کتاب کار به منظور تعمیق مفاهیم موجود در کتاب دانش‌آموز و ارائهٔ فعالیت‌های دسته‌بندی شده و مرتبط با محتوای کتاب دانش‌آموز و اهداف آموزشی دوره تدوین گردیده است. البته انجام فعالیت‌های کتاب کار در کلاس درس بستگی به تصمیم معلم و درنظر گرفتن شرایط زمانی کلاس دارد. لازم به ذکر است در جدول زمان‌بندی ابتدای هر درس زمان مناسبی برای انجام تمرینات کتاب کار در نظر گرفته شده است لذا انتظار می‌رود تا حدّ ممکن نسبت به حل تمرینات این کتاب اهتمام لازم صورت گیرد.

***لوح فشرده*** : برای اولین بار در نظام آموزش رسمی زبان‌های خارجی کشور استفاده از فایل صوتی در کلاس درس زبان انگلیسی الزامی است و جزء لاینفکی از فرایند آموزش محسوب می‌شود.

این لوح، محتوای شنیداری مناسب و متنوعی را برای دانش‌آموزان فراهم می‌آورد که در تهیهٔ آن از گویشوران مسلط به زبان انگلیسی بهره گرفته شده است.

**۳ــ فلش کارت معلم** : فلش کارت به عنوان بخشی از بستهٔ آموزشی محسوب می‌گردد که نحوهٔ استفاده از آن در بخش مربوط به هر یک از دروس در ادامهٔ کتاب راهنمای معلم ذکر شده است. استفاده از این فلش کارت‌ها در فرایند آموزش و در جای خود ضروری است. همکاران گرانقدر می‌توانند دانش‌آموزان خود را به ساخت فلش کارت دانش‌آموز نیز ترغیب نمایند.

**۴ــ پایگاه اطلاع رسانی** : با توجه به اهمیت ارتباط دبیران گرامی با مؤلفان کتاب و کارشناسان دفتر تألیف کتاب‌های درسی سازمان پژوهش و برنامه‌ریزی آموزشی، پایگاه اطلاع‌رسانی eng– dept.talif.sch.ir به عنوان پل ارتباطی درنظر گرفته شده است که همکاران می‌توانند علاوه بر ارسال نظرات خود، از جدیدترین اخبار، دستورالعمل‌ها، کاربرگ‌ها، نمونه‌های آزمون و مواردی از این دست در این پایگاه اطلاع رسانی مطلع گردند.

## طراحی مجموعه

همان‌طور که در ابتدای این بخش اشاره شد، راهنمای برنامهٔ درسی ملی قلمرو، اهداف و جهت‌گیری‌های کلی حوزهٔ آموزش زبان‌های خارجی در سطح کلان را مشخص نموده است و آن را از منظر توانایی برقراری ارتباط با سایر جوامع و دستاوردهای بشری در سطح منطقه‌ای و جهانی ضروری می‌داند. به عبارت دیگر، راهنمای برنامه درسی، زبان را وسیلهٔ ایجاد ارتباط معرفی می‌کند و

تأکید دارد که آموزش زبان به‌گونه‌ای صورت پذیرد که دانش‌آموز پس از آموزش قادر به ایجاد ارتباط با استفاده از تمامی مهارت‌های چهارگانه زبانی برای دریافت و انتقال معنا باشد.

**شرایط آموزش**: مؤلفان مجموعه با عنایت به هدف کلی فوق و درنظر گرفتن رویکرد توصیه‌شده، یعنی رویکرد ارتباطی فعال و خودباورانه، سعی نموده‌اند آموزش زبان را به گونه‌ای طراحی نمایند که دانش‌آموزان در پایان دوره متوسطه بتوانند نیازهای پایه ارتباطی خود را با حفظ ارزش‌ها و فرهنگ خودی برآورده کنند. برای رسیدن به این هدف، محتوایی طراحی شده است که استفاده از آن، شرایط خاصی را ایجاب می‌کند. در ایجاد شرایط لازم برای آموزش زبان، معلم، دانش‌آموز و مواد آموزشی نقش‌هایی برعهده دارند که در ادامه به آنها پرداخته شده است:

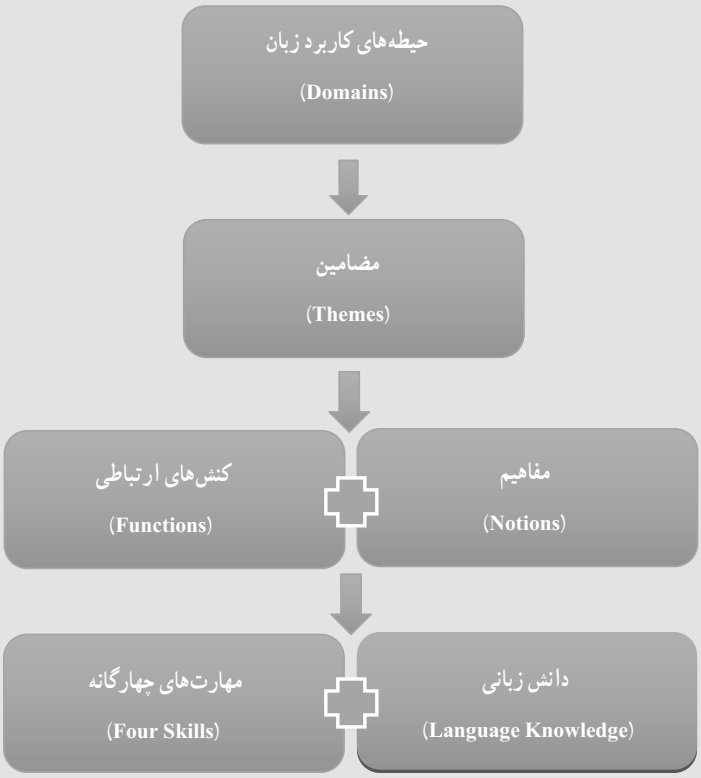
**نقش معلم**: در رویکردهای سنتی، معلم تنها مرجع تصمیم‌گیری و انتقال‌دهنده دانش به دانش‌آموزان تلقی می‌شود؛ در حالی‌که در رویکرد ارتباطی، معلم تسهیل‌کننده فرایند یادگیری است و این فراگیر است که می‌بایست با هدایت معلم در تمامی مراحل آموزش، نقش محوری فعال و مشارکت‌کننده داشته باشد. به‌عبارت دیگر، در رویکرد ارتباطی فعال خودباورانه لازم است معلم از نقش سنتی خود فاصله گرفته و در نقش یاری‌دهندهٔ دانش‌آموز در فرایند آموزش و یادگیری ظاهر شود.

**نقش دانش آموز**: در دیدگاه‌های سنتی، دانش‌آموز نقشی انفعالی دارد به این معنی که از وی انتظار می‌رود آنچه را معلم انتقال می‌دهد به بهترین وجه دریافت کند. حال آنکه در رویکرد ارتباطی فعال و خودباورانه، انتظار می‌رود دانش‌آموز وظیفه یادگیری را خود برعهده گیرد و در این راستا نقشی مشارکت جویانه و فعال در فرایند آموزش ایفا کند.

**نقش مواد آموزشی**: در دیدگاه‌های سنتی، کتاب درسی، تنها منبع آموزشی دانش آموزان محسوب می‌گردد و انتظار می‌رود دانش آموزان از طریق تعامل با کتاب درسی به اهداف آموزشی دست یابند. در حالی‌که در رویکردهای نوین ارتباطی، کتاب درسی نقطهٔ آغاز فرایند آموزش و یادگیری است و انتظار می‌رود معلم با ابتکار و خلاقیت خود زمینه را برای تعمیق فرایند یادگیری از طریق تعاملات بین خود و دانش‌آموزان و همچنین تعامل دانش‌آموزان با یکدیگر فراهم کند. به‌علاوه انتظار می‌رود فرایند یادگیری در خارج از کلاس نیز با فعالیت‌های هدایت شده معلم ادامه یابد.

## نحوه انتخاب و سازماندهی محتوا

همان‌طور که پیش‌تر اشاره شد، با توجه به هدف کلی آموزش زبان در برنامهٔ درسی ملی، محتوا باید به‌گونه‌ای انتخاب و سازماندهی شود که هدف ذکر شده محقق گردد. به این منظور، همان‌طور که در نمودار ۱ آورد شده انتخاب محتوا با محوریت حیطه‌های ارتباطی و مضامین مورد استفاده در آنها صورت گرفته است.

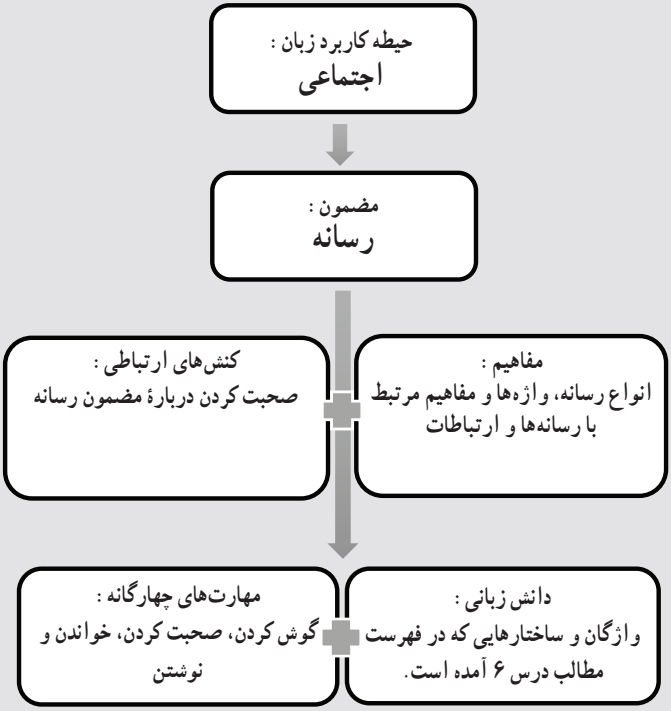



**نمودار ۱ــ شیوهٔ طراحی محتوای کتاب Prospect 3**

حیطه‌های ارتباطی انتخاب شده عبارت‌اند از حیطه شخصی، حیطه اجتماعی، حیطه آموزش و تحصیل و حیطه کار و شغل. توالی آموزش در حیطه‌های نامبرده از اصل آموزشی حرکت از محیط پیرامونی نزدیک به محیط‌های دورتر پیروی می‌کند. در کتاب Prospect 3 مضامین از حیطه شخصی و اجتماعی انتخاب شده و در گزینش آنها نیازهای ارتباطی ملموس دانش‌آموزان در اولویت قرار گرفته است. مضمون‌های این کتاب به قرار زیر است :

- Media
- Health and injuries
- Personality
- Travel
- Festivals and Ceremonies
- Service

در ارتباط شکل گرفته پیرامون هر مضمون، از کنش‌های ارتباطی و مفاهیم خاصی استفاده شده است که نکات آموزشی هر درس را تشکیل می‌دهد. به عنوان مثال، نمودار شماره ۲ شیوه طراحی محتوای درس شش را نشان می‌دهد :




**نمودار ۲ ــ طراحی محتوای درس شش**

تأکید می‌گردد کتاب Prospect 3 تنها یک بخش از مجموعه‌ای شش جلدی است که طیف وسیعی از حیطه‌های ارتباطی و مضامین مورد استفاده در آنها و همچنین کنش‌های ارتباطی و مفاهیم زبانی را ارائه خواهد کرد. لذا قضاوت دربارهٔ آن می‌بایست با درنظر گرفتن این ویژگی و نگاه به بخش‌های بعدی مجموعه انجام شود.

## سنجش پیشرفت تحصیلی

متناسب با رویکرد و روش تدریس توصیه شده روش‌های سنجش پیشرفت تحصیلی بر این اصل کلی استوارند که سنجش عمدتاً در خدمت یادگیری است و قرار است فرایند آموزشی را تقویت کند. در این راستا سنجش به دو نوع تقسیم می‌شود که عبارت‌اند از سنجش غیررسمی کلاسی و

سنجش رسمی نیمسال اول و پایان سال. بارم‌بندی و نمونه سؤالات مرتبط با این پایه و سایر پایه‌های تحصیلی در پایگاه اینترنتی گروه زبان‌های خارجی دفتر قابل مشاهده می‌باشد.

**سنجش غیررسمی کلاسی** : این نوع سنجش که قرار است توسط معلم و دانش‌آموزان، هر دو صورت پذیرد بدون ایجاد وقفه در روند فعالیت‌های یاددهی ــ یادگیری انجام می‌گیرد. هدف این نوع سنجش، مقایسه عملکرد هر یک از دانش‌آموزان با اهداف آموزشی است که بر معیارهای عملکردی استوارند. در این نوع سنجش، دانش‌آموزان با هم مقایسه نمی‌شوند بلکه مشخص نمودن نقاط قوت و ضعف‌شان در ارتباط با معیارهاست که به معلم و خود دانش‌آموزان کمک خواهد کرد در روند آموزش و یادگیری، متناسب با نیازهای آموزشی تغییرات لازم را ایجاد نمایند. در این فرایند معلم به دانش‌آموزان کمک می‌کند که خود به تدریج معیارها را بشناسند و با استفاده از آنها به خود ارزیابی بپردازند. خود ارزیابی در دروس مروری کتاب، برجسته شده و در کار کردن با آنها دانش‌آموزان به میزان موفقیت خود در یادگیری اهداف آموزشی پی‌می‌برند.

**سنجش رسمی نیمسال اوّل و پایان سال** : این نوع سنجش در شکل امتحانات رسمی بر اساس اهداف عملکردی در قالب مهارت‌های شفاهی و کتبی انجام می‌شود. بنابراین، این نوع سنجش، امتحان شفاهی و امتحان کتبی را به‌صورت جداگانه در برخواهد داشت. در امتحان کتبی مهارت‌های خواندن و نوشتن و در امتحان شفاهی مهارت‌های شنیداری و گفتاری مورد سنجش قرار می‌گیرند.

در هر دو نوع آزمون مشخصه‌های طبیعی‌بودن موقعیت و تعامل، از اهمیت ویژه‌ای برخوردارند. هدف سنجش باید آن باشد که از طریق پرسش‌های مناسب، دانش‌آموزان عملکردی را از خود بروز دهند که نمونه معتبری از توانایی‌های زبانی مورد هدف باشد و بتوان آن را با عملکرد افراد در موقعیت‌های طبیعی کاربرد زبان قابل مقایسه دانست. چنین سنجشی می‌تواند اثر بسیار مثبتی بر روند آموزش داشته باشد.

# Lesson Outline




**Introduction to the conversation**

– Gives an overview of the dialogue

**Conversation**

– Functions as an input source

– Presents new vocabulary and grammar

– Presents language function

**Practices**

–Focus on teaching grammar inductively

–Provide students with corresponding language functions



## New vocabulary

– Presents new words with pictures







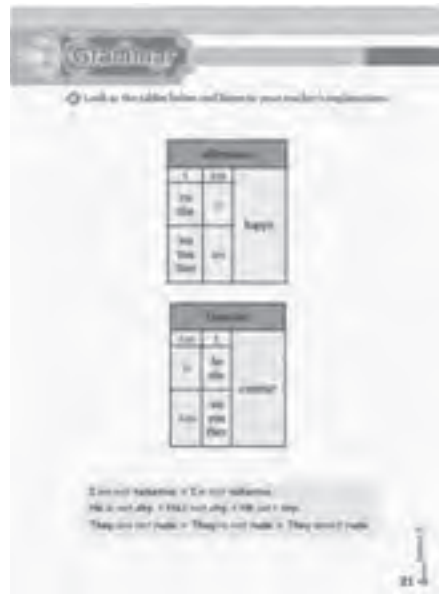
## Language Melody

– Provides models and practices for English intonation contours




**Talk to Your Teacher**

– Presents handy expressions for class use




**Grammar**

– Provides simple patterns of grammar followed by some examples




**See Also**

– Presents useful grammatical structures




**Find it**

- Makes students aware of the taught grammatical structures
- Provides students with controlled written practice

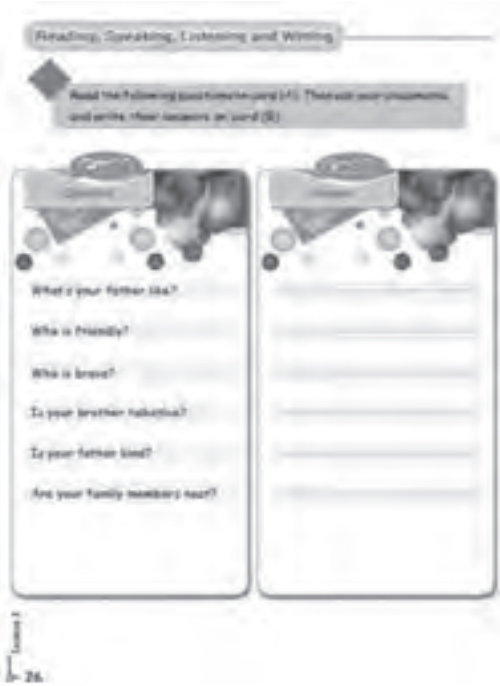
**Tell Your Classmates**

- Provides students with controlled oral practice




**Listening, Reading, and Writing**

- Functions as the oral input and supports written output production


Reading, Speaking, Listening and Writing

What's your father like?

Who is friendly?

Who is brave?

Is your brother talkative?

Is your father kind?

Are your family members neat?

26

**Listening, Speaking, Reading, and Writing**

- Focuses on integrated language skills


Role Play

Personality

27

**Role Play**

- Functions as a language task
- Demands fluency

# Introduction

## This part includes

- Introducing different parts of each lesson
- Teaching Objectives
- Teaching procedures
- Teaching hints
- Theoretical explanations

## The *Gantt Chart* of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. 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.

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.

| 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<br>Melody | 25 | | | | |
| | Grammar<br>(+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 | | | | |

# 1 Conversation

## Objectives

Conversation is defined as "a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively" (Brennan, 2012). In course books, conversations may have different functions. In Prospect 3, the main function of Conversation is providing the learners with '*comprehensible input*'. Other objectives of Conversation are:

- Presenting language function
- Presenting new vocabulary/expressions related to the theme of the lesson
- Rising students' awareness towards the structure presented in the lesson

## Teaching Procedure

As conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre -listening, listening, and post-listening*. In Prospect 3, using this procedure to teach Conversation is recommended. For more information about how to teach listening, please refer to Celce-Murcia (2002) and Celce-Murcia, Brinton, and Snow (2014).

### Phase 1. Preparation (Pre listening)

The aim of the pre- listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text"

(Goh, 2014, p. 84). Different types of activities can be used in this stage to activate your students' background knowledge on the topic. The activities may include (ibid): *brainstorming, researching, reading, viewing pictures, watching movies, and discussing*. The teacher may also focus on linguistic forms in pre- listening. To do that, the teacher may review grammatical points or present new words of the Conversation.

What follows is a brief description of the activities that can be done in prelistening phase.



**Brainstorming**: is "a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas" (Richards & Schmidt, 2002, p. 58).

Drawing a concept map on the board can give some directions to students on how to brainstorm in the classroom. To do that, start off with the theme of the lesson (e.g., personality) in the center and then branch out into the major sub- topics and then continue to branch out into as many sub-sub-topics as needed. Different shapes can be used to draw a concept map (See figure 1).

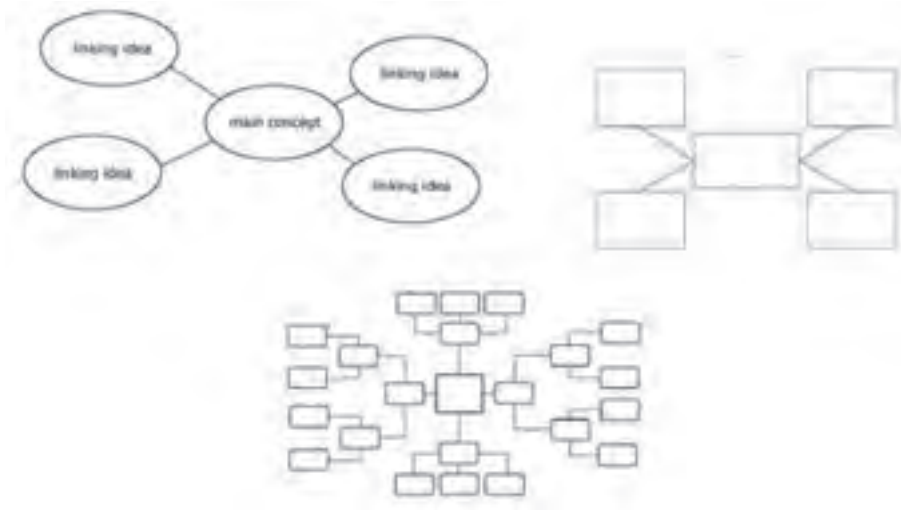



**Figure 1. Concept maps**



**Researching**: The students can use dictionaries, encyclopedias, atlases or the Internet to do some kind of research on the theme of the lesson. The teacher can write the result of students' researching on the board and ask students to discuss (in Persian or English) about their findings.



Researching is basically used with advanced students.



**Reading**: The teacher can bring some mini paragraphs on the theme of the lesson into the class and ask students to read them. The reading materials should be easy and interesting enough for students and make them familiar with the topic in a short amount of time.



**Viewing pictures or photographs**: A variety of pictures and photographs can be brought into the classroom to give students some ideas about the theme of the lesson. If a video-projector is available in your class, you may make a slideshow to show interesting pictures to the class. The teacher can also show a short movie to students about the theme of the lesson.



**Discussing**: The students may talk about the theme of the lesson when they are doing the above-mentioned activities.



**Focusing on new words**: New words and expressions of the conversation can be presented to students in this phase. It is basically suggested that comprehension of listening and reading tasks increases if their key words are presented to students beforehand. There are certain techniques for presenting new words. Some of them are:

- Using real objects (realia)
- Showing pictures or photos
- Using gestures or acting out
- Board drawings: drawing the images on the board
- Definition: giving concise dictionary definition(s)
- Giving synonyms/antonyms
- Describing a scene/situation
- Using flashcards (commercial, teacher- made)
- Using wallcharts or posters (commercial, teacher- made)
- Exemplification: providing collocations or examples
- Word mapping: making word maps by the help of superordinate words
- Translation: giving Persian equivalents

## Phase 2. Listening

Basically, the goal of listening part is 'comprehension'. Therefore students should rely on their bottom- up and top- down processing ability to process the aural input. It is recommended that students keep their books closed while listening. In listening phase:

- 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.
- Check students' answer when the listening is done.
- If necessary, replay the audio for students to check their answers.

## Phase 3. Post- listening

Post-listening is done to check if comprehension has taken place and to

diagnose the problems students have with the Conversation. In this phase the teacher asks comprehension questions. Three types of questions can be asked: display, inference, and opinion gap:

– Display questions: The answers to these types of questions can be found in the conversation directly.

– Inference questions: The answers to these types of questions are indirectly included in the conversation. The students should infer the answers from the conversation.

– Opinion–gap questions: The answers to these questions are based on personal information, experiences, and preferences.



Listening can be taught by integrating 'listening strategies' into the cycle of pre–listening, listening, and postlistening. Refer to Vandergrift et al. (2006) and Vandergrift and Tafaghodtari (2010) for more information on this topic.

**Pre–listening**: Setting goals, predicting

**Listening**: Checking predictions, monitoring the listening process

**Post–listening**: Evaluating the listening process, setting goals for next listening tasks



## Teaching Hints

Different types of techniques and tasks can be used in teaching listening. Please find below the complete list of techniques for teaching listening grouped according to learners' language ability (Brown, 2001); and the list of listening tasks, both one- way and two- way (Goh, 2014).

**Techniques for Teaching Listening Comprehension (adapted from Peterson, 1991, 114- 121, as cited in Brown, 2001, pp. 260- 264).**

**FOR BEGINNING-LEVEL LISTENERS**

**Bottom-Up Exercises**

**1) Goal:** ***Discriminating Between Intonation Contours in Sentences***

Listen to a sequence of sentence patterns with either rising or falling intonation. Place a check in column 1 (rising) or column 2 (falling), depending on the pattern you hear.

**2) Goal:** ***Discriminating Between Phonemes***

Listen to pairs of words. Some pairs differ in their final consonant, and some pairs are the same. Circle the word "same" or "different", depending on what you hear.

**3) Goal:** ***Selective Listening for Morphological Endings***

Listen to a series of sentences. Circle "yes" if the verb has an -ed ending, and circle "no" if it does not.

Listen to a series of sentences. On your answer sheet, circle the one (of three) verb forms contained in the sentence that you hear.

**4) Goal:** ***Selecting Details from the Text (Word Recognition)***

Match a word that you hear with its picture.

Listen to a weather report. Look at a list of words and circle the words that you hear.

Listen to a sentence that contains clock time. Circle the clock time that you hear, among three choices (5: 30, 5: 45, 6: 15).

Listen to an advertisement, select the price of an item, and write the amount on a price tag.

Listen to a series of recorded telephone message from an answering machine. Fill in a

chart with the following information from the caller: name, number, time, and message.

**5) Goal:** ***Listening for Normal Sentence Word Order***

Listen to a short dialogue and fill in the missing words that have been deleted in a partial transcript.

## Top-Down Exercises

**6) Goal:** ***Discriminating Between Emotional Reactions***

Listen to a sequence of utterances. Place a check in the column that describes the emotional reaction that you hear: interested, happy, surprised, or unhappy.

**7) Goal:** ***Getting the Gist of a Sentence***

Listen to a sentence describing a picture and select the correct picture.

**8) Goal:** ***Recognize the Topic***

Listen to a dialogue and decide where the conversation occurred. Circle the correct location among three multiple-choice items.

Listen to a conversation and look at the pictured greeting cards. Decide which of the greeting cards was sent. Write the greeting under the appropriate card.

Listen to a conversation and decide what the people are talking about. Choose the picture that shows the topic.

## Interactive Exercises

**9) Goal:** ***Build a Semantic Network of Word Associations***

Listen to a word and associate all the related words that come to mind.

**10) Goal:** ***Recognize a Familiar Word and Relate It to a Category***

Listen to words from a shopping list and match each word to the store that sells it.

**11) Goal:** ***Following Directions***

Listen to a description of a route and trace it on a map.

# FOR INTERMEDIATE LEVEL LISTENERS

## Bottom-Up Exercises

**12) Goal:** ***Recognizing Fast Speech Forms***

Listen to a series of sentences that contain unstressed function words. Circle your choice among these words on the answer sheet-for example: "up", "a", "of".

**13) Goal:** ***Finding the Stressed Syllable***

Listen to words of two (or three) syllables. Mark them for word stress and predict the pronunciation of the unstressed syllable.

**14) Goal:** ***Recognizing Words with Reduced Syllables***

Read a list of polysyllabic words and predict which syllabic vowel will be dropped.

Listen to the words read in fast speech and confirm your prediction.

**15) Goal**: ***Recognize Words as They Are Linked in the Speech Stream***

Listen to a series of short sentences with consonant/vowel linking between words. Mark the linkages on your answer sheet.

**16) Goal**: ***Recognize Pertinent Details in the Speech Stream***

Listen to a short dialogue between a boss and a secretary regarding changes in the dailyschedule. Use an appointment calendar. Cross out appointments that are being changed and write in new ones.

Listen to announcements of airline arrivals and departures. With a model of an airline information board in front of you, fill in the flight numbers, destinations, gate numbers, and departures times.

Listen to a series of short dialogues after reading questions that apply to the dialogues. While listening, find the answers to questions about prices, places, names, and numbers.

**Example**: "Where are the shoppers?" "How much is whole wheat bread?"

Listen to a short telephone conversation between a customer and a service station manager. Fill in a chart which lists the car repairs that must be done. Check the part of the car that needs repair, the reason, and the approximate cost.

## Top-Down Exercises

**17) Goal**: ***Analyze Discourse Structure to Suggest Effective Listening Strategies***

Listen to six radio commercials with attention to the use of music, repetition of key words, and number of speakers. Talk about the effect these techniques have on the listeners.

**18)** ***Goal: Listen to Identify the Speaker or the Topic***

Listen to a series of radio commercials. On your answer sheet, choose among four types of sponsors or products and identify the picture that goes with the commercial.

**19)** ***Goal: Listen to Evaluate Themes and Motives***

Listen to a series of radio commercials. On your answer sheet are four possible motives that the companies use to appeal to their customers. Circle all the motives that you fell each commercial promotes: escape from reality, family security, snob appeal

**20)** ***Goal: Finding Main Ideas and Supporting Details***

Listen to a short conversation between two friends. On your answer sheet are scenes from television programs. Find and write the name of the program and the channel. Decide which speaker watched which program.

**21)** ***Goal: Making Inferences***

Listen to a series of sentences, which may be either statements or questions. After each sentence, answer inferential questions such as "Where might the speaker be?" "How might the speaker be feeling?" "What might the speaker be referring to?"

Listen to a series of sentences. After each sentence, suggest a possible correct context for the sentence (place, situation, time, participants).

## Interactive Exercises

**22) Goal:** ***Discriminating Between Registers of Speech and Tones of Voice***

Listen to a series of sentence. On your answer sheet, mark whether the sentence is polite or impolite.

**23) Goal:** ***Recognize Missing Grammar Markers in colloquial Speech***

Listen to a series of short questions in which the auxiliary verb and subject have been deleted. Use grammatical knowledge to fill in the missing words: ("Have you) got some extra?"

Listen to a series of questions with reduced verb auxiliary and subject and identify the missing verb (does it/is it) by checking the form of the main verb. Example: "Zit Come with anything else?" "Zit arriving on time?"

**24) Goal:** ***Use Knowledge of Reduce Forms to Clarify the Meaning of an Utterance***

Listen to a short sentence containing a reduced form. Decide what the sentence means.

On your answer sheet, choose the one (of three) alternatives that is the best paraphrase of the sentence you heard. Example: You hear "You can't be happy with that." You read: (a) "Why can't you be happy?" (b) "That will make you happy." (c) "I don't think you are happy."

**25) Goal:** ***Use Context to Build Listening Expectations***

Read a short want-ad describing job qualifications from the employment section of a newspaper. Brainstorm additional qualifications that would be important for that type of job.

**26) Goal:** ***Use Context to Confirm Expectations***

Listen to short radio advertisement for jobs that are available. Check the job qualifications against your expectations.

**27) Goal:** ***Use Context to Build Listening Expectations. Use Bottom-Up Processing to Recognize Missing Words. Compare Your Predictions to What You Actually Heard***

Read some telephone messages with missing words. Decide what kinds of information are missing so you know what to listen for. Listen to the information and fill in the blanks. Finally, discuss with the class what strategies you used for your predictions.

**28) Goal:** ***Use Incomplete Sensory Data and Cultural Background Information to Construct a More Complete Understanding of a Text***

Listen to one side of a telephone conversation. Decide what the topic of the conversation might be and create a title for it.

Listen to the beginning of a conversation between two people and answer questions about the number of participants, their ages, gender, and social roles. Guess the time of day, location, temperature, season, and topic. Choose among some segments to guess what might come next.

## FOR ADVANCED LEVEL LEARNERS

### Bottom-Up Exercises

**29) Goal:** ***Use Features of Sentence Stress and Volume to Identify Important Information for Note-taking***

Listen to a number of sentences and extract the content words, which are read with greater stress. Write the content words as notes.

**30) Goal:** ***Become Aware of Sentence-Level Features in Lecture Text***

Listen to a segment of a lecture while reading a transcript of the material. Notice the incomplete sentences, pauses, and verbal fillers.

**31) Goal:** ***Become Aware of Organizational Cues in Lecture Text***

Look at a lecture transcript and circle all the cue words used to enumerate the main points. Then listen to the lecture segment and note the organizational cues.

**32) Goal:** ***Become Aware of Lexical and Suprasegmental Markers for Definitions***

Read a list of lexical cues that signal a definition; listen to signals of the speaker's intent, such as rhetorical questions; listen to special intonation patterns and pause patterns used with appositives.

Listen to short lecture segments that contain new terms and their definitions in context. Use knowledge of lexical and intonational cues to identify the definition of the word.

**33) Goal:** ***Identify Specific Points of Intonation***

Read a skeleton outline of a lecture in which the main categories are given but the specific examples are left blank. Listen to the lecture and find the information that belongs in the blanks.

### Top-Down Exercises

**34) Goal:** ***Use the Introduction to the Lecture to Predict Its Focus and Direction***

Listen to the introductory section of a lecture. Then read number of topics on your answer sheet and choose the topic that best expresses what the lecture will discuss.

**35) Goal:** ***Use the Lecture Transcript to Predict the Content of the Next Section***

Read a section of a lecture transcript. Stop reading at a juncture point and predict what will come next. Then read on to confirm your prediction.

**36) Goal:** ***Find the Main Idea of a Lecture Segment***

Listen to a section of a lecture that describes a statistical trend. While you listen, look at three graphs that show a change over time and select the graph that best illustrates the lecture.

### Interactive Exercises

**37) Goal:** ***Use Incoming Details to Determine the Accuracy of Predictions About Content***

Listen to the introductory sentences to predict some of the main ideas you expect to hear

in the lecture. Then listen to the lecture. Note whether or not the instructor talks about the points you predicted: If she/he does, note a detail about the point

**38) Goal:** ***Determine the Main ideas of a Selection of a Lecture by Analysis of the Details in That Section***

Listen to a section of a lecture and take notes on the important details. Then relate the details to form an understanding of the main point of that section. Choose from a list of possible controlling ideas.

**39) Goal:** ***Make Inferences by Identifying Ideas on the Sentence Level That Lead To Evaluative Statements***

Listen to a section of a lecture and take notes on the important details. Indicate what further meaning can be inferred from the statement. Indicate the words in the original statement. Indicate the words in the original statement that serve to cue the inference.

**40) Goal:** ***Use Knowledge of the Text and the Lecture Content to Fill in Missing Information***

Listen to a lecture segment of its gist. Then listen to a statement from which words have been omitted. Using your knowledge of the text and of the general content, fil in the missing information. Check your understanding by listening to the entire segment.

**41) Goal:** ***Use Knowledge of the Text and the Lecture Content to Discover the Lecturer's Misstatements and to Supply the Ideas That He Meant to Say***

Listen to a lecture segment that contains an incorrect term. Write the incorrect term and the term that the lecturer should have used. Finally, indicate what clues helped you find the misstatement.

## One–Way (Non– participatory) Listening Tasks (Goh, 2014, p. 82)

| Task | Skills | Product | Materials | Procedure |
|---|---|---|---|---|
| Listen and restore | Listening for global understanding; listening for details | An amended text in print | Different types of listening texts such as narrative and information reports; the transcript of a text with incorrect details. | 1. Students work individually or in pairs to read the printed text.<br>2. They discuss the gist of the text and listen to the text once.<br>3. When they listen again, they correct the details in the written texts by changing, adding, or deleting words. |
| Listen and sort | Listening for main ideas; listening for details | A rearranged sequence of text or pictures | A text that describes a sequence, a procedure, a chronological event, or items in ranked order; sets of jumbled up texts and/or pictures | 1. Students work in pairs to examine the jumbled texts or pictures.<br>2. They discuss what the text might be about and sort the texts/pictures according to their speculations.<br>3. They listen to the text and use the information to sequence the texts/pictures |
| Listen and compare | Listening for main ideas; listening for details | A list of similarities and differences | Several short texts that have a common theme or topic | 1. Students listen individually to the texts and identify similarities and differences.<br>2. They compare their answers with another student to confirm what they have identified.<br>3. The class listens to the texts again and students check their answers. |
| Listen and match | Listening for global understanding | Texts matched to themes | Several short texts that have different themes; theme cards (small cards with a single word written on each one, e.g., recycling, marriage, health).<br>Note: Teachers should prepare more theme cards than the number of texts. | 1. The teacher checks that students understand the meaning of the words in the theme cards.<br>2. Students listen individually to the texts and identify the most appropriate theme for each text. |
| Listen and combine | Listening for main ideas; listening selectively | A combined summary based on information from different sources | A fairly long text (e.g., a news broadcast, narrative, or procedure) divide into several parts | 1. Students listen to one part of the text individually<br>2. They make notes of what they hear.<br>3. In small groups, they report to one another and reconstruct a summarized form of the original text. |

| | | | | |
|---|---|---|---|---|
| Listen and compose | Listening and predicting; listening and making inferences | The beginning or conclusion of a text | A narrative text (e.g., a short story) with either the beginning or the end missing | 1. Students listen to the text in pairs or in a small group.<br>2. They discuss what the text is about and what the missing part should be like.<br>3. They write the missing part and a representative reads the part aloud to the rest of the class. |
| Listen and evaluate | Listening for details; listening for main ideas; listening and making inferences (depending on the criteria for evaluation) | A list of items based on their relative merits | Several short texts on a common theme or topic | 1. Students listen to the texts individually and assess the information or message based on predetermined criteria, such as clarity, interest level, accuracy, and effectiveness.<br>2. In groups or pairs, they explain their choices. |
| Listen and reconstruct | Listening for global understanding; listening for main ideas; listening for details | A text that is reconstructed based on the content of the original text | A short text (e.g., an information report, procedures, or exposition of a viewpoint) | 1. Students listen individually to the text once.<br>2. They listen to it again and take notes of key content words or key points in a text (e.g., problems, solutions, and recommendations).<br>3. They use their notes to produce a text that is close in meaning to the original one. |

## Two– Way (Participatory) Listening Tasks (Goh, 2014, p. 83)

| Task | Skills | Product | Materials | Procedure |
|---|---|---|---|---|
| Dictate and complete | Listening for details, listening selectively | A restored and complete text | Different types of listening texts (e.g., narrative and information reports); versions A and B of the text with blanks inserted in different parts of the text | 1. Students read their version of the incomplete text individually.<br>2. They take turns dictating their version without showing it to their partners. Listeners must ask for clarification and repetition where necessary.<br>3. They write down the missing words in their version of the text. |
| Describe and draw | Listening for main ideas; listening for details | Pictures, maps, sketches, and objects | Pictures of scenery and objects, plans, and maps | 1. Students work in pairs, with one of them describing the content of a picture.<br>2. The other student draws it or completes a similar picture that is incomplete.<br>3. Listeners must ask for clarification and repetition where necessary. |
| Stimulate and discuss | Listening for main ideas; listening for details; listening and inferring; listening and predicting | Views and recommendations | Cards with scenarios for simulations, roles, or statements of a problem and an issue and the required outcome, such as a set of recommendations | 1. Students from small groups to discuss a problem or an issue in the simulation.<br>2. A moderator or the chairperson in the simulation is assigned to ask questions, elicit views, challenge assumptions, and clarify understanding.<br>3. Students in their respective roles listen to one another's views, make notes, respond to views, and seek clarifications.<br>4. They agree on a set of outcomes following the discussion. |
| Take notes and clarify | Listening for global understanding; listening for main ideas; listening for details; listening and making inferences | A set of notes; a list of questions for clarifying understanding of the content | Presentations by students or guest speakers | 1. Students listen to a presentation and take notes.<br>2. They review their notes and prepare some questions about the content of the presentation to ask the presenter. |

## 2 Practice: Talking about the Theme of the Lesson

### Objectives

The objectives of this part include:

- Presenting instances of *language function*.
- Helping students have *focused attention* on the structure.
- Providing opportunities for *repetition of the structure*.
- 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 how to talk about the theme of the lesson.
- Let them know what each turn means.
- Let them know what the topic of the lesson mean and talk about it in Persian.
- Play the CD two or three times and ask students to repeat the turns. You can divide the class into two groups and ask each group to repeat one turn.
- Then tell the class to ask about the theme.
- Next ask your students to pair up and practice asking each other about the theme. They can refer to the Photo Dictionary at the end of their 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.

Students may need more vocabulary to talk about the theme. In this case you may present the words written after Practice 1 and 2, to help them talk about the theme, expand their vocabulary stock, and learn some collocations.

Present the words with the help of the techniques explained in Section 1.

If necessary, refer to the workbook for practicing the vocabulary.

# 3 Language Melody

## Objectives

The objectives of Language Melody include:

– Helping students *recognize intonation* contours of English language.

– Helping students *produce proper intonation* contours associated with the function of the utterances.

## Teaching Procedure

"The communicative framework suggests a division of the pronunciation lesson into five phases moving from analysis and consciousness raising to listening discrimination and finally production" (Celce– Murcia, Brinton, & Goodwin, 2010, p. 45). Follow the steps in Table 1 below to teach pronunciation based on CLT.

| Phase | DESCRIPTION |
|---|---|
| 1 | **DESCRIPTION AND ANALYSIS** – oral and written illustrations of how the feature is produced and when it occurs within spoken discourse. |
| 2 | **LISTENING DISCRIMINATION**– focused listening practice with feedback on learners' ability to correctly discriminate the feature. |
| 3 | **CONTROLLED PRACTICE** – oral reading of minimal– pair sentences, short dialogues, etc., with special attention paid to the highlighted feature in order to raise consciousness. |

| | |
|---|---|
| 4 | **GUIDED PRACTICE** – structured communication exercises, such as information–gap activities or cued dialogues, that enable the learner to monitor for the special feature. |
| 5 | **COMMUNICATIVE PRACTICE** – less structured, fluency– building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances. |

According to Celce – Murcia et al. (2010, p. 45), this communicative framework recognizes;

- the key role each phase plays in the acquisition of new pronunciation features,
- learners' progression from one phase to another, that is from controlled to automatic processing/production of L2 phonology is gradual,
- the application of this framework should extend the course of several lessons not just one,
- learning pronunciation is not linear, and practice must extend beyond the controlled phase of repetition and oral drills to more communicative activities when learners gain control over the feature.




For more information on this topic please refer to Celce – Murcia, Brinton and Goodwin (2010) pages 44 to 49.

## 4 Grammar

### Objectives

Although "the term grammar has multiple meanings" (Larsen– Freeman, 2002, p. 34), its core meaning is "how words are formed (morphology) and how words are combined (syntax)" (ibid).

There are two basic views towards grammar: formal and functional. While the former is about the form of the language, the latter focuses on the fact that "grammar is not a static system of rules; grammar is a dynamic system" (Larsen– Freeman, 2014, p. 257). In other words, the grammar of a language is not what its speakers have to say (prescriptive grammar) but how the language is actually used (descriptive grammar). In this sense, the goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen– Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar

**is in keeping with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntas, semantics, and pragmatics. Grammatical structures not only have a morphosyntactic form, they are also used to express meaning (semantics) in context–appropriate use (pragmatics). We refer to these as the dimensions of *form, meaning,* and *use*, becausc the three are interrelated– that is, a change in one will involve a change in another– it is helpful to view the three dimensions as a pie chart, with arrows depicting the interaction among the three.**

(Celce– Murcia and Larsen– Freeman, 1990, p. 4)

In this framework, the three components of Freeman's pie chart will focus on

form, meaning, and use (Laren– Freeman, 2014, p. 258) (See figure 2).

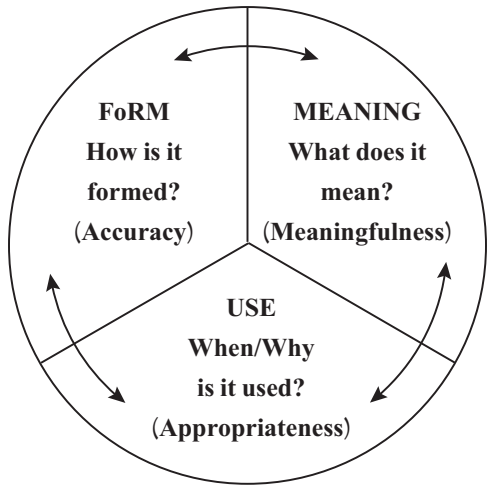


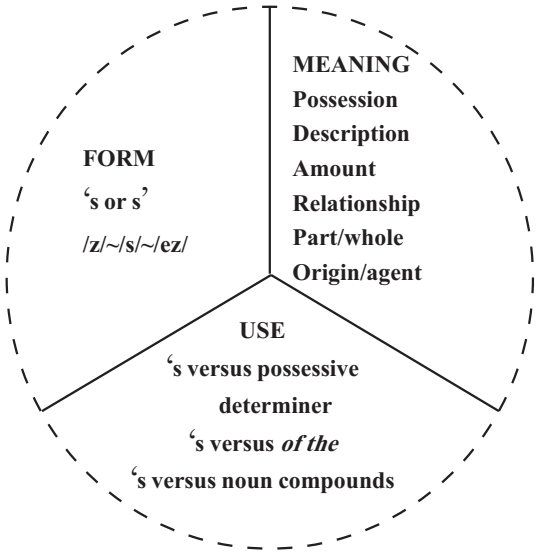

**Figure 2. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

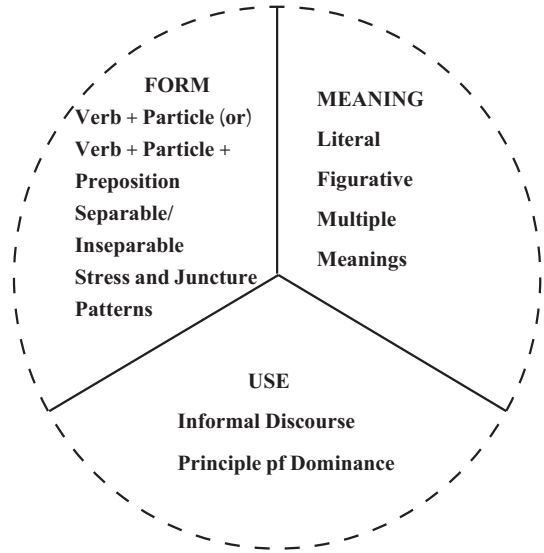
**1. In the wedge of the pie having to do with form, we have those overt lexicogrammatical** patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.

**2. In semantic wedge,** we deal with what a grammar construction means. The meaning can be lexical (a dictionary definition for a preposition like *down*, for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result).

**3. Pragmatics in the use wedge** means the use of the language in context. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co– text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction).

Two examples taken from Larsen– Freeman (2014, pp. 259– 60) may provide more illuminating insights:




## Teaching Procedure

In order to teach the grammar in Prospect 3, the procedure suggested by Richards and Rodgers (2014, p. 103) will be followed:

> New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation.

The methodological procedures underlying CLT textbooks include "teaching points are often introduced in dialogue form, grammatical items are isolated for controlled practice and freer activities are provided. Pair and group work is suggested to encourage students to use and practice function and forms" (ibid). This reflects a sequence of activities represented in the figure 3 (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).

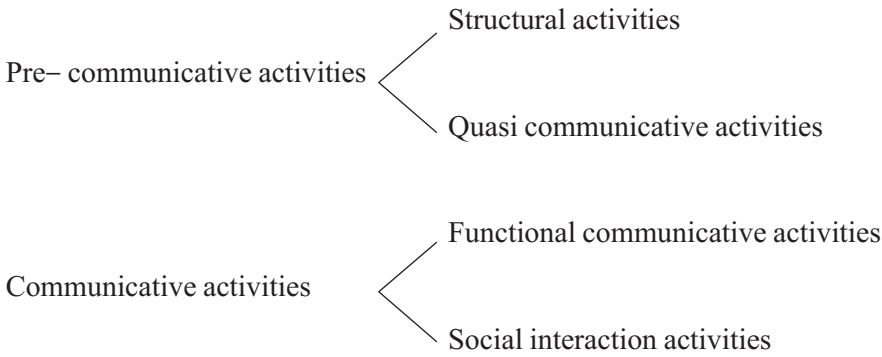



**Figure 3. The sequence of CLT teaching activities**

As a result, the following steps will be followed to teach grammar in Prospect 3:

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. A Multiple Intelligence (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)**

In order to start teaching grammar, the teacher rereads the conversation with an emphasis over the grammatical structure. Students can help the teacher by finding the grammatical points. The 3 components of the grammatical structure can be focused on here:

- form,
- meaning, and
- function.

**Phase 2. Isolation of grammatical items to be presented in GRAMMAR**

The 'Grammar part' is worked on in this phase. The teacher may:

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask students to provide him/her with the rules they understand.

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**

## See also

### Objectives

It is a grammatical point that is explained very briefly. Most of the time, this grammatical point is required to carry out conversations and/or do meaningful tasks and exercises.

### Teaching Procedure

To teach this grammatical point just refer to the 3 dimensional grammatical pie. Some exercises are predicted to be done on this structure in the rest of the book/workbook.

## 5 Find it and Tell Your Classmates.

### Objectives

The objectives of this section are:

- *Making students aware* of the taught grammatical structures.
- Providing students with *controlled oral practice*

### Teaching Procedure

This part should be covered after teaching Grammar:

- Ask students to take a red pencil or highlighter.
- Ask them to
  - circle the structures, or
  - underline the structures

'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.
- If necessary, give them some hints.

**Don't let students write their answers**!

## 6 Listening, Reading and Writing

### Objectives

The main goal of this section is providing situational practice with contextualization for the taught grammatical point. It also aims at

- 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.

The same procedure is followed for Part B.

## 7 Listening, Speaking, Reading and Writing

### Objectives

This is another situational practice with contextualization of the taught grammatical point. It also has the following 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 activity is a real or pedagogical task that asks students to share their personal information and preferences with their classmates.

To do that:

- Ask students to pair up.
- Ask them to do the interview.



## Role Play

### Objectives

This is a role- play activity that completes the procedure of teaching grammar. It has the following objectives as well:

- Providing students with a *fluency activity*.
- Giving students the opportunity to *put together* whatever they have learned in the lesson.

### Teaching Procedure

- Ask students to pair up.
- They have to talk about the theme of the lesson.
- Ask them to use the conversation of the lesson as a model.



You may bring a game or task to the classroom after teaching the grammar or at the end of the lesson if you have time.

# Lesson 1
# Personality

| Theme and Function | Vocabulary | Language Melody | Grammar | See also | Key Language |
|---|---|---|---|---|---|
| Lesson 1<br>Personality<br><br>**Talking about Personality**<br><br>15-27 | Personality (shy, angry, brave,...) | Falling intonation<br>(to be statements) | Simple Present Tense<br>(to be) | Contraction of "to be" Verbs | Expressions<br>- Are you hard-working?<br>- Yes, I am.<br>- What's your friend like?<br>- He's very funny. |

## The *Gantt Chart* of Lesson 1

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<br>Melody | 25 | | | | |
| | Grammar<br>(+ See Also) | 50 | | | | |
| Session 3 (75 min) | Find it | 15 | | | | |
| | Tell your<br>classmates | 15 | | | | |
| | Workbook | 45 | | | | |
| Session 4 (75 min) | LRW | 20 | | | | |
| | LRWS | 20 | | | | |
| | Role Play | 35 | | | | |

## Teacher's notes

# Lesson 1: Personality

## Conversation

Listen to the conversation between two cousins.

Ehsan: Who is your best friend at school?

Parham: Reza.

Ehsan: What's he like?

Parham: Oh, he is really great! He's clever and kind

Ehsan: Is he hard-working too?

Parham: Yes! And he's always very helpful.

Ehsan: How?

Parham: He always helps me with my lessons.



# 1 conversation

## Objectives

- –Providing students with language comprehensible input
- –Presenting language function 'talking about personality'
- –Presenting new vocabulary/expressions related to the theme 'personality'
- –Rising students' awareness towards the structure "simple present, to be"

## Teaching Procedure

Use the cycle of *pre–listening, listening, and post–listening* to teach 'conversation'.

### Phase 1. Preparation (Pre listening)

The aim of the pre–listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text" (Goh, 2014, p.84). As a result, different types of activities can be used in this stage to activate your students' background knowledge on the topic *personality*. The activities may include (ibid): brainstorming, researching, reading, viewing pictures, watching movies, and discussing.

**Activating students' background knowledge:**

**Introduce the topic, talk about 'personality'**

*1.1. Brainstorming:* You can write the word 'personality' 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. First do the brainstorming in Persian, then in English.



*1.2. Researching:* Ask students to do a mini research on the word 'personality'. If students have dictionaries in the classroom, you may ask them to look up the word 'personality' and give you what they have found. They can use monolingual or bilingual dictionaries.

E.g. Longman Contemporary Dictionary: "someone's character, especially the way they behave towards other people".

What can be written on the board is:




You may ask students to give you more examples. Write them on the board.

Use this technique in more proficient classes.

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

> Amir is a hard-working employee. He is in his office at 7. He is very kind and helpful to people. He works all day and helps others. He is neat and generous.

*1.4. Viewing pictures or photographs:* Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *personality*. If a video-projector is available in your class, you may make a

slideshow to show interesting pictures to the class. Ask students to tell you one adjective that describes the person in the picture.



*1.5. Watching movies:* You can show a short movie to students about people with different 'personalities'.

*1.6. Discussing:* The students may talk about *the personality* when they are doing the above-mentioned activities.

**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**:

| | |
|---|---|
| Clever: | definition: a person who learns very fast |
| kind: | antonym: # cruel |
| hard-working: | exemplification: Reza is very hard-working employee. He works very hard. |
| helpful: | translation: مفید |

**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. Is Reza clever? | ۱ــ صمیمی‌ترین دوست پرهام کیست؟ |
| 2. Who helps Parham? | ۲ــ رضا چطور به پرهام کمک می‌کند؟ |

– 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. Selecting details from the text (word recognition): Listen and circle the adjectives you hear.

clever kind shy neat

B. Listen and fill in the blanks.

Ehsan: Who is your best ……. at school?

Parham: Reza.

Ehsan: What's he ……..?

Parham: Oh, he is really great! He's clever and ……..

Ehsan: Is ……hard–working too?

Parham: Yes! And he's always very …….

Ehsan: In what way?

Parham: He always …… me with my lessons.

–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: Is Reza helpful?*

*–Inference question: Does Reza help Parham?*

*–Opinion–gap question: Is your friend kind?*



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 the dialogue is about; what types of *personalities* are going to be referred to 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 'kind' to 'nice' and 'helpful' to 'useful'.

**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 *personality*? How do they want to solve their listening problems?

## Teacher's notes

## Practice 1 – Talking about personality (1)

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



- Are you hard-working?
- Is he clever?
- Is Zahra talkative?
- Are they neat?
- Are they upset?

Yes, I am.
Yes, he is.
No, she isn't.
Yes, they are.
No, they're not.



## Practice 2 – Talking about personality (2)

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



- What's your friend like?
- What's your mother like?
- What's he like?
- What's she like?
- What are you like?
- What are they like?

He's very funny.
She's very kind and patient.
He is quiet.
She is clever.
I'm a bit serious.
They are very kind.



## 2 Practice: Talking about personality(1)&(2)

**Objectives**

–Presenting instances of language function 'talking about personality'

– Helping students have focused attention on 'to be, present'.

–Providing opportunities for repetition of the structure 'to be, present'.

– 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 people's *personalities*. Let them know what each turn means.

–Let them know what the word *personality* means and how it is related to other English words.

–Then play the CD two or three times and ask students 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 about your *'personality'*

– Next, ask your students to pair up and practice asking each other about their *personalities*. 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.


angry


brave


careless


cruel


rude

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

Present new words with the help of the following techniques:

1. *angry: flashcard, gesture*
2. *brave : picture, exemplification, antonym*
3. *careless: situation, translation, synonym, antonym*
4. *cruel : antonym, exemplification*
5. *rude : synonym, antonym, exemplification, translation*

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


nervous
quiet
funny
selfish
neat

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

Present new words with the help of the following techniques:

*1. nervous : flashcard, picture*

*2. quiet : exemplification, definition, antonym*

*3. funny : picture, gesture*

*4. selfish: exemplification*

*5. neat: flash card*

**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.

pleasant, hard-working, lazy, shy, generous

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

## Language Melody

Listen to the conversation and pay attention to the intonations of "affirmative" sentences.

| | |
|---|---|
| Teacher: | Farzaneh is a clever student. Everybody likes her. |
| Samira: | Yes. I know. She is also very helpful. |
| Teacher: | Well, you can ask her for help. |
| Samira: | Ok, I'll ask her to help me with my English. |

Listen to the sentences below and then practice.

1. He's very kind.
2. She's very patient.
3. You are very clever.
4. Everybody likes her.
5. I do my homework.
6. She works for a company.



**Talk to Your Teacher**

Let me check it in the dictionary.

## 3 Language Melody

**Objectives**

–Helping students recognize falling intonation in statements.

– Helping students produce proper intonation contours associated with the function 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 explain the rule: tell students that *a falling intonation is used with statements*.

**2. Listening discrimination**

Read the following sentences with falling intonation.

Then read each sentence twice,

once with falling and once with rising intonation.

Ask students to tab on their desks

when they hear falling intonation.

1. He's shy.
2. She's great.
3. You are very neat.
4. My mother is very kind.
5. Her father is hard–working.

**3. Controlled practice**

Read the sentences on page 20 and ask the students to repeat after you.

## 4. Guided practice

| | |
|---|---|
| Write the sentences on the board. Ask the students to take the role of one speaker and produce the sentences with appropriate intonation. | A: This is the picture of my friend Ahmad.<br>B: Is he shy?<br>A: No, not at all. He is a little talkative.<br>B: Is he hard-working?<br>A: Yes, he is kind and helpful. |

## 5. Communicative practice

Ask students to give some information to their classmates using falling intonation. Examples may include: 1. My father is helpful. 2. My brother is neat.

## Teacher's notes

## Grammar

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

| Affirmative | | |
|---|---|---|
| I | am | happy. |
| He<br>She | is | |
| We<br>You<br>They | are | |

| Question | | |
|---|---|---|
| Am | I | careful? |
| Is | he<br>she | |
| Are | we<br>you<br>they | |

I am not talkative. = I'm not talkative.
He is not shy. = He's not shy. = He isn't shy.
They are not rude. = They're not rude. = They aren't rude.

## 4 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).

Pre–communicative activities
- Structural activities
- Quasi communicative activities

Communicative activities
- Functional communicative activities
- Social interaction activities

**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 (Multiple Intelligence) task or a game optionally used in the end.

**Phase 1. Presentation of grammar in a dialogue (contextualization) in CONVERSATION & Practice (1 & 2)**

The students have encountered "to be, present" in the dialogue. They have already practiced it and faced 6 examples of the new structure.

**Ehsan**: Who is your best friend at achool?

**Parham**: Reza.

**Ehsan**: What's he like?

**Parham**: Oh, he is really great! He's clever and kind.

**Ehsan**: Is he hard-working too?

**Parham**: yes! And he's always very helpful.

**Ehsan**: In what way?

**Parham**: He always helps me with my lessons.

Review the dialogue and focus on 3 dimensions of 'to be, present'.

**1. Forms**: The students are expected to learn the form and structure of "to be, present" in statements, interrogative sentences and negative sentences.

**2. Meaning/semantics**: The students should understand the meaning of "to be, present" that is describing people, places, adjective, etc.

**3. Use/pragmatics**: The students should understand where and when 'to be, present' is used:

– talking about people, actions, and adjective

–describing people, actions, places, and objects

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.



The vowel in 'to be verbs' is very weak in fast speach

am=əm is=ɪz are=ər

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**

| | | | | |
|---|---|---|---|---|
| There | is | an | eraser | in the classroom. |
| | | a<br>one | computer | |
| | are | two<br>three<br>many<br>some | students | |

## See also

I am a teacher. = I'm a teacher.
He is polite. = He's polite.
It is cold. = It's cold.
We are Iranian. = We're Iranian.
You are students. = You're students.
They are hard-working. = They're hard working.



## See also

### Objectives

The objective of See also in this lesson is teaching contracted forms of 'to be'

### Teaching Procedure

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

**Form**: I'm, You're, He's, She's, It's, We're, They're

**Meaning**: the same as full forms

**Function**: the same as full forms

## Find it

Find and underline "to be" verbs in the passage below.

I'm Mohsen. This is my classroom. There are 25 students in my class. I have a lot of friends. My best friend is Vahid. He's a good student. He is helpful and hard-working, but he is not very careful. He usually forgets important things. It's a big problem.

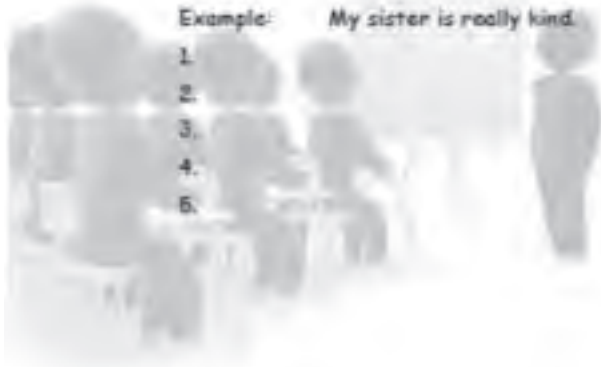


## Tell Your Classmates

Tell your classmates five things about you and your family members.

Example: My sister is really kind.

1.
2.
3.
4.
5.



## 5 Find it and Tell Your Classmates.

**Objectives**

– Making students aware of the taught grammatical structure, 'to be, present'.

–Providing students with *controlled oral practice*

**Teaching Procedure**

–Ask students to take a red pencil or highlighter.

–Ask them to quickly go through the text and circle or highlight all 'be' verbs

'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**

'm, is, are, is, 's, is, is not, 's

**Tell your classmates**

1. My brother is hard–working.
2. My friend is brave.
3. I am happy.
4. My sisters are neat.
5. (Referring to a friend): Mina/Ali is (very) kind.

## Listening, Reading and Writing

**A** Listen to the conversation and fill out the table below.



| Name | Personality |
| --- | --- |
| _____ | _____<br>_____<br>_____ |

## 6 Listening, Reading and Writing

A

### 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**

Haniyeh: Who is she, Anita?

Anita: She is my mother, Zahra.

Haniyeh: Tell me about her. What is she like?

Anita: Well, she's great. She's very kind and helpful.

**KEY**

| Name | Personality |
|---|---|
| Zahra | great<br>kind<br>helpful |

B

Listen to the audio and answer the questions below.

1. What's Iran like?

Iran is a _____ country.

2. What are Iranian people like?

Iranian people are _____, _____, _____ and _____.



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**

Iran is a great country. There are a lot of cities and villages here. Iranian people are very kind and friendly. They are also really brave and hard–working. We all love our beautiful country.

**KEY**

1. What's Iran like? Iran is a great country.

2. What are Iranian people like? Iranian people are kind, friendly, and brave (hard–working is correct as well).

## 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**

Question

What's your father like?

Who is friendly?

Who is brave?

Is your brother talkative?

Is your father kind?

Are your family members neat?

**Card B**

Answer

# 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*.

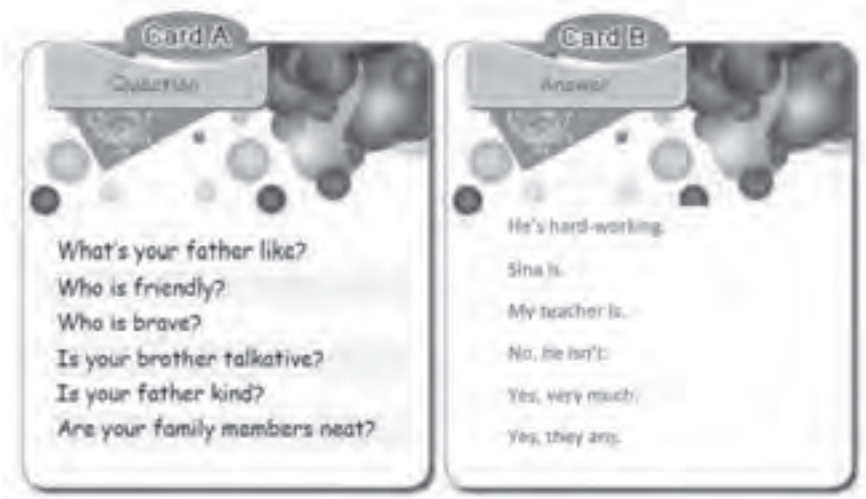
## Teaching Procedure

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.

**KEY**



## Role Play

Talk with your classmates about the personality of your friends/ classmates/ teachers/ relatives.



## 8 Role Play

**Objectives**

- Providing students with a *fluency activity*
- Giving students the opportunity to put together whatever they have learned in this lesson

**Teaching Procedure**

This is a role play activity.

–Ask students to pair up.

– They have to talk about 'personality'.

– Ask them to use the conversation of the lesson as a model.

**KEY**

A: Who is your best friend at school?

B: Mina.

A: What's she like?

B: She's really great! She's nice and very kind.

A: Is she hard–working too?

B: Yes! And she's always very helpful.

A: In what way?

B: She always helps me with my lessons.

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 1**. Pair students. Ask students to say a sentence. Another student should change it into the question or negative form. Any pauses have negative scores.

**Pair 1**. She's nice. ☞ She isn't nice.

**Pair 2**. He's hard-working. ☞ He isn't hard-working.

**Pair 3**. They are shy. ☞ Are they shy?

**Game 2**. Ask students to compare people in these two pictures. They can give you 2 differences.



He is careless. He is careful.

He is upset. He is happy.

**Language Task: Describing pictures** (MIs involved: spatial, logical-mathematical, and linguistic).

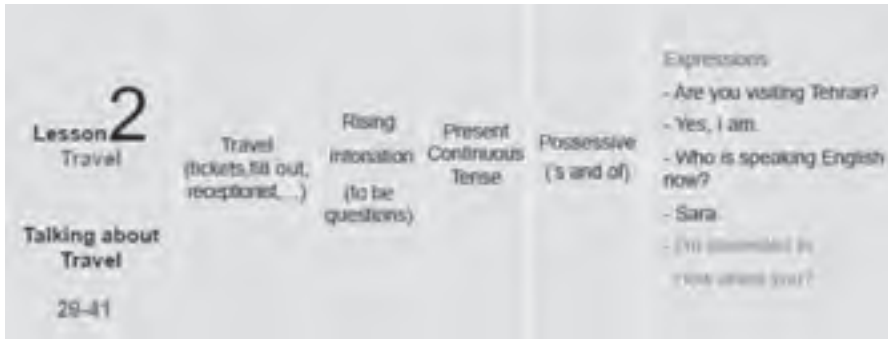
Ask students to look at a painting/photo like this. Ask them to describe people in it.

e.g. He is brave. He's kind. They are hard-working.



## Teacher's notes

# Lesson 2
# Travel



## The *Gantt Chart* of Lesson 2

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 Melody | 25 | | | | |
| | 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

# Lesson 2: Travel

## Conversation

Listen to the conversation between a tourist and a receptionist.

Receptionist: Welcome to our hotel sir, how can I help you?

Tourist: My name is Paul Kress.I'm from Germany. I have a reservation here.

Receptionist: I see! Are you staying here for two nights?

Tourist: Yes, my wife and I are visiting Tehran for three days.

Receptionist: Where is she now? I need to check her passport.

Tourist: She's standing over there, by the gift shop. Here is her passport.

Receptionist: Thank you. This is your key. It's room 213. Hope you enjoy your stay in Tehran.



# 1 conversation

**Objectives**

–Providing students with *language input*

–Presenting *Language function* 'talking about travels'

–Presenting *new vocabulary/expressions* related to the theme 'travel'

–Rising students' *awareness* towards the structure "present continuous 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 'traveling'**

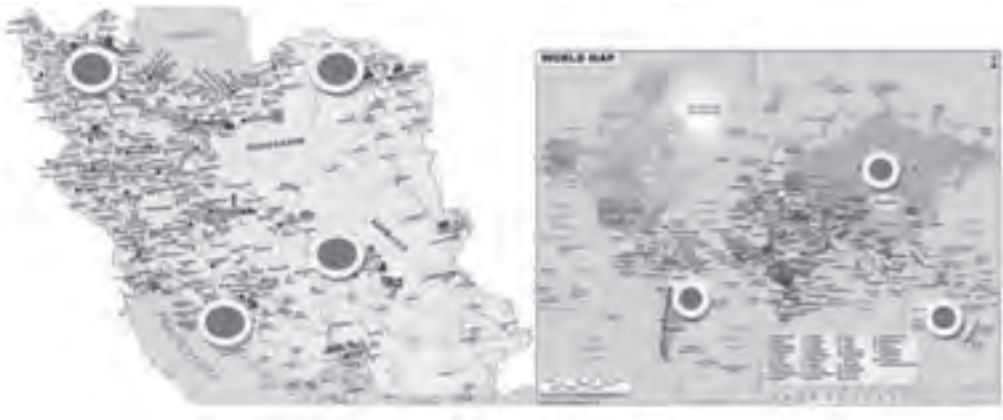
1.1. *Brainstorming*: You can write the word 'travel' on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm.

Use the one below as a sample. First do the brain storming in Persian, then in English.

1.2. *Researching*: Ask students to do a mini research on the word 'travel'. They may tell you about Iranian cities or foreign countries that have nice places to go in holidays.


وسایل نقلیه
plane, train, bus
مکان ها
hotel, airport
سفر
Travel
کارها
buy a ticket, book a room
افراد
tourist, receptionist

Or you may show them these maps and ask them to find some information about the marked places in an encyclopedia or atlas, if they are available in your school's library.



Use this technique in more proficient classes.

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

> Ehsan is traveling to Mashhad with his family. He is in the airport now. The airport is very crowded. Ehsan's flight is at 3. Ehsan is watching TV. Her sister is playing with her toys. There are many passengers. They are also waiting for their flight.

1.4. *Viewing pictures or photographs*: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *travel*. If a video-projector is available in your class, you may make a slideshow to show interesting pictures to the class.



1.5. *Watching movies*: You can show a short movie to students about people and 'travel'

1.6. *Discussing*: The students may talk about *traveling* when they are doing the above activities.

**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**:

| | |
|---|---|
| reservation: | translation: رزرو |
| visit: | synonym=see |
| gift shop | flashcard |

**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. Where is Mr. Kress from? | ۱. شماره اتاق آقای کرس چند است؟ |
| 2. Is his wife in the hotel? | ۲. همسر آقای کرس کجاست؟ |

– 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. Listen and write (+) if you hear a positive statement and (–) if you hear a negative statement.**

1. She is traveling.
2. They're not reading.
3. He's writing.
4. We aren't playing.

**B. Listen to a sentence describing a picture and select the correct picture.**



1. They are getting in a train. 2. He's filling out a form. 3. He's buying a ticket.

– 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: Are they staying for 3 nights?

–Inference question: Is the receptionist checking their passport?

–Opinion–gap question: Is Germany in Europe?



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 travel, what kind of people are involved in the conversation, and where the conversation is taking place.

**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 'gift' to 'present' or 'shop' to 'store'.

**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 *travel*? How do they want to solve their listening problems?

## Teacher's notes

## Practice 1 – Talking about Travel (1)

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



- Are you visiting Tehran?
- Are they traveling around the world?
- Is Paul booking a room?
- Is Kate checking the map?

Yes, I am.

No, they aren't.

Yes, he is.

No, she's reading the guide book.



## Practice 2 – Talking about Travel (2)

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



- Who is speaking English now?
- What is he doing?
- Where is Ali going?
- What are you doing?
- How are they traveling?

Sara.

He is buying a ticket.

He's going to Mahrabad Airport.

I'm filling out the reservation form.

They are traveling by train.



## 2 Practice: Talking about Travel (1) & (2)

### Objectives

–Presenting instances of *language function* 'talking about travel'

–Helping students to have focused attention on 'present continuous tense'.

–Providing opportunities for *repetition of the structure* 'present continuous tense'.

– Helping students to use the structure 'present continuous tense' *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 *travels*.

Let them know what each turn means.

– Let them know what the word 'travel' 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 travel.

– Next ask your students to pair up and practice asking each other about their travels. 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



buy a ticket



check the passport



check in




check the timetable



take off land

Students may need more vocabulary to talk about 'travel'. In this case you may present the words to help them to talk about travel, expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques:

1. buy a ticket: pictures, flashcards
2. check a passport: gesture, act out
3. check in: translation
4. check the timetable: picture
5. take off/land: synonym/antonym

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



exchange money



fill out the form



book a hotel



pack for a trip



talk to a receptionist

Students may need more vocabulary to talk about 'travel'. In this case you may present the words to help them to talk about travel, expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques:

1. exchange money: explanation
2. fill out the form: act out
3. book a hotel: translation
4. pack for a trip: action, translation
5. talk to a receptionist: 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.

board the plane, make a voyage, take an express train

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

## Language Melody

Listen to the conversation and pay attention to the intonation of "Yes/No questions" (to be).

Kiana: Are you working with the computer now?
Sara: Yes, I'm searching for a hotel in Sanandaj.
Kiana: Is it possible to book it online?
Sara: Yes, of course!

Listen to the questions below and then practice.

1. Is it a beautiful country?
2. Is he a tourist?
3. Are you staying here?
4. Is she searching for a hotel?
5. Are you travelling to Shiraz?
6. Are they checking out?



Talk to Your Teacher

I am interested in ... ,
How about you?

## 3 Language Melody

**Objectives**

–Helping students recognize rising intonation in 'Yes/No questions'.

–Helping students produce proper intonation contours associated with the function 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 explain the rule: tell students that a rising intonation is used with Yes/No questions.

**2. Listening discrimination**

– Read the following sentences.

– Ask students to raise their hands when they hear rising intonation.

1. Is he cooking?
2. I am washing my car.
3. They're staying here.
4. Are you cleaning your home?
5. Is she working?

**3. Controlled practice:**

Read the sentences on page 34 and ask students to repeat after you.

**4. Guided practice**

Write the dialogue on the board. Ask the students to take the role of one

speaker and produce the sentences with appropriate intonation.

A: Are you going to Rasht this weekend?

B: Yes, I am.

A: Are you staying there for a week?

B: No, I am staying there for 2 days.

A: Are you staying in a hotel?

B: Yes, I am.

**5. Communicative practice**

Ask students to ask some questions from their classmates using rising intonation. Examples may include:

1. Are you neat? 2. Is your mother a teacher?

## Teacher's notes

# Grammar

Look at the tables below and listen to your teachers' explanations.

| Affirmative | | | |
|---|---|---|---|
| I | am | speaking | Persian.<br>English.<br>Arabic.<br>French.<br>German. |
| He | is | | |
| They | are | | |

I am not speaking Persian.
I'm not speaking Persian.

She is not writing a letter.
She's not writing a letter.
She isn't writing a letter.

You are not reading a book.
You're not reading a book.
You aren't reading a book.

| Yes/No Questions | | | | |
|---|---|---|---|---|
| Am | I | reading | a novel<br>short stories<br>newspapers<br>a poem | ? |
| Is | he | | | |
| Are | they | | | |

Is Sara booking online?
Are you visiting Iran?

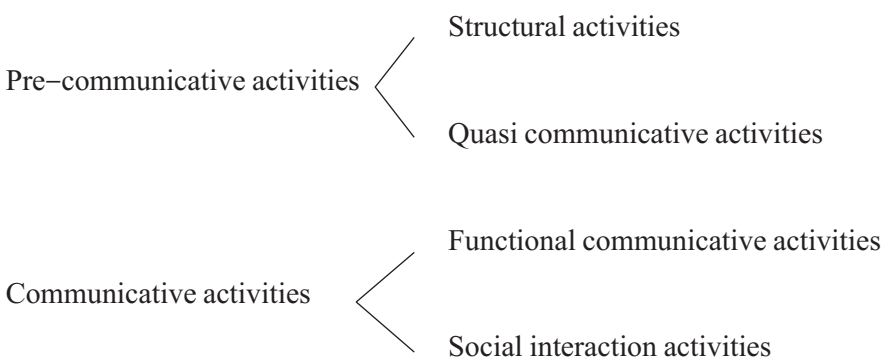
## 4 Grammar

**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 "present continuous tense" in the dialogue. They have already practiced it and faced 3 examples of the new structure.

**Receptionist**: Welcome to our hotel sir, how can I help you?

**Tourist**: My name is Paul Kress. I'm from Germany. I have a reservation here.

**Receptionist**: I see! Are you staying here for two nights?

**Tourist**: yes, my wife and I are visiting Tehran for three days.

**Receptionist**: Were is she now? I need to check her passport.

**Tourist**: She's standing over there, by the gift shop. Here is her passport.

**Receptionist**: Thank you. This is your key. It's room 213. Hope you enjoy your stay in Tehran.

Review the dialogue and focus on 3 dimensions of 'present continuous tense'.

**1. Forms**: The students are expected to learn the form and structure of "present continuous tense" in statements, interrogative sentences and negative sentences.

**2. Meaning/semantics**: The students should understand the meaning of the "present continuous tense" that is 'an action is taking place now'.

**3. Use/pragmatics**: The students should understand where and when 'present continuous tense' is used:

– talking about actions taking place now

–talking about actions that happen in near future

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



Pronouns joined to auxiliary verbs to make contractions are often unstressed.

- I'm coming.
- She's hungry

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**

| Wh Questions | | | | |
|---|---|---|---|---|
| How<br>Where | am | I | going | ? |
| | is | he | | |
| | are | they | | |

What is she playing?
Who is speaking to the teacher?

## See also

Kate's scarf
Jack's shirt
Teacher's office

The wheels of the car
The legs of the chair
The door of the room.





## See also

### Objectives

The objective of See also in this lesson is teaching Possessive 's' and 'of'

### Teaching Procedure

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

**Form**: 's' and 'of' are forms of possessives in English, pronounced as /z/, /s/, or /ez/.

**Meaning**: possession, description, amount, relationship, part/whole

**Function**: Where to use 's' in contrast to 'of' to show 'possession, description, amount, relationship, part/whole, agent'

## Find it

Find and underline "present continuous tense" in the passage below.



This is Paul. He is a tourist from Germany. He's going into a gift shop with his wife. They are opening the door of the shop. Now, they're talking to the shopkeeper to find suitable gifts for their daughters. Paul's daughters are living in Spain now.

## Tell Your Classmates

Tell your classmates five things you guess your family members are doing now.

Example: I guess my brother is praying now.

1.
2.
3.
4.
5.

## 5 Find it and Tell Your Classmates.

**Objectives**

– Making students aware of the taught grammatical structures, 'present continuous 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 'present continuous 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**

is going, are opening, 're talking, are living

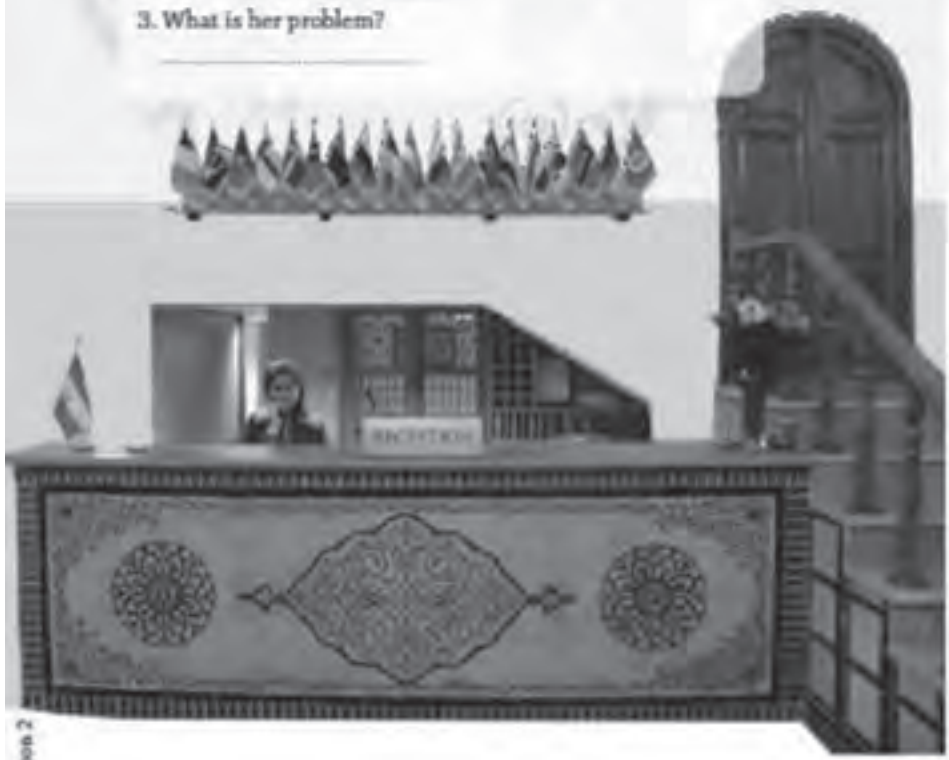
**Tell your classmates**

1. I guess my mother is cooking now.
2. I guess my brothers are playing now.
3. I guess my father is driving now.
4. I guess my sister is reading now.
5. I guess my aunt is cleaning her room now.

## Listening, Reading and Writing

**A** Listen to the conversation and answer the questions below.

1. Where is Brenda from?
   She is from _____.
2. What's Brenda doing?
   She _____ the website.
3. What is her problem?
   _____



## 6 Listening, Reading and Writing

A

### 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**

| | |
|---|---|
| Receptionist: | Hello, who is speaking? |
| Brenda: | Hi, it is Brenda from England. |
| Receptionist: | How can I help you? |
| Brenda: | I'm checking your website but I can't find the reservation section. |
| Receptionist: | OK! Let me help you. |
| Brenda: | Thank you so much. |

**KEY**

1. Where is Brenda from? She is from England.
2. What's Brenda doing? She is checking the website.
3. What is her problem? She can't find the reservation section.

B

Listen to the audio and answer the questions below.

1. Where is Mehmet from?

He is from .....

2. Where is Mehmet going to?

He's .....

3. What's he asking about?

.....



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**

Mehmet is a tourist from Turkey. He's visiting Iran. Now, he is buying a ticket to Mashhad. He's talking with the front–desk. He is asking about the ticket price. He wants to stay in Mashhad for two nights.

**KEY**

1. Where is Mehmet from? He is from **Turkey**.

2. Where is Mehmet going to? He's going to **Mashhad**.

3. What's he asking about? **He is asking about the ticket price**.

## 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**

Question

What are you doing now?

What is he/she doing?

Who is brave?

What's our teacher doing?

What is your best friend doing?

Who is doing his/her homework?

**Card B**

Answer

## 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.

**KEY**



## Role Play

Play the roles of a tourist and a receptionist with one of your classmates. Follow the conversation of the lesson.



## 8 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 'travel'

– Ask them to use the conversation of the lesson as a model.

**KEY**

Receptionist: Welcome to our hotel sir, how can I help you?

Tourist: My name is John Lee. I have a reservation here.

Receptionist: Ok, Are you staying here for three nights?

Tourist: Yes, my wife and I are visiting Isfahan for four days.

Receptionist: Where is she now? I need to check her passport.

Tourist: She's standing over there, in the yard. Here is her passport.

Receptionist: Thank you. This is your key. It's room 320. Hope you enjoy your stay in Isfahan.

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: Pantomime**

Ask a student to think of an action, come in front of the class and act it out. The class should guess the action and say the sentence: **She's cooking now**.

**Language Task: Remembering actions** (MIs involved: spatial, kinesthetic, and linguistic).

Ask students to look at the following pictures for some minutes. Then they have to close their eyes and say aloud what the people are doing in each picture. They may act out what they are saying.



# Lesson 3
# Festivals and Ceremonies

| Theme and Function | Vocabulary | Language Melody | Grammar | See also | Key Language |
|---|---|---|---|---|---|
| Lesson 3<br>Festivals and Ceremonies<br><br>**Talking about Festivals and Ceremonies**<br>49-61 | Festivals and Ceremonies (fireworks, national anthem,...) | Rising Intonation (do/does questions) | Simple Present Tense (do/does) | Possessive Adjectives | Expressions<br>- Do you buy new clothes for the new year?<br>- Yes, I do.<br>- Does he recite the Holy Quran at the turn of the year?<br>- Yes, he does. |

## The *Gantt Chart* of Lesson 3

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 Melody | 25 | | | | |
| | Grammar (+ See Also) | 50 | | | | |
| Session 3 (75 min) | Find it | 15 | | | | |
| | Tell your classmates | 15 | | | | |
| | Workbook | 45 | | | | |
| Session4 (75 min) | LRW | 20 | | | | |
| | LRWS | 20 | | | | |
| | Role Play | 35 | | | | |

## Teacher's notes

# Lesson3: Festivals and Ceremonies

## Conversation

Listen to the conversation between two friends.

Elham: I just love New Year holidays!

Nasrin: Oh, yes, me too. It's really great.

Elham: We normally visit our relatives in Norooz. It's fun!

Nasrin: Do you get New Year gifts too?

Elham: Sure! We usually get money. I really like it.

Nasrin: Well..., We always go to my grandparents' houses.

Elham: That's nice! Does your grandmother cook the New Year meal?

Nasrin: Actually, she doesn't. My mother makes it.



# 1 conversation

## Objectives

–Providing students with *language input*

–Presenting *language function* 'talking about festivals and ceremonies'

–Presenting *new vocabulary/expressions* related to the theme 'festivals and ceremonies'

–Rising students' *awareness* towards the structure 'simple present 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 'festivals and ceremonies'**

1.1. *Brainstorming:* You can write the word 'festival/ceremonies' 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. First do the brain storming in Persian, then in English.


جشن ها
Norooz, Birthday
مراسم مذهبی
Eid Fitr
مراسم
Ceremonies
یادمان ها
Bahman 22
مراسم ملی
Farvardin 12

1.2. *Researching:* Ask students to do a mini research on the word 'festivals'. Ask students to do research on other countries' New Year ceremonies such as: *Turkey, China, India*

**Use this technique in more proficient classes.**

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

> Bahman 22 is the anniversary of Islamic revolution of Iran. Iranians come to streets each year. They celebrate this day. They walk in the streets with their families. They bring balloons and flags and sing the national anthem.

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

*1.6. Watching movies:* You can show a short movie to students about different festivals and ceremonies in Iran or other countries.

**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**:

| | |
|---|---|
| gifts: | synonym= present |
| meal: | flashcard |
| relatives | exemplification, grandparents, uncle, aunt, cousin |

**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. Do they visit their relatives? | ۱. الهام چه هدیه‌ای می‌گیرد؟ |
| 2. Who cooks? | ۲. روزعید، نسرین به کجا می‌رود؟ |

– 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. Listen and circle the words you hear.

money gift travel new year aunt

B. Listen to the sentences. Write 's' if they are the same and 'D' if they are different.

1. I don't like holidays. I like holidays.
2. She doesn't work here. She doesn't work here.
3. They do their homework. They don't do their homework.

–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: Does Elham like New Year?

–Inference question: Does Nasrin like money?

–Opinion–gap question: Do you like New Year?

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 'festivals and ceremonies', what kind of cultures/countries are involved in the conversation, and what points are mentioned in the conversation about the event(s).

**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 'food' to 'rice' or 'New year' to 'Norooz'.

**Post–listening**: Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? What listening tasks do they like to listen about ceremonies? How do they want to solve their listening problems?

## Teacher's notes

## Practice 1 Talking about Festivals and Ceremonies (1)

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



- Do you buy new clothes for the New Year? — Yes, I do.
- Do you and your cousins set the Haft Seen table? — No, we don't.
- Do young children color the eggs? — Yes, they usually color them.
- Do Chinese people buy gold fish for the New Year? — No, they don't buy gold fish.



## Practice 2 Talking about Festivals and Ceremonies (2)

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



- Does he recite the Holy Quran at the turn of the year? — Yes, he does.
- Does your father give you New Year gifts? — No, he doesn't.
- Does she have many friends? — Yes, she has many friends.
- Does your mom make a special food for Norooz? — No, she doesn't make a special food.



## 2 Practice: Talking about Festivals and Ceremonies (1) & (2)

### Objectives

–Presenting instances of language function 'talking about festivals and ceremonies'

– Helping students have focused attention on 'simple present tense'.

–Providing opportunities for repetition of the structure 'simple present 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 'festivals and ceremonies'. Let them know what each turn means.

– Let them know what the word 'festival/ceremony' 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 'festivals/ceremonies'.

– Next ask your students to pair up and practice asking each other about their

travels. 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



make lunch/dinner



bake a cake



set the table



sing the national anthem



hold a ceremony

Lesson 3

52

Students may need more vocabulary to talk about 'travel'. In this case you may present the words to help them talk about different personalities, expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. make lunch/ dinner: flashcard, action
2. bake a cake/ cookies: picture, action
3. set the table: action, translation
4. sing the national anthem: flashcard, translation
5. hold a ceremony: explanation

Then practice the words with the help of some exercise. 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



watch fireworks



read poems of Hafez



wear special clothes



go out on Nature Day



clear the table

Students may need more vocabulary to talk about 'Festivals and ceremonies'. In this case you may present the words to help them talk about different Festivals and Ceremonies, expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques explained in section 1:

1. watch fireworks: flashcard
2. ead poems of Hafez: action
3. wear special clothes: explanation
4. go out on Nature Day: translation, picture
5. clear the table

**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.

celebrate a religious holiday, watch military parade, commemorate NE martyrs, Islamic–Iranian culture, Islamic revolution anniversary

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

## Language Melody

Listen to the conversation and pay attention to the rising intonation of "Yes/No questions" (do/does).

Sam: Shayan, do you like spring?
Shayan: Yes, I like spring a lot.
Sam: Do you like rainy weather?
Shayan: Oh yes! But not on Nature Day.
Sam: Why not?
Shayan: Because we always go out on 13 of Farvardin.

Listen to the questions below and then practice.

1. Do you like rainy weather?
2. Does it rain a lot in Tehran?
3. Does she cook lunch?
4. Do you tell stories?
5. Does he like spring?
6. Does she eat nuts?



### Talk to Your Teacher

- Wish you a great holiday!
- Happy New Year!

## 3 Language Melody

**Objectives**

– Helping students recognize rising intonation in 'do/does questions'.

– Helping students produce proper intonation contours associated with the function of the utterances.

**Teaching Procedure**

**1. Description and analysis:**

– Play the audio of the conversation.

– Ask students to listen several times.

– Briefly explain the rule: tell students that a *rising intonation* is used with '*do/does* questions'.

**2. Listening discrimination**

–Read the following sentences.

–Ask students to raise their hands when they hear rising intonation.

1. Does he work here?
2. Is he rude?
3. They walk to school.
4. Do they play in the yard?
5. Do you get to bed early?

**3. Controlled practice:**

Read the sentences on page 54 and ask the students to repeat after you.

**4. Guided practice**

Write the sentences on the board. Ask the students to take the role of one

speaker and produce the sentences with appropriate intonation.

A: We have a ceremonoy for the 'Clean Day' in our school.

B: Do you do anything special?

A: Yes. We make newspapers and posters.

B: What else?

A: We write letters to parents. We ask them to use buses not their cars.

**5. Communicative practice**

Ask students to ask some questions from their classmates using rising intonation. Examples may include: 1. Do you like festivals?/ 2. Does your father buy you gifts in New Year?

3. Do your grandparents live near you?

## Teacher's notes

## Grammar

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

| Affirmative | | |
|---|---|---|
| I<br>We<br>You<br>They | like | New Year holidays. |
| He<br>She | likes | |

Ali reads a newspaper.
Mina and Zahra study their lessons.

| Negative | | | | |
|---|---|---|---|---|
| I<br>We<br>You<br>They | do | not | buy | new clothes. |
| He<br>She | does | | | |

I don't play tennis.
Zahra doesn't wash the dishes.

## 4 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).

Pre–communicative activities
- Structural activities
- Quasi communicative activities

Communicative activities
- Functional communicative activities
- Social interaction activities

**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 "simple present tense" in the dialogue. They have already practiced it and faced 9 examples of the new structure.

**Elham**: I just love New year Holidays!

**Nasrin**: Oh, yes! So do I. It's really great!

**Elham**: We normally visit our relatives in Norooz It's fun!

**Nasrin**: Do you get New year gifts too?

**Elham**: Sure! We usually get money. I really like it.

**Nasrin**: Well... We always go to my grandparents' houses.

**Elham**: That's nice! Does your grandmother cook The New year's meal?

**Nasrin**: Actually, she doesn't. My mother makes it.

Review the dialogue and focus on 3 dimensions of 'simple present tense'.

**1. Forms**: The students are expected to learn the form and structure of "simple present tense" in statements, interrogative sentences and negative sentences.

**2. Meaning/semantics**: The students should understand the maning of the "simple present tense" that is 'a habit'.

**3. Use/pragmatics**: The students should understand where and when "simple present tense" is used:

– talking about habitual actions

–talking about facts

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 allophones of /s/ third person

/s/ walks, writes, sleeps

/z/ buys, reads, colors

/is/ watches, finishes

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**

| Question | | | | |
|---|---|---|---|---|
| Do | I<br>we<br>you<br>they | buy | gold fish | ? |
| Does | he<br>she<br>Hamid | | | |

## See also

I read my book.

You wash your car

He cleans his room.

She studies her lessons.

The cat drinks its milk.

We paint our house.

They eat their lunch.

| | |
|---|---|
| I → | my |
| you | your |
| he | his |
| she | her |
| it | its |
| we | our |
| they | their |

## See also

### Objectives

The objective of See also in this lesson is teaching 'possessive adjectives'

### Teaching Procedure

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

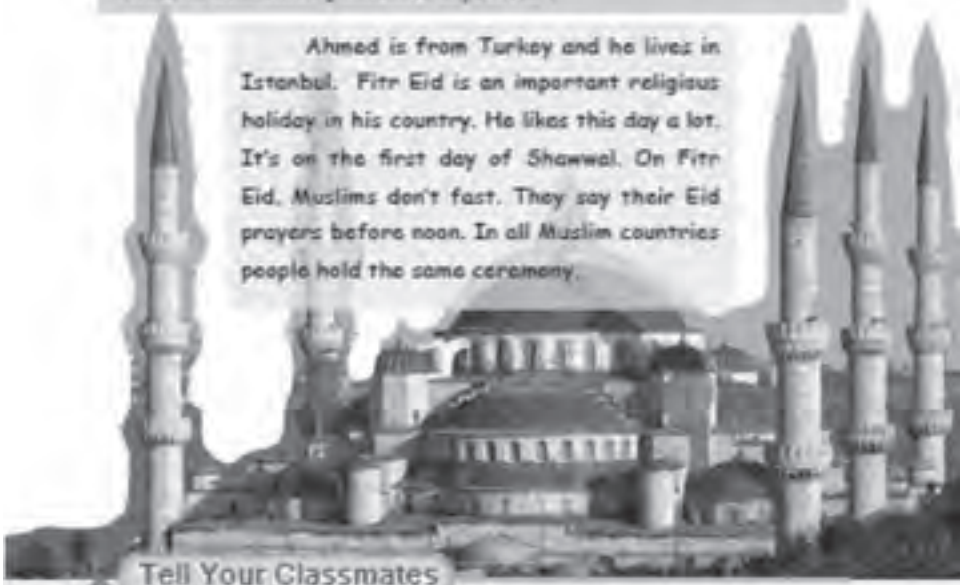
**Form**: my (I), your (you), his (he), her (she), its (it), our (we), their (they)

**Meaning**: something belongs to someone

**Function**: expressing possession

## Find it

Find and underline "simple present tense" in the passage below. Then find and underline "possessive adjectives".



Ahmed is from Turkey and he lives in Istanbul. Fitr Eid is an important religious holiday in his country. He likes this day a lot. It's on the first day of Shawwal. On Fitr Eid, Muslims don't fast. They say their Eid prayers before noon. In all Muslim countries people hold the same ceremony.

## Tell Your Classmates

Tell your classmates five things about Festivals and Ceremonies.

Example: I really like Fajr Film Festival.

1.
2.
3.
4.
5.

## 5 Find it and Tell Your Classmates.

**Objectives**

– Making students aware of the taught grammatical structures, 'simple present tense'.

–Providing students with controlled oral practice

**Teaching Procedure**

– Ask students to take a red pencil or highlighter.

– Ask them to quickly go through the text and circle or highlight all instances of 'simple present tense'

'Find It' is followed by a controlled written 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**

lives, likes, don't fast, say, hold and possessive adjectives (his,their)

**Tell your classmates**

1. We go out on Nature Day.
2. My mother sets the table on Norooz.
3. My mother bakes a cake for my birthday.
4. We read poems of Hafez at Yalda night.
5. We sing our national anthem in football matches.

## Listening, Reading and Writing

**A** Listen to the conversation and answer the questions below.

1. What do they eat?

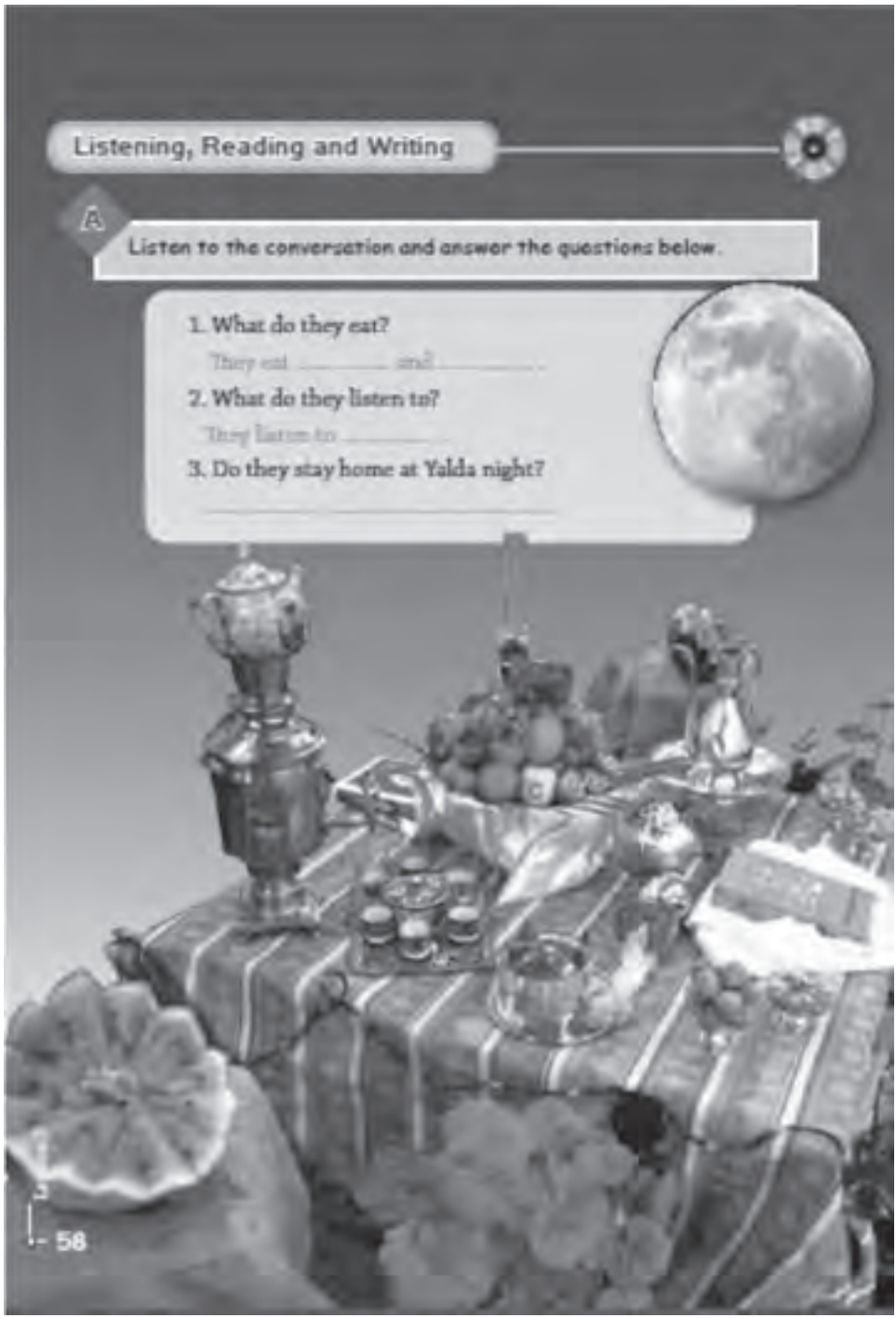
They eat _____ and _____.

2. What do they listen to?

They listen to _____.

3. Do they stay home at Yalda night?

_____



## 6 Listening, Reading and Writing

A

**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**

Zohreh: Do you stay home at Yalda Night?

Ayda: No, we don't. We go to my grandparents' house.

Zohreh: How nice! What do you do there?

Ayda: We sit together and listen to poems of Hafez.

Zohreh: Nice! Do you eat watermelon?

Ayda: Yes, we do! We also have nuts.

Zohreh: It sounds great!

**KEY**

1. What do they eat? They eat watermelon and nuts.

2. What do they listen to?

They listen to poems of Hafez.

3. Do they stay at home at Yalda night?

No, they don't. They go to her grandparents' house

## Teacher's notes

B

Listen to the audio and answer the questions below.

1. Does the New Year start in March?

No, it starts in _____ or _____.

2. Does it change every year?

Yes, it _____.

3. What does everyone wear?

_____.

4. What do older people give to children?

_____.



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**

"Hi, I'm from China. In my country New Year starts in January or February. It changes every year! Umm... Red is very important for Chinese people. People wear red clothes. Oh! And older people give "lucky money" to children in red envelopes.

**KEY**

1. Does the New Year start in March?

No, it starts in **January** or **February**.

2. Does it change every year?

Yes, it changes every year (or yes, or yes it does)

3. What does everyone wear?

They wear red clothes. (or just 'red clothes')

4. What do older people give to children?

Older people give lucky money to children in red envelopes. (or just 'lucky money')

## Teacher's notes

## Reading, Speaking, Listening and Writing

Read the following questions on card (A).
Then ask your classmates and write their answers on card (B).



## 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, function(s), and the topic of the lesson.

−Ask students to pair up.

− Ask them to do the interview.

**KEY**






## Role Play

Talk with your classmates about national and international festivals.



## 8 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 'festivals and ceremonies'

– Ask them to use the conversation of the lesson as a model.

**KEY**

A: I really like Fetr Holdiays!

B: Oh, yes! So do I. It's really great!

A: We normally go out.

B: Do you travel too?

A: Yes, we usually go to Qom. I really like it.

B: We usually go to my grandparents' houses.

A: That's nice! Does your grandmother cook for you?

B: Yes, she makes delicious cookies.

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: 20 questions**

Ask 1 student to think of something. Make groups of 5–6. Ask students to think of questions to find out what the object/person is. The class has the chance of asking 20 questions.

**Is it big?**

**Does it walk?**

**Does it eat?**

**Is it a bird?**

**Language Task: My way home** (MIs involved: spatial, logical–mathematic, and linguistic).

Ask students to imagine themselves leaving their school and going home. Ask them to jot down how many left turn them make and how many right turns.

Ask them to draw the diagram of their way home.

Group the students in 4. Ask one of students to describe their routes. Ask other to draw the diagram, then compare that with other students' works.

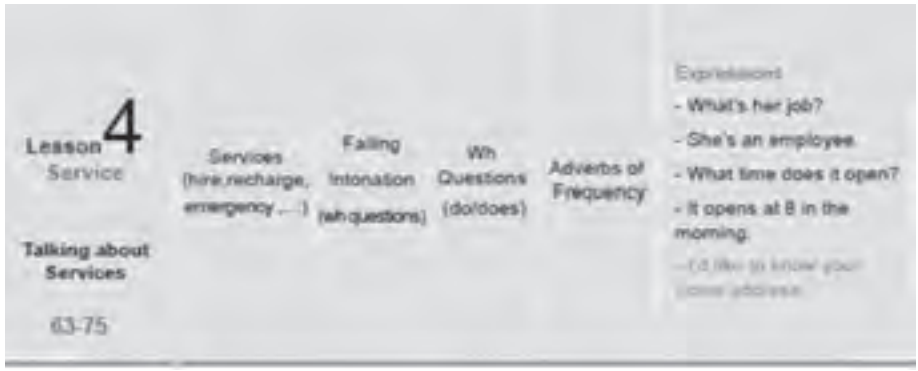
*I walk to school.*

*I make 1 left turn at Azadi Street.*

*I go straight.*

*I make 1 right left at Alavi Lane.*

# Lesson 4
# Services



## The *Gantt Chart* of Lesson 4

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 Melody | 25 | | | | |
| | 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

# Lesson 4: Services

## Conversation

Listen to the conversation between Pedram and a tourist.

| | |
|---|---|
| Tourist: | Excuse me sir! Can you help me please? |
| Pedram: | What can I do for you? |
| Tourist: | I want a postcard, an envelope and a stamp. |
| Pedram: | Umm..., you can get them from a post office. |
| Tourist: | Where is the post office? |
| Pedram: | Actually it's near here. It's just round the corner. |
| Tourist: | Good! Thank you. What time does it open? |
| Pedram: | It opens at 8. |
| Tourist: | Thanks a lot! |



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# 1 conversation

## Objectives

–Providing students with language input
–Presenting *language function* 'talking about services'
–Presenting *new vocabulary*/expressions related to the theme 'services'
–Rising students' awareness towards 'wh questions with do/does'

## 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 'services'**

1.1. *Brainstorming*: You can write the word 'services' 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. First do the brain storming in Persian, then in English.


خدمات
Services
حمل و نقل
hire a taxi
خدمات اجتماعی
police
حوادث
emergency call
امور خیریه
charity

1.2. *Researching*: Ask students to do a mini research on the word 'services'. Ask students to do research on how they can get the following services:

police

firefighters

emergency

**Use this technique in more proficient classes.**

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

> Many people work to give services to us in big cities. Workers keep the city clean. Policemen keep the city safe. Bus drivers get people to work. Doctors and nurses help sick people in the hospitals. We know all these people are important for our city. We thank them all.

1.4. *Viewing pictures or photographs*: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *services*. If a video-projector is available in your class, you may make a slideshow to show interesting pictures to the class.



1.5. *Watching movies*: You can show a short movie to students about different services.

1.6. *Discussing*: The students may talk about *services* when they are doing the above activities.

**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**:

| | |
|---|---|
| envelope: | realia |
| corner: | board drawing, translation |
| post office: | explanation, translation, flashcard |

**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. Does the boy want some money? | ۱. پست خانه ساعت چند باز می شود؟ |
| 2. Who is helping the boy? | ۲. آیا پسر ایرانی است؟ |

– 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. Listen and decide about the job of the speaker

1. I work in an airport. I check all flights. I answer people's questions.

2. I work in a fire station. My job is putting out fire.

A receptionist　　A firefighter　　A policeman

B. Listen to the text. Write down the simple present tenses you hear.

Mr. Jim gets up early every morning. He gets dressed very quickly. He leaves his house at 6: 30. He works in a bank. The bank is far from his house. He goes to work by metro. When he goes to work, the metro is full of people.

–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: Is the man a tourist?*

*–Inference question: Does Pedram speak English?*

*–Opinion–gap question: Is there a post office near your house?*

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 services, what kind of services are described in the conversation, and where the conversation is taking place.

**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 'stamp' to 'post' or 'postcard' to 'festivals'.

**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 services? How do they want to solve their listening problems?

## Teacher's notes

## Practice 1 Talking about Services (1)

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



- What is her job?
- Where is the post office?
- Who's that man?
- When is the break?

She's an employee.

It's over there.

He is a postman.

It's at 9:30.



## Practice 2 Talking about Services (2)

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



- What time does it open?
- When do they work?
- Who helps lost children?
- Where does she buy stamps?
- Why does he go to work by bus?
- How do you come to school?

It opens at 8 in the morning.

They work from Saturday to Wednesday.

The police help them.

She buys them from a post office.

Because it's fast and cheap.

I take a bus.



## 2 Practice: Talking about Services (1) & (2)

### Objectives

–Presenting instances of *language function* 'talking about services'

– Helping students have *focused attention* on 'wh questions with do/does.

–Providing opportunities for *repetition* of the *structure* 'wh questions with do/does'.

– 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 *services*. Let them know what each turn means.

– Let them know what the word *services* 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 about *services*.

– Next ask your students to pair up and practice asking each other about

*services*. 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




call the emergency (115)




send an e-mail



take out money (ATM)



get on a bus



get off a bus

Lesson 4

66

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

Present new words with the help of the following techniques:

1. call the emergency (115): action
2. send an e-mail: explanation, translation
3. take out money (ATM): picture, explanation
4. get on a bus: flashcard
5. get off a bus: flashcard

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



hire a taxi



open an account



put out fire



recharge the E-ticket



ask the information desk

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

Present new words with the help of the following techniques:

1. hire a taxi: picture
2. open an account: explanation, translation
3. put out fire: gesture
4. recharge your E-ticket: gesture
5. ask the information desk: 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.

donate blood, join voluntary work, help charity, bring to the ER, keep the city clean

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

## Language:Melody

Listen to the conversation and pay attention to the falling intonation of "Wh questions".

| | |
|---|---|
| Clara: | Excuse me sir! I'm lost. |
| Police officer: | Don't worry. What's your name? |
| Clara: | My name's Clara. |
| Police officer: | Where do you live? |
| Clara: | On Main Street, near the gas station. |
| Police officer: | Don't worry. I can take you home. |
| Clara: | Thank you sir. |

Listen to these questions and then practice.

1. What's your name?
2. How old are you?
3. Where do you live?
4. Why are you here?
5. When does it open?
6. Who is that man?



**Talk to Your Teacher**

I'd like to know about ... .

## 3 Language Melody

**Objectives**

–Helping students recognize falling intonation in 'wh questions'.

– Helping students produce proper intonation contours associated with the function 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 explain the rule: tell students that a *falling intonation is used with wh questions* .

**2. Listening discrimination**

Read the following sentences.

Ask students to raise their hands

when they hear rising intonation and to tab

if they hear falling intonation.

1. What does he do on Fridays?
2. Is she a doctor?
3. They are playing in the park.
4. Where do you go on Saturdays?
5. Why does Ali write this letter?

**3. Controlled practice:**

Read the sentences on page 68 and ask the students to repeat after you.

## 4. Guided practice

Write the dialogue on the board.

Ask students to take the role of one speaker and produce the sentences with appropriate intonation.

A: Nothing, thank you.

A: I want a cup of tea and two biscuits.

B: We don't serve tea and biscuits.

A: Oh, What do you serve?

B: We have eggs, milk, and fruit cakes.

A: Ok, a glass of milk and some fruit cakes please.

B: What else do you want?

## 5. Communicative practice

Ask students to ask some questions from their classmates using falling/rising intonation. Examples may include: 1. What do you eat for breakfast?/2. Do you go to school on Thursdays?

3. Who cleans your room?/4. Does your mother cook on New Year?

## Teacher's notes

## Grammar

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

| Wh Questions | | | |
|---|---|---|---|
| What<br>Where | is | that | ? |
| | are | those | |

Who is your best friend?

| Wh Questions | | | | |
|---|---|---|---|---|
| When<br>Where<br>Why<br>How | do | I<br>you<br>we<br>they | go | ? |
| | does | he<br>she | | |

What do you study?
Where do you live?
What does your father do?
When does she wake up?
Who helps children?

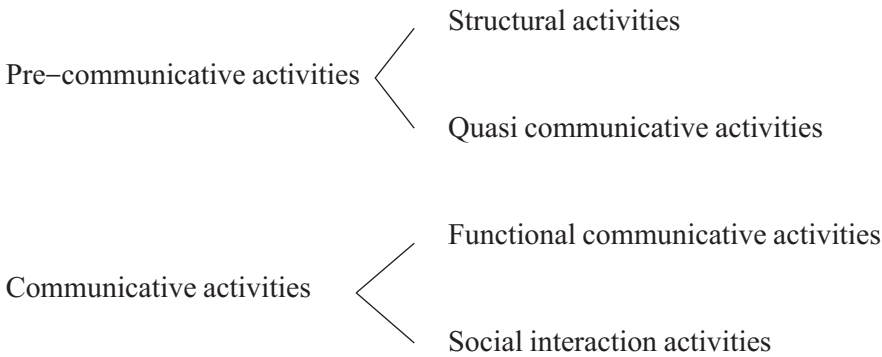
## 4 Grammar

**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 "wh questions with do/does" in the dialogue. They have already practiced it and faced 1 example of the new structure.

**Tourist**: Excuse me sir. Can you help me please?

**Pedram**: What can I do for you?

**Tourist**: I want a postcard, an envelope and a stamp.

**Pedram**: Umm... you can get them from a post office.

**Tourist**: Where is the post office?

**Pedram**: Actually it's near here. It's just round the corner.

**Tourist**: Good! Thank you. What time does it open?

**Pedram**: It opens at 8.

**Tourist**: Thanks a lot!

Review the dialogue and focus on 3 dimensions of "wh questions with do/does".

**1. Forms**: The students are expected to learn the form and structure of "wh questions with do/does".

**2. Meaning/semantics**: The students should understand meaning of the "wh questions with do/does",

- When does a habitual action happen
- Where does a habitual action happen
- Why does a habitual action happen
- Who does a habitual action




**3. Use/pragmatics**: The students should understand where and when "wh questions with do/does" are used: asking about details of habitual actions.

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



In fast speech the vowel in 'do' and 'does' is very weak. Further, Wh– words are a little stressed.

What do you **think**?

Where do they **live**?

What does he **do**?

Where does she **work**?

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**




They never come late.
She always studies hard.
I always wake up at 6:30.
He often plays outside.

## See also

### Objectives

The objective of See also in this lesson is teaching adverbs of frequency.

### Teaching Procedure

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

**Form**: always, usually, often, sometimes, never

**Meaning**: the frequency of actions taking place

**Function**: expressing the frequency of happenings

## Find it

Find and underline "Wh questions" in the conversation below.

| | |
|---|---|
| Parsa: | What's your favorite job? |
| Hamid: | I like to be a firefighter. |
| Parsa: | What does a firefighter do? |
| Hamid: | He puts out fire and saves people's lives. |
| Parsa: | And is it an easy job?! |
| Hamid: | No! Actually it's very hard. |
| Parsa: | When does a firefighter go to work? |
| Hamid: | I think he goes to work on shifts. |
| Parsa: | Oh! Where does he work? |
| Hamid: | At a fire station. |
| Parsa: | Is there a fire station near here? |
| Hamid: | Yes, there's one over there. |



## 5 Find it and Tell Your Classmates.

**Objectives**

– Making students aware of the taught grammatical structures, 'wh questions with do/does'.

–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 'wh questions with do/does'.

'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**

what, what, when, where,

**Tell your classmates**

1. I go to school by bus.
2. My mother takes a taxi to work.
3. The police help people.
4. Workers clean the city.
5. Nurses help sick people.

## Listening, Reading and Writing

**A** Listen to the conversation and answer the questions below.

1. What does he do?

He is _____

2. Where does he work?

He _____

3. When does his work start?

_____



## 6 Listening, Reading and Writing

### A

**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**

| | |
|---|---|
| **Interviewer**: | What do you do? |
| **Baker**: | I'm a baker. |
| **Interviewer**: | Where do you work? |
| **Baker**: | I work in a bakery. |
| **Inter viewer**: | When does your work start? |
| **Baker**: | It starts very early in the morning. |
| **Interviewer**: | Is your job difficult? |
| **Baker**: | Well, I work in a very hot place. |

**KEY**

1. What does he do?

He is a baker.

2. Where does he work?

He works in a bakery.

3. When does his work start?

It starts very early in the morning

## Teacher's notes

B

Listen to the audio and answer the questions below.

1. What does Amir do?

He is a _____.

2. Where does he work?

He works at _____.

3. When does he go to work?

He goes _____.

4. What time does he work?

_____



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**

Amir is a police officer. He works at a police station. He goes to work Saturdays to Wednesdays, 7 a.m. till 4 p.m. He drives his car around the city and makes sure everything is OK.

**KEY**

1. What does Amir do?

He is a police officer.

2. Where does he work?

He works at a police station.

3. When does he go to work?

He goes to work Saturday to Wednesday.

4. What time does he work?

7 a.m. till 4 p.m

## Teacher's notes

## 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**

Question

What's your name?

What do you do?

How old are you?

Where do you live?

What time do you wake up?

Why do you learn English?

When does your school start?

**Card B**

Answer

# 7 Listening, Speaking, Reading and Writing

## Objectives

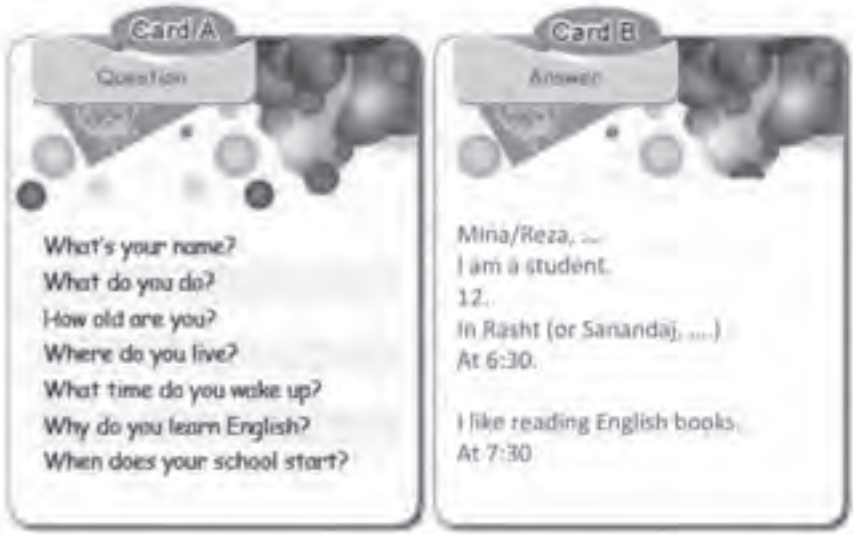
- Providing students with opportunities to practice all 4 skills integratively.
- Exposing students to comprehensible input.
- Providing students with some opportunities to produce meaningful output.

## 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.

**KEY**



## Role Play

Talk with your classmates about services in your city. Follow the conversation of the lesson.



## 8 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 'services'

– Ask them to use the conversation of the lesson as a model.

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.

**Language Task: How many questions a minute** (MIs involved: interpersonal, intrapersonal).

Students work in pair. Partner A asks B as many 'wh questions with do/does' as she/he can within 1 minute. B does not answer any of the questions immediately.

When 1 minute is over, there is a short silence to allow B to try and remember the questions. Now she/he should answer as many questions as he/she can.

A and B can swap rules.

# Lesson 5
# Media

| Theme and Function | Vocabulary | Language Melody | Grammar | See also | Key Language |
|---|---|---|---|---|---|
| Lesson 5<br>Media<br><br>**Talking about Media**<br><br>81-93 | Media<br>(connect, interview, online,...) | Rising Intonation<br>(surprises) | Past Tense<br>(Regular) | Past Tense of "to be" | Expressions<br>- Did the girls listen to the radio?<br>- Yes, they did.<br>- Who watched the movie last night?<br>- My sister. |

## The *Gantt Chart* of Lesson 5

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 Melody | 25 | | | | |
| | 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

# Lesson 5: Media

## Conversation

Listen to the conversation between Mina and Mahsa over the phone:

| | |
|---|---|
| Mina: | Did you enjoy your weekend? |
| Mahsa: | Yes, it was wonderful ! I attended Fajr International Film Festival. |
| Mina: | Really? I am also interested in its events and movies. |
| Mahsa: | Oh, did you watch the reports on TV last night? |
| Mina: | Yes, I did, but I like to read about them. |
| Mahsa: | Well, you can surf its website if you like. There are many interesting things there. |
| Mina: | That's great! Could you please give me the website address? |
| Mahsa: | Why not! Just a moment. Umm... I just texted it. |
| Mina: | Thanks a lot. |



# 1 conversation

**Objectives**

–Providing students with language input
–Presenting *language function* ' talking about media'
–Presenting *new vocabulary*/expressions related to the theme 'media'
–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 'media'**

*1.1. Brainstorming:* You may write the word '*media*' 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:* If students have dictionaries in the classroom, you may ask them to look up the word media and give you what they have found. The key words of what they give can be written on the board.

E.g. Longman Contemporary Dictionary: "all the organizations, such as television, radio, and newspapers, that provide news and information for the public, or the people who do this work".

What can be written on the board is:




You may ask students to give you more examples. Write them on the board.

**Use this technique in more proficient classes.**

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




We have 21 TV channels in Iran. TV channels show news, movies, and sports. There is a channel for children, too. Its name is Pooya. Pooya shows cartoons and funny programs for children. Children can watch this channel from morning till evening.

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

*1.6. Watching movies:* You can show a short movie to students about Media.

**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**:

| | |
|---|---|
| wonderful: | synonym=great |
| event: | exeplanation, translation |
| text (v): | gesture |

**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. Who had a wonderful weekend? | ۱. آیا مهسا به جشنواره رشد رفت؟ |
| 2. Does Mina like to watch reports? | ۲. آیا مینا تماشای فیلم را دوست دارد؟ |
| 3. How did Mahsa help Mina? | |

– Some *bottom–up* activities can be used in the class in this phase. For a complete list refer to section **Introduction** of the TG. Three 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. Did you enjoy your weekend?
2. Really?
3. I just texted it.

B. Selecting details from the text (word recognition): Listen and circle the verbs you hear.

go attend like take text

C. Listen and fill in the blanks.

1. Oh! Did you watch the reports on ……?
2. Well, you can ……its website.
3. There are many interesting …… there.

–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: Where was Mahsa in the weekend?*

*–Inference question: Does Mina like watching TV reports?*

*–Opinion–gap question: Do you like film festivals?*



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: how this picture is related to the topic media, where the conversation is taking place.

**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 'text' to 'mobile' or 'Fajr Festival' to 'media'.

**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 media? How do they want to solve their listening problems?

## Practice 1 – Talking about Media (1)

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



- Did the girls listen to the radio?
- Did Mina surf the Internet?
- Did you watch the cartoon?
- Did Amir work with his computer?

Yes, they did.

No, she didn't.

Yes, we watched it.

No, he worked with his mobile.



## Practice 2 – Talking about Media (2)

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



- Who watched the movie last night?
- What did you do last week?
- What did Ali receive?
- When did they download the book?
- Where did she connect to the Internet?

My sister.

I attended Fajr International Film Festival.

He received an email.

They downloaded it yesterday.

She connected to the Internet at school.



## 2 Practice: Talking about Services (1) & (2)

### Objectives

–Presenting instances of *language function* 'talking about media'

– Helping students have focused attention on 'past tense of regular 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 '*media*'. Let them know what each turn means.

–Let them know what the word 'media' 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 'media'.

–Next ask your students to pair up and practice asking each other about services. 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



interview somebody



text a message



receive an e-mail




update a blog



participate in an online course

Lesson 5

84

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

Present new words with the help of the following techniques:

1. interview somebody: (by photos)
2. text a message: (by acting out)
3. receive an email: (by explanation)
4. update a blog: (by explanation, translation)
5. participate in an online course: (by photos, exemplification)

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



connect to the Internet



download something from the Internet



attend a TV program



use Information Technology (IT)




install a computer dictionary

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

Present new words with the help of the following techniques:

1. connect to the Internet (by TPR)
2. download something from the Internet (by translation)
3. attend a TV program (by photo)
4. use Information Technology (IT) (by word mapping)
5. install a computer dictionary

**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.

look at the newsstand, watch a quiz show, see a war movie, change the TV channel, install an antivirus program

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

## Language/Melody

Listen to the conversation and pay attention to the rising intonation of sentences with surprises.

| | |
|---|---|
| Mahdi: | There is a football match on TV tonight. |
| Sam: | That's great news! When? |
| Mahdi: | Around 7, I think. |
| Sam: | Really?! I get home at 6. We can watch it together. |
| Mahdi: | It's excellent! Please buy some fruits. |
| Sam: | Ok. That'll be all fun! |

Listen to these questions and then practice.

1. How fantastic!
2. That's great!
3. That's really nice!
4. It's brilliant!
5. Well done!
6. It's amazing!
7. What a wonderful day!
8. What a beautiful flower!



**Talk to Your Teacher**

Could you please give it to me?

# 3 Language Melody

**Objectives**

–Helping students recognize rising intonation in emotional reactions in surprises.

–Helping students discriminate between *rising* and *falling intonation*.

– Helping students produce proper intonation contours associated with the function 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 explain the rule: tell students that a *rising intonation in surprises is higher than 'yes/no questions'.*

**2. Listening discrimination**

Read the following sentences with different rising and falling intonation. Read the sentences with different intonations. Ask students to tell you what *Mm* in each sentence mean (adapted from Celce–Murcia et al., 2010, p. 258).

**A: Would you like some homemade cookies?** B: Mm? ↗ (Please repeat)

**A: Would you like some homemade cookies?** B: Mm. ↘ (Yes)

**A: Here you go.** B. Mm! (eating) ↗ (How delicious!)

**A: I'm glad you like them. I made them myself. Do you like jam with them?** B: Mm? ↗ (Please repeat)

**A: Jam** B: Mm.... ↗ (I'm thinking....)

**A: They're yummy with jam. Want some?** B: Mm. ↘ (Ok, yes) ↗

**A: Here you are.**

## 3. Controlled practice

Read the dialogues and choose what speaker B means.

1. A: I go to Isfahan tomorrow.

   B: Where?! ↗

□ She's surprised. □ She's asking a question.

2. A: Mina participated in an online course.

   B: What? ↘

□ He's surprised. □ He's asking a question.

3. A: My parents called me yesterday.

   B: Who?! ↗

□ She's surprised. □ She's asking a question.

## 4. Guided practice

Take the role of B. Show your surprise with a rising intonation.

A: I asked some friends to attend my birthday.

B: You really did?!

A: Yes, I did. There are 6 people.

B: How many?!

A: Just six. I think you like guests.

B: Yes, I do! But, you didn't tell me before.

A: I am sorry. I'm telling you now.

B: Yeah! I see!

## 5. Communicative practice

Show your surprise or excitement when you hear these sentences using utterances you learned in Language Melody.

1. Schools are closed tomorrow.
2. There is a lion in the yard.
3. You have a test next Saturday.
4. Your best friend is sick.

## Teacher's notes

## Grammar

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

| Affirmative | | | |
|---|---|---|---|
| I | watched | TV | yesterday.<br>last night.<br>last week.<br>two days ago. |
| You<br>We<br>They | | | |
| He<br>She | | | |

| Negative | | | |
|---|---|---|---|
| I | did not/<br>didn't | download | the book. |
| You<br>We<br>They | | | |
| He<br>She | | | |

| Yes/No Question | | | | |
|---|---|---|---|---|
| Did | I | search | the Internet | ? |
| | you<br>we<br>they | | | |
| | he<br>she | | | |

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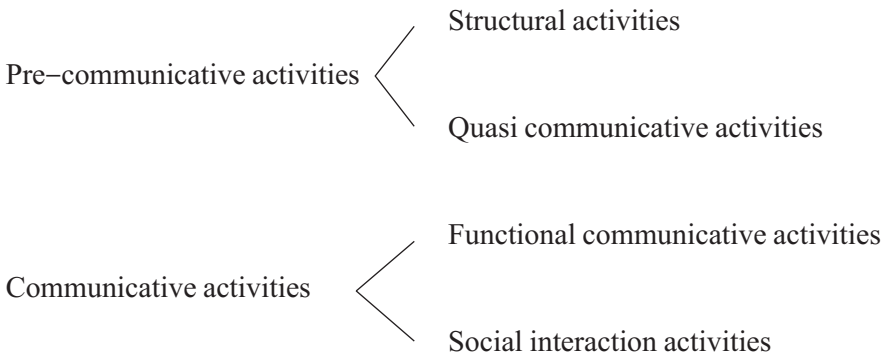
## Grammar

**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 3 examples of the new structure.

**Mina**: Did you enjoy your weekend?

**Mahsa**: yes, it was wonderful! I attended Fajr International Film Festival.

**Mina**: Really? I am also interested in its events and movies.

**Mahsa**: Oh! Did you watch the reports on TV?

**Mina**: yes, just one or two, but I like to read about them.

**Mahsa**: Well, you can surf its website, if you like. There are many interesting things there.

**Mina**: That's great! Could you please give me the website address?

**Mahsa**: Why not! Just a moment: Umm... I just texted it.

**Mina**: Thanks a lot.

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 regular 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,

/id/ 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 **listened** to the poem?

What did **she** do?

What did **Amir** update?

When did **they** connect to the Internet?

Where did **you** watch the movie?

## See also

Past tense of "To Be"

| | |
|---|---|
| I **am** happy. | I was happy yesterday. |
| He **is** happy. | He was happy last week. |
| She **is** happy. | She was happy last month. |
| They **are** happy. | They were happy last winter. |
| You **are** happy. | You were happy yesterday. |
| I **am** not happy. | I was not/ wasn't happy. |

## See also

### Objectives

The objective of See also in this lesson is teaching Past Tense of 'to be'.

### Teaching Procedure

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

**Form**: was (I, he, she, it), were (you, we, they)

**Meaning**: Be in the past

**Function**: Expressing 'be' in the past

## Find it

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

Last weekend, something happened to our TV. It didn't work. At first, we were upset. But then we talked about our day. It was really fun! Later, we helped our mother and cleaned the house. In the afternoon, my grandfather showed us how to play an old game. We enjoyed it a lot. All day we were busy doing different things. At night, we all were happy. No one talked about TV!



## Tell Your Classmates

Tell your classmates five things you did yesterday.

Example: I watched TV yesterday.

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**

happened, were, talked, was, helped, cleaned, showed, enjoyed, were, were, talked

**Tell your classmates**

1. I called my grandmother.
2. I played in the yard.
3. I listened to the radio.
4. I helped my mother.
5. I was in the park yesterday.

## Listening, Reading and Writing

**A** Listen to the conversation and answer the questions.

1. How was Behnam's summer?

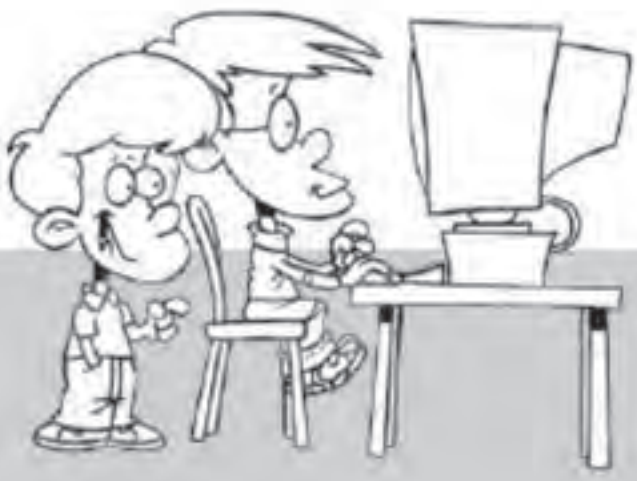
It was _____.

2. What did he learn?

He _____ for doing his homework.

3. Did he learn to use the Internet for his English classes?

_____



## 6 Listening, Reading and Writing

A

### 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**

| | |
|---|---|
| Amir: | How was your summer? |
| Behnam: | Brilliant! I went to a computer class. I learned many things about Information Technology. |
| Amir: | Great! Did you learn how to use computers for doing your homework? |
| Behnam: | Yes, I also learned to use the Internet for my English class. |

**KEY**

1. How was Behnam's summer?

It was **brilliant**.

2. What did he learn?

He **learned how to use computers** for doing his homework.

3. Did he learn to use the Internet for his English classes?

**Yes, he did**.

## Teacher's notes

B

Listen to the audio and answer the questions below.

1. How many movies were there in cinemas this summer?

There were _____.

2. What did she watch in the cinema?

She _____.

3. Where did she watch the comedy?

_____.



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**

This summer, there were 2 interesting movies in the cinemas: a cartoon and a comedy. I liked to see both. But I just watched the cartoon. The cinemas were full of people and it was difficult to buy tickets. Later I watched the CD of the comedy at home.

**KEY**

1. How many movies were there in cinemas this summer?

There were **2**.

2. What did she watch in the cinema?

She **watched the cartoon**.

3. Where did she watch the comedy?

**At home**.

## Teacher's notes

## 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<br>Question | Card B<br>Answer |
| --- | --- |
| Did you use the Internet yesterday? | |
| Did you call your grandmother lastnight? | |
| What did your teacher do yesterday? | |
| Where did you watch your favorite movie? | |

## 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*.

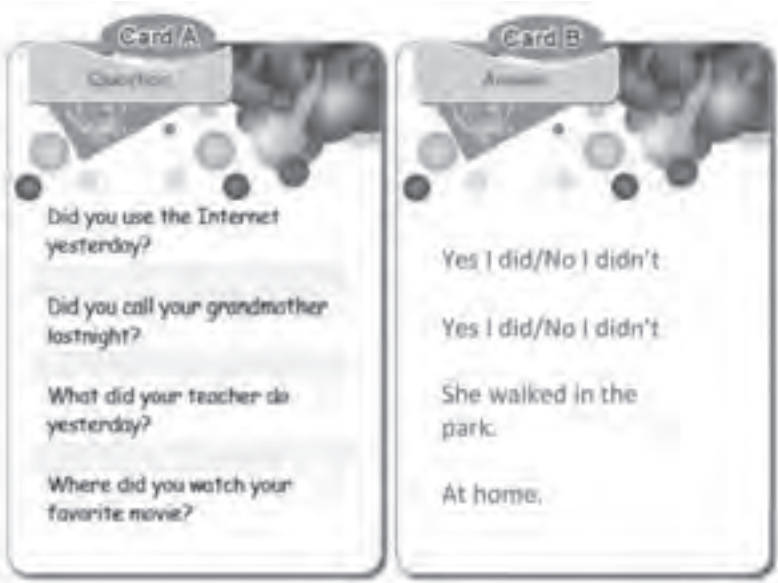
### Teaching Procedure

This is a real task that focuses on practicing grammar, vocabulary, function(s), and the topic of the lesson.

–Ask students to pair up.

– Ask them to do the interview.

**KEY**



## Role Play

Play the roles of two friends talking about the media they usually use.



## 8 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 'media'.

– Ask them to use the conversation of the lesson as a model.

**KEY**

A: Did you enjoy your weekend?

B: Yes, it was wonderful! I attended Roshd Film Festival.

A: Really? I am also interested in Roshd Festival.

A: Oh! Did you watch the reports on TV last night?

B: Yes, I did, but I like to read more about them.

A: You can surf its website. There are interesting things there.

B: That's great! Could you please give me the website address?

A: Why not! Just a moment; Umm… I just texted it.

B: Thanks a lot.

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**

The students compete in pairs. Student A says 1 sentence, student B changes it into past. Pairs with the least numbers of mistakes win.

I watch TV. ☞ I watched TV.

She works hard. ☞ She worked hard.

**Language Task: Talk about one's childhood** (MIs involved: interpersonal, intrapersonal, linguistic).

Ask students to bring 1 photo of their childhood. Ask students to work in pairs. The pairs have to look at their partners' photos and talk about the way they were.

You were cute.

You were so small.

# Lesson 6
# Health and Injuries



## 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<br>Melody | 25 | | | | |
| | Grammar<br>(+ 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

# 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.


صدمات جسمی
break the leg
حوادث
car crash
صدمات
injuries
کمک به مصدومان
take to the ER
ابزار کمک
plaster, wheelchair

*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? | ۱ــ آیا احسان به رضا کمک می کند؟ |
| 2. Who participated in Helal-e-Ahmar classes? | ۲ــ آیا احسان به اردوی مدرسه می‌رود؟ |

– 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? — Yes, she did.
- Did Ali cut his finger? — No, he didn't.
- Did you break your leg? — Yes, I broke my leg.
- Did you hurt your back? — 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? — Reza.
- Where did she break her leg? — She broke her leg in the park.
- When did Reza take care of his mother? — He took care of his mother last week.
- How did Amir hurt his head? — He hit his head on the door.
- Why did they have an accident? — 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



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.



Refer to section 7 of the workbook for practicing vocabulary

## Teacher's notes

## Language Melody

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

| | |
|---|---|
| Student 1: | Excuse me teacher! Hamid 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 | Falling |
|---|---|
| Is he clever? | There is a cat in the yard. |
| Are they playing football? | We had an accident. |
| Does he like summer? | We live in Isfahan. |
| Do they have their lunch at school? | Where is my coat? |
| It is fantastic! | What do you study? |
| What a beautiful flower! | When did they go to school? |

**Talk to Your Teacher**

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*.

## Teacher's notes

## Grammar

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

| Affirmative | | | |
|---|---|---|---|
| I | spoke | English | two days ago.<br>yesterday.<br>last night.<br>last week. |
| You<br>We<br>They | | | |
| He<br>She | | | |

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

| Yes/No Question | | | | |
|---|---|---|---|---|
| Did | I | speak | English | ? |
| | you<br>we<br>they | | | |
| | he<br>she | | | |

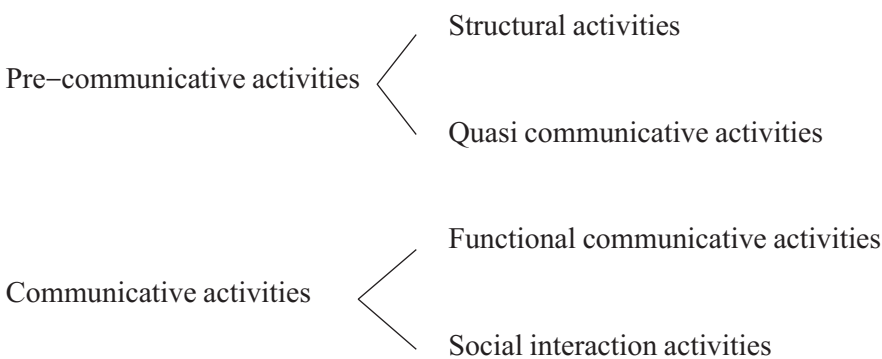
## 4 Grammar

**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,

/id/ 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 see _____

2. How did she break her leg?

   She _____

3. What did her mother do?

   _____



## 6 Listening, Reading and Writing

A

### 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**.

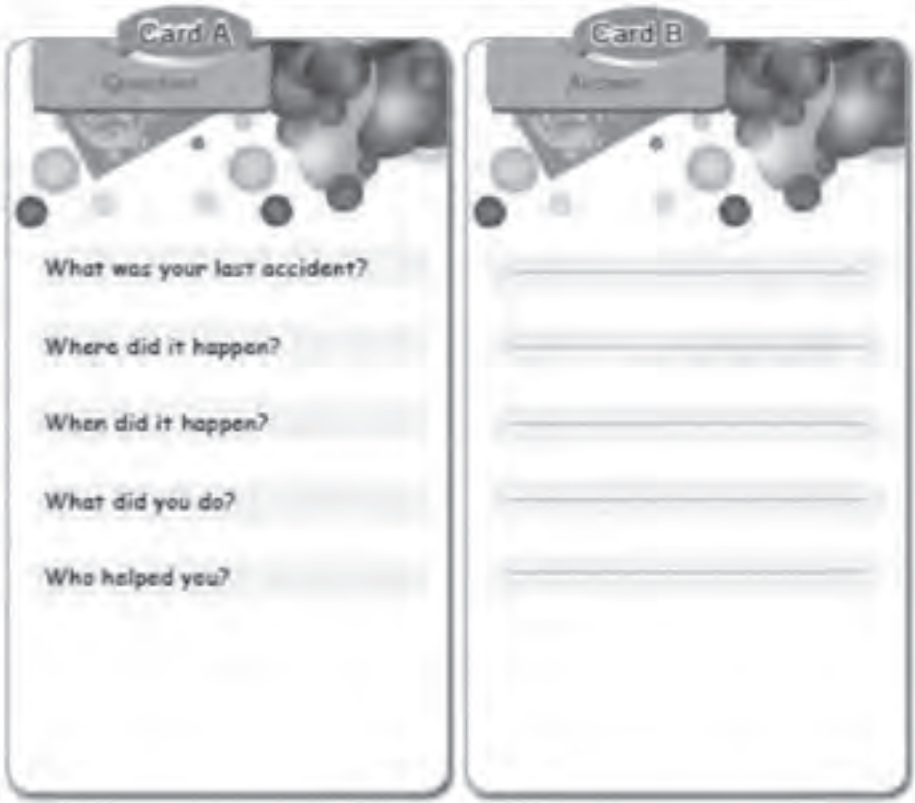
3. Where is Omid now?

**In the hospital**.

## Teacher's notes

## Reading, Speaking, Listening and Writing

Read the following questions on card (A).
Then ask your classmates and write their answers on card (B).



# 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.



## Role Play

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



## 8 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

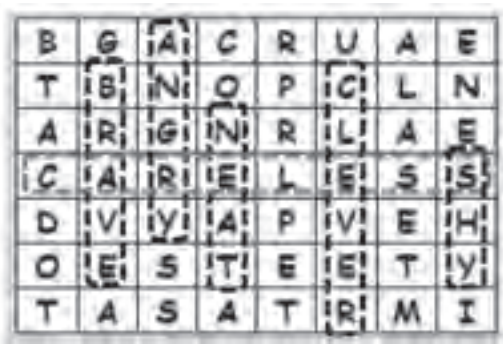
There is a book on the desk. ☞ Picture 6

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 | G | A | C | R | U | A | E |
|---|---|---|---|---|---|---|---|
| T | B | N | O | P | C | L | N |
| A | R | G | N | R | L | A | E |
| C | A | R | E | L | E | S | S |
| D | V | Y | A | P | V | E | H |
| O | E | S | T | E | E | T | Y |
| T | A | S | A | T | R | M | I |

**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 | T | 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** | **Complete answer** |
|---|---|
| 1. No, I didn't | 1. watched a cartoon. |
| 2. Yes, he did | 2. He liked computer games. |
| 3. No, She didn't. | 3. She used a computer. |
| 4. Yes, it was. | 4. It was sunny yesterday. |
| 5. No, they weren't. | 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 تمرین‌های صفحات ۸۸ و ۸۹ اصلاحات را مطابق صفحات زیر انجام دهید.





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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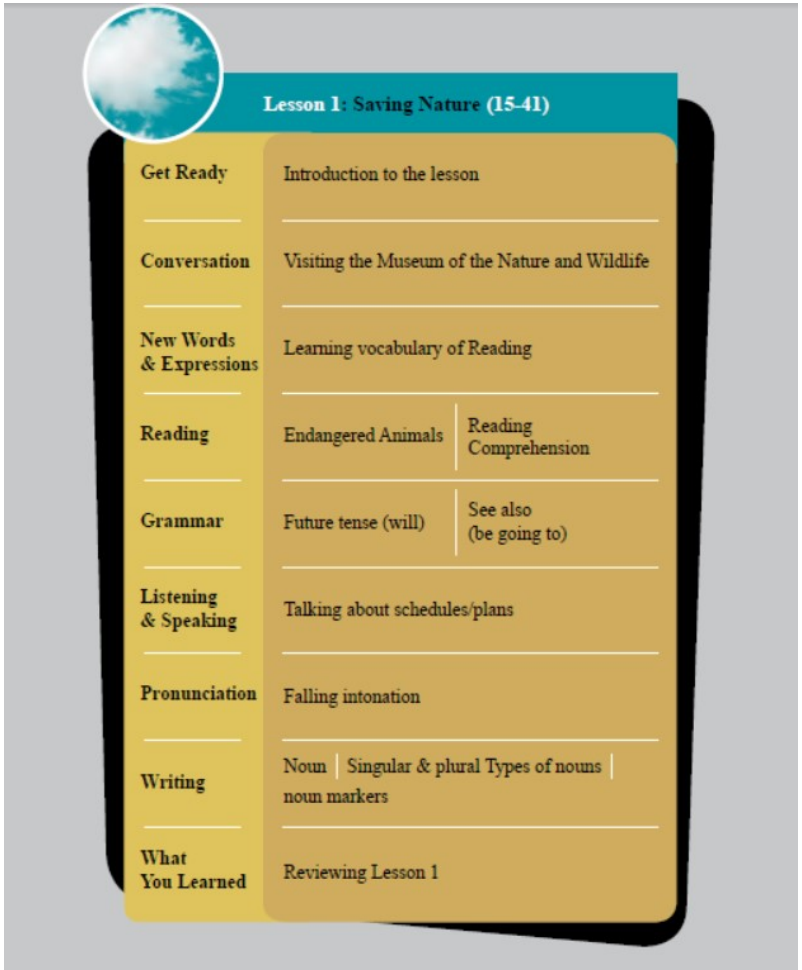
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2015

معلّمان محترم و صاحب‌نظران گرامی می‌توانند نظرات اصلاحی خود را دربارهٔ مطالب این کتاب از طریق نامه به نشانی تهران ـ صندوق پستی ۱۵۸۷۵/۴۸۷۴ ـ گروه درسی مربوط، و یا پیام‌نگار (Email) talif@talif.sch.ir ارسال نمایند.

دفتر تألیف کتاب‌های درسی ابتدایی و متوسطهٔ نظری






# Lesson 1
# Saving Nature

## General Objectives of this lesson

- **Familiarizing students with the theme 'Saving Nature'**
- **Giving students some information about endangered animals and how we can save them.**
- **Informing students about the value of our planet, Earth, and the limited resources we have.**

## The *Gantt Chart* of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. 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.

The activities of each lesson are expected to be done in seven weeks. In each week there are three 45-minute sessions and a total of twenty-one 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 1 | Session 1 (45 min) | Impact Page<br>Questions and answers<br>Get Ready (Parts A & B) | 10<br><br>35 | ✓ | → | |
| | Session 2 (45 min) | Conversation (Word Bank + Conversation) | 45 | | | |
| | Session 3 (45 min) | Review and Quizzes | 45 | | | |
| Week 2 | Session 1 (45 min) | New words & Expressions | 45 | | | |
| | Session 2 (45 min) | Workbook | 45 | | | |
| | Session 3 (45 min) | Reading + Reading Comprehension | 45 | | | |

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 3 | Session 1 (45 min) | Workbook | 45 | | | |
| | Session 2 (45 min) | Grammar (Parts A-D) | 45 | | | |
| | Session 3 (45 min) | Grammar (Parts E-H) | 45 | | | |
| Week 4 | Session 1 (45 min) | Workbook | 45 | | | |
| | Session 2 (45 min) | See Also | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 5 | Session 1 (45 min) | Listening & Speaking Pronunciation | 45 | | | |
| | Session 2 (45 min) | Further practice/ Quizzes | 45 | | | |
| | Session 3 (45 min) | Writing (Noun) | 45 | | | |
| Week 6 | Session 1 (45 min) | Writing (Singular/Plural) | 45 | | | |
| | Session 2 (45 min) | Writing (Types of Nouns) + Writing (Noun Markers) | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 7 | Session 1 (45 min) | What you Learned | 45 | | | |
| | Session 2 (45 min) | Oral/written Tests | 45 | | | |
| | Session 3 (45 min) | Games & Extra activities | 45 | | | |

## 1. The Title Page

**Content:** This is the first page of the lesson. It has an ayah of the Holy Quran.

***We made from water every living thing***[1]
***Al-Anbia 30***

**Objective(s):** Title Page reminds students of the value of our planet, Earth, and its resources.

**Teaching Procedure:** Ask students to read the ayah and think about it. They may ask you about the meaning of 'living thing' or the referant of 'we'. One possible way is to translate the ayah and give its literal meaning. Another way is to read both the Persian translation and the original ayah in Arabic and give students some time to think about the ayah.
You can ask these questions in Persian:

۱- نظر شما در مور حفظ محیط زیست چیست؟
۲- ما چه وظیفه ای در قبال محیطی که در آن زندگی می کنیم داریم؟
۳- اگر فضاهای سبز از بین بروند، بشر با چه مشکلاتی روبرو می شود؟
۴- اگر منابع آبی زمین تمام شود، چه اتفاقی می افتد؟



**Optional**

You may do the following activities as well.

A. Ask students to give the natural color of the following things:

| | | |
|---|---|---|
| trees: | sea: | forests: |
| sky: | mountain: | earth: |

B. Write at least 3 words you rememebr when you see the following words:

1. Persian …….. …… ……

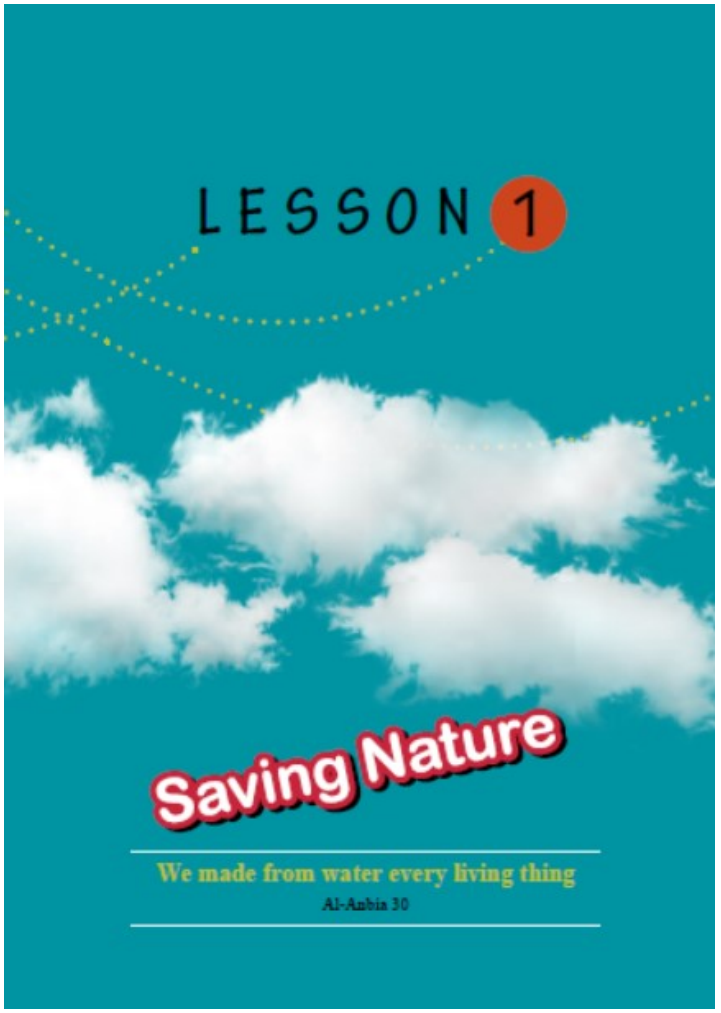
2. African …….. …… ……

3. Planet …….. …… ……

4. Flower …….. …… ……

[1] و جعلنا من الماء کل شیء حیّ





## 2. The Impact Page

**Content:** It consists of four pictures related to the crises people have created for the planet Earth:

- Drought and lack of water resources
- Litter (and landfill sites)
- Deforestation
- Global warming

**Objective(s):** It gives general background on the general theme of the lesson. It encourages students to think about the world they live in and the problems/crises Earth faces in this century.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings:

تصویر ۱: چرا میزان بارندگی کم شده است؟ چرا رودخانه ها کم آب شده اند؟

تصویر ۲: چرا بشر این میزان زباله تولید می کند؟ با زباله ها باید چه کرد؟ چگونه می توان از تولید این حجم زباله جلوگیری کرد؟

تصویر ۳: وظیفه ی ما در قبال منابع ملی مانند جنگل ها چیست؟ چگونه می توان از حوادثی مانند آتش سوزی در مراتع و جنگل ها جلوگیری کرد؟

تصویر ۴: چرا زمین روز به روز گرم تر می شود؟ آیا با از بین بردن منابع موجود در زمین حیوانات از بین می روند؟ چرا؟



**Optional**

1. You may review some words related to this theme and write them on the board. Students are already familiar with the following words:

mountain, park, tree, flower, dry, field, village, farm, rainy, sunny, river, snowy, hill, animals, wind, garden, pleasant, environment, place

2. You may relate the theme of this lesson to what students have learned previously. They are already familiar with the following themes:

talking about health problems, talking about a place, talking about weather, talking about health and injuries, helping others, doing voluntary work





### 3. Get Ready

**Content:** It has two parts: Part One and Part Two.

**Objectives(s):** Get Ready aims at familiarizing students with the theme of the lesson (Part One). It also aims at reviewing previuosly-learned words or presenting some new words related to the theme of the lesson (Part Two).

**Teaching Procedure:** First go through Part One and introduce the theme of the lesson, *how to save nature*. Then go through Part Two and work on activities.

**Part One** of Get Ready has two activities: A and B.

**Activity A** is a matching exercise. The students should look at the pictures and relate each picture to one phrase:

a. hurting the animals
b. putting out the fire
c. cutting trees
d. helping the injured animals

Let students look at each picture for 30 seconds (to 1 minute). You may ask students to share their experiences with others by asking the following questions:

- آیا تا حالا دیده اید کسی درختان را قطع کند؟ یا به حیوانات صدمه بزند؟
- آیا تا به حال به حیوانی کمک کرده اید؟ وقتی به جنگل یا پارک می روید چگونه از درختان و فضای سبز مواظبت می کنید؟

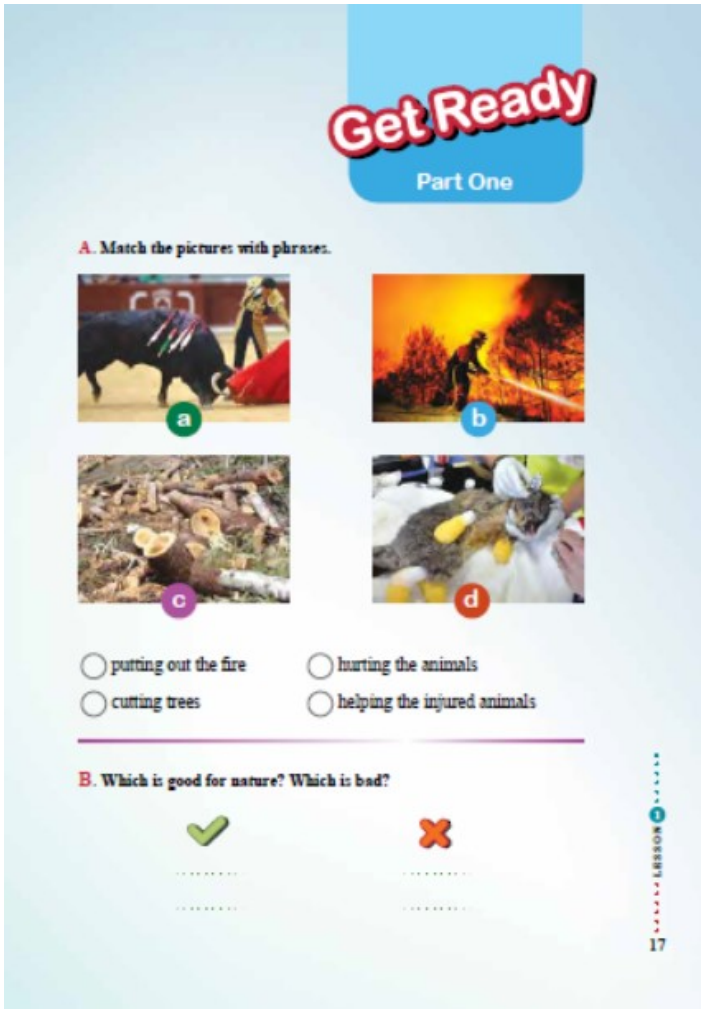
**Activity B** is a task. It requires students to think, discuss, and then decide if the actions done in Part A are good or bad. They have to be able to support their ideas.

| ✔ | ✘ |
|---|---|
| putting out the fire | hurting the animals |
| helping the injured animals | cutting trees |

They can add to the list:

- آلوده کردن رودخانه ها
- ریختن آشغال در طبیعت
- مصرف بی رویه آب
- شکارحیوانات کمیاب یا در حال انقراض





**Part Two** of Get Ready has two activities: A and B.

**Activity A** has a matching exercise. The students should match animals with their pictures. Some of these words are familiar. The students have learned them in *Prospect Series*. They are:

*a goat, an elephant, a cat*

The following words are new and may appear in Conversation or Reading of this lesson:

*a wolf, a panda, a whale, a leopard, a duck*

You may talk about the following things:

-کدامیک از این حیوانات را دیده اید؟

-کدامیک از این حیوانات در خشکی زندگی می کنند؟

-آیا می دانید پاندا بومی کدام کشور است؟

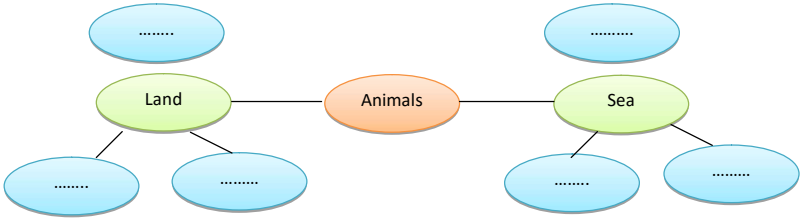
**Activity B** is a task. It requires students to think; and then group animals based on their similarities. One way to do this is putting animals in 'Farm' and 'Wild' groups.

Group 1, (farm animals): a goat, a cat, a duck
Group 2, (wild animals): a wolf, a panda, an elephant, a whale, a leopard



**Optional**

You may draw this word map on the board and ask students to complete it.







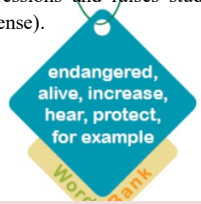

## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and Questions.

***The conversation of this lesson takes place in the Musuem of Nature and Wildlife. Maryam is a student who is visiting the musuem. She talks to Mr. Razavi who works there.***

**Objective(s):** The main function of Conversation is providing learners with '*comprehensible input*'. It also acts as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (the future tense).

**Teaching Procedure:** First present the words in the Word Bank.




New words can be presented using different techniques including:

- Using real objects (realia)
- Showing pictures or photos
- Using gestures or acting out
- Board drawings: drawing the images on the board
- Definition: giving concise dictionary definition(s)
- Giving synonyms/antonyms
- Describing a scene/situation
- Using flashcards (commercial, teacher-made)
- Using wallcharts or posters (commercial, teacher-made)
- Using wallcharts or posters (commercial, teacher-made)
- Exemplification: providing collocations, examples, illustrative sentences
- Word mapping: making word maps by the help of superordinate words
- Translation: giving Persian equivalents

Then ask students to look at the picture and read the Introduction of Conversation to help them have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show Persian cheetah or other endangered animals.
You may talk about the following things in the class:

- حیوانات در حال انقراض
- نقش مردم در نابودی طبیعت و زیستگاه‌های طبیعی‌حیوانات، علت مراقبت از حیوانات، گیاهان و منابع طبیعی مانند آب های زیر زمینی، رودخانه ها، کوه ها، دشت ها و جنگل ها

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening, listening, and post-listening.*






Maryam is visiting the Museum of Nature and Wildlife. She's talking to Mr. Razavi who works in the museum.

**Maryam:** Excuse me, what is it? Is it a leopard?
**Mr. Razavi:** No, it is a cheetah.
**Maryam:** Oh, a cheetah?
**Mr. Razavi:** Yeah, an Iranian cheetah. It is an endangered animal.
**Maryam:** I know. I heard around 70 of them are alive. Yes?
**Mr. Razavi:** Right, but the number will increase.
**Maryam:** Really?! How?
**Mr. Razavi:** Well, we have some plans. For example, we are going to protect their homes, to make movies about their life, and to teach people how to take more care of them.

**Questions**

**Answer the following questions orally.**

1. Where are they talking?
2. Are there many cheetahs alive?
3. Do you take care of animals?



*Phase 1. Pre-listening*

The aim of the pre-listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text" (Goh, 2014, p. 84). Different types of activities can be used in this phase such as:

- *brainstorming:* asking students to brainstorm and list the things they have heard about endangered animals
- *researching:* ask students to find facts about Iranian cheetah
- *reading:* provide students with some short texts about endangered animals such as the one below:

> Panda is an endangered animal. This beautiful animal lives in bamboo forests of China. Humans have destroyed these forests recently. Pandas do not have any place to live or anything to eat. There are very few pandas alive now. The Chinese are trying to make bamboo forests for pandas. They ask everyone in the country to help them.

- *viewing pictures:* make slide shows or find pictures of endangered animals in magazines/newspapers.
- *watching movies:* show a movie about Iranian cheetah.
- *discussing:* ask students to talk about controversial subjects like 'hunting'.

*Phase 2. Listening*

The goal of listening part is 'comprehension' and therefore students are expected to rely on their bottom-up/top-down processing ability to understand the aural input. The students have to keep their books **closed**. In listening phase:

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:
   - Who is Mr. Razavi?
   - Was it a leopard?
   - Are they in a zoo?
2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

*Phase 3. Post-listening*

The students should answer the questions written below Conversation ***orally***. Three types of questions are asked:

- Display: Where are they?
- Inference: Are there many cheetahs alive?
- Opinion gap: Do you take care of animals?

***Don't*** let students write their answers.



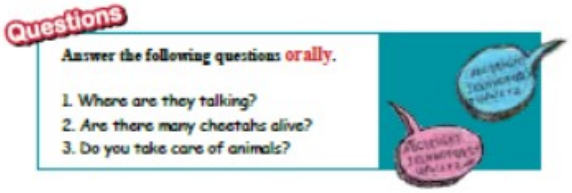






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**Maryam:** Really?! How?
**Mr. Razavi:** Well, we have some plans. For example, we are going to protect their homes, to make movies about their life, and to teach people how to take more care of them.



## 5. New Words and Expressions

**Content:** It has three parts: Part One, Part Two, Part and Three.

**Objectives(s):** This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using appropriate techniques.

**Part One,** Look, Read and Practice, presents the concrete words that can be shown with pictures easily. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**Earth**: a globe or a world map. The teacher can show oceans, rivers, jungles, and mountains.

**A tiger**: a paper tiger or a toy

**Forest**: pictures, maps, examples: *Golestan Forest*

**Destroy**: actiing out, explanation, introducing collocations: *destroy forests/houses/enemies/cities*

**Die out**: explanation, translation =منقرض شدن

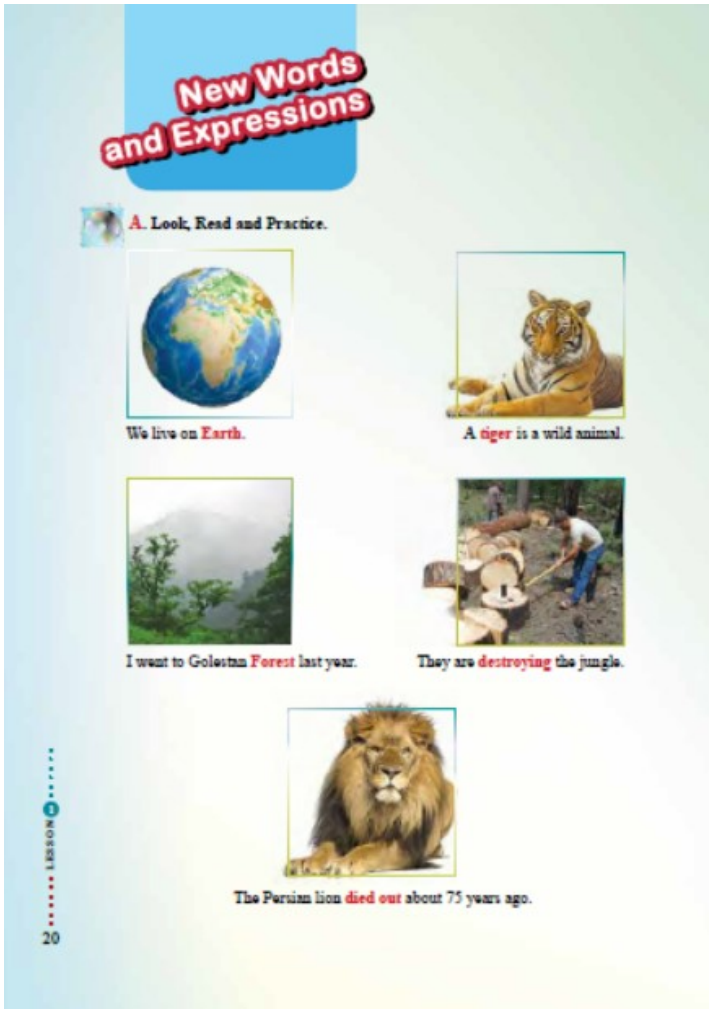
**Pay attention**: examplification: *Pay attention to what I say*,

**Natural**: giving antonym: *natural # man-made*

**Plain**: pictures, maps, examples: *Moghan Plain*

**Hope**: examplification: *She hopes to finish her work soon*





**Part Two**, Read and Practice, presents abstract words (the words that are not easily shown with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words/expresions.
Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary.
Then present words with the help of defintions and explanations. Other techniques can also be used such as:

**a few**: showing two pictures, one with many and one with a few birds.
**human**: showing the picture of humans, plants, and animals
**instead**: using isntead in two sentences: *Instead, he went to Irland. He went to Irland, isntead.*
**future**: introducing collocations: *in the near future, at some time in the future*

**Part Three** includes practices from Students' Workbook, Part III. The activities of vocabulary in Workbook are ordered based on their difficulty level.

***Don't*** change the order of doing activities. The activities are:

1. Identifying: finding words where they maybe 'hidden' . Part A. Find 12 animals below.
2. Selecting: recognizing words and making choices amongst them. Part B. One odd out.
3. Matching: recognizing words, pairing them with a visual representation, translation, synonym/antonym, definition, and collocate. Part C. Match comumns A and B.
4. Sorting: sorting words into different categories. Part C. Put the words in three groups considering their natural home.
5. Ranking and sequencing: putting words into some kind of order. Part E. Look at the following graph. Order the animals based on their average life span.
6. Producing: completing or creating sentences with new words. Part F. Fill in the blanks with the given words. Part G. Unscramble the following sentences.

**Hint**

Please don't ask students to make English sentences with the new words before doing Part Three. Teaching and learning new words should be done in 3 consecutive phases:

1. Presenting the words,
2. Practicing the words
3. Producing the words

Therefore, it would be cogntiviely challenging for students to make English sentences with new words, if they have not had enough time to practice these words before.

**Optional**

You may prepare extra activities for practicing new words.





## 6. Reading

**Content:** Reading page has a picture and a title.

***The reading of this lesson is about endangered animals especially those that are natives of Iran. The text specifically talks about Persian cheetah.***

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (the future tense). Further, it provides students with some factual information about the world around them.

**Teaching Procedure:** There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of *pre-reading, while-reading, and post-reading.*

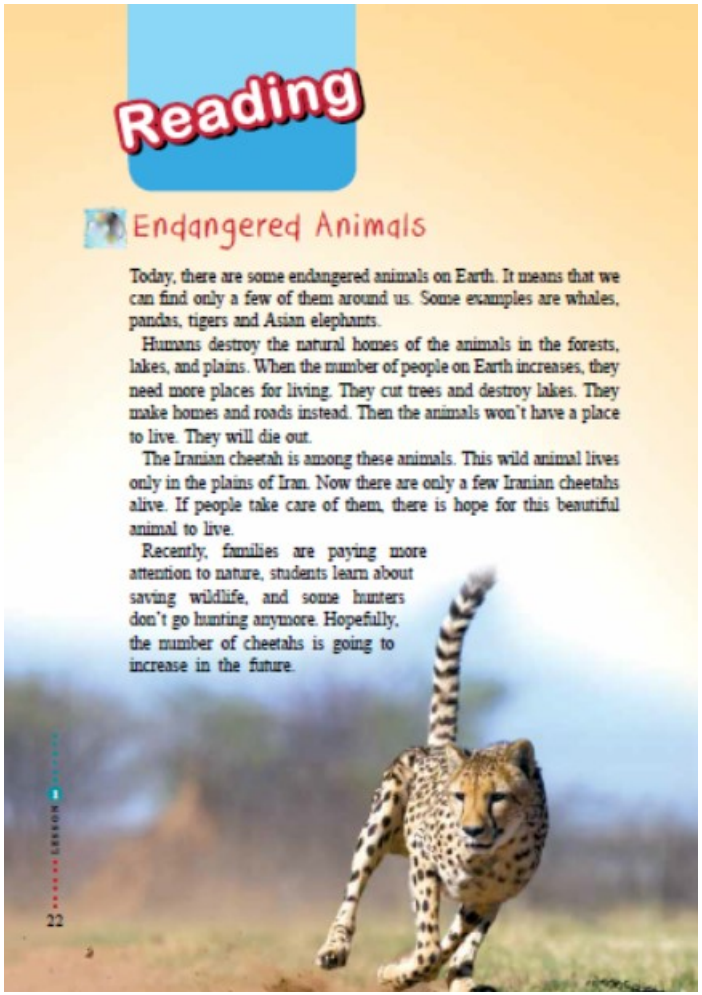
*Phase 1. Pre-reading*
Pre-reading activities "provide a reader with the necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose of reading and building a knowledge base necessary for dealing with the content and the structure of material" (Ringler & Weber, 1984, p.70). The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

*Phase 2. While-reading*
The goal of reading is 'understanding the gist of meaning' and therefore the students are expected to efficiently integrate both bottom-up and top-down processes to comprehend the written input. *The students should read silently and emphasis on oral reading should be avoided*. The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- What is the meaning of 'endangered'?
- Find some endangered animals in the text.
- Where does Iranian cheetah live?

*Phase 3. Post-reading*
Post-reading helps teachers check if students understood the main idea of the text and its relationship with the author's purpose. In this respect, students should be able to explain the main idea of the text and ask and answer questions about the content they just read.
Post-reading activities are organized in next section labeled Reading Comprehension.





## 7. Reading Comprehension

**Content:** It has three parts A, B, and C.

**Objective(s)**: Reading Comprehension aims at checking students' understanding of the text.

**Teaching Procedure**: After silent reading, the teacher may give students some time to work on parts A, B, and C. As the activities are graded, please do them in order of their appearance in the book.

**Activity A** has three multiple choice questions. The students should read each item and choose the correct answer.

1. c 2. b 3. a

**Activity B** is a True/False activity. Ask students to read each statement and check T for 'true' and F for 'false' statements.

1. F 2. T 3. T

**Activity Three** is a matching exercise. The students should read incomplete sentences and then complete them by choosing appropriate statements.

1. When only a few numbers of an animal live on Earth, *it means that it is an endangered animal.*
2. If we take care of Iranian cheetahs, *they will live in the future*.
3. People need more places for living *when their number increases*.



**Optional**

You can do Part I of the Workbook in class. The students should read the following text and then answer its qestions.

One easy way to protect wildlife is learning about endangered animals that live around you. Teach your friends and family about the birds, fish and plants that live near your home. In this way, they are going to be more careful about the nature. You can also visit a national wildlife museum or park. These places give good information about how to protect endangered animals and their homes. You can do voluntary work in these places to help animals and their babies.

Another thing you can do is protecting the natural home of the endangered animals. When you keep the nature clean and safe, the animals will live longer. Protecting the trees of jungles is also helpful. If you live in a village, you need to be very careful about the hunters who come to your village to hurt animals. Whenever you see these people, you need to call the police. These are simple works, but they will help the nature a lot.






**A. Choose the best answer.**

1-Which of them is not an endangered animal?
a) wolf b) cheetah c) horse

2-Where is the natural home of the Iranian cheetah?
a) forest b) plain c) mountain

3- Which place is not a natural home of wild animals?
a) park b) lake c) jungle

**B. True/False**

1. In the past, many hunters paid attention to wildlife. T○ F○
2. Students are interested in protecting nature. T○ F○
3. When people take care of cheetahs, the number of this animal will increase. T○ F○

**C. Match two halves.**

1. When only a few numbers of an animal live on Earth, .....
2. If we take care of Iranian cheetahs, .....
3. People need more places for living, .....

a. when their number increases.
b. it means that it is an endangered animal.
c. some hunters go hunting.
d. they will live in the future.

## 8. Grammar

**Content:** It has eight parts, from A to H.

**Objective(s)**: The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar "with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics" (Larsen-Freeman, 1990, p. 4). In this framework, the three components of Freeman's pie chart will focus on form, meaning, and use (Laren-Freeman, 2014, p. 258) (See figure 1).

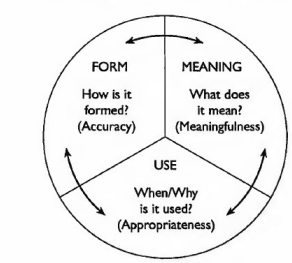



**Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

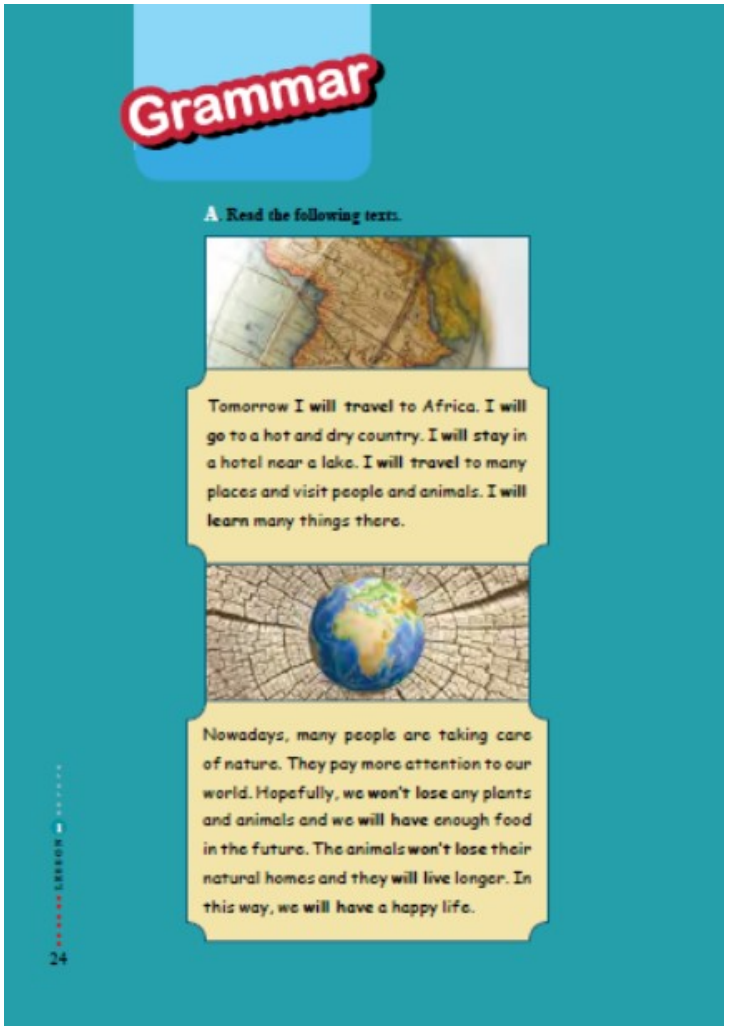
**Teaching Procedure**: The procedure of teaching grammar follows what comes below:

> New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

Therefore, the teaching of grammar starts with Activity A and ends with Activity H.

**Activity A** is an input flooding activity. In this section two texts are provided with lots of examples of the grammatical structure 'future tense'. The vocabulary of the texts is controlled and students are supposed to just read each text and *notice* the new structure. All instances of the grammatical structure are bold. In text one, just statements are included. In the second text both statements and negative structures are used. Contextualization of the grammatical structure has also been previously done in Conversation and Reading.





**Activity B** presents grammatical items in isolation. The teacher may:

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework (Celce-Murcia and Larsen-Freeman, 1990, p. 4).

**1 In form wedge,** overt lexicogrammatical patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text should be included.

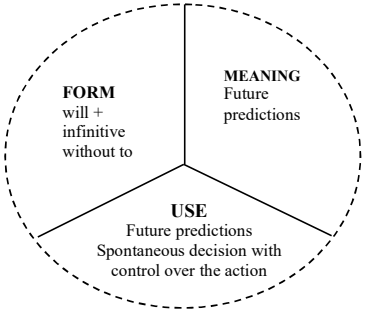
***will + infinitive without to***

**2 In semantic wedge,** what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition for a preposition like *down*, for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result).

***'Simple Future Tense with will' has the meaning of strong predictions, that is an action to take place at some definite future tense time:*** Joel will take the exam next month.

**3 In Pragmatic wedge,** the use of the language in context is introduced. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co-text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction).

***'Simple Future Tense with will' is used for***
***Future predictions:*** Belinda will be 40 next year.
***Spontaneous decision when the person has control over the action***: I'll get the phone.






**B. Read the following examples.**

**Affirmative**

| | | |
|---|---|---|
| I<br>You<br>He<br>She<br>We<br>They | will | save nature. |

- Alice and Kate will go to the library tomorrow.
- Ted will fly to Australia next Monday.

**Negative**

| | | |
|---|---|---|
| I<br>You<br>He<br>She<br>We<br>They | will not<br>(won't) | destroy nature. |

- The children will not play in the yard.
- I won't be here tomorrow.

**Question**

| | | |
|---|---|---|
| Will | you<br>he<br>she<br>it<br>they | go to the mountain? |

- Will our family buy a new car next year?
- Will Reza have an exam on Monday?

**Activity C** encourages students to induce the rule of making 'simple future tense'. The teacher can write more examples on the board; or read a text orally and ask students to notice the way 'simple future tense' is made and used.

The students may give you the following rule: will + verb
You have to remind them of the fact that 'will' is used with 'infinitive without to'.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to Reading, find all 'simple future tenses' and underline them. The students can use highlighters to do this activity as well.

-Ask students to take a red pencil or highlighter.

-Ask them to

- underline the structures or
- circle the structures

The instances of 'simple future verbs' in Reading are:

will need, won't have, will die out

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the text and choose the correct forms of verbs. 'Simple future tense' is used in contrast with 'simple present tense' in this activity. The students are expected to focus on the context and choose the correct verb form based on linguistic clues.

*Answers: lives, likes, will take, will travel, will go, will visit*





**Activity F** presents a model for making wh-questions with 'simple future tense':

***The tourist will visit Shiraz next summer.***

Based on this model, the students are exposed to four wh-questions with 'who, when, where, and what'.

Ask students to read each sentence and find out how each question has been made.

You may give students extra exercises by choosing some sentences from the lesson.

***Mr. Ahmadi will stay in a hotel near a lake tomorrow.***

1. Who will stay in a hotel near a lake tomorrow?
2. When will Mr. Ahmadi stay in a hotel near a lake?
3. Where will Mr. Ahmadi stay tomorrow?
4. What will Mr. Ahmadi do tomorrow?



**Optional**

You may also ask students some wh- questions based on texts of page 24.

***Text 1.***

1. Where will you travel tomorrow?
2. What will you do?

***Text 2.***

1. Who will live longer?
2. When will we have enough food?



**F. Read the following wh-questions.**

The tourists will visit Shiraz next summer.

| | |
|---|---|
| Who | *Who* will visit Shiraz next summer? |
| When | *When* will the tourists visit Shiraz? |
| Where | *Where* will the tourists visit next summer? |
| What | *What* will the tourists do next summer? |



**Activity G** is a role play. It has two parts, a and b.

**Part a** provides students with a communicative activity. Students should pair up and complete the sentences with 'future tense' by saying something about themselves or the people and/or situations.

1. On Friday morning, *I will do my homework.*
2. Next week, *my brother will go to Shiraz.*
3. Tomorrow afternoon, *it will rain.*

**Part b** provides students with another communicative activity. Students should pair up and make wh-questions with 'will'. Then they have to ask these questions from their peers and listen to their answers.

1. When will you watch TV?
2. Where will your father go next Friday?
3. Who will help you this weekend?

**Activity H** provides students with more exercises. The students have to refer to their Workbook, Part II (Grammar), and do three activities:

**Part A** is a structural activity. Students should complete the chart by writing the things they did in the past and they will do in the future.

**Part B** is a meaningful activity. Students should look at the pictures and use the linguistic clues to understand what is going on in each picture. After understanding the situations, they have to produce grammatically correct sentences with 'simple future tense'.

**Part C** is a communicative activity. The students should read each statement. If they are correct, they choose Yes; if not, they choose No.





**G. Work with a friend.**

a. Make sentences with these beginnings using the 'future tense'.

1. On Friday morning, I .....
2. Next week, my brother .....
3. Tomorrow afternoon, .....

b. Now ask your friend 'future tense' questions with the following words.

1. When .....
2. Where .....
3. Who .....

**H. Go to Part II of your Workbook and do A, B and C.**

LESSON 9

## 9. See Also

**Content:** It has two parts, A and B.

**Objective(s)**: The aim of this part is teaching another grammatical point briefly and to the point.

**Teaching Procedure**: Go through part A and teach the structure based on the 3-dimensional model of teaching grammar. Then do part B.

**Part A** introduces the structure 'to be going to' briefly. To teach this grammatical point, use the 3-dimensional grammar pie.

**1 In form wedge,** introduce the form of 'to be going to':

***To be+ going to + verb***

***am/is/are + going to + verb***

**2 In semantic wedge,** present what 'to be going to' means**.**

***'To be going to' has the meaning of planned predictions, that is an action that has been planned to take place in the future time:***

They worked hard last summer.

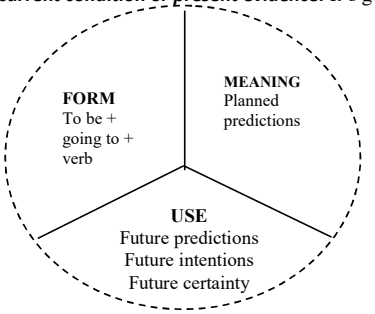
They are going to buy a house this winter.

**3 In Pragmatic wedge,** the use of the language in context is addressed. 'To be going to' is used for:

***Future predictions (more informal than will):*** Belinda is going to be 40 next year.

***Future intentions (based on prior decision):*** Randy is going to buy a house in June.

***Future certainty based on current condition or present evidence:*** It's going to rain today.




**Part B.** The students should go to Part II of their homework and do activity D. This is a two part exercise: a structural activity and some meaningful/communicative activities. The students first read a text and fill in the blanks with correct forms of verbs. Then they answer some questions based on what they read (a meaningful activity) and their own personal experiences (a communicative activity).






**A. Read the following examples with 'to be going to'.**

They are going to buy a house soon. They have enough money.
Look at the sky! It's going to rain.
Alice is free tonight. She's going to read some poems.
Reza is not going to watch TV tonight. The program is very boring.
We are not going to destroy nature. We take care of wildlife.

| | | | |
|---|---|---|---|
| I | am | going to play | tomorrow. |
| You<br>We<br>They | are | | |
| He<br>She | is | | |

**B. Go to Part II of your Workbook and do D.**

## 10. Listening and Speaking

**Content:** It has two parts, A and B.

**Objective(s)**: The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure(s).

**Teaching Procedure**: The teacher should review the grammatical structure of this lesson ('future tense with will' and 'to be going to') by reminding students of the three dimensions of each structure (form, meaning, function). The emphasis should be put on the function of the structure and how it can be used for different purposes in everyday talks (e.g. 'get things done' or 'exchanging ideas'). Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

***Talking and asking about schedules/plans***

Then the teacher goes through Parts A and B.

**Part A** is a short conversation in which 'to be going to' is used to ask about one's plan.
'To be going to' verbs are: *are you going to do, am going to go, are you going to visit, am going to go out, am going to enjoy*

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page. Then explain how the strategy is used in the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how 'to be going to' is used *to talk and ask about schedules/plans*.

A: What will you do?
B: I will watch TV/go out/read a book.

A: What are you going to do?
B: I am going to watch TV/go out/read a book.

A: Where will you go?
B: I will go to the cinema/to the park/to Canada.

A: Where are you going to go?
B: I am going to go to the cinema/to the park/to Canada.





**Part B** consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, *talking and asking about schedules/plans*.

**Conversation 1**

A: Where are you going to do in summer?
B: I am going to go to Brazil.
A: Really? What will you do there?
B: I will visit people and places.
A: What's interesting about Brazil?
B: Well, its nature and wild animals.

1. Brazil 2. people

**Conversation 2**

A: Are you going to stay home this weekend, Shahab?
B: No, we aren't. We'll go out.
A: Where will you go?
B: We'll visit our relatives in Varamin.
A: Will you do anything else?
B: I am not sure yet.

1. Go out 2. Go with him to Varamin

After each conversation, there is a role play activity.
Here, the students have to pair up and use the clues in the boxes to make new conversations.
They are required to utilize the taught strategy.





**B. Listen to the following conversations and check the correct answer.**

Conversation 1



| | | |
|---|---|---|
| 1. Alice is going to go to | Australia ○ | Brazil ○ |
| 2. Alice will visit | people ○ | museums ○ |

**Pair up and ask your friends about the thing they are going to do this weekend. You may use the verbs in the box.**

stay home, read a book, go to the museum, visit our relatives, go shopping, study English

Conversation 2



| | | |
|---|---|---|
| 1. Shahab is going to | stay home ○ | go out ○ |
| 2. His family will | go to Shiraz ○ | go with him to Varamin ○ |

**Pair up and ask your friends about the thing they will or won't do to save nature. You may use the verbs in the box.**

take care of endangered animals, protect forests, hunt, hurt animals

## 11. Pronunciation

**Content:** It has 3 parts, A, B, and C.

**Objective(s)**: Pronunciation aims at presenting *falling intonation* contour and its function (asking for or giving information) in English. The students should be able to both recognize and produce falling intonation in oral conversations.

**Teaching Procedure:** In order to teach pronunciation based on CLT, five steps will be followed as shown in the following table: (Celce-Murcia, Brinton, & Goodwin, 2010, p. 45).

| Phase | DESCRIPTION |
|---|---|
| 1 | **DESCRIPTION AND ANALYSIS -** oral and written illustrations of how the feature is produced and when it occurs within spoken discourse |
| 2 | **LISTENING DISCRIMINATION -** focused listening practice with feedback on learners' ability to correctly discriminate the feature |
| 3 | **CONTROLLED PRACTICE -** oral reading of minimal-pair sentences, short dialogues, etc., with special attention paid to the highlighted feature in order to raise consciousness |
| 4 | **GUIDED PRACTICE -** structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the special feature |
| 5 | **COMMUNICATIVE PRACTICE -** less structured, fluency-building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances |

According to Celce-Murcia et al. (2010, p. 45), this communicative framework recognizes

- the key role each phase plays in the acquisition of new pronunciation features,
- learners' progression from one phase to another, that is from controlled to automatic processing/production of L2 phonology is gradual,
- the application of this framework should extend the course of several lessons not just one,
- learning pronunciation is not linear, and
- practice must extend beyond the controlled phase of repetition and oral drills to more communicative activities when learners gain control over the feature

1. Description and analysis
- Play the audio of Part A.
- Ask students to listen to sentences several times.
-Then briefly explain the rule:

***When you ask for or give new information, use falling intonation.***

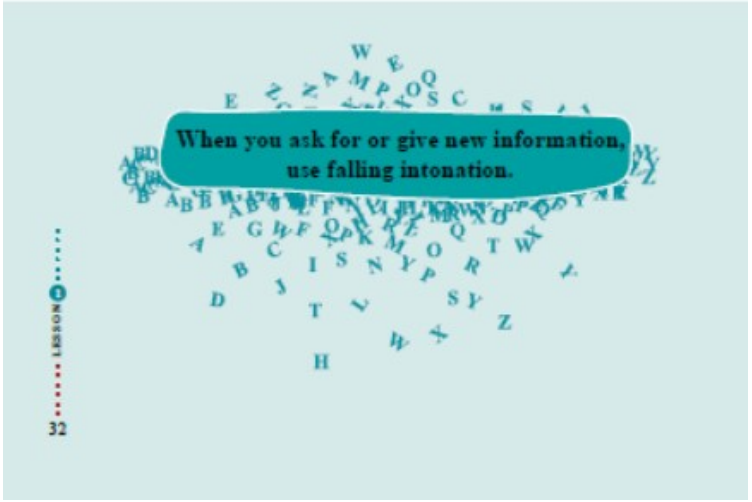







**A. Listen to the following sentences. They have falling intonation.**

1. Where are you going to go? I am going to go to Bam.
2. What does your brother do? He works in a zoo. He loves animals.
3. Dr. James will buy a new laptop. His old laptop doesn't work.
4. We will go on a school trip tomorrow. The students will visit a museum.



2. Listening discrimination:
-Read sentences in Part A twice, once with a falling intonation and once with a rising intonation.
-Ask students to tab on their desks when they hear falling intonation.

3. Controlled practice:
-Read the sentences on page 32 and ask students to repeat them after you.
-Then do Part B. In this part the students should listen to the narration carefully and upon recognizing a falling intonation, put points at the end of the sentences. They are required to capitalize the first word of every sentence.

> My name is Jim. I am a zookeeper. There are many animals in our zoo. We have big and small animals like birds and giraffes. We have wild and farm animals. I like wild animals. We have two lions and a leopard here. We don't have any sea animals now. We will have some next year. We are making new buildings for them. I think the visitors are going to love them.

4. Guided practice:
Ask students to take the role of the narrator and read the sentences of Part B with appropriate intonation.

5. Communicative practice:
Do Part C. Ask students to refer to their Workbook and do Practice VI:

***Ask and answer with falling intonation.***
1. Who will protect our earth?
2. What will happen to endangered animals?
3. Who will protect the jungles?
4. What are you going to do with nature?



**Optional**

You may also ask students to talk about the plans they or their family members have for their weekend.
1. I am going to stay at home.
2. My sister will help me with my lessons.
3. My father is going to wash his car.
4. I will watch a comedy on Friday night.





**B. Listen and find where the sentences end. Do this by putting a point (.) and/or capitalizing words.**

My name is Jim I am a zookeeper there are many animals in our zoo we have big and small animals like birds and giraffes we have wild and farm animals I like wild animals we have two lions and a leopard here we don't have any sea animals now we will have some next year we are making new buildings for them I think the visitors are going to love them



**C. Go to Part VI of your Workbook and do it.**

LESSON 3

33

## 12. Writing

**Content:** Writing has five main parts: Noun, Singular and Plural, Types of Noun, and Noun makers. It also has four activities, A, B, C, and D.

**Objective(s)**: Writing aims at helping students move from letters and words to meaningful sentences and thus becoming familiar with components of English sentences. In this lesson, Writing aims at helping students understand the concept of noun and distinguish its classifications (people, animals, places, etc.) and types (common and proper; singular and plural). The students are also expected to be able to distinguish between regular plural nouns (plural made by '-s' and '-es') and irregular plural nouns (children, women, teeth). They are expected to find nouns in a sentence through some clues which are known as 'noun markers'.

**Teaching Procedure:** The teacher is expected to go through each section and first present the definitions and/or classifications and then do the exercises/tasks.

**Part One** presents a simple definition of 'noun' and provides students with its four classifications: 1) a person/an animal, 2) a place, 3) a thing, and 4) an idea. For each classification four examples are given and one word is illustrated. Read the examples and check the meaning of each word with students.



**Optional**

You may ask students to pair up and brainstorm to list as many as nouns they can remember from *Prospect Series*.

**From Prospect 1**: waiter, woman, dictionary, library, September, florist, chador, suit, garage, mirror, carrot, juice, spaghetti, zucchini, rice, date, mobile phone, street, blanket, office, comb, living room, T-shirt, sandals.

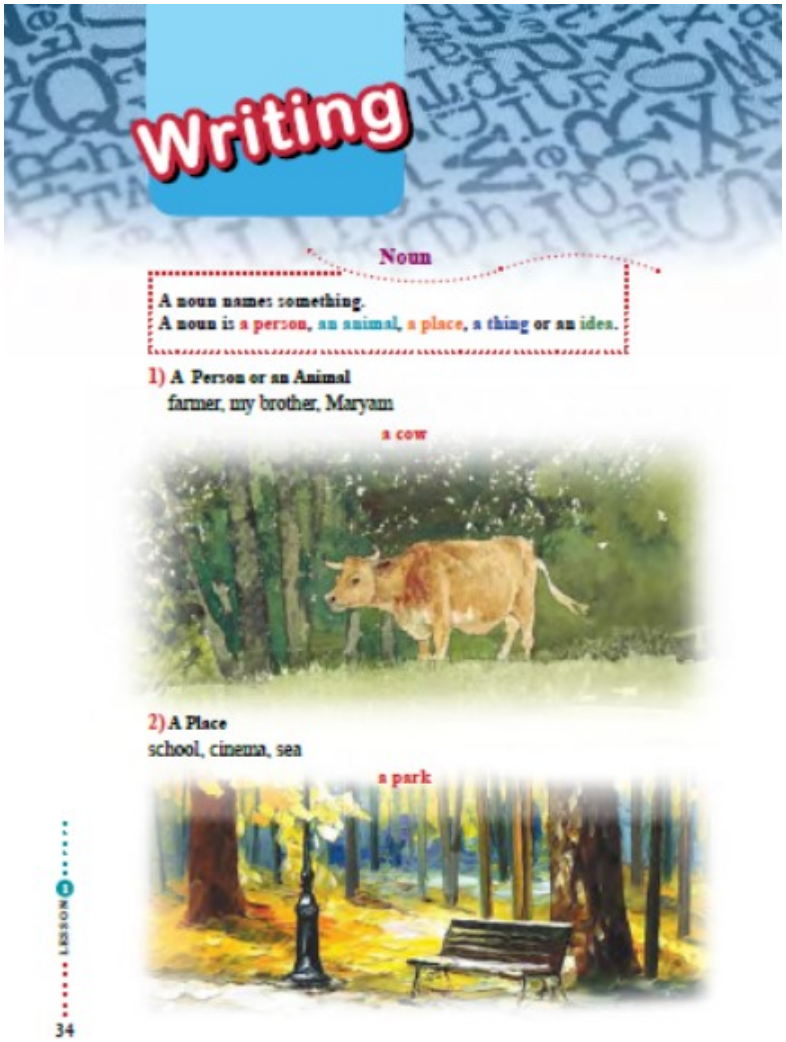
**From Prospect 2**: continent, shopping, gym, sport, tea, chess, bicycle, toothache, cough, bridge, backache, store, tree, thermometer, boulevard, fall, farm, horse, sunflower, chicken, magazine, garden, stomachache, drugstore.

**From Prospect 3**: kid, soldier, man, boy, story, person, place, worker, environment, girl, ticket, money, hotel, trip, ceremony, poem, clothes, holiday, culture, martyr, fire, blood, Internet, movie, pain, care, attack, scar.

Now ask students to put the nouns in the following categories:

***A person, An animal, A place***





- Then ask students to put the remaining nouns in the following categories:
**A thing:**
**An idea:**

- Go to Part I of Workbook. Ask students to read the passage, find the nouns, and classify them based on the following categories.

**A person/An animal:**
**A place:**
**A thing:**
**An idea:**

- Make groups of three or four, and have them make a four-column chart with the titles 'Person/Animal,' 'Place,' 'Thing,' or 'Idea'. Tell them that they will have two minutes to fill out each column with as many nouns as they can think of in a specific place, for example, in the park, house, classroom, street, etc.

Encourage students to share their lists with the class, and reward the longest fully-correct list with a bit of congratulatory praise.

| Persons/Animals | Places | Things | Ideas |
|---|---|---|---|
| | | | |





**3) A Thing**
computer, apple, car

**a book**



**4) An Idea**
pain, attention, danger

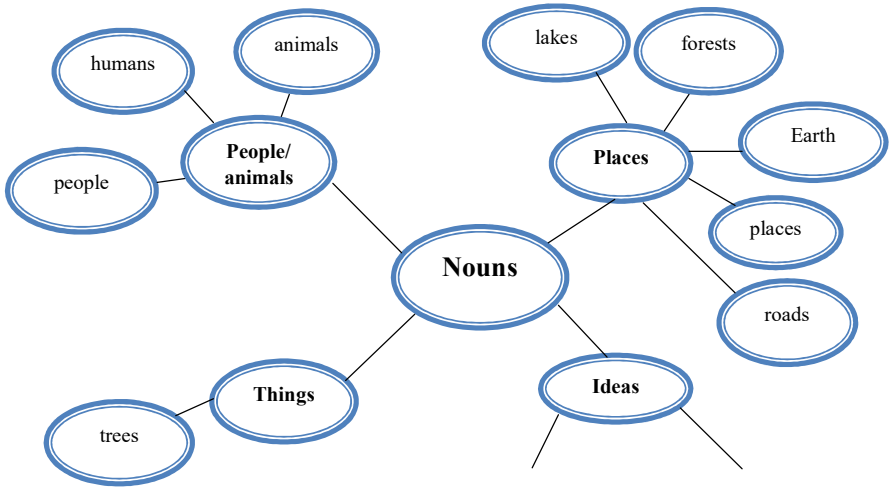
**love of country**



**Activity A** is a word map. The students should read the second paragraph of Reading on page 22 and find them.

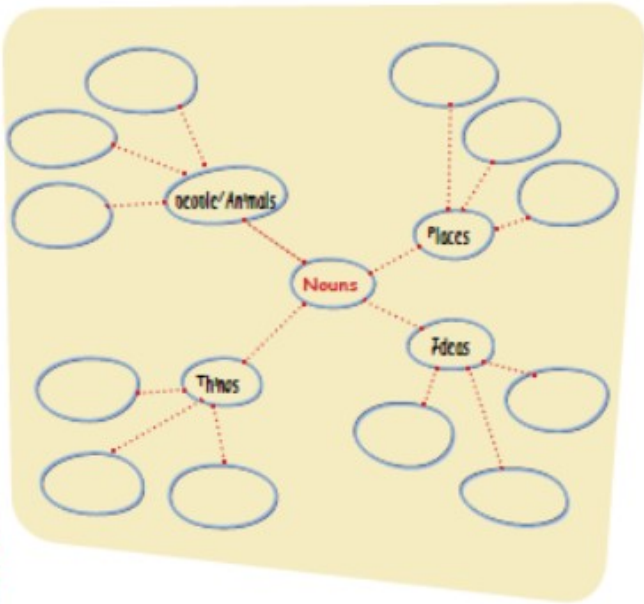
> Humans destroy the natural homes of the animals in the forests, lakes, and plains. When the number of people on Earth increases, they will need more places for living. They cut trees and destroy lakes. They make homes and roads instead. Then the animals won't have a place to live. They will die out.

Then they have to organize the found words in a word map:






A. Read the second paragraph of the reading passage on page 22. find the nouns and write them in the correct circles of the word web. You can add more circles.



**Part Two** presents the written forms of regular and irregular plural nouns. Read both sets of examples. Ask students to think about the way the plural forms of these words are made. You may write more examples on the board. Then explain-with the help of students- how each group is made plural.

**Optional**

1. You may provide students with some singular nouns and ask them to change the words into plural.
leg, channel, message, ticket, firework, knife

2. You may provide students with some plural nouns and ask them to change the words into singular.
planes, teeth, trains, courses, children, bananas

**Hint**

Work on the pronunciation of 's' plural and its three representations /s/, /z/ and /iz/.

's' plural is pronounced as /s/ when it is added to words ending with voiceless consonants such as /p/, /t/, /k/
maps, streets, books

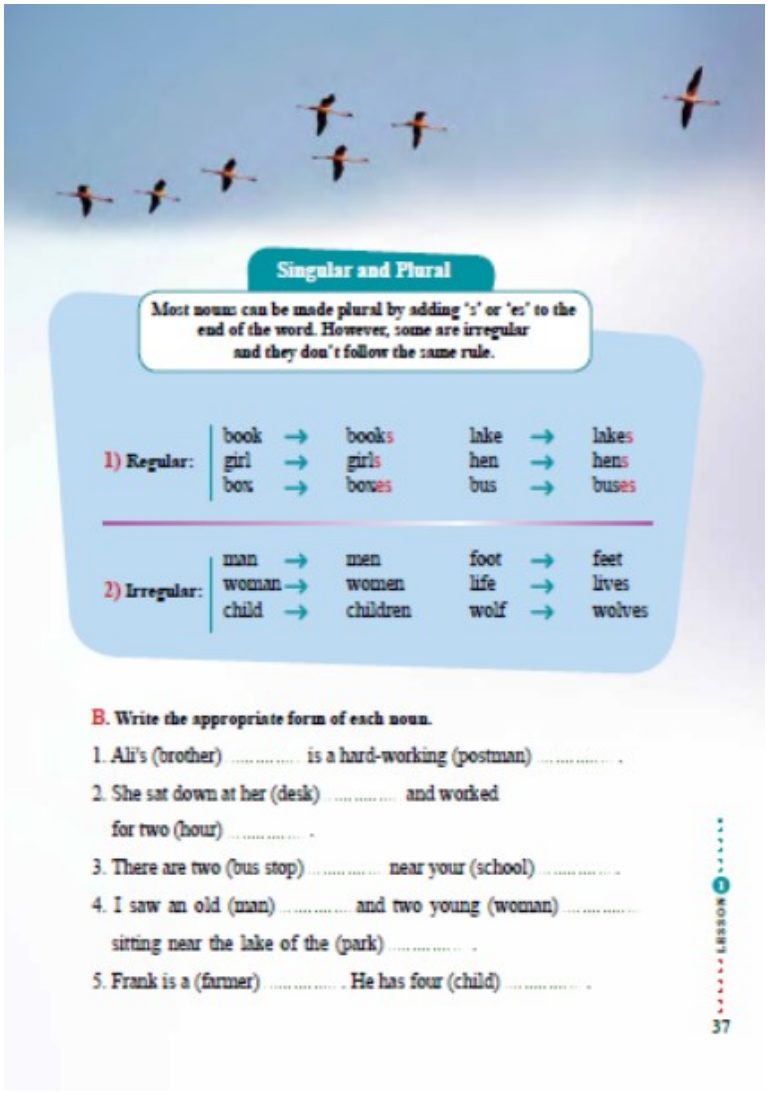
's' plural is pronounced as /z/ when it is added to words ending with voiced consonants such as /m/, /n/, /l/, /d/
rooms, onions, walls, beds

's' plural is pronounced as /iz/ when it is added to words ending with letters ch, x, s
benches, boxes, buses

**Activity B** is a fill in the balnk exercise. Ask students to read each sentence carefully and complete the sentences with appropriate forms of the words.

1. brother-postman 2. desk-hours 3. bus stops-school
4. man-women-park 5. farmer-children





**Singular and Plural**

Most nouns can be made plural by adding 's' or 'es' to the end of the word. However, some are irregular and they don't follow the same rule.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1) Regular: | book | → | books | lake | → | lakes |
| | girl | → | girls | hen | → | hens |
| | box | → | boxes | bus | → | buses |
| 2) Irregular: | man | → | men | foot | → | feet |
| | woman | → | women | life | → | lives |
| | child | → | children | wolf | → | wolves |

B. Write the appropriate form of each noun.

1. Ali's (brother) ..... is a hard-working (postman) ..... .
2. She sat down at her (desk) ..... and worked for two (hour) ..... .
3. There are two (bus stop) ..... near your (school) ..... .
4. I saw an old (man) ..... and two young (woman) ..... sitting near the lake of the (park) ..... .
5. Frank is a (farmer) ..... He has four (child) ..... .

LESSON 1

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**Part Three** presents two types of nouns, namely a) common and b) proper. Three examples are provided for each type along with illustraions.
Read the nouns and ask students to pay attention to their meaning. Ask them about the main difference between nouns in group 1 and 2. Ask them about the main differences they see in the way the words are written. They should tell you that the first letter of proper nouns is capitalized. Please draw their attention to the fact that

***The first letter of proper nouns is capitalized.***



**Optional**

1. Write some Persian words on the board. Ask students to write the words in English with correct spelling and appropriate capitalization.

ایران

کارون

سبزوار

فارس

2. Write some noun combinations on the board. Ask students to write their English equivalent with correct spelling and appropriate capitalization.

جنگل گلستان

یوز ایرانی

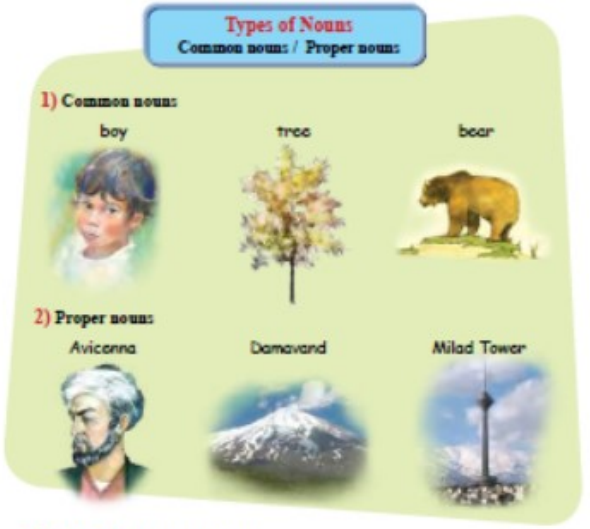
رود ارس

دشت مغان

**Activity C** is a recogntion exercise. Ask students to read each text carefully and choose the correct answer.

1. Iran's, home, bear, parts
2. Askari, years, wife, Mashhad
3. Persian, Arab, wildlife, sea, dolphins






**C. Circle the correct answer.**

1. Today, (Iran / iran)'s mountains and plains are the natural (Home / home) of many animals. One of them is the black (Bear / bear) which lives in a few (Parts / parts) of the country.
2. Amin (Askari / askari) is a pilot. He is 40 (Years / years) old. He lives with his (Wife / wife) and his son and daughter in (Mashhad / mashhad). He loves his job.
3. The (Persian / persian) Gulf is a very important sea between Iran and some (Arab / arab) countries. Its (Wildlife / wildlife) is amazing. You can see some beautiful (Sea / sea) animals such as (Dolphins / dolphins) there.

**Part Four** presents a list of words including articles, determiners, demonstrative pronouns, and possesive adjectives which usually come before a noun.

Read each row aloud and ask students to pay attention to each section. Ask students to write some examples in each row.



**Optional**

You may ask students to read the Reading and underline all noun markers.

Today, there are some endangered animals on Earth. It means that we can find only a few of them around us. Some examples are whales, pandas, tigers and Asian elephants.

Humans destroy the natural homes of the animals in the forests, lakes, and plains. When the number of people on earth increases, they will need more places for living. They cut trees and destroy lakes. They make homes and roads instead. Then the animals won't have a place to live. They will die out.

The Iranian cheetah is among these animals. This wild animal lives only in the plains of Iran. Now there are only a few Iranian cheetahs alive. If people take care of them, there is hope for this beautiful animal to live.

Recently, families are paying more attention to nature, students learn about saving wildlife, and some hunters don't go hunting anymore. Hopefully, the number of cheetahs is going to increase in the future.

**Activity D** is a recogntion exercise. Ask students to read the sentences and circle nouns.

- weather, spring
- mountain, mountains
- book, bus, week
- people, animals
- wolves, zoo

Ask students to tell you
-What type of nouns they are: plural or singular; and
-What type of markers are used before them.



**Noun Markers**

**Here are some words that often come before a noun**

| | | |
|---|---|---|
| a / an | a hunter / a leopard | an elephant / an ear |
| the | the child / the boy | the women / the cars |
| this / that | this bird / this door | that tiger / that chair |
| these / those | these chairs / these children | those men / those mice |
| my / your / our / his / her / its / our / their | his goat / our car / my friends / their towns | |

**D. Read the following sentences and circle the nouns.**

1. The weather is beautiful in the spring.
2. This is a low mountain, but those mountains are high.
3. Nasim read a book on the bus last week.
4. Some people do not take care of animals.
5. I saw two wolves in the zoo.

## 13. What you learned

**Content:** It has three parts, A, B, and C.

**Objective(s)**: What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned.

**Teaching Procedure:** Go through each part and work on activities.

**Part A** is a listening task. Students should listen to a report about Earth and fill in the blanks.

Earth is the home of living things. People, animals, and plants live on Earth. There are many beautiful lakes, plains, and forests. There were many more beautiful things here before, but humans destroyed them. They hunted animals and harmed nature.

1. home 2. destroyed

**Part B** is a reading task. The students should read the rest of the report. Then they have to underline all 'nouns' and 'future verbs'.

3. animals, plants, humans, home, air, water, future, place, Earth, children

4. are going to work, will have, will have, will save

**Part C** is a role play. Ask students to take role and practice.

A: What is Earth?

B: It's our home.

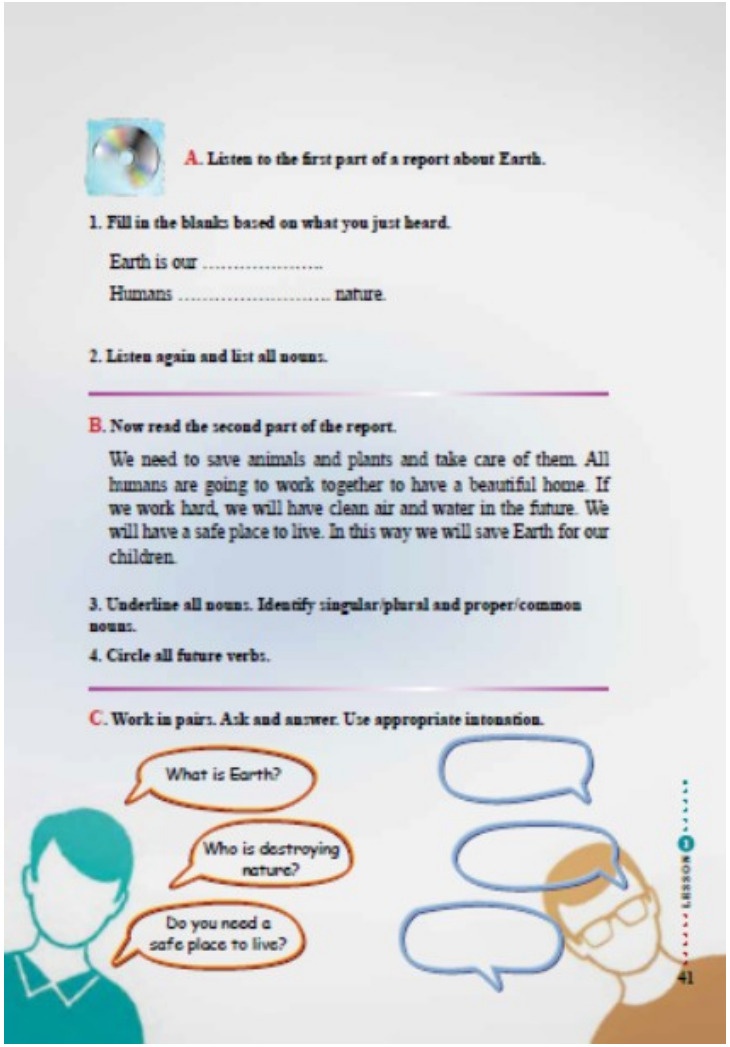
A: Who is destroying the nature?

B: Humans.

A: Do you need a safe place to live?

B: Yes, of course.





**A. Listen to the first part of a report about Earth.**

**1. Fill in the blanks based on what you just heard.**

Earth is our .....

Humans ..... nature.

**2. Listen again and list all nouns.**

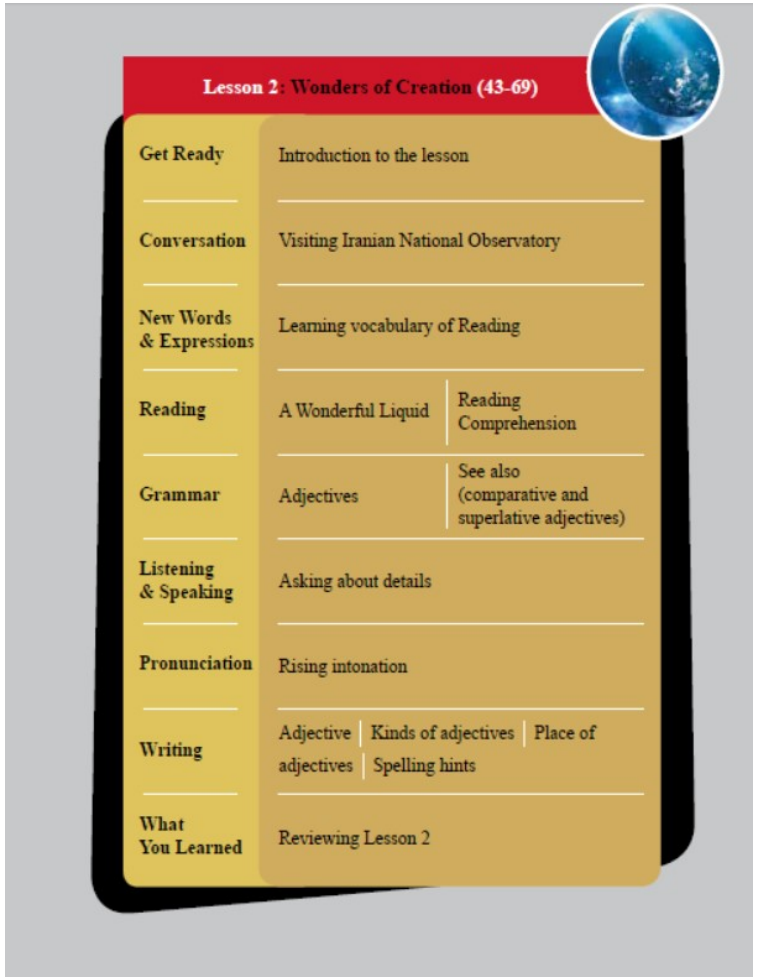
**B. Now read the second part of the report.**

We need to save animals and plants and take care of them. All humans are going to work together to have a beautiful home. If we work hard, we will have clean air and water in the future. We will have a safe place to live. In this way we will save Earth for our children.

**3. Underline all nouns. Identify singular/plural and proper/common nouns.**

**4. Circle all future verbs.**

**C. Work in pairs. Ask and answer. Use appropriate intonation.**






# Lesson 2
# Wonders of Creation

## General Objectives of this lesson

- **Familiarizing students with the theme 'Wonders of Creation'**
- **Giving students some information about creatures and living things and how amazing they are.**
- **Encouraging students to study more about the universe and the world around them; and to learn intresting facts about humans and other creatures Allah has created.**

## The *Gantt Chart* of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. 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.

The activities of each lesson are expected to be done in seven weeks. In each week there are three 45-minute sessions and a total of twenty-one 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 1 | Session 1 (45 min) | Impact Page<br>Questions and answers<br>Get Ready (Parts A & B) | 10<br><br>35 | ✓ | → | |
| | Session 2 (45 min) | Conversation (Word Bank + Conversation) | 45 | | | |
| | Session 3 (45 min) | Review and Quizzes | 45 | | | |
| Week 2 | Session 1 (45 min) | New words & Expressions | 45 | | | |
| | Session 2 (45 min) | Workbook | 45 | | | |
| | Session 3 (45 min) | Reading + Reading Comprehension | 45 | | | |

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 3 | Session 1 (45 min) | Workbook | 45 | | | |
| | Session 2 (45 min) | Grammar (Parts A-D) | 45 | | | |
| | Session 3 (45 min) | Grammar (Parts E-H) | 45 | | | |
| Week 4 | Session 1 (45 min) | Workbook | 45 | | | |
| | Session 2 (45 min) | See Also | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 5 | Session 1 (45 min) | Listening & Speaking Pronunciation | 45 | | | |
| | Session 2 (45 min) | Further practice/ Quizzes | 45 | | | |
| | Session 3 (45 min) | Writing (Noun) | 45 | | | |
| Week 6 | Session 1 (45 min) | Writing (Singular/Plural) | 45 | | | |
| | Session 2 (45 min) | Writing (Types of Nouns) + Writing (Noun Markers) | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 7 | Session 1 (45 min) | What you Learned | 45 | | | |
| | Session 2 (45 min) | Oral/written Tests | 45 | | | |
| | Session 3 (45 min) | Games & Extra activities | 45 | | | |

## 1. The Title Page

**Content:** This is the first page of the lesson. It has an ayah of the Holy Quran.

***And of Allah's Sings of Power is the creation of the heavens and the Earth***[1]
***Al-Rum 22***

**Objective(s):** Title Page shows the image of the outer space and the area where the stars and planets are. This may signify amazement, surprise, or mystery.

**Teaching Procedure:** Ask students to read the ayah and think about it. They may ask you about the meaning of 'sign', 'power', 'cretion', 'heavens' or 'Earth'. One possible way is to translate all of them and give the litral meaning of the ayah. Another way is to read both the Persian translation and the original ayah in Arabic and give students some time to think about the ayah. This makes students think about the unvierse and its mysteries and how important it is to think about the world around us.
You can ask these questions in Persian:

۱- آیا تا بحال در مورد شگفتی های آفرینش فکر کرده اید؟
۲- به نظر شما چه چیزی در فضا و سایر سیارات وجود دارد؟
۳- آیا تا بحال در مورد بدن انسان و نحوه کارکرد اندام های مختلف (مغز، قلب، کلیه) فکر کرده اید؟



**Optional**

You may do the following activities as well.

A. Ask students to think about the following things. Then ask them to tell their friend(s) how/why these things are surprising and/or mysterious.

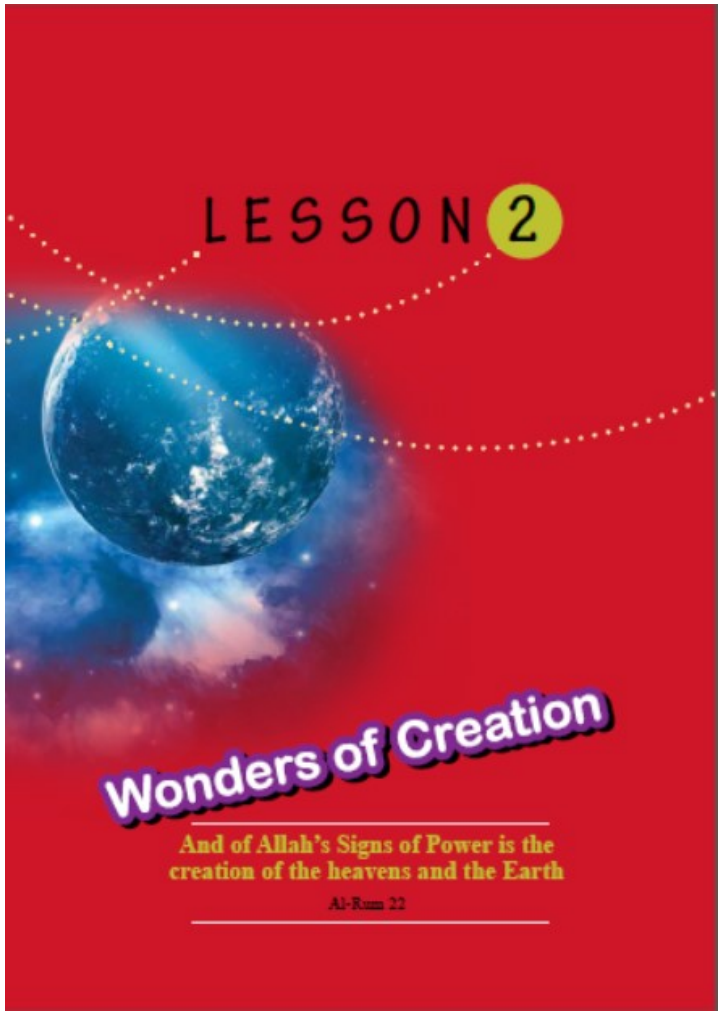
| | | |
|---|---|---|
| your eye | a rose | water |
| Mars | a bee | an atom |

B. Write these adjectives on the board and ask students to give you three things they may describe:

1. amazing …….. …… ……
2. mysterious …….. …… ……
3. strange …….. …… ……

[1] و مِن آیاته خلقُ السّماواتِ و الأرض





## 2. The Impact Page

**Content:** It consists of three pictures related to wonders of creation:

- A galaxy
- Our heart
- The Amazon

**Objective(s):** It gives general background on the theme of the lesson. It encourages students to think about the wonders of the world: how mysterious the space is, how amazing the heart is, and how fascinating the rivers and forests are.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings:

تصویر ۱: در مورد کهکشان ها چه می دانید؟ آیا دوست دارید به فضا سفر کنید؟ چه چیزی در فضا شما را شگفت زده می کند؟

تصویر ۲: قلب انسان چگونه کار می کند و ما را زنده نگه می دارد؟

تصویر ۳: آیا می دانید رودخانه آمازون از چند کشور می گذرد؟ آیا می دانید رودخانه آمازون یکی از ۷ عجایب طبیعی آمریکای جنوبی است؟ فکر می کنید دلیل این موضوع چیست؟



**Optional**

1. You may ask students to do a mini research and write some adjectives to describe the following places: Mount Everst, Zayandeh Rood, Pacific Ocean, the Sahara, The Alisadr Cave. Students are already familiar with the following adjectives:

rainy, sunny, icy, snowy, quiet, pleasant, strange, special, amazing, brilliant, excellent, wonderful, long, suitable

2. You may ask students to do a mini research and write some adjectives to describe the following animals/plants: rose, bees, camels, bats, leopards, dolphines, cactus
Students are already familiar with the following adjectives:

funny, fast, slow, endangered, nice, interesting, beautiful, dangerous, wild, domestic, small





### 3. Get Ready

**Content:** It has two parts: Part One and Part Two.

**Objectives(s):** Get Ready aims at familiarizing students with the theme of the lesson (Part One). It also aims at reviewing previuosly-learned words or presenting some new words related to the theme of the lesson (Part Two).

**Teaching Procedure:** First go through Part One and introduce the theme of the lesson, *think about the world and wonders of creation*. Then go through Part Two and work on activities.

**Part One** of Get Ready has two activities: A and B.

**Activity A** is a matching exercise. The students should look at the pictures and relate each picture to one sentence:

a. Our body is a wonderful system.
b. Camels can live without water for a long time.
c. Ants are amazing animals.
d. Planets go around the Sun.

Let students look at each picture for 30 seconds (to 1 minute). You may ask students to share their experiences with others by asking the following questions:

- آیا تا به حال به کارکردن و غذا جمع کردن مورچه ها دقت کرده اید؟
- به نظر شما شتر چگونه می تواند بدون آب چندین روز را سپری کند؟

**Activity B** is a task. It requires students to think, discuss, and then decide which of the things in Part A are more interesting. They have to be able to support their ideas.

camels > planets > body > ants

They can add other things to the list:

- موریانه ها و پروانه ها
- دنیای اعماق اقیانوس ها
- گیاهان دانه دار
- دلفین ها و نهنگ ها





**Part Two** of Get Ready has two activities: A and B.

**Activity A** has a matching exercise. The students should match the words and pictures. Two words are familiar as they are used in Persian. They are:

*microscope, telescope*

The following words are new and may appear in Conversation or Reading of this lesson:

*ring, heart, blood, moon, observatory*

You may talk about the following things:

- در رصد خانه چه کاری انجام می شود؟
- نقش قلب در بدن انسان چیست؟
- کدام سیاره دارای حلقه است؟

**Activity B** is a task. It requires studednts to think; and then group the words. They have to put the words into 'Sky' and 'Body' groups.

Group 1, (sky): ring, moon, observatory, telescope
Group 2, (body): heart, blood, microscope

**Optional**

You may ask students to read the following sentences and check the corect ones (This can be done in groups) .

☐ The blood of some animals is blue.

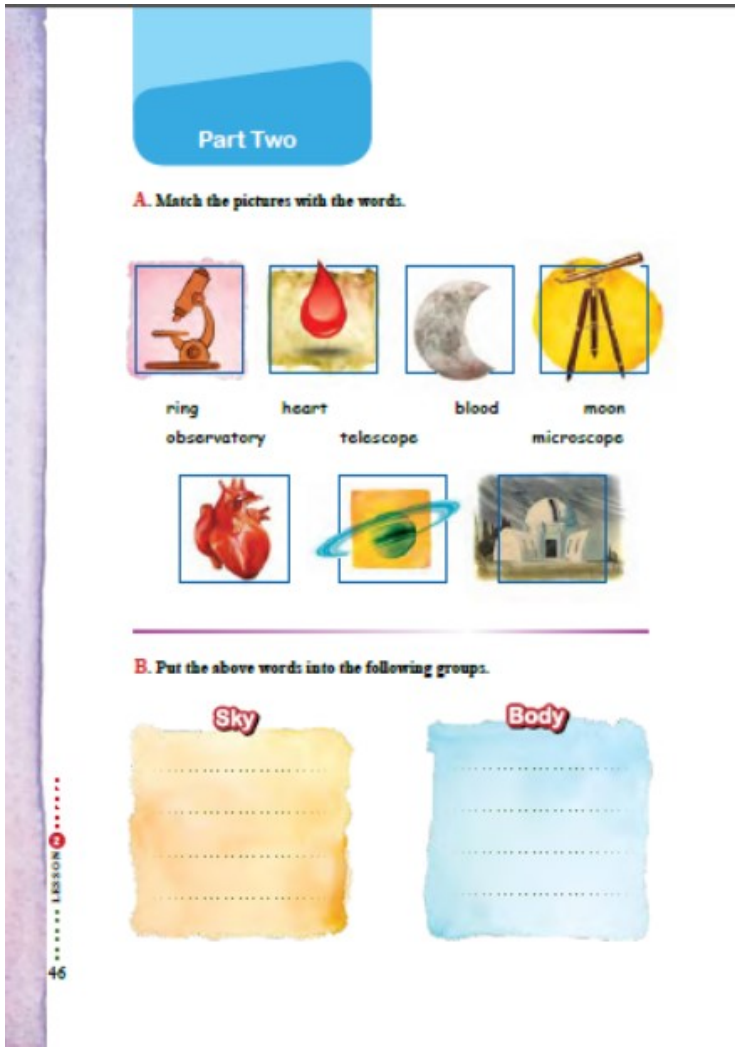
☐ We know everything about jungles.

☐ No one lives on other planets for sure.

☐ People have traveled to Mars.

☐ The Bermuda Triangle is a strange place.





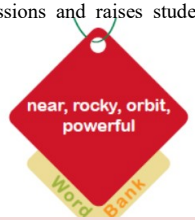
## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and Questions.

***The conversation of this lesson takes place in an observatory. Alireza is a student who is visiting the observatory. He talks to Ms. Tabesh who works there.***

**Objective(s):** The main function of Conversation is providing learners with '*comprehensible input'*. It also acts as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (adjectives).

**Teaching Procedure:** First present the words in the Word Bank.




New words can be presented using different techniques including

- Showing pictures or photos: *rocky*
- Using gestures or acting out: *powerful*
- Board drawings: *orbit*
- Giving synonyms: *powerful=strong  giving antonym:  powerful# weak*
- Describing a scene/situation: *a rocky planet*
- Using wall charts or posters (commercial, teacher-made): *the poster of the Milky Way Galaxy*
- Exemplification: *a powerful computer, near the school*
- Translation: orbit = مدار

Then ask students to look at the picture and read the Introduction of Conversation to help them have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show the Milky Way Galaxy, the planets, the Sun and Earth.
You may talk about the following things in the class:

- رصد خانه های ایران از قدیم تا کنون
- کهکشان راه شیری
- سفر انسان به سیارات دیگر






Alireza is visiting an observatory. He is talking to Ms. Tabesh who works there.

**Ms.Tabesh:** Are you interested in the planets?
**Alireza:** Yes! They are really interesting for me, but I don't know much about them.
**Ms.Tabesh:** Planets are really amazing but not so much alike. Do you know how they are different?
**Alireza:** Umm... I know they go around the Sun in different orbits.
**Ms.Tabesh:** That's right. They have different colors and sizes, too. Some are rocky like Mars, some have rings like Saturn and some have moons like Uranus.
**Alireza:** How wonderful! Can we see them without a telescope?
**Ms.Tabesh:** Yeah..., we can see the planets nearer to us without a telescope, such as Mercury, Venus, Mars, Jupiter and Saturn. We can see Uranus and Neptune only with powerful telescopes.
**Alireza:** And which planet is the largest of all?
**Ms.Tabesh:** Jupiter is the largest one. It has more than sixty moons. Do you want to look at it?
**Alireza:** I really like that.

**Questions**

**Answer the following questions orally.**

1. How are the planets different?
2. Can we see all planets without a telescope?
3. Do you know the names of the planets in Persian?



Then you have to work on Conversation. Follow the three-phase cycle of *pre-listening, listening, and post-listening* to teach Conversation.

*Phase 1. Pre-listening*

Different types of activities can be used here such as:

- *brainstorming:* ask students to work in groups or pairs and list their ideas of visiting an observatory and the things they can do there.
- *researching:* ask students to search their books or surf the net and find some information about the Milky Way Galaxy.
- *reading:* give students some short texts to read like the one below:

> We live on a planet called Earth. It is a small part of the Milky Way Galaxy. A galaxy is a big collection of gas, dust, and billions of stars. When you look up at stars in the night sky, you're seeing other stars in the Milky Way. There are many other galaxies out in the space. There are so many, we can't even count them all yet.

- *viewing pictures,* make a PowerPoint slide show (or ask students to do that) and talk about the Milky Way Galaxy and its planets.
- *watching movies:* show a movie about the space.
- *discussing*: ask students to talk about controversial subjects like 'a one-way trip to Mars'.

*Phase 2. Listening*

In listening phase:

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:

- Where is Alireza?
- Which planet has a ring?
- Is Mercury near Earth?

2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

*Phase 3. Post-listening*

The students should answer the questions written below Conversation ***orally***. Three types of questions are asked:

- Display: How are the planets different?
- Inference: Can we see all planets without a telescope?
- Opinion gap: Do you know the names of the planets in Persian?

***Don't*** let students write their answers.









Alireza is visiting an observatory. He is talking to Ms. Tabesh who works there.

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**Alireza:** Yes! They are really interesting for me, but I don't know much about them.
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**Alireza:** And which planet is the largest of all?
**Ms.Tabesh:** Jupiter is the largest one. It has more than sixty moons. Do you want to look at it?
**Alireza:** I really like that.

**Questions**

**Answer the following questions orally.**

1. How are the planets different?
2. Can we see all planets without a telescope?
3. Do you know the names of the planets in Persian?



## 5. New Words and Expressions

**Content:** It has three parts: Part One, Part Two, and Part Three.

**Objectives(s):** This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using appropriate techniques.

**Part One,** Look, Read and Practice, presents the concrete words that can be shown with pictures easily. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**liquid**: a glass of water

**drops**: splashing the drops of water on the ground or the surface of the desk

**cells**: pictures of blood cells

**thousand**: writing the number 1000 on the board

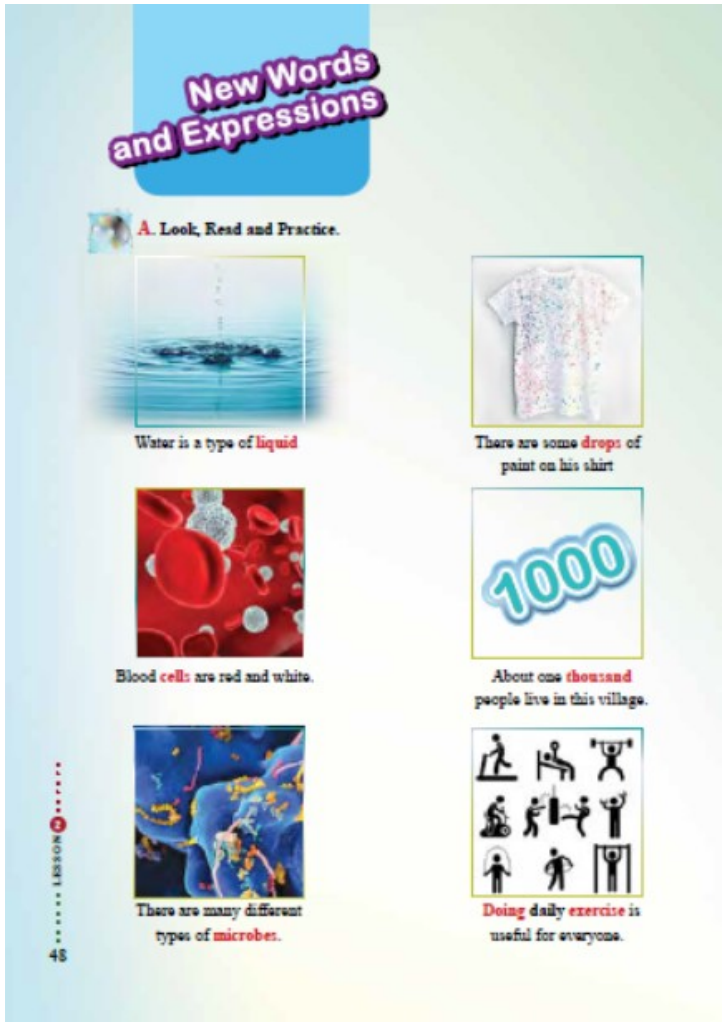
**microbes**: examplification: *microbes cause diseases.*

**doing daily exercise:** acting out, showing pictures

**clear**: giving antonym: *clear # not colored*, *dirty*; translation =شفاف

**pump**: examplification: *They pumped clean water from the river.*





**Part Two**, Read and Practice, presents abstract words (the words that are not easily shown with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words/expresions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of defintions and explanations.

Other techniques can be used to teach new words of this part:

**healthy**: showing two pictures: one, a happy and healthy kid and one, a sick kid

**defend**: introdcuing collocations: *defend one's country/honor*, *defend onself against/from something*

**carry**: providing more examples:

*Angela carried the child in her arms.*
*Let me carry that for you.*
*Jack carried his grandson up the stairs.*

**collect**: introducing the word family of 'collect' such as: *collection, collected, collective*

**fact:** Poviding some facts such as:

*Water boils at 100 degree centigrade.*
*Nitrogen forms most of the Earth's air.*

**Part Three** includes practices from Students' Workbook, Part III. The activities of vocabulary in Workbook are ordered based on their difficulty level.

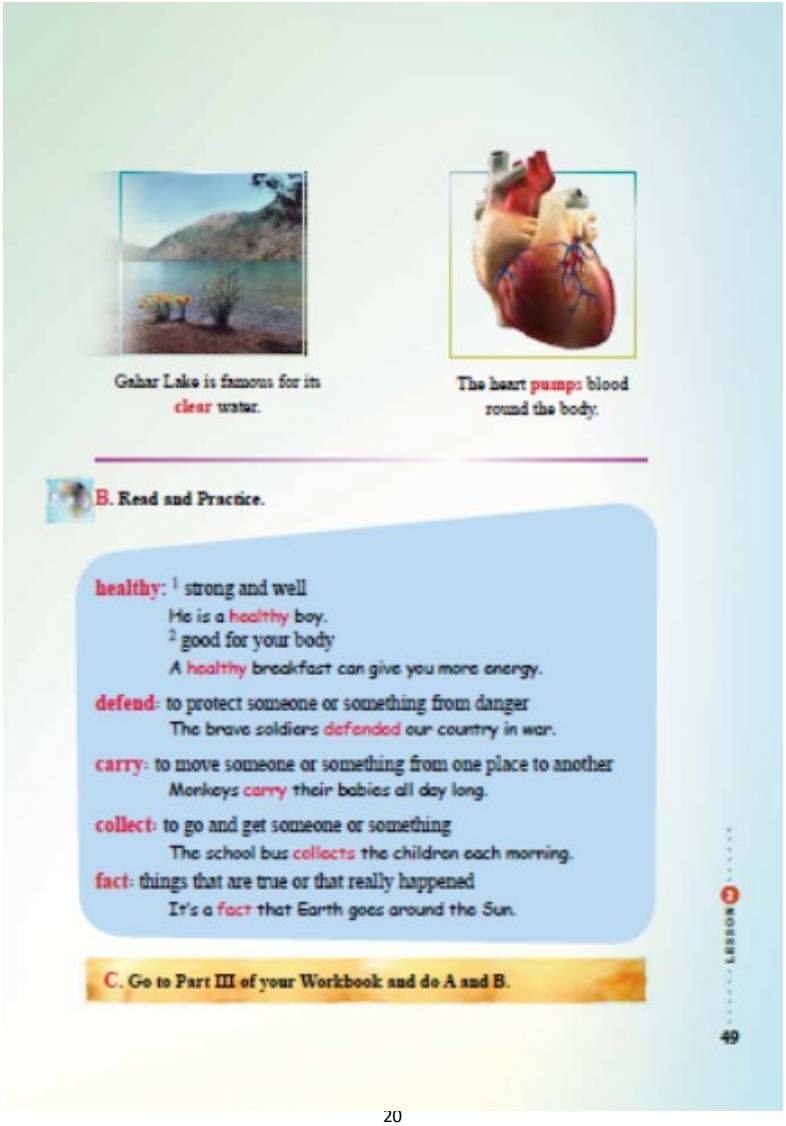
***Don't*** change the order of doing activities. The activities are:

A. **Identifying**: Match the words with their definitons
B. **Selecting**: One odd out.
C. **Matching**: Match columns A and B.
D. **Sorting**: Put the words in three groups based on their size.
E. **Ranking**: Look and order the planets based on their size.
F. **Producing**: Look at the picture and fill in the blanks.
G. **Producing**: Fill in the blanks with the given words.

**Optional**

You may prepare extra activities for practicing new words.





Gabar Lake is famous for its clear water.

The heart pumps blood round the body.

B. Read and Practice.

**healthy**: [1] strong and well
He is a healthy boy.
[2] good for your body
A healthy breakfast can give you more energy.

**defend**: to protect someone or something from danger
The brave soldiers defended our country in war.

**carry**: to move someone or something from one place to another
Monkeys carry their babies all day long.

**collect**: to go and get someone or something
The school bus collects the children each morning.

**fact**: things that are true or that really happened
It's a fact that Earth goes around the Sun.

C. Go to Part III of your Workbook and do A and B.

LESSON 3

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## 6. Reading

**Content:** Reading page has a picture and a title.

***The reading of this lesson is about a wonderful liquid, the human blood. Some intresting facts and detailed infromation are presented in the text. The text is especially about the role of blood in keeping us alive and healthy.***

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (the adjectives). Further, it provides students with some factual information about the wonders of creation, here the human body.

**Teaching Procedure:** Use the three-phase cycle of *pre-reading, while-reading, and post-reading* to teach Reading.

*Phase 1. Pre-reading*
Before teaching the Reading, you need to do the activities of Impact Page and Get Ready to make students familiar with the theme of this lesson. You may use the techniques explained in pre-listening to attract students' attention to the topic of this passage, blood.
You also need to teach all new words of the previous section and do all vocabulary exercises provided in the Workbook. In this phase, have a quick review of the new words that have been taught before.

*Phase 2. While-reading*
Encourage students to read the text silently and try to understand the gist of meaning. You can write some questions on the board and ask students to find their answers while they are reading the text:

- What do white cells do?
- What color is plasma?
- How can we keep ourselves healthy?

*Phase 3. Post-reading*
Post-reading helps teachers find out if students understood the main idea of the text and its relationship with the author's purpose. In this respect, students should be able to explain the main idea of the text and ask and answer questions about the content they've just read.
Post-reading activities are organized in next section labeled Reading Comprehension.





## 7. Reading Comprehension

**Content:** It has three parts A, B, and C.

**Objective(s)**: Reading Comprehension aims at checking students' understanding of the text.

**Teaching Procedure**: After silent reading, the teacher may give students some time to work on parts A, B, and C. As the activities are graded, please do them in order of their appearance in the book.

**Activity A** of Reading Comprehension has three multiple choice questions. The students should read each item and choose the correct answer.

1. b 2. b 3. b

**Activity B** of Reading Comprehension is a True/False activity. Ask students to read each statement and check T for 'true' and F for 'false' statements.

1. F 2. T 3. T

**Activity Three** of Reading Comprehension is a matching exercise. The students should read incomplete sentences and then complete them by choosing appropriate statements.

1. The heart pumps blood round the body *to keep us alive*.
2. Our body is really wonderful, *so it is sometimes good to think about it.*
3. Red blood cells carry oxygen round the body *and collect carbon dioxide.*



**Optional**

You can do Part I of Workbook in class. The students should read the following text and then answer its questions.

Microbes are really wonderful. They are everywhere! They live all around you, on you and inside you! Microbes are very small, so you can't see them. But don't worry. Some microbes make you sick but most others keep you healthy and even help you to fight disease.

There are so many different types of microbes. We still don't really know how many there are, but we know that microbes do lots of different things. Bacteria and viruses are two important types of microbes.

Bacteria are really important microbes. They are very small. They have only one cell. Bacteria can live in any area of the earth. They aren't all bad; in fact you couldn't live without some bacteria!

Viruses are among the smallest microbes on the earth, even smaller than bacteria. They are different from bacteria because they cannot live on their own. Viruses need to be inside a living cell to live and grow. There aren't many good things about viruses – they usually attack your body and make you sick!






**A. Choose the best answer.**

1- What color is plasma?

a) red b) yellow c) white

2- How can we keep our body healthy?

a) By eating fast foods

b) By doing daily exercises

c) By sleeping late

3- How many white blood cells are there in a drop of blood?

a) hundreds b) thousands c) millions

**B. True/False**

1. There are only white cells in plasma. T○ F○
2. Red cells are smaller than white cells. T○ F○
3. The number of red cells is more than white cells. T○ F○

**C. Match two halves.**

1. The heart pumps blood round the body .....
2. Our body is really wonderful .....
3. Red blood cells carry oxygen round the body .....

a. so it is sometimes good to think about it.
b. then it is dangerous.
c. and collect carbon dioxide.
d. to keeps us alive.

## 8. Grammar

**Content:** It has 8 parts, from A to H.

**Objective(s)**: The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar "with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics" (Larsen-Freeman, 1990, p. 4). In this framework, the three components of Freeman's pie chart will focus on form, meaning, and use (Laren-Freeman, 2014, p. 258) (See figure 1).

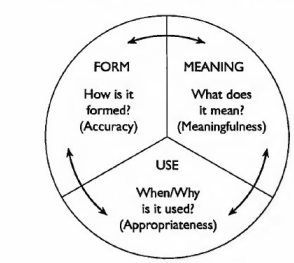



**Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

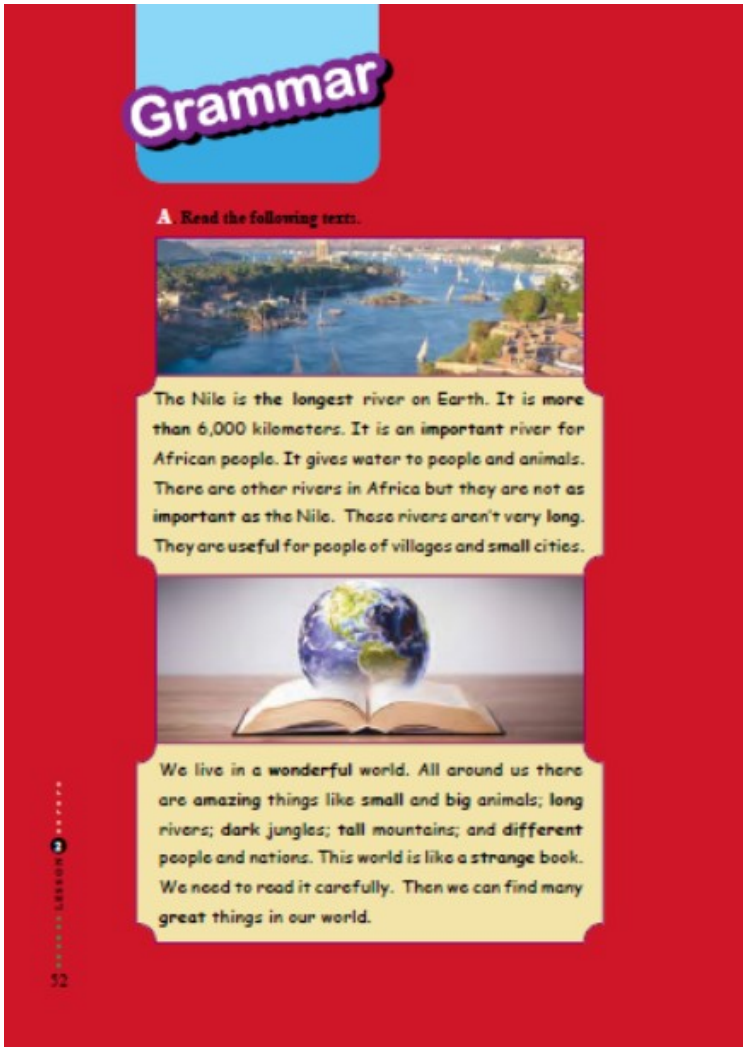
**Teaching Procedure**: The procedure of teaching grammar follows what comes below:

> New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

Therefore, the teaching of grammar starts with Activity A and ends with Activity H.

**Activity A** is an input flooding activity. In this section two texts are provided with lots of 'adjectives'. The vocabulary of the texts is controlled and students are supposed to just read each text and *notice* the new structure. All adjectives are bold. Different types of adjectives are used in both texts. Contextualization of the grammatical structure has also previously been done in Conversation and Reading.





**Activity B** presents grammatical items in isolation. The teacher may:

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.

Then present three dimensions of the grammatical structure.

**1 In form wedge,** you need to tell students how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.

***adjectives + nouns***

***as + adjective + as***

***adjective + er+ than / the + adjective + est***

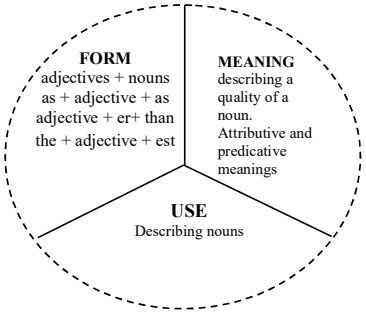
***adjectives + noun / subj + verb to be +adjectives***

**2 In semantic wedge,** what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition), or it can be grammatical.

***Adjective is a word that describes a quality of a noun***: a blue sky
Both attributive and predicative positions/meanings of the adjectives can be introduced:
That nice girl.
That girl is nice.

**3 In Pragmatic wedge,** the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text.

***Adjectives are used to describe a noun.***
***It is possible to compare two or more nouns by using different types of ajectives:***
***-as.... as:*** Tom is as old as Fred.
***-Comparative adjectives:*** Tehran is bigger than Seol.
***-Supperlative adjectives:*** Vienna is the cleanest city of the world.






**B. Read the following examples.**

**Adjectives**

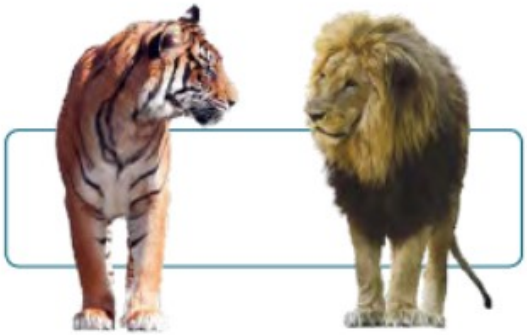
| | | |
|---|---|---|
| Look at the | blue | sky! |
| I just watched an | interesting | movie. |
| They are | amazing | people. |
| He works with | powerful | computers. |

- Many interesting animals live in forests of Iran.
- Robert's father is a very tall man.

**Adjectives**

| | | |
|---|---|---|
| Sara is | as kind as | Neda. |
| Our class is | as big as | your class. |

- His grandfather is as old as my grandfather.
- Tigers are as dangerous as lions.



LESSON 8

**Activity C** encourages students to induce the way 'adjectives' are used in English sentences. The teacher can write more examples on the board; or read a text orally and ask students to notice the way different types of 'adjectives' are made and used in sentences.

The students may give you the following rule: adjectives are used before nouns.
You have to remind them of the fact that 'adjectives can be used before nouns (attributive role) or after some verbs such as to be (predicative role)'.
Examples:
*Attributive*: the beautiful sea.
*Predicative*: That sea is beautiful.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure, 'adjectives'. The students are expected to go to Reading and find all 'adjectives' and underline them. The students can use highlighters to do this activity.

-Ask students to take a red pencil or highlighter.

-Ask them to

- underline the structures or
- circle the structures

The adjectives used in Reading are:

*real, good, important, red, healthy, alive, clear, yellow, white, small, bigger, wonderful, great*



**Optional**

You may ask students to use adjectives to describe anything they like. Make them pay attention to attributive or predicative positions of adjectives. Some adjectives cannot be used before nouns.

real: a real world
good: a good book
important: an important question
red: two red dresses
healthy: a healthy kid
alive: She is alive.
clear: a clear picture
yellow: a yellow scarf
small: some small houses
big: This car is bigger than that one.
wonderful: wonderful people
great: great news



## Comparative Adjectives

| | | |
|---|---|---|
| Damavand is | taller than | Dena. |
| Asia is | bigger than | Europe. |
| Omid is | younger than | Reza. |

- Karoon is longer than Atrak.
- Mars is smaller than Jupiter.

## Superlative Adjectives

| | | |
|---|---|---|
| Damavand is | the tallest | mountain of Iran. |
| Asia is | the biggest | of all. |
| Omid is | the youngest | student of our class. |

- Karoon is the longest river of Iran.
- Jupiter is the largest of all.



C. Tell your teacher how 'adjectives' are used in sentences.

D. Read the conversation on page 47 and underline all 'adjectives'.

LESSON 3

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should look at the pictures and choose the sentences that best describe them.

1. This is an old car
2. Our house is as small as their houses.
3. David is as tall as his father.
4. The blue pencil is longer than the yellow pencil.



**Optional**

You may provide students with more structural activities like the ones below.

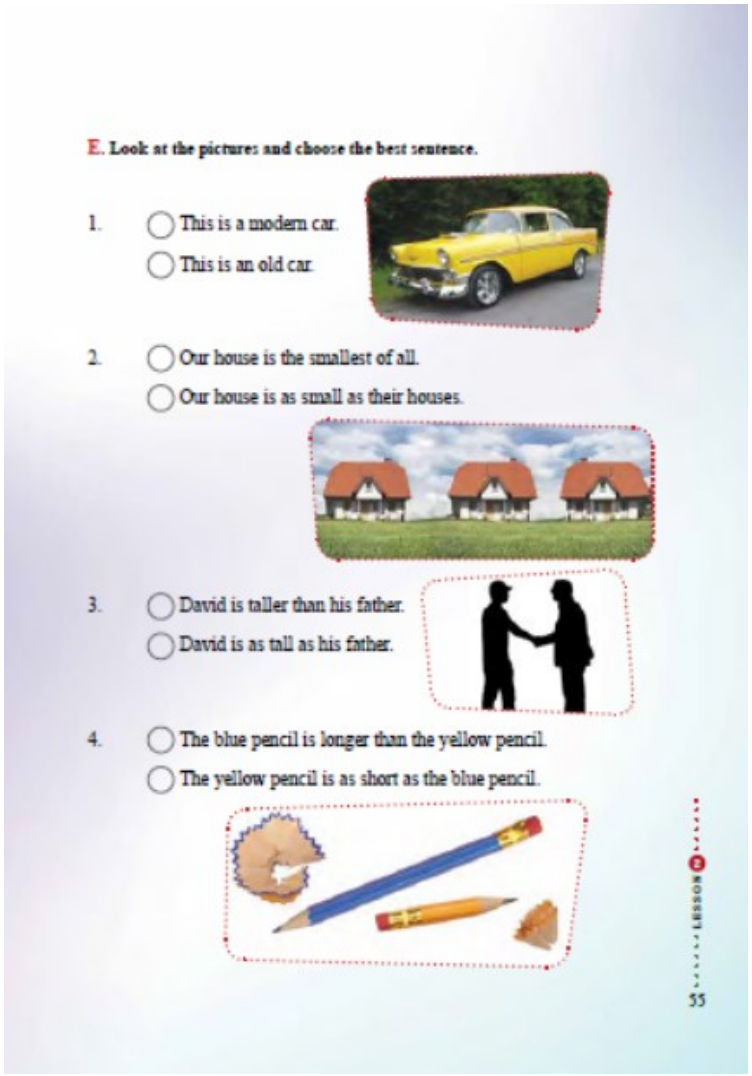
**Activity 1**. Fill in the blanks with correct forms of adjectives.

1. Trains are …….. (fast) than bikes.
2. The Caspian Sea is ……. (big) lake of the world.
3. Damavand is …… (high) mountain of Iran.
4. Apples are …….. (small) than melons.

**Activity 2**. Ask students to draw a table like the one below and complete the cells with correct forms of adjectives.

| Adjective | as …… as | Comparative | Superlative |
|---|---|---|---|
| **nice** | | | |
| **kind** | | | |
| **clean** | | | |
| **safe** | | | |





**Activity F** is a role play and a communicative activity.
Students should pair up and use the given words to describe and compare people, things, or places they know.

1. brave: My father is very brave.
2. kind: Our English teacher is the kindest teacher of the world.
3. large: Tehran is the largest city of Iran.
4. fast: Cheetahs are fast.

**Activity G** provides students with more exercises on grammar. The students have to refer to their Workbook, Part II (Grammar), and do three activities:

**Part A** is a structural activity. Students should read each sentence and circle the correct forms of adjectives.

**Part B** is a meaningful activity. Students should use the adjectives from the given box and complete the text. They should use the linguistic clues to understand the meaning of the text and recognize which adjective is more suitable to be used in the blanks.

**Part C** is a meaningful activity for checking students' comprehension.

**Hint** provides students with some adjectives that have irregular comparative and superlative forms.
Ask students to go through the table. Read the table for them and then ask them to provide you with their understanding of the rule.
Then do Part D of Grammar Section in students' Workbook.

**Part D** is both a structural and a meaningful activity.
First students should change the adjective into its comparative or superlative form.
Then they have to read the sentences carefully and understand their meaning.
After that, they have to use correct forms of adjectives in the sentences.





**F. Work with a friend.**
Make sentences with these adjectives to describe and compare people, things, or places you know.

1. brave
2. kind
3. large
4. fast

**G. Go to Part II of your Workbook and do A, B and C.**

**HINT**

**Some adjectives have irregular comparative and superlative forms.**

| Adjective | Comparative | Superlative |
|---|---|---|
| good | better | the best |
| bad | worse | the worst |
| far | farther | the farthest |
| many / much | more | the most |

LESSON 2

## 9. See Also

**Content:** It has 2 parts, A and B.

**Objective(s)**: The aim of this part is teaching another grammatical point briefly and to the point. This See Also presents the way comparative and superlative forms of multiple-syllable adjectives are made.

**Teaching Procedure**: Go through part A and teach the structure based on the 3-dimensional model of teaching grammar. Then do part B.

**Part A** introduces the comparative and superlative forms of multiple-syllable adjectives. To teach this grammatical point, use the 3-dimensional grammar pie.

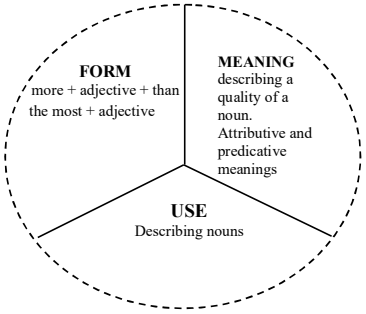
**1 In form wedge,** introduce the form:

***more + adjective + than***

***the most + adjective***

**2 In semantic wedge,** review what you taught in presenting the meaning of the main grammatical point, adjectives. Mention some examples with multiple-syllable adjectives:
A difficult problem.
The problem is difficult.
This problem is more difficult than that one.
This is the most difficult problem of the book.

**3 In Pragmatic wedge,** review what you taught in presenting the use/function of the main grammatical point, adjectives




**Part B** provides a structural activity to practice adjectives with irregular comparative and superlative forms.






**A. Read the following examples with "comparative/superlative adjectives".**

- This problem is more difficult than that one. Actually, this is the most difficult problem of the book.
- Persian zebras are more beautiful than African zebras. They are the most beautiful of all.
- This laptop is more expensive than that one. It is the most expensive of all.
- Sharks are more dangerous than whales. They are the most dangerous animals of the sea.

| | | | |
|---|---|---|---|
| Gold | is | expensive. | |
| | is | more expensive than | silver. |
| | is | the most expensive | metal of the world. |

**B. Go to Part II of your Workbook and do D.**

LESSON 9

## 10. Listening and Speaking

**Content:** It has two parts, A and B.

**Objective(s)**: The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with adjectives.

**Teaching Procedure**: The teacher should review the grammatical structure of this lesson 'adjectives' by reminding students of the three dimensions of adjectives (form, meaning, function). The emphasis should be put on the function of adjectives and how they are used for different purposes in everyday talks (e.g. 'describing something' or 'comparing something with something else'). Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

***Asking about details***

Then the teacher goes through Parts A and B.

**Part A** is a short conversation in which 'adjectives' are used to describe a movie. The adjectives are: *interesting, old, black and white.*

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue. Ask students to pay attention to three dimensions of adjectives: their form, meaning, and function.

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page. Then explain how the strategy is used in the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how adjectives are used *to ask about details*.

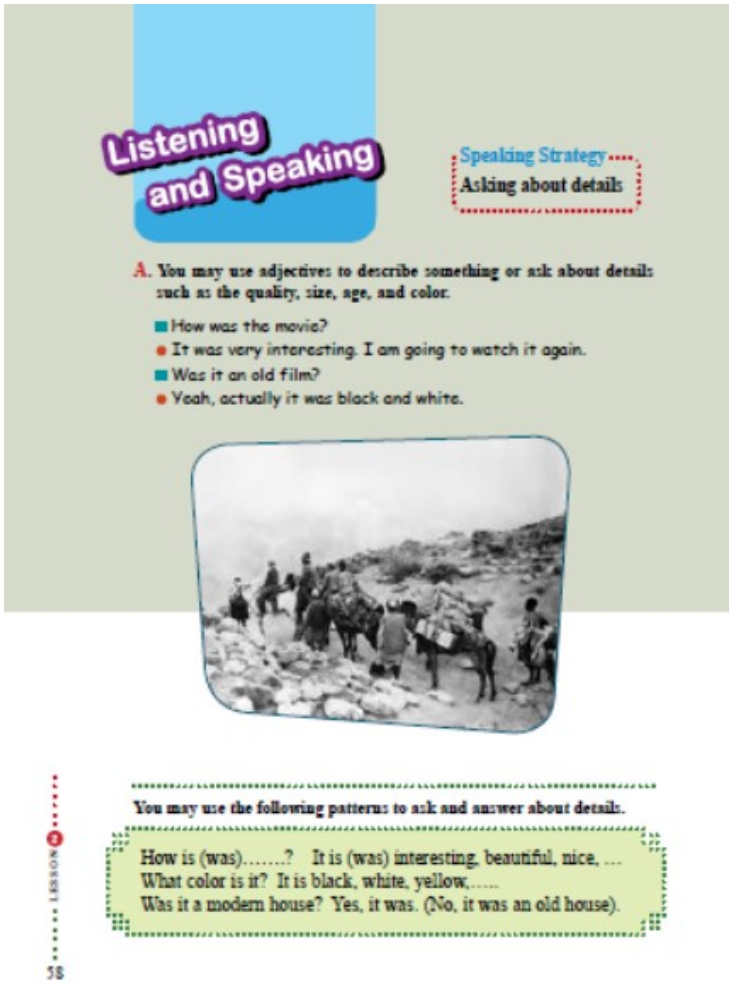
A: How was the book/trip/movie?
B: It was interesting/beautiful/nice.

A: What color is your new car?
B: It is black/white/yellow.

A: Was it a modern house?
B: Yes, it was.

A: Was it a modern house?
B: No, it was an old house.





**Part B** consists of two conversations each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, *asking for details.*

**Conversation 1**

A: I bought a dress for my mother's birthday.
B: Good. What color was it?
A: It was red. It was really beautiful.
B: Was it expensive?
A: No, it was not.
B: Did she like it?
A: Yeah, she got very happy when she saw it.

1. a dress 2. cheap

**Conversation 2**

A: Do you cook?
B: Yes, sometimes. I like cooking healthy food.
A: Is it difficult to cook?
B: No, actually it is very easy.
A: Who helps you when you cook?
B: My mother and my younger sister.
A: How interesting! Can you tell me how to cook?
A: Yes, of course

1. healthy food 2. easy

After each conversation, there is a role play activity.
Here, the students have to pair up and use the clues in the boxes to make new conversations.
They are required to utilize the taught strategy.





**B. Listen to the following conversations and check the correct answer.**

Conversation 1



| | | |
|---|---|---|
| 1. She bought | ○ a dress | ○ a coat |
| 2. It was | ○ cheap | ○ expensive |

**Pair up and add 2 turns to the conversation by asking about the size and quality of the dress. You may use the adjectives in the box.**

Size: long, large Quality: beautiful, nice

Conversation 2



| | | |
|---|---|---|
| 1. She likes to cook | ○ fast food | ○ healthy food |
| 2. Cooking is | ○ easy | ○ difficult |

**Pair up and choose 3 adjectives in the box 2 to describe people, places, and fruits in box 1. Compare your answers with your friend's.**

| Box 1 | Box 2 |
|---|---|
| my best friend, apple, our school, our English teacher, Boostan Park, pepper | small, green, yellow, medium, fresh, red, kind, careful, neat, nice, beautiful, long, helpful |

## 11. Pronunciation

**Content:** It has three parts, A, B, and C.

**Objective(s)**: Pronunciation aims at presenting *rising intonation* contour and its function (checking information) in English. The students should be able to both recognize and produce rising and falling intonation contours in conversations at the end of this lesson.

**Teaching Procedure:** In order to teach pronunciation based on CLT, five steps will be followed (Celce-Murcia, Brinton, & Goodwin, 2010, p. 45):

1. Description and analysis:
- Play the audio of Part A.
- Ask students to listen to sentences several times.
-Then briefly explain the rule:

***When you check information, use rising intonation***

2. Listening discrimination:
-Read sentences in Part A twice, once with a falling intonation and once with a rising intonation.
-Ask students to tab on their desks when they hear rising intonation.

3. Controlled practice:
-Read the sentences on page 60 and ask students to repeat them after you.
-Then do Part C. In this part the students should listen to the conversation carefully and draw downward or upward arrows to identify falling and rising intonations.

A: I heard you travelled abroad this summer. ↘Is it true?↗
B: Yes.↘ I went to Japan. ↘I was there for 2 weeks.↘
A: How was your trip? ↘
B: It was very interesting.↘ The country was very clean and people were very polite. ↘
A: What about food? ↘
B: I ate seafood.↘ Japanese people make delicious food with fish. ↘
A: Do you want to go there again? ↗
B: Yes, of course.↘ But I want to stay there longer and visit different places. ↘

4. Guided practice:
Ask students to personalize and role play the conversation.

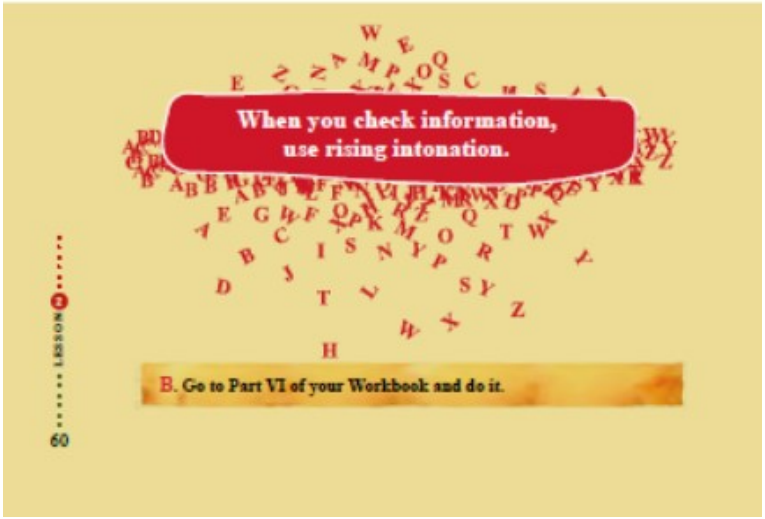







A. Listen to the following sentences. They have rising intonation.

1. Is this your new car?
2. Was the book interesting?
3. Is this problem easier than that one?
4. Are they the most expensive houses in this city?



5. Communicative practice:
Do Part B. Ask students to refer to their Workbook and do Practice VI:

***Ask and answer using appropriate intonation.***

1. Is a cheetah faster than a lion?
2. Is football more interesting than volleyball?
3. Are you the tallest member of your family?
4. Is Mercury's orbit different from other planets' orbits?



**Optional**

1. You may also ask students to make some Yes/No or Wh- questions. Then encourage them to work in groups to ask and answer.

**Examples:**
1. What color is your bag?
2. Is your friend kind?
3. What do you like to do on Fridays?
4. Is your house near here?

2. You may read each of the following sentences twice with the identified intonation. Ask students to write Same or Different based on the two intonation counters they hear.

1. She's a teacher. (falling-falling)
2. They will leave here tomorrow. (rising-rising)
3. What's your plan? (falling-falling)
4. This is my pencil. (falling-rising)
5. A cat was walking in the yard (rising-falling)





**C. Listen to the conversation and draw downward or upward arrows to identify falling and rising intonations.**

A: I heard you travelled abroad this summer. Is it true?
B: Yes. I went to Japan. I was there for 2 weeks.
A: How was your trip?
B: It was very interesting. The country was very clean and people were very polite.
A: What about food?
B: I ate seafood. Japanese people make delicious food with fish.
A: Do you like to go there again?
B: Yes, of course. But I like to stay there longer and visit different places.



## 12. Writing

**Content:** It has three main parts: Adjective, Place of Adjectives and Spelling Hint. It also has four activities, A, B, C, and D.

**Objective(s):** In this lesson, Writing aims at helping students understand the concept of adjective, its types (in terms of such elements quality/opinion, size, age, etc.); its place (before a noun and after the verb be); and to make them familiar with some spelling hints. The students are expected to find adjectives in a phrase or sentence. They are also expected to know the correct forms of comparative and superlative adjectives.

**Teaching Procedure:** The teacher is expected to go through each section and first present the definitions and/or classifications and then do the exercises/tasks.

**Part One** presents a simple definition of 'adjective' and provides students with its six types in terms of the following elements: 1) quality/opinion, 2) size, 3) age, 4) color, 5) nationality and 6) material. For each type, four examples are given and one word is illustrated.
Read the examples and check the meaning of each word with students.



**Optional**

You may ask students to pair up, brainstorm and list as many as adjectives they can remember from *Prospect Series*.

**From Prospect 1:**

good, nice, blue, new, short, tall, long, hungry, favorite, white

**From Prospect 2:**

beautiful, great, correct, famous, special, clean, correct, cold, interesting

**From Prospect 3:**

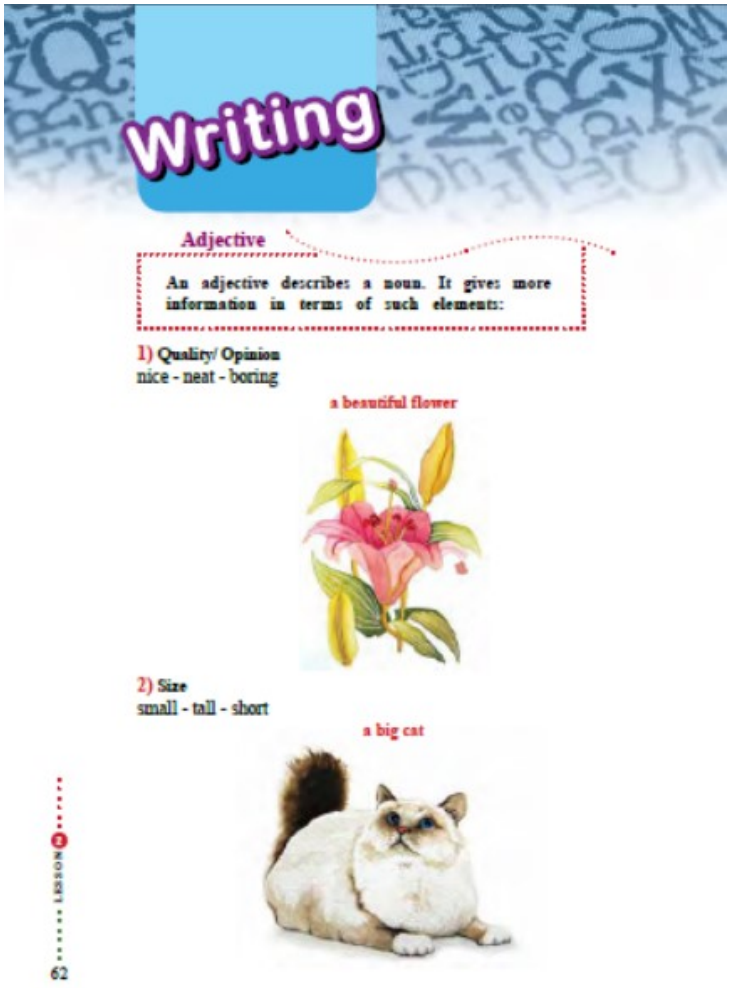
funny, patient, clever, quiet, kind, careless, helpful, angry, polite, hard-working

- Now ask students to put the adjectives of *Prospect Series* in the following two categories:

**Opinion/ Quality:**

**Size:**





- Then ask students to put the adjectives of *Prospect Series* in the following two categories:

**Age:**

**Color:**

At this stage, students are familiar with four types of adjectives:

a) Opinion/ Quality

b) Size

c) Age

d) Color

In an activity known as 'Expanding Sentences' you may review adjectives with your students in a suitable context. Start by writing a simple sentence on the board.

That man has a car.

Tell your students that adjectives make a sentence more interesting by giving details. So, ask them to find the nouns and then challenge your students to add adjectives to them to make a more interesting sentence.

For example: That ***happy*** man has a ***red*** car.

**Other examples:**

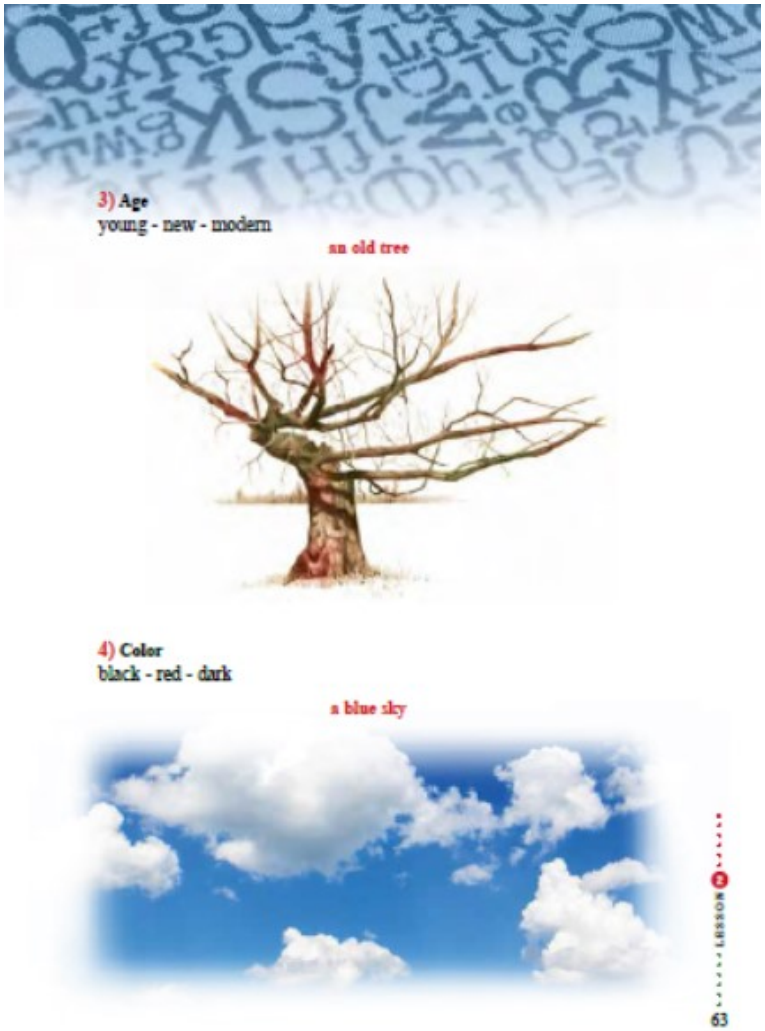
This is a dress.

I saw a cartoon yesterday.

The girls were playing in the garden.

The teacher talked about a book.





**Activity A** is a consciousness raising activity**.** The students are expected to go to Reading, find all adjectives, and underline them.

*real, wonderful, healthy, alive, important, white, clear, yellow, small, great, big*

- Then ask students to put adjectives of *Prospect Series* in the following two categories:

**Age:**

**Color:**

- In a creative activity, you may use the classroom as a source! The classroom provides an environment that is rich in adjectives. Go around the classroom and ask students to look around and specifically use adjectives to describe the things they see.

**For example**

- white walls

- green board

- old desk

- clean windows

- small chalk

- Again you can go to Part I of Workbook. Ask students to read the passage, find the adjectives and classify them based on the following categories.

**Quality/ Opinion:**

**Size:**

**Age:**

**Color:**

**Nationality:**

**Material:**



5) Nationality

Iranian - German - Chinese

African lions



6) Material

wooden - rocky - golden

plastic balls



A. Read the reading passage on page 38 and find "adjectives".

**Part Two** presents the place of adjectives, i.e. before a noun and after the verb be.
Read both sets, then ask students to think about the way the adjectives are used in a phrase or sentence. Here you may write more examples on the board.



**Optional**

1- Write some phrases and sentences on the board and ask students to find adjectives. Then ask students to determine the nouns or pronouns which are modified by them.

2- Provide students with some examples in the form of an adjective + a noun (attributive), such as 'a wonderful animal', then ask them to change it to a sentence with the verb be (predicative) 'this animal is wonderful'.

**Activity B:** It is a fill in the blank exercise. Ask students to read each sentence carefully and complete them with appropriate adjectives.

1. funny
2. cloudy
3. careful
4. golden



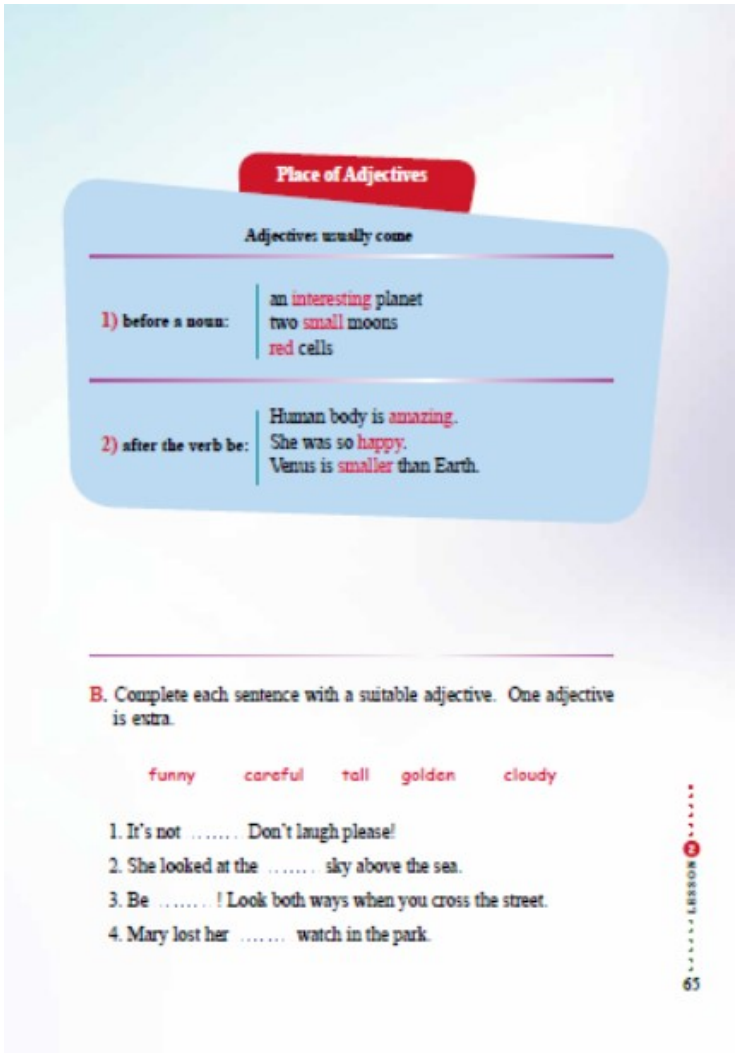
**Optional**

You may ask students to read the Reading.

-Ask students to find the 'nouns' and 'to be verbs'

-Then ask them to find which noun or verb has an adjective.





**Place of Adjectives**

**Adjectives usually come**

| | |
|---|---|
| **1) before a noun:** | an interesting planet<br>two small moons<br>red cells |
| **2) after the verb be:** | Human body is amazing.<br>She was so happy.<br>Venus is smaller than Earth. |

B. Complete each sentence with a suitable adjective. One adjective is extra.

funny careful tall golden cloudy

1. It's not ..... Don't laugh please!
2. She looked at the ..... sky above the sea.
3. Be ..... ! Look both ways when you cross the street.
4. Mary lost her ..... watch in the park.

LESSON 2

65

**Part Three** deals with the written form of some adjectives when they are used as comparative and superlative.

For one-syllable adjectives that end with a single vowel and a consonant, double the final consonant and add –er for comparative and –est for superlative forms.

hot hotter the hottest

For adjectives that end in –y , whether one-syllable or more, change the –y to –i and add –er and –est.

happy happier the happiest



**Optional**

1-You may provide students with a table and ask them to fill in the blanks with correct forms of adjectives.

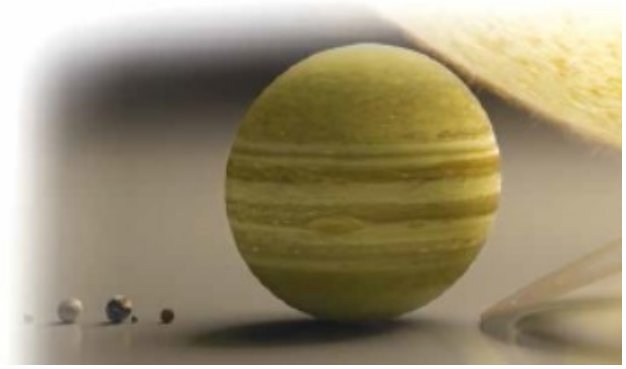
| Positive | Comparative | Superlative |
|---|---|---|
| noisy | | |
| | | thinnest |
| | sadder | |
| fat | | |
| | prettier | |



**Spelling Hint**
**Look at the following adjective forms:**

| Adjectives | Comparative | Superlative |
|---|---|---|
| hot<br>big<br>red | hotter<br>bigger<br>redder | the hottest<br>the biggest<br>the reddest |
| easy<br>cloudy<br>happy | easier<br>cloudier<br>happier | the easiest<br>the cloudiest<br>the happiest |





**Activity C** is a writing exercise that focuses on spelling. The students should write the correct forms (comparative and superlative) of each adjective.

| | | |
|---|---|---|
| angry | angrier | the angriest |
| strong | stronger | the strongest |
| hot | hotter | the hottest |
| far | farther | the farthest |
| neat | neater | the neatest |
| ugly | uglier | the ugliest |

**Activity D** is a fill in the blank exercise. Ask students to read each sentence carefully and complete them with appropriate adjectives. In this exercise, students should change the adjectives to their correct comparative and superlative forms.

1. smaller
2. best
3. the most dangerous
4. the deepest
5. more expensive



**Optional**

You may ask students to refer to the adjectives of *Prospect Series* and change them into their comparative and superlative forms.



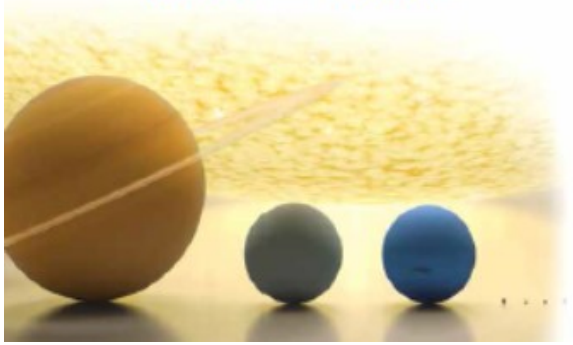
**C. Write the comparative and superlative forms of each adjective.**

1. angry ..... .....
2. strong ..... .....
3. hot ..... .....
4. far ..... .....
5. neat ..... .....
6. ugly ..... .....

**D. Complete each sentence with a comparative or superlative form of an adjective in the box.**

deep good dangerous expensive small

1. Pluto is ..... than the moon of Earth.
2. Are you sure this is the ..... way of doing it?
3. Lions are ..... animals in the world.
4. This lake is ..... one in the world.
5. Plane ticket is ..... than train ticket.



## 13. What you learned

**Content:** It has three parts, A, B, and C.

**Objective(s)**: What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned.

**Teaching Procedure:** Go through each part and work on activities.

**Part A** is a listening task. Students should listen to a passage that lists five interesting things about our brain.

1. The brain is more active at night than during the day. 2. Most part of the brain is water. 3. When you laugh five different parts of the brain are active. 4. Information moves in the brain faster than the fastest cars. 5. When the brain does not have good and healthy food, it becomes smaller.

1. it , have, food

2. active, different, active, faster, fastest, good, healthy, smaller

**Part B** is a reading task. The students should read the rest of the passage. Then they have to underline all 'adjectives'.

3. enough, small, best, fattiest, good, deep

**Part C** is a role play. Ask students to take role and practice.

A: Is our brain an amazing organ?

B: Oh, yes, it is.

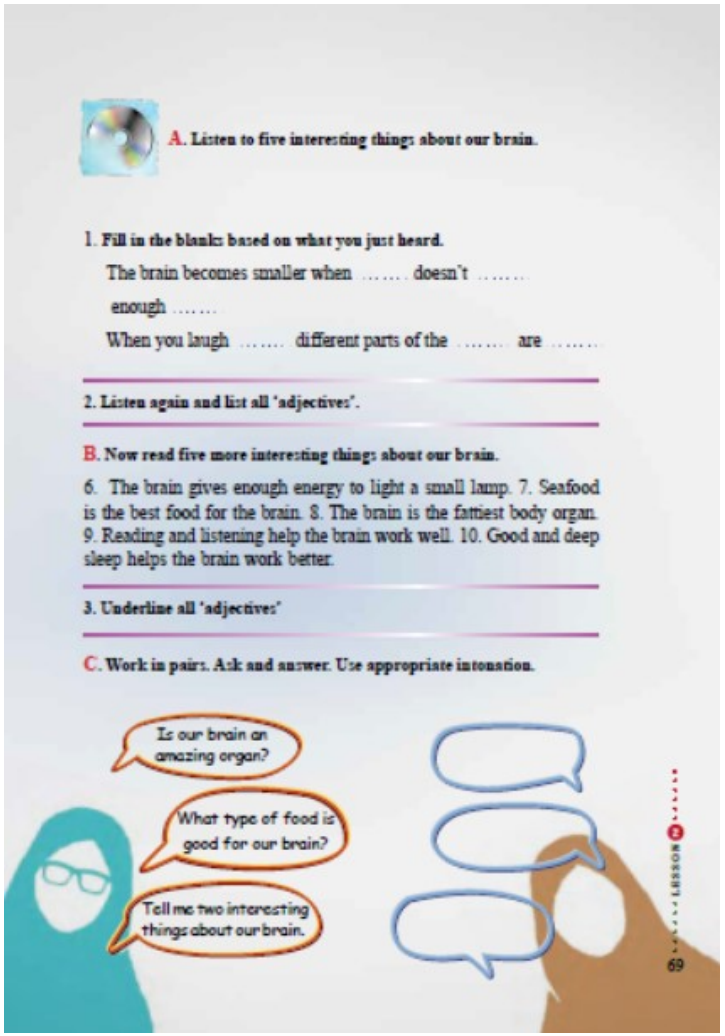
A: What type of food is good for our brain?

B: Good and healthy food, like seafood.

A: Tell me two interesting things about our brain.

B: 1. The brain gives enough energy to light a small lamp. 2. The brain is the fattiest body organ. (and any other facts from above).





**A. Listen to five interesting things about our brain.**

1. **Fill in the blanks based on what you just heard.**

The brain becomes smaller when ..... doesn't ..... enough .....

When you laugh ..... different parts of the ..... are .....

2. **Listen again and list all 'adjectives'.**

**B. Now read five more interesting things about our brain.**

6. The brain gives enough energy to light a small lamp. 7. Seafood is the best food for the brain. 8. The brain is the fattiest body organ. 9. Reading and listening help the brain work well. 10. Good and deep sleep helps the brain work better.

3. **Underline all 'adjectives'**

**C. Work in pairs. Ask and answer. Use appropriate intonation.**



**Lesson 3: Value of Knowledge (71-95)**

| | | |
|---|---|---|
| **Get Ready** | Introduction to the lesson | |
| **Conversation** | Talking about famous Iranian scientists | |
| **New Words & Expressions** | Learning vocabulary of Reading | |
| **Reading** | No Pain No Gain | Reading Comprehension |
| **Grammar** | Past progressive | Reflexives |
| **Listening & Speaking** | Narrating a Story | |
| **Pronunciation** | Emphatic stress | |
| **Writing** | Verb \| Action and state verbs \| Simple and continuous verbs | |
| **What You Learned** | Reviewing Lesson 3 | |



# Lesson 3
# The Value of Knowledge

## General Objectives of this lesson

- **Familiarizing students with the theme 'The Value of Knowledge'**
- **Giving students some information about famous scientists and how hard they worked to become successful.**
- **Encouraging students to read more about Iranian scientists, litterateur, and inventors.**

## The *Gantt Chart* of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. 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.

The activities of each lesson are expected to be done in seven weeks. In each week there are three 45-minute sessions and a total of twenty-one 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 1 | Session 1 (45 min) | Impact Page<br>Questions and answers<br>Get Ready (Parts A & B) | 10<br><br>35 | ✓ | → | |
| | Session 2 (45 min) | Conversation (Word Bank + Conversation) | 45 | | | |
| | Session 3 (45 min) | Review and Quizzes | 45 | | | |
| Week 2 | Session 1 (45 min) | New words & Expressions | 45 | | | |
| | Session 2 (45 min) | Workbook | 45 | | | |
| | Session 3 (45 min) | Reading + Reading Comprehension | 45 | | | |

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 3 | Session 1 (45 min) | Workbook | 45 | | | |
| | Session 2 (45 min) | Grammar (Parts A-D) | 45 | | | |
| | Session 3 (45 min) | Grammar (Parts E-H) | 45 | | | |
| Week 4 | Session 1 (45 min) | Workbook | 45 | | | |
| | Session 2 (45 min) | See Also | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 5 | Session 1 (45 min) | Listening & Speaking Pronunciation | 45 | | | |
| | Session 2 (45 min) | Further practice/ Quizzes | 45 | | | |
| | Session 3 (45 min) | Writing (Noun) | 45 | | | |
| Week 6 | Session 1 (45 min) | Writing (Singular/Plural) | 45 | | | |
| | Session 2 (45 min) | Writing (Types of Nouns) + Writing (Noun Markers) | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 7 | Session 1 (45 min) | What you Learned | 45 | | | |
| | Session 2 (45 min) | Oral/written Tests | 45 | | | |
| | Session 3 (45 min) | Games & Extra activities | 45 | | | |

## 1. The Title Page

**Content:** This is the first page of the lesson. One of the Holey Prophet's (PBUH) most famous hadith is included here:

***Seek knowledge from the cradle to the grave***[1]

**Objective(s):** Title Page shows the images of some Iranian great names (from left to right): Omar Khayyam, Saadi Shirazi, Farabi, and Avecina[2], These pictures aim at attracting students' attention to the main theme of this lesson, that is reading and learning about great scientists.

**Teaching Procedure:** Ask students to read the hadith and think about it. They may ask you about the meaning of 'seek', 'knowledge', 'cradle', or 'grave'. You may provide students with the meaning of each word and then word for word tranlsation of the hadith. Yet, another way is reading the hemistich: زگهواره تا گور دانشجو بجوی , or the whole line of the verse as

چنین گفت پیغمبر راستگوی  ز گهواره تا گور دانش بجوی

This helps students learn the hadith as a whole without referring to word for word translation. This hadith helps them realize the improtance of knowledge in Islam and why we had so many scientists, scholars, litterateur, and researchers in Iran over centuries.
You can ask these questions in Persian:

۱- چند دانشمند، حکیم، ادیب و پژوهشگر ایرانی را نام ببرید.

۲- آیا داستان جالبی در مورد زندگی دانشمندان می دانید؟

۳- به نظر شما چرا علم آموزی ارزشمند است و در بسیاری از آیات و روایات به آن توصیه شده است؟



**Optional**

You may do the following activities as well.

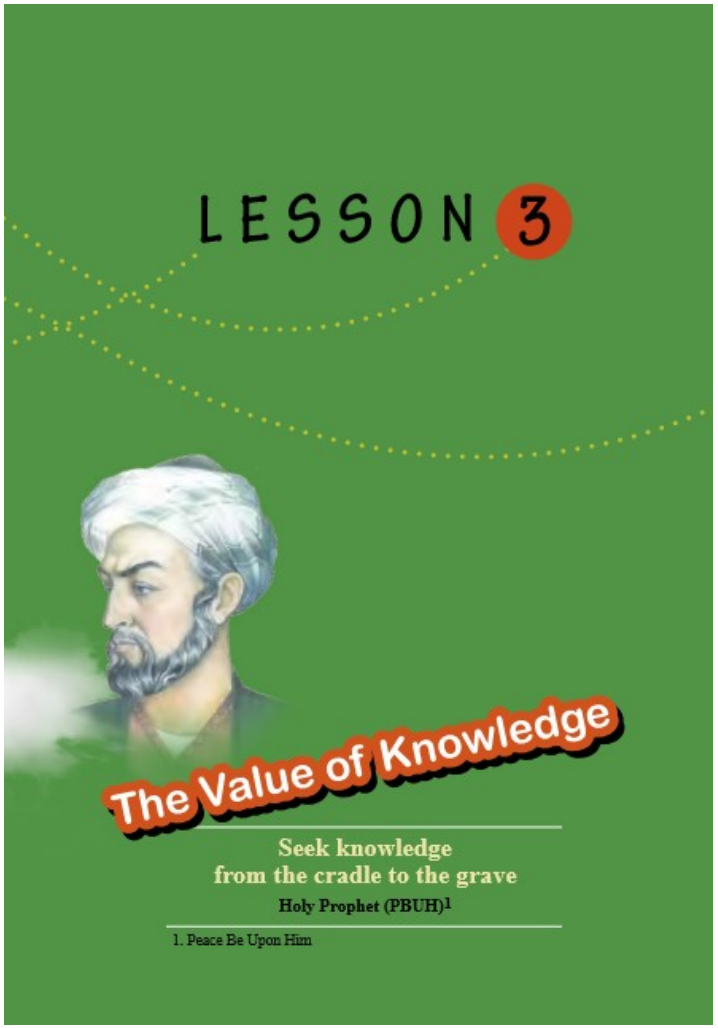
A. Ask students to read the following names. Then ask them to tell their friend(s) what they know about these people.
Mohammad Hossein Tabatabei (Ayatollah), Saeid Kazemi Ashtiani (Dr.), Sepideh Kashani
Ali Mohammad Hagh Shenas (Dr.), Simin Daneshvar, Mohammad Gharib (Dr.)

B. Ask students to read the following names. Then ask them to find the name of their inventors/dicoverers:
dishwasher, refrigerator, photocopier

[1] اطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْد

[2] شیخ الرییس ابو علی سینا یا پور سینا





## 2. The Impact Page

**Content:** It consists of four pictures related to science:

- A science laboratory
- A library
- A refinery
- A research laboratory

**Objective(s):** It gives general background on the theme of the lesson. It encourages students to think about the way knowledge develops and products are made.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings:

تصویر ۱: دانشمندان در آزمایشگاه چه کاری انجام می دهند؟

تصویر ۲: چرا به کتابخانه مراجعه می کنیم؟

تصویر ۳: در پالایشگاه چه کارهایی انجام می گیرد؟

تصویر ۴: آزمایشگاه تحقیقاتی چه نقشی در توسعه مرزهای دانش دارد؟



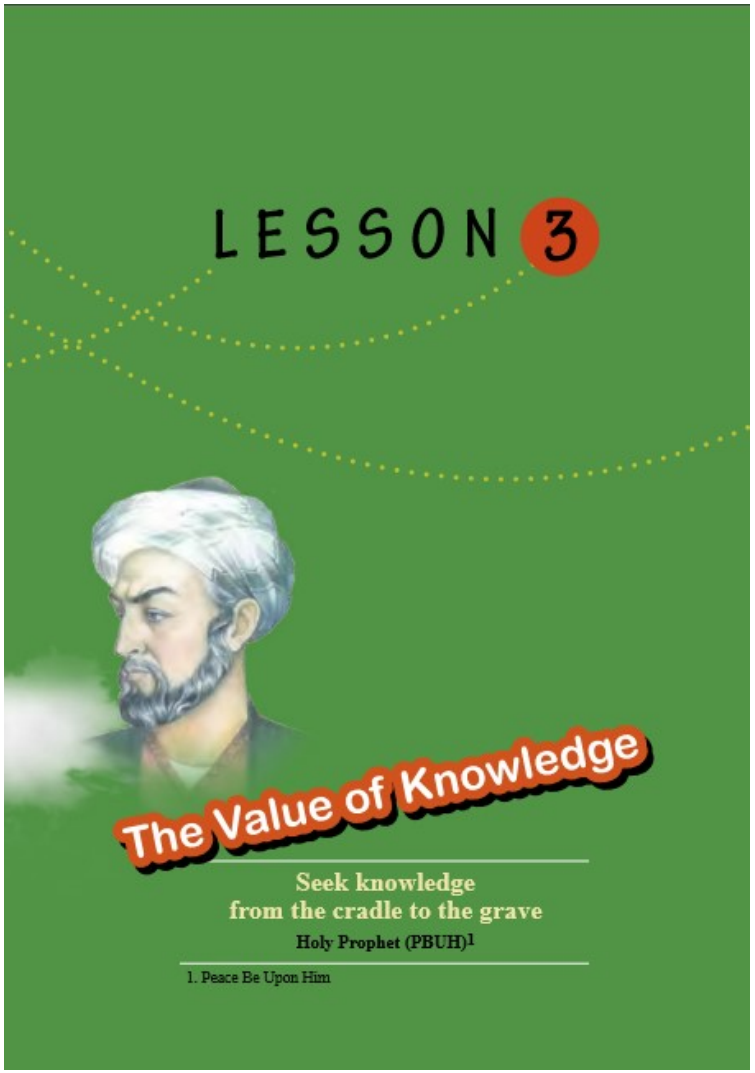
**Optional**

1. You may ask students to read the following fields of study and give as much detail as possible about them.

**Math**: (such as numbers, add, problem, computer, calculator, Dr. Mohsen Hashtroody, width, length, height, Omar Khayyam, etc. )
**Bilogoy**: (such as vitamin, blood, trees, animals, nature, human, Dr. Kazemi Ashtiani, Avecina, etc.)
**Chemistry**: (such as labortory, experiment, Jaber Ibn Hayan, fire, carbon dioxide, water, atom,
**Physics**: (such as movement, light, electricity, mechanics, Prof. Hessabi, energy, heat, Marie Curie, etc.)

2. You may ask students to give as many as professions/specialities who may work in the following places:
**Hospital**: (such as doctors, nurses, chemists, pharmacists, radiologists, etc.)
**Factory**: (such as engineers, workers, operatives, technicians, researchers, etc.)
**University**: (professors, researchers, students, librarians, etc.)





### 3. Get Ready

**Content:** It has two parts: Part One and Part Two.

**Objectives(s):** Get Ready aims at familiarizing students with the theme of the lesson (Part One). It also aims at reviewing previuosly-learned words or presenting some new words related to the theme of the lesson (Part Two).

**Teaching Procedure:** First go through Part One and introduce the theme of the lesson, *the value of knowledge*. Then go through Part Two and work on activities.

**Part One** of Get Ready has two activities: A and B.

**Activity A** is a matching exercise. The students should look at the pictures and relate each picture to one sentence:

a. This helps us travel very fast to far places.
b. This gives us an easier life when there is no light.
c. People use this to talk with someone in another place.
d. We use this to take and keep pictures very easily.

Let students look at each picture for 30 seconds (to 1 minute). You may ask students to share their opinions with others by asking the following questions:

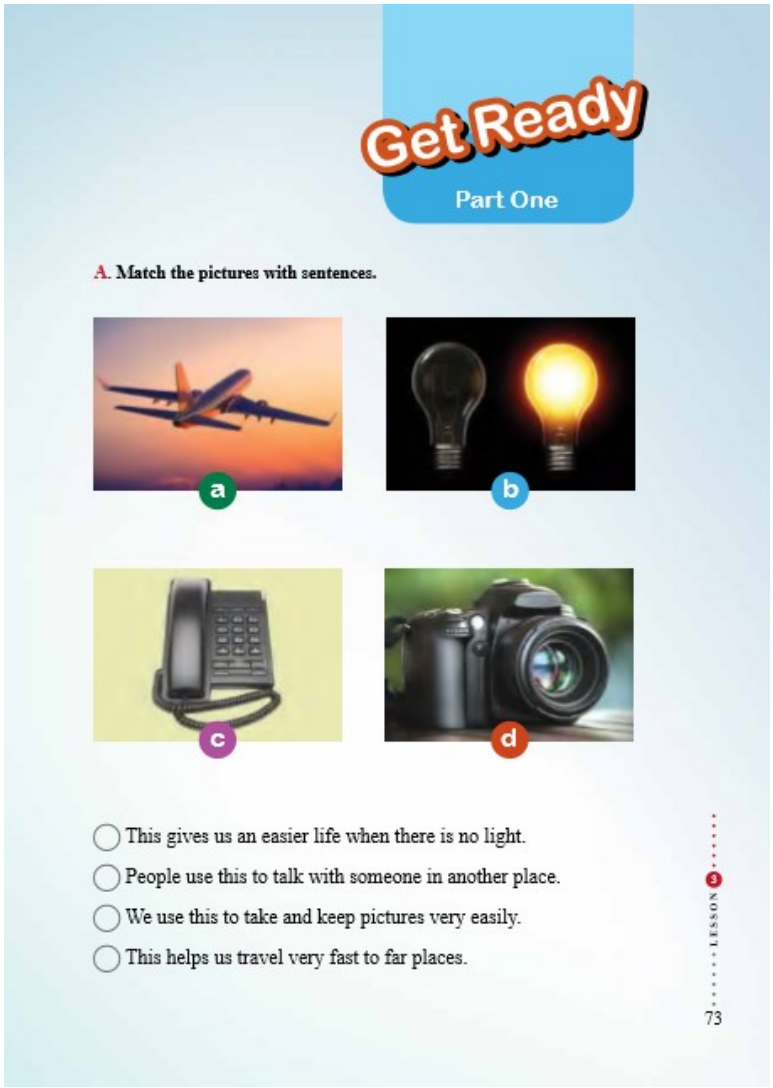
- چه چیزی در مورد تاریخچه اختراع هواپیما می دانید؟
- قبل از ساخت لامپ، زندگی مردم در شب ها چگونه بود؟
- تلفن های جدید با تلفن های قدیمی چه فرقی دارند؟ چه امکاناتی در آن ها پیش بینی شده است؟
- چه اطلاعی از دوربین های دیجیتال دارید؟ استفاده از دوربین دیجیتال چه مزیتی به دوربین های قدیمی دارد؟



**Optional**

You may ask students to do a mini research and find the name of the inventor of the following things.
Airplane: (answer: Wright Brothers)
Light bulb: (answer: Thomas Edison)
Telephone: (answer: Alexander Graham Bell)
Digital Camera: (answer: Steven Sasson)





**Activity B** is a task. It requires students to think, discuss, and then order the things based on the time of their invention/making. Here you can give some information to students about the things, their function and their inventors. Use simple English.

Camera: c, a, b

> Function: It is a device that takes pictures.
>
> Inventors: Charles and Vincent Chevalier (camera box), French Nicéphore Niépce (the inventor of photography), French

Light bulb: c, b, a

> Function: The light bulb changes electricity to light.
>
> Inventor: Thomas Edison, American

Telephone: b, a, c

> Function: We use telephone to talk with people in another place.
>
> Inventor: Alexander Graham Bell, American

Airplane: b, c, a

> Function: Airplane carries people and things very fast
>
> Inventors: The Wright Brothers, American



**B. Can you order the devices based on the time of their making?**



**Part Two** of Get Ready has two activities: A and B.

**Activity A** has a matching exercise. The students should match the words and pictures.

a. A building
b. A laboratory
c. Some scientists

You may talk about the following things:

- چه دانشی برای ساخت یک ساختمان بلند مرتبه یا آسمان خراش لازم است؟ چه افرادی در ساخت این نوع ساختمان ها همکاری می کنند؟
- فکر می کنید چه تفاوتی بین آزمایشگاه های تحقیقاتی قدیمی و جدید وجود دارد؟
- تحقیقات دانشمندان هسته ای ایرانی در چه زمینه هایی است؟

**Activity B** is a vocabulary activity. It requires studednts to read the adjectives and use them before the above words. The students should be careful about using appropriate article when adjectives are used before the nouns.

A modern building
Iranian scientists
An old laboratory



**Optional**

You may ask students to read the following descriptions and then say the word that is described.

People go here to read books. (library)

Scientists work here. (laboratory)

Workers work here and make things. (factory)

Doctors work here and help the sick. (hospital)






**A. Match the pictures with the words.**




- ◯ scientists
- ◯ a laboratory
- ◯ a building

**B. Choose an appropriate adjective for each word above.**

modern .....
Iranian .....
old .....

## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and Questions.

***The conversation of this lesson takes place in the exit area of a library. Roya and Mahsa are talking as they are leaving the building.***

**Objective(s):** The main function of Conversation is providing learners with '*comprehensible input'*. It also acts as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (past progressive).

**Teaching Procedure:** First present the words in the Word Bank.




New words can be presented using different techniques including

- Using real objects (realia): *medicine*

- Showing pictures or photos: *famous*

- Using gestures or acting out: *build*

- Board drawings: *building*

- Definition: *famous: known by many people*

- Giving synonyms: *cool=awful, silly*

- Exemplification: *There'll be trouble when they find out about this, believe you me!*

Then ask students to look at the picture and read the Introduction of Conversation to help them have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show them the picture of some famous Iranian scientists.
You may talk about the following things in the class:

- کاشف الکل کیست؟
- رصد خانه مراغه را چه کسی ساخت؟











Roya and Mahsa are leaving the library.

**Roya:** When I came in, you were reading a book. What was it?
**Mahsa:** I was reading a book about famous Iranian scientists.
**Roya:** But such books are not very interesting.
**Mahsa:** At first I had the same idea, believe me!
**Roya:** Did you find it useful?
**Mahsa:** Oh yes. Actually I learned many interesting things about our scientists' lives.
**Roya:** Like what?
**Mahsa:** For example Razi[1] taught medicine to many young people while he was working in Ray Hospital. Or Nasireddin Toosi built Maragheh Observatory when he was studying the planets.
**Roya:** Cool! What was the name of the book?
**Mahsa:** Famous Iranian Scientists.

1. Also Rhazes in English

**Questions**

**Answer the following questions orally.**

1. Were Mahsa and Roya in a laboratory?
2. Who came to the library sooner, Mahsa or Roya?
3. Do you know any interesting story about famous scientists?



Then you have to work on Conversation. Follow the three-phase cycle of *pre-listening, listening, and post-listening* to teach Conversation.

*Phase 1. Pre-listening*

Different types of activities can be used here such as:

- *brainstorming:* ask students to work in groups or pairs and share what they know about Iranian scientists, when they lived, and their achievements.
- *researching:* ask students to look through the sources they have and find some information about scientists, inventors, or entrepreneur.
- *reading:* give students some short texts to read like the one below:

> **Marie Curie** was a Polish scientist. She was the daughter of a secondary-school teacher. His father taught her math and science when she was little. In 1891, she went to Paris to continue her studies in Physics and Math at the Sorbonne. She had a Doctor of Science degree in 1903. Then, she started teaching Physics in Sorbonne as the first woman teaching there. She discovered radium and polonium. She has won two Noble Prizes.

- *viewing pictures,* make a PowerPoint slide show (or ask students to do that) and show them some devices and their inventors.
- *watching movies:* show a movie about how things are invented or the life of a scientist.
- *discussing*: ask students to talk about a very controversial subject: 'Wealth vs. Wisdom?'

*Phase 2. Listening*

In listening phase:

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:

- Did Mahsa like the book at first?
- Does Iran have any famous scientists?
- Can you name some Iranian scientists?

2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

*Phase 3. Post-listening*

The students should answer the questions written below the conversation ***orally***. Three types of questions are asked:

- Display: Were Mahsa and Roya in a laboratory?
- Inference: Who came to the library sooner, Mahsa or Roya?
- Opinion gap: Do you know any interesting story about famous scientists?

***Don't*** let students write their answers.






Roya and Mahsa are leaving the library.

**Roya**: When I came in, you were reading a book. What was it?
**Mahsa**: I was reading a book about famous Iranian scientists.
**Roya**: But such books are not very interesting.
**Mahsa**: At first I had the same idea, believe me!
**Roya**: Did you find it useful?
**Mahsa**: Oh yes. Actually I learned many interesting things about our scientists' lives.
**Roya**: Like what?
**Mahsa**: For example Razi[1] taught medicine to many young people while he was working in Ray Hospital. Or Nasireddin Toosi built Maragheh Observatory when he was studying the planets.
**Roya**: Cool! What was the name of the book?
**Mahsa**: Famous Iranian Scientists.

1. Also Rhazes in English

Questions

**Answer the following questions orally.**

1. Were Mahsa and Roya in a laboratory?
2. Who came to the library sooner, Mahsa or Roya?
3. Do you know any interesting story about famous scientists?



LESSON 3

## 5. New Words and Expressions

**Content:** It has three parts: Part One, Part Two, and Part Three.

**Objectives(s):** This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using appropriate techniques.

**Part One,** Look, Read and Practice, presents the concrete words that can be shown with pictures easily. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary.
Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**try**: acting out

**energetic**: giving definition: *having or needing a lot of energy*

**do experiments**: examplification: *The teacher showed students how to do simple experiments.*

**grow up**: examplification: *What do you want to be when you grow up?*

**doing research**: examplification*: I'm doing research on roses.*

**feel weak:** giving antonym: *feel weak # feel strong, healthy*

**success**: introducing collocations: *a great/big success*

**invent**: introducing collocations: *invent a machine/a language/a system/a theory*





**Part Two**, Read and Practice, presents abstract words (the words that are not easily shown with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words/expresions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of defintions and explanations.

Other techniques can be used to teach new words of this part:

**solve**: showing the picture of a stdents trying to solve a math problem

**develop**: introducing collocations: *develop idea/plan/ knowledge/relationship/skill/ strategy/theory/technology*

**belief**: introducing the word family of 'collect' such as: *believe (v.), believer (n.), believable (adj.)*

**quit/give up**: Providing some more exampels with both verbs:

*I quit school at 16.*

*That kid just never quits moving.*

*Darren has decided to give up football*

*You shouldn't give upso easily.*

**thousands of:** examplification: *They have helped thousands of injured animals.*

**Part Three** includes practices from Students' Workbook, Part III. The activities of vocabulary in Workbook are ordered based on their difficulty level.

***Don't*** change the order of doing activities. The activities are:

A. Identifying: Read the descriptions and find the word.
B. Selecting: One odd out.
C. Matching: Match columns A and B.
D. Sorting: Put people in four groups.
E. Producing: Fill in the blanks with the given words.
F. Producing: Use appropriate nouns with the following verbs.

**Optional**

You may prepare extra activities for practicing new words.





## 6. Reading

**Content:** Reading page has a picture and a title.

***The reading of this lesson is about great men and women and how hard they tried to achieve success. The text gives advice to students not to give up trying, in spite of difficulties they may face in their life.***

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (past progressive). Further, it provides students with some factual information about Thomas Edison, a great American inventor.

**Teaching Procedure:** Use the three-phase cycle of *pre-reading, while-reading, and post-reading* to teach Reading.

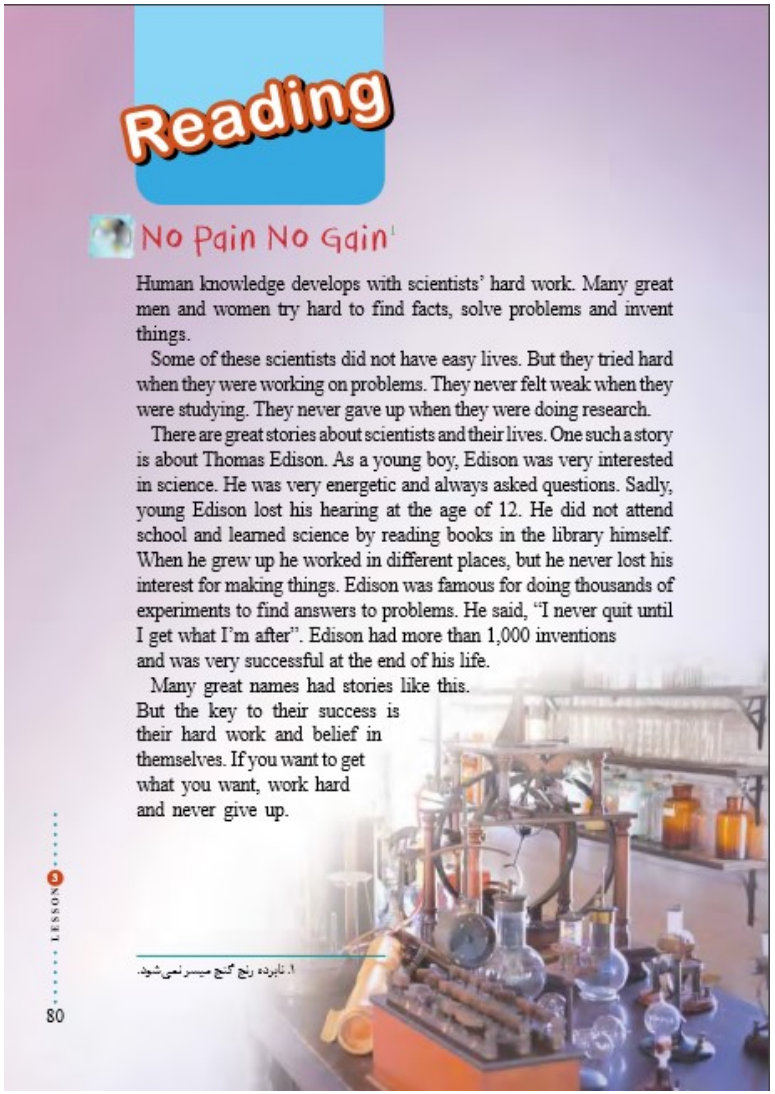
*Phase 1. Pre-reading*
Before teaching the Reading, you need to do the activities of Impact Page and Get Ready to make students familiar with the theme of this lesson. You may use the techniques explained in pre-listening to attract students' attention to the topic of this passage, the value of knowledge.
You also need to teach all new words of the previous section and do all vocabulary exercises provided in the Workbook. In this phase have a quick review of the new words that have been taught before.

*Phase 2. While-reading*
Encourage students to read the text silently and try to understand the gist of meaning. You can write some questions on the board and ask students to find their answers while they are reading the text:

- What do scientists do?
- Was Edison interested in science?
- What was Edison famous for?

*Phase 3. Post-reading*
Post-reading helps teachers find out if students understood the main idea of the text and its relationship with the author's purpose. In this respect, students should be able to explain the main idea of the text and ask and answer questions about the content they've just read.
Post-reading activities are organized in next section labeled Reading Comprehension.





Reading

No Pain No Gain[1]

Human knowledge develops with scientists' hard work. Many great men and women try hard to find facts, solve problems and invent things.

Some of these scientists did not have easy lives. But they tried hard when they were working on problems. They never felt weak when they were studying. They never gave up when they were doing research.

There are great stories about scientists and their lives. One such a story is about Thomas Edison. As a young boy, Edison was very interested in science. He was very energetic and always asked questions. Sadly, young Edison lost his hearing at the age of 12. He did not attend school and learned science by reading books in the library himself. When he grew up he worked in different places, but he never lost his interest for making things. Edison was famous for doing thousands of experiments to find answers to problems. He said, "I never quit until I get what I'm after". Edison had more than 1,000 inventions and was very successful at the end of his life.

Many great names had stories like this. But the key to their success is their hard work and belief in themselves. If you want to get what you want, work hard and never give up.

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۱. تابرده رنج گنج میسر نمی‌شود.

## 7. Reading Comprehension

**Content:** It has three parts A, B, and C.

**Objective(s)**: Reading Comprehension aims at checking students' understanding of the text.

**Teaching Procedure**: After silent reading, the teacher may give students some time to work on parts A, B, and C. As the activities are graded, please do the parts in order of their appearance in the book.

**Activity A** of Reading Comprehension has three multiple choice questions. The students should read each item and choose the correct answer.

1. a 2. b 3. c

**Activity B** of Reading Comprehension is a True/False activity. Ask students to read each statement and check T for 'true' and F for 'false' statements.

1. F 2. F 3. T

**Activity Three** of Reading Comprehension is a matching exercise. The students should read incomplete sentences and then complete them by choosing appropriate statements.

1. After Edison lost his hearing *he did not quit studying.*
2. When scientists were working on problems *they did not give up.*
3. If you like to be successful *you must not feel weak.*



**Optional**

You can do Part I of Workbook in class. The students should read the following text and then answer its questions.

The world around us is full of amazing things. Knowing this beautiful world is very interesting for humans. One group of people who study the world are scientists. A scientist studies nature, animals, or people. Scientists work hard and do research to solve problems, find facts or invent new things. Scientists learn about the world by observing and experimenting.

There are different types of scientists. Some of them study plants, earth, seas, or animals. Others study people and how they behave and learn. Some scientists like to study history or languages. Others are interested in making new things. They want to make people's lives easier.

Some scientists become very famous and rich. Many people around the world may remember their names and faces. But this is not what they call 'success'. They feel successful when they solve problems and find answers to their questions.






**A. Choose the best answer.**

1) Where did Edison learn science?

a) In the library b) At school c) In the laboratory

2) How did Edison find answers to problems?

a) By sleeping in the laboratory

b) By doing many experiments

c) By quitting what he was after

3) Which is not true about scientists?

a) They find facts

b) They invent things

c) They feel weak

**B. True/False**

1) Edison finally lost his interest for inventing things. T ○ F ○

2) Edison did not attend school at all. T ○ F ○

3) Hard work is the key to scientists' success. T ○ F ○

**C. Match two halves.**

1. After Edison lost his hearing .....
2. When scientists were working on problems .....
3. If you like to be successful .....

a. you must not feel weak.
b. he did not quit studying.
c. they did not give up.
d. he became a famous person.

## 8. Grammar

**Content:** It has eight parts, from A to H.

**Objective(s)**: The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar "with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics" (Larsen-Freeman, 1990, p. 4). In this framework, the three components of Freeman's pie chart will focus on form, meaning, and use (Laren-Freeman, 2014, p. 258) (See figure 1).

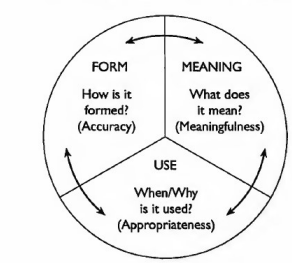



**Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

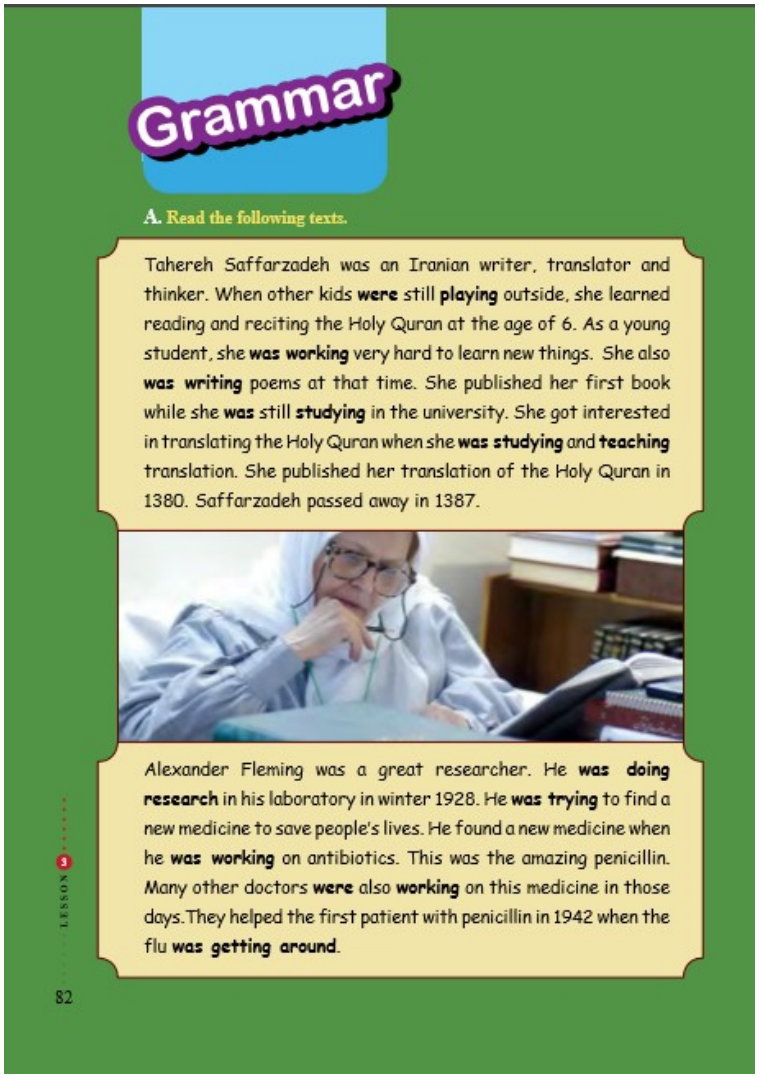
**Teaching Procedure**: The procedure of teaching grammar follows what comes below:

> New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

Therefore, the teaching of grammar starts with Activity A and ends with Activity H.

**Activity A** is an input flooding activity. In this section two texts are provided with lots of examples of the grammatical structure 'past progressive'. The vocabulary of the texts is controlled and students are supposed to just read each text and *notice* the new structure. All instances of past progressive are bold. Contextualization of the grammatical structure has also previously been done in Conversation and Reading.





**Activity B** presents grammatical items in isolation. The teacher may:

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.

Then present three dimensions of the grammatical structure.

**1 In form wedge,** you need to tell students how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.

***was/were + verb + ing***

**2 In semantic wedge,** what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition), or it can be grammatical.

***a. An action in progress at a specific point of time in the past:***

He was walking to school at 8:30 this morning.

***b. Past action simultaneous with some other event that is usually stated in the simple past:***

Karen was washing her hair when the phone rang.

***c. Repetition or iteration of some ongoing past action:***

Jake was coughing all night long.

**3 In Pragmatic wedge,** the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text. The use of past progressive should be contrasted with the use of simple past.

***a. The past progressive indicates incomplete versus complete action:***

He was drowning in the lake, so the lifeguard raced into the water. (incomplete)

He drowned in the lake. (complete)

***b. Simple past sees the event as a totality with no room for change; past progressive indicates that an event has already begun and extends the event in time and thus allows for a change or its interruption:***

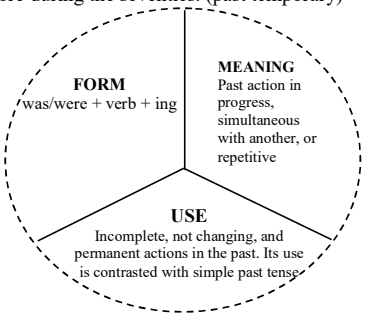
He left when I came in.

He was leaving when I came in. (and so may have changed his mind and stayed).

***c. Permanent versus temporary state:***

They lived in Baltimore all their lives. (past permanent)

They were living in Baltimore during the seventies. (past temporary)




**B. Read the following examples.**

**Affirmative**

| | | | |
|---|---|---|---|
| I<br>He<br>She<br>The computer | was | working on a difficult problem | at 4.<br>when the power went out. |
| We<br>You<br>They | were | | |

- The scientist was doing research in his laboratory during 1370.
- Newton was sitting under a tree when an apple hit his head.

**Negative**

| | | | |
|---|---|---|---|
| I<br>He<br>She<br>The computer | wasn't | working on a difficult problem | at 4.<br>when the power went out. |
| We<br>You<br>They | weren't | | |

- Tina wasn't reading a novel when her mother came in. She was studying her English book.
- Reza was not doing an experiment when the phone rang. He was solving a math problem.

**Activity C** encourages students to induce the way 'past progressive' is made and used in English sentences. The teacher can write more examples on the board; or read a text orally and ask students to notice the way 'past progressive' is made and used in sentences.

The students may give you the following rule: Past progressive tense is made when verb to be is combined with an -ing form of a verb.
You explain that past progressive tense is often used with some adverbs that refer to a specific point of time in the past (e.g., 9 o'clock last Friday). They also have to pay attention to this important point that past progressive is often used with simple past, while past progressive gives a situation. In this case, 'when' is used between two sentences.

She was watching TV ***when*** her mother left the room.
The children were playing out when their father called.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure, 'past progressive'. The students are expected to go to Conversation and find all instances of 'past progressive' and underline them. The students can use highlighters to do this activity.

-Ask students to take a red pencil or highlighter.

-Ask them to

- underline the structures or
- circle the structures

The instances of 'past progressive' in Conversation are:

*were reading, was reading, was working, was studying.*



**Optional**

You may ask students to make 'past progressive' forms of the following verbs.

walk (was/were walking)

eat (was/were eating)

write (was/were writing)

cook (was/were cooking)



**Interrogative**

| | | | |
|---|---|---|---|
| Was | I<br>he<br>she<br>the computer | working on a difficult problem | at 4?<br>when the power went out? |
| Were | we<br>you<br>they | | |

- Was Mahsa doing her homework when her mother called?
- Were they talking when the teacher came in?



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**C.** Tell your teacher how 'past progressive' is made.

**D.** Read the conversation on page 76 and underline all 'past progressive verbs'.

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**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the text carefully, and use the contextual clues to complete the text with the best verb forms.

was sitting
was watching
was
invented
was solving
had
killed
was working
was

**Activity F** is a role play and a communicative activity.
Students should pair up and talk about the things they were doing at the given times.

1. Yesterday at 5, *I was eating an ice-cream.*
2. When the teacher came in, *we were reading our books.*
3. This morning at 5:30, *I was saying his prayers.*
4. When my father came home, *I was doing my homework.*

**Activity G** provides students with more exercises on grammar. The students have to refer to their Workbook, Part II (Grammar), and do three activities:

**Part A** is a structural activity. Students should unscramble the sentences.

**Part B** is a meaningful activity. Students should look at the photo that was taken at a specific point of time in the past. Then they have to identify what each person was doing.

1. My father was reading a newspaper.
2. My mother was reading a book.
3. My sister was studying (doing/writing her homework).
4. My brother was working with his laptop (surfing the Internet).
5. My grandfather was listening to the radio.

**Part C** is a communicative activity and students should write what they were doing at the given times.



**E. Read the following paragraph and choose the best verb forms.**

It was raining yesterday. I was **sitting/sit** in the living room. I **watched/was watching** a movie about a great scientist, Ghiyath al-Din Jamshid Kashani. He was a great inventor. He was from Kashan. His father was a doctor. Jamshid **is/was** very interested in numbers and planets. Actually, he **invented/invent** many interesting things when he **was solving/solved** math problems. Sadly, this scientist **has/had** a very short life. Someone **was killing/killed** him when he **worked/was working** in his observatory. He **was/is** only 42 years old.



**F. Pair up and talk about the things you were doing at the given times.**

1. Yesterday at 5 .....
2. When the teacher came in .....
3. This morning at 5:30 .....
4. When my father came home .....

**G. Go to Part II of your Workbook and do A, B and C.**

## 9. See Also

**Content:** It has 3 parts, A and B.

**Objective(s)**: The aim of this part is teaching another grammatical point briefly and to the point. This See Also presents one function of 'reflexives', when self-pronouns are used for emphasis.

**Teaching Procedure**: Go through part A and teach the structure based on the 3-dimensional model of teaching grammar. Then do part B.

**Part A** introduces the 'reflexives'. To teach this grammatical point, use the 3-dimensional grammar pie.

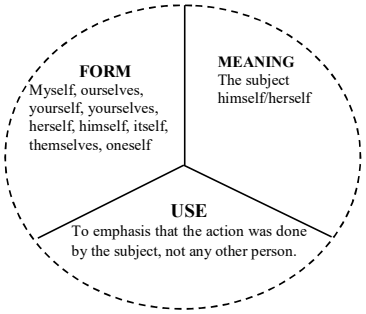
**1 In form wedge,** introduce the form:

| | |
|---|---|
| myself | ourselves |
| yourself | yourselves |
| herself, himself, itself | themselves |
| (oneself) | |

**NB:** *Self pronouns can be used at the end of the sentence or before the main verb.*

**2 In semantic wedge,** tell them the meaning of each self-pronoun.

**3 In Pragmatic wedge,** tell students that self-pronouns are used to emphasis that the action was done by the subject, not any other person.




**Part B.** The students should go to Part II of their homework and do activity D. This is a two part exercise: a structural activity and a meaningful activity. The students first read the text and fill in the blanks with correct forms of self-pronouns. Then they should answer some questions based on what they read (a meaningful activity).






**A. Read the following examples with 'reflexives'.**

| | | |
|---|---|---|
| I | did the experiment | myself. |
| You | | yourself. |
| Zahra | | herself. |
| Amir | | himself. |
| The computer | | itself. |
| Maryam and I | | ourselves. |
| You and your friends | | yourselves. |
| The scientists | | themselves. |

- Alexander Graham Bell invented the telephone himself.
- Mary Curry found uranium herself.

**You may also say:**

| | | |
|---|---|---|
| I | myself | did the experiment |
| You | yourself | |
| Zahra | herself | |
| Amir | himself | |
| The computer | itself | |
| Maryam and I | ourselves | |
| You and your friends | yourselves | |
| The scientists | themselves | |

- Alexander Graham Bell himself invented the telephone.
- Mary Curry herself found uranium.

**B. Go to Part II of your Workbook and do D.**

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## 10. Listening and Speaking

**Content:** It has two parts, A and B.

**Objective(s)**: The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with 'past progressive'.

**Teaching Procedure**: The teacher should review the grammatical structure of this lesson (past progressive) by reminding students of the three dimensions of this tense (form, meaning, function). The emphasis should be put on the function of 'past progressive' and how this tense is used with 'past tense' to narrate a story. Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

***Narrating a story***

Then the teacher goes through Parts A and B.

**Part A** is a short story in which 'past progressive' is used with 'past tense' to narrate a story and/or give background to the story. The instances of 'past progressive' in this story are: *were sitting, were talking, was making the noise, was walking, was eating.*

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the story. They need to pay attention to how 'past progressive' is combined with 'simple past' to narrate a story.

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page. Then explain how the strategy is used in Part A. Present other sample stories, if necessary, and ask students to notice how 'past progressive' is used in *narrating stories.*

Last week, I wanted to invite some friends to dinner. I bought some delicious food. At about 4, I was cooking in the kitchen. The sun was shining and it was a very beautiful day. So, I opened the back door. Then the telephone rang. I went to answer it and when I was coming back, I saw that the meat was not on the table. I looked out of the window. A cat was sitting on the garden wall and it was eating the meat. I went out to take the meat back. But when I was going out, the cat heard me and ran away.





Speaking Strategy

Narrating a story

Listening and Speaking

**A. You may use 'simple past' and 'past progressive' together to narrate a story. Past progressive is sometimes used to give background/ situation to the story.**

Last night at 8 o'clock we were sitting in the hall. We were talking about our day. Suddenly we heard a noise. My father went out to see what was making the noise. When my father was walking in the yard, we went to the kitchen. We saw a kitty in the kitchen. It was eating a cookie. Poor kitty was hungry.

**You may use the following patterns to ask and answer about stories that happened in the past.**

What were you doing (yesterday at 8)?
What was happening (yesterday at 8)?

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**Part B** consists of two conversations each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, *narrating a story.*

**Conversation 1**

A: Why were you absent last week?
B: Sorry teacher. I had an accident last Monday.
A: I'm sorry to hear that. What happened?
B: I was walking home in the afternoon. A motorcycle was driving very fast. The driver was talking with his cellphone. He hit me and hurt my head.
A: Oh, God! What happened next?
B: I was in the hospital for 2 days. When I was resting in the hospital, the man came to visit me. He said he was sorry.
A: Thank God you're OK now.

1. walking home 2. careless

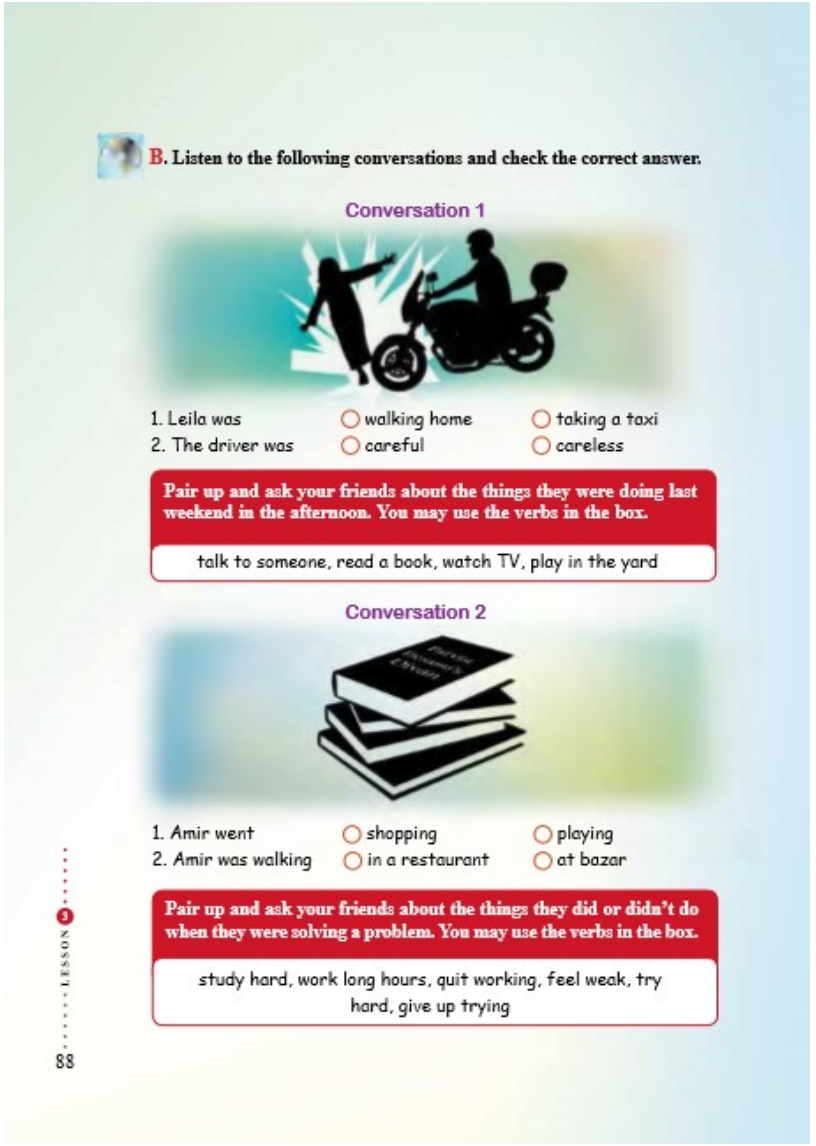
**Conversation 2**

A: Where did you go yesterday?
B: I went shopping with my family.
A: Did you want to buy anything special?
B: Yes, at first I was looking for some clothes.
But when I was walking at the bazaar, I saw a bookstore. I found many interesting books there.
A: What did you buy?
B: I was looking for Parvin Etesami's divan. When I was checking the books, I found it on the last shelf. I bought it and started reading it at once.

1. shopping 2. At bazar

After each conversation, there is a role play activity.
Here, the students have to pair up and use the clues in the boxes to make new conversations.
They are required to utilize the taught strategy.





**B. Listen to the following conversations and check the correct answer.**

Conversation 1

1. Leila was ○ walking home ○ taking a taxi
2. The driver was ○ careful ○ careless

**Pair up and ask your friends about the things they were doing last weekend in the afternoon. You may use the verbs in the box.**

talk to someone, read a book, watch TV, play in the yard

Conversation 2

1. Amir went ○ shopping ○ playing
2. Amir was walking ○ in a restaurant ○ at bazar

**Pair up and ask your friends about the things they did or didn't do when they were solving a problem. You may use the verbs in the box.**

study hard, work long hours, quit working, feel weak, try hard, give up trying

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## 11. Pronunciation

**Content:** It has three parts, A, B, and C.

**Objective(s)**: Pronunciation aims at presenting *emphatic stress* and its function, when emphasis is put on certain element(s) of a sentence or phrase. The students should be able to recognize and produce the stressed element(s) appropriately.

**Teaching Procedure:** In order to teach pronunciation based on CLT, five steps will be followed (Celce-Murcia, Brinton, & Goodwin, 2010, p. 45):

1. Description and analysis:
- Play the audio of Part A.
- Ask students to listen to sentences several times.
-Then briefly explain the rule:

***When you want to put emphasis on something, you say it more strongly.***

2. Listening discrimination:
-Read sentences in Part A twice, once with putting emphatic stress over the bold items and once without any prominence.
Ask students to tab on their desks when they hear the prominent element.

3. Controlled practice:
- Read the sentences in Part A with appropriate stress. Ask students to repeat them after you.
- Then ask students to pair up and practice the following conversation. They have to use appropriate emphatic stress for the bold items.

A: I called you many times yesterday. **Where** were you?
B: I was at home.
A: **What** were you doing? **Sleeping**?
B: No, I was watching TV.
A: **What** were you **doing?**
B: I said I **was watching TV**.
A: But we have an exam tomorrow.
B: **No**, we **don't**. We have an exam on **Monday.**
A: But tomorrow **is** Monday.








**A. Listen to the following sentences. Notice how the speakers say some words with more emphasis.**

1. Were you doing the research? No, **Ali** was.
2. Who broke the window? It wasn't **me**.
3. Why were the students making so much noise? They weren't. The **workers** were making noises.
4. Is it Jim's car over there? No, his car is **white**.



-Then do Part B. In this part the students should listen to the lines carefully and say the sentences with appropriate emphatic stress.

4. Guided practice:
Ask students to make questions for each sentence in Part B then answer their questions orally with appropriate emphatic stress.

1. Whose dress is white?
2. Is Mina's bag white?
3. What color is Mina's dress?

5. Communicative practice:
Do Part B. Ask students to refer to their Workbook and do Practice VI:

***Say the sentences with emphatic stress over the appropriate element.***

1. **I** was reading Arabic. (Not Amir).
2. I **was reading** Arabic. (Not writing Arabic).
3. I was reading **Arabic. (**Not English).



**Optional**

You may also ask students to make some sentences and say them orally using empathic stress.

**Examples:**

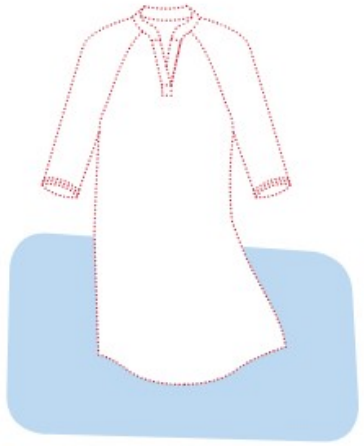
1. This is **my** ruler.
2. She wasn't **here**.
3. The teacher was **very angry**.
4. I hate **banana**.





**B. One word in each sentence is red. Say the sentence with emphatic stress on that word. Can you guess how the meanings of the sentences are different?**

1. **Mina's** dress is white.
2. Mina's **dress** is white.
3. Mina's dress is **white**.



**C. Go to Part VI of your Workbook and do it.**

## 12. Writing

**Content:** It has two main parts: Verb (Action and State) and Verb forms (Simple and Continuous). It also has two activities, A and B.

**Objective(s):** In this lesson, Writing aims at helping students understand the concept of 'verb', its types in terms of Action and State; and make them familiar with its use in simple and continuous forms. The students are expected to find verbs in different types of sentences.

**Teaching Procedure:** The teacher is expected to go through each section and first present the definitions and/or classifications and then do the exercises/tasks.

**Part One** presents a simple definition of 'verb' and provides students with its two types: 1) Action and 2) State. For each type, three examples are given and illustrated. Read the examples and check the meaning of each word with students.



**Optional**

You may ask students to pair up and brainstorm and list as many as verbs they can remember from Prospect Series.

**From Prospect 1:**

meet, talk, write, wear, say, greet, feel, like, fix, watch, read

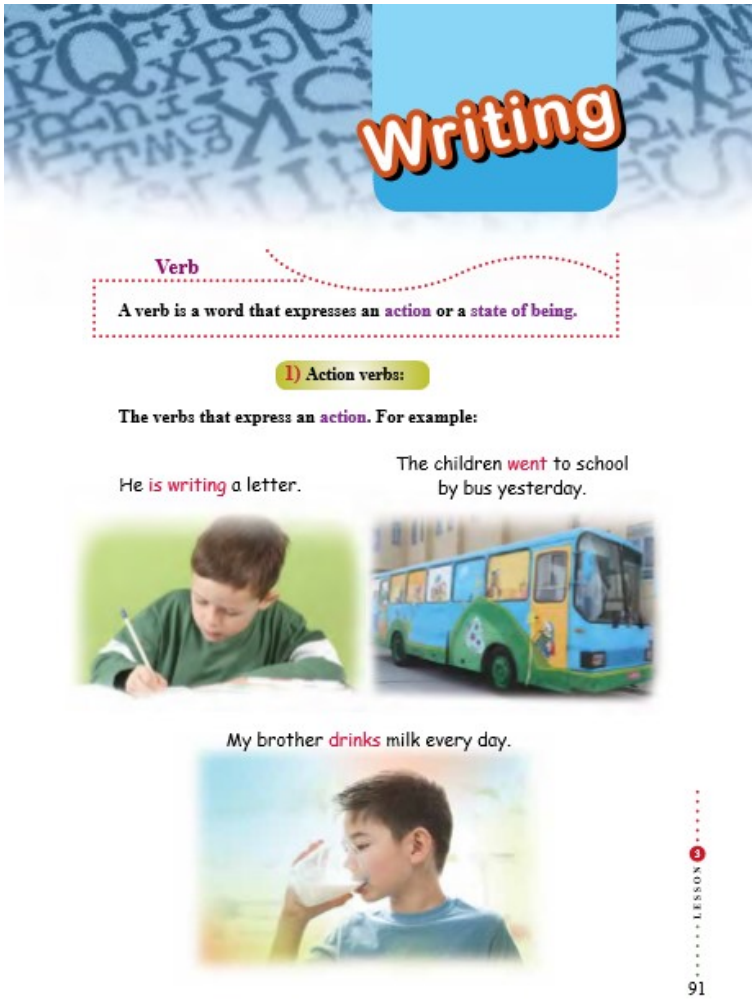
**From Prospect 2:**

play, recite, search, type, relax, climb, think, swim, ride, have

**From Prospect 3:**

burn, hurt, change, text, get on, send, donate, exchange, love, know





Now ask students to put the verbs in the following categories:

**Action:**

**State:**

**Activity A:** The students are expected to go to Reading and find all verbs and underline them.

*try, solve, invent, work, feel, have, attend, learn, ask, lose, grow up, give up, make, quit*



**Optional**

1. In an activity known as "Verbs and Body Parts", the teacher can point out different parts of the body and the students can tell what they do with it.

**For example:**

If the teacher points at the legs, the students say: walk

If the teacher points at the eyes, they say: see or look

This practice goes on in the class with different body parts and verbs.

-Then they are requested to classify the verbs into 'action' and 'state' verbs.

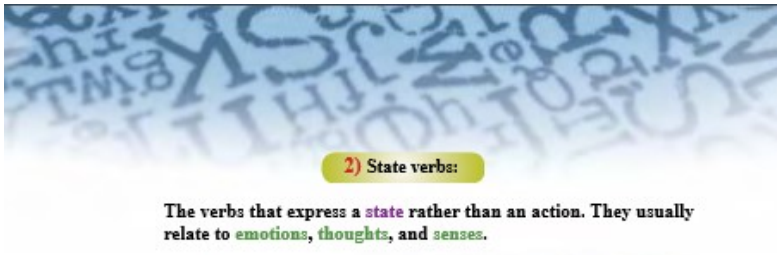
**Action:**

**State:**

2. In another activity, pictures of various people in action can be provided from the Internet. While the teacher shows the pictures, the students describe what each person in the picture is doing.

Then, the teacher can provide the students with some fill-in-the-blank activities and ask students to complete the sentences with the mentioned verbs.





**2) State verbs:**

**The verbs that express a state rather than an action. They usually relate to emotions, thoughts, and senses.**

We believe in Allah.



We love our country.



She feels happy.



**A. Read the reading passage on page 68. Find 'the action and state verbs'.**

LESSON 3

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**Part Two** presents the use of simple or continuous forms of verbs with regard to their two main types, namely Action and State. Read both sets then ask students to think about the way the verbs in simple and continuous forms are used in sentences. Here you may write more examples on the board.



**Optional**

1- Write some sentences on the board and ask students to find the verbs. Then ask students to determine the type of verbs based on ther meaning and especially their forms.
2- Students can cut out verbs from magazines and label all verbs. They are required to differentiate between 'simple and continuous forms' as well as 'action and state verbs'.

**Activity B** is a recognition exercise. Ask students to read each sentence carefully and choose the correct answer.

1. don't like
2. needed
3. is watching
4. want
5. didn't remember



**Optional**

You may introduce some collocations for the verbs taught in the lesson.

feel fine/good/comfortable/better
do experiment/research/things
invent game/story/system
try hard/again



## Simple and Continuous Forms

**1) We can use the simple or the continuous form of action verbs:**

- I cleaned my room yesterday.
- I am cleaning my room now.

**2) We usually use simple form rather than the continuous form of state verbs:**

- I don't know the name of the street.
- Kids love chocolate.

**B.** Read the following sentences and choose the best verb forms:

1. I (don't like / am not liking) reading newspapers.
2. At 3 o'clock yesterday, I (needed / was needing) a taxi.
3. She (watches / is watching) television at the moment.
4. I (want / am wanting) to go to the cinema tonight.
5. Unfortunately, he (didn't remember / wasn't remembering) my name.

## 13. What you learned

**Content:** It has three parts, A, B, and C.

**Objective(s)**: What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned.

**Teaching Procedure:** Go through each part and work on activities.

**Part A** is a listening task. Students should listen to a story.

Sajjad is a journalist. Yesterday at 5 o'clock, he was taking pictures in a park. He was taking pictures of people and birds. He saw a fire when he was walking in the park. It was an old building. Some people called 125. Sajjad was waiting there for the firefighters. He was taking some pictures of the fire when the firefighters arrived.

1. five, firefighter

2. active, different, active, faster, fastest, good, healthy, smaller

**Part B** is a reading task. The students should read the rest of the story. Then they have to underline all 'past progressive tenses'.

3. were working, were putting, were standing, were watching, was talking

**Part C** is a role play. Ask students to take role and practice.

A: What was Sajjad doing in the park?

B: He was taking pictures.

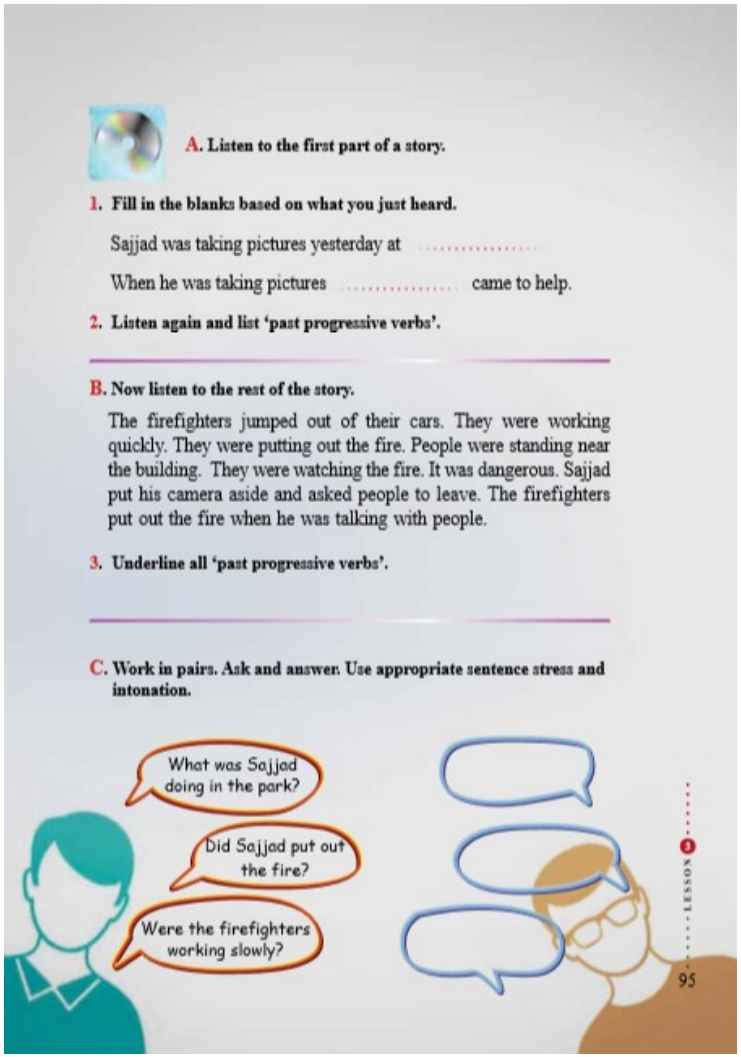
A: Did Sajjad put out the fire?

B: No, the firefighters did.

A: Were the firefighters working slowly?

B: No, they were working very fast.





**A. Listen to the first part of a story.**

1. **Fill in the blanks based on what you just heard.**

Sajjad was taking pictures yesterday at .....

When he was taking pictures ..... came to help.

2. **Listen again and list 'past progressive verbs'.**

**B. Now listen to the rest of the story.**

The firefighters jumped out of their cars. They were working quickly. They were putting out the fire. People were standing near the building. They were watching the fire. It was dangerous. Sajjad put his camera aside and asked people to leave. The firefighters put out the fire when he was talking with people.

3. **Underline all 'past progressive verbs'.**

**C. Work in pairs. Ask and answer. Use appropriate sentence stress and intonation.**






# Lesson 4
# Traveling the World

## General Objectives of this lesson

- **Familiarizing students with the theme 'Traveling the World'**
- **Giving students some information about traveling and national and international tourist attractions.**
- **Encouraging students to read more about national and international tourist attractions and how to make a safe trip.**

## The *Gantt Chart* of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. 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.

The activities of each lesson are expected to be done in seven weeks. In each week there are three 45-minute sessions and a total of twenty-one 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 1 | Session 1 (45 min) | Impact Page<br>Questions and answers<br>Get Ready (Parts A & B) | 10<br><br>35 | ✓ | → | |
| | Session 2 (45 min) | Conversation (Word Bank + Conversation) | 45 | | | |
| | Session 3 (45 min) | Review and Quizzes | 45 | | | |
| Week 2 | Session 1 (45 min) | New words & Expressions | 45 | | | |
| | Session 2 (45 min) | Workbook | 45 | | | |
| | Session 3 (45 min) | Reading + Reading Comprehension | 45 | | | |

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 3 | Session 1 (45 min) | Workbook | 45 | | | |
| | Session 2 (45 min) | Grammar (Parts A-D) | 45 | | | |
| | Session 3 (45 min) | Grammar (Parts E-H) | 45 | | | |
| Week 4 | Session 1 (45 min) | Workbook | 45 | | | |
| | Session 2 (45 min) | See Also | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 5 | Session 1 (45 min) | Listening & Speaking Pronunciation | 45 | | | |
| | Session 2 (45 min) | Further practice/ Quizzes | 45 | | | |
| | Session 3 (45 min) | Writing (Noun) | 45 | | | |
| Week 6 | Session 1 (45 min) | Writing (Singular/Plural) | 45 | | | |
| | Session 2 (45 min) | Writing (Types of Nouns) + Writing (Noun Markers) | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 7 | Session 1 (45 min) | What you Learned | 45 | | | |
| | Session 2 (45 min) | Oral/written Tests | 45 | | | |
| | Session 3 (45 min) | Games & Extra activities | 45 | | | |

## 1. The Title Page

**Content:** This is the first page of the lesson. It has an ayah of the Holy Quran.

***Travel in the Earth and see how He makes the first creation***[1]

**Al-Ankabut 20**

**Objective(s):** Title Page shows the images of some national and international tourist attractions (from left to right): the Taj Mahal, the Leaning Tower of Pisa, Colosseum, the Eiffel Tower, the Azadi Tower, and the Pyramids. These pictures aim at attracting students' attention to the main theme of this lesson, that is reading and learning about 'traveling and world's most popular tourist attractions'.

**Teaching Procedure:** Ask students to read the ayah and think about it. There is no new word in this ayah, so students can easily understand the literal meaning of it. You may ask them to tell you what they understand and then-if necessary- read the Persian translation of it.
You can ask these questions in Persian:

۱- چرا مردم به مسافرت کردن علاقمندند؟

۲- به چه نقاطی از ایران دوست دارید سفر کنید؟ چرا؟

۳- دوست دارید چه مکانی در خارج از ایران را ببینید؟ چرا؟



**Optional**

You may do the following activities as well.

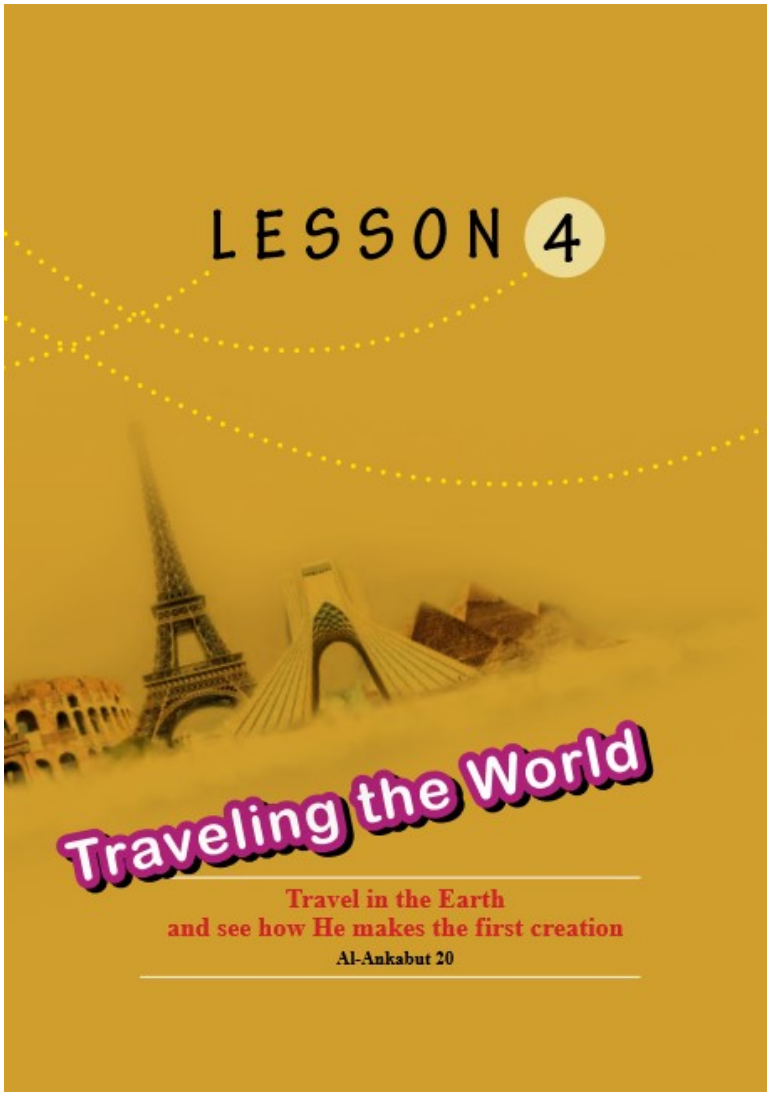
A. Ask students to go through the following tourist attractions. Then ask them to tell their friend(s) what they know about them. Give more information about these sites, if necesseary.

Eram Garden, Golestan Palace, Tomb of Hafez, Naqsh-e Jahan Square, Gahar Lake, Debel-e Khazaei Tomb, Hegmataneh, Tagh-e Bostan, Masouleh

B. Ask students to go through the following tourist attractions. Then ask them to tell their friend(s) what they know about these sites. Give more information about these sites, if necesseary.
The Alps, The Louvre, Red Square, The Great Wall, Venice, The Great Mosque of Cordoba

[1] قُلْ سِيرُوا فِي الْأَرْضِ فَانْظُرُوا كَيْفَ بَدَأَ الْخَلْقَ





## 2. The Impact Page

**Content:** It consists of the pictures of vehicles and transportation:

- A train: rail transport
- An airplane: air transport
- A bus: road transport
- A ship: sea transport

**Objective(s):** It gives general background on the theme of the lesson. It encourages students to think about different types of transport and their advantages and disadvantages.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings:

تصویر ۱: حمل و نقل ریلی چه مزایایی دارد؟

تصویر ۲: چه موقع بهتر است از حمل و نقل هوایی استفاده کنیم؟

تصویر ۳: اتوبوس برای مسافرت بهتر است یا خوروی شخصی؟ چرا؟

تصویر ۴: آیا ما در کشورمان از حمل و نقل دریایی استفاده زیادی می کنیم؟



**Optional**

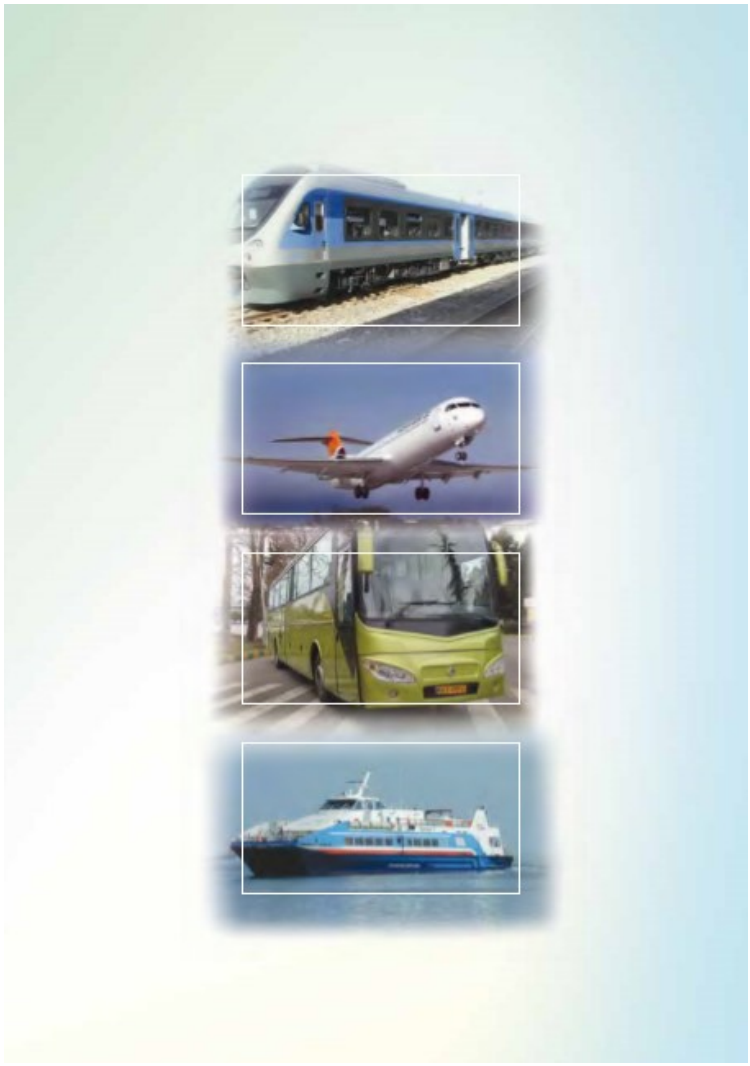
1. You may ask students to read the following detinations and then tell you which means of transportation they may choose to reach them. They have to give you and the class reasonable explanation.

Loot Desert, Persian Gulf, Golestan Forest, Moghan Plain, Karun River, Shahr-e Rey, Mashhad

2. You may ask students to do a mini research and find two interesting things about the culture and/or people of the following countries.

Portugal, Tajikistan, Oman, Italy, Indonesia, Syria





### 3. Get Ready

**Content:** It has two parts: Part One and Part Two.

**Objectives(s):** Get Ready aims at familiarizing students with the theme of the lesson (Part One). It also aims at reviewing previuosly-learned words or presenting some new words related to the theme of the lesson (Part Two).

**Teaching Procedure:** First go through Part One and introduce the theme of the lesson, *traveling the world*. Then go through Part Two and work on activities.

**Part One** of Get Ready has two activities: A and B.

**Activity A** is a matching exercise. The students should look at the pictures and relate each picture to one sentence:

a. Asia has many tourist attaractions.
b. You may go to this place to buy air or train tickets.
c. Everyone needs this to travel abroad.
d. You can check the destinations on this in the airport.

Let students look at each picture for 30 seconds (to 1 minute). You may ask students to share their opinions with others by asking the following questions:

- چه جاذبه های توریستی در آسیا می شناسید؟
- معمولاً آژانس های مسافرتی چه خدماتی به مسافران می دهند؟
- به نظر شما چرا برای مسافرت به خارج از کشور به گذرنامه نیاز است؟
- به نظر شما تعطیلات تابستان برای مسافرت بهتر است یا تعیطلات عید نوروز؟ چرا؟

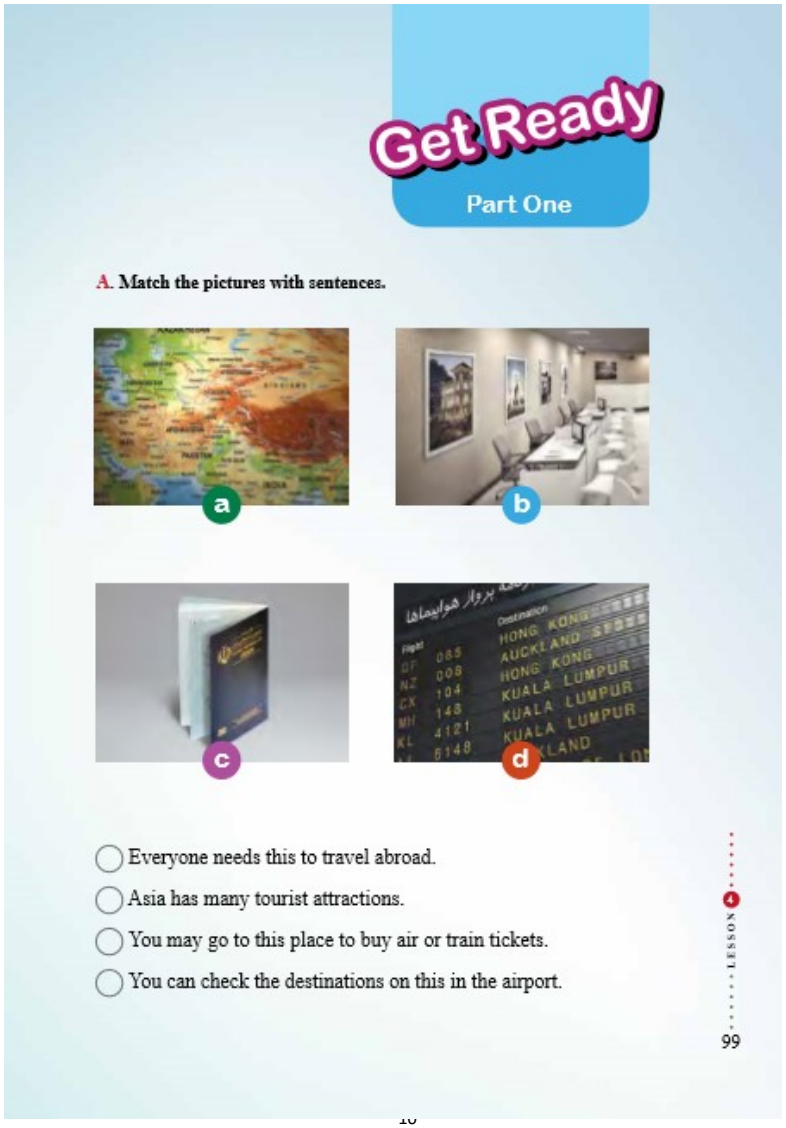


**Optional**

You may ask students to go throught the following provinces/continents and choose a hypothetical holiday destination.

| | |
|---|---|
| Chahar Mahal Bakhtiari | Asia |
| Hormozgan | Europe |
| Lorestan | Africa |
| Guilan | America |





**Activity B** is a task. It requires students to look at the tourist attractions and choose the one(s) they want to visit. They also have to match pictures with the name of the countries.
Ask students to find interesting things about these places.

Picture 1: The Great Mosque of Cordoba

This is in Cordoba, Spain. A very beautiful place to visit. Muslims built this mosque a long time ago. Many people go and visit this mosque every year.

Picture 2: Persepolis

This is in Shiraz, Iran. This is one of the most famous historical sites of Iran. It has many buildings and amazing statues.

Picture 3: The Eiffel Tower

It is in Paris, France. The Eiffel Tower is 300 meter-high. It is a metal tower. A French engineer made Eiffel Tower in 1889.

Picture 4: The Pyramids

They are in Eygypt. There are many of them in Eygypt. They are the tombs of Egyptian kings, pharaohs. They made payramids 5000 years ago.

Picture 5: Iguazu Falls

They are in Paraná, Brazil. They are the largest waterfall system in the world. There are 275 falls. The river Iguazu forms the border between Argentina and Brazil.

Picture 6. The Leaning Tower of Pisa

It is in Pisa, Italy. It is 55.86 meter-high. The tower has 296 steps. They started making it in 1173 AD and completed it in 1372 AD.



**B. Which place do you want to visit? Do you know where they are located?**








Iran

Italy

Spain

France

Egypt

Brazil

**Part Two** of Get Ready has two activities: A and B.

**Activity A** has a matching exercise. The students should match the words and pictures.

a. booklet
b. pilgrims
c. sites
d. vacation

You may talk about the following things:

- انتظار دارید در دفترچه های راهنمای گردشگری ایران چه اطلاعاتی را بیابید؟
- چند زیارتگاه مهم در کشور ایران را نام ببرید. این مکان ها در کدام شهرها و استان های ایران قرار دارند؟
- چه جاذبه های توریستی در ایران می شناسید؟
- تعطیلات تابستان چه کار می کنید؟ آیا به مسافرت می روید؟ به کجا سفر می کنید؟

**Activity B** is a vocabulary actiity. It requires studednts to read the words above and use them to fill in the blanks.

1. vacation
2. booklet
3. sites
4. pilgrims



**Optional**

You may ask students to brainstorm and write as many as words they remember when they see the following themes.

Rail travel:

Traveling abroad:

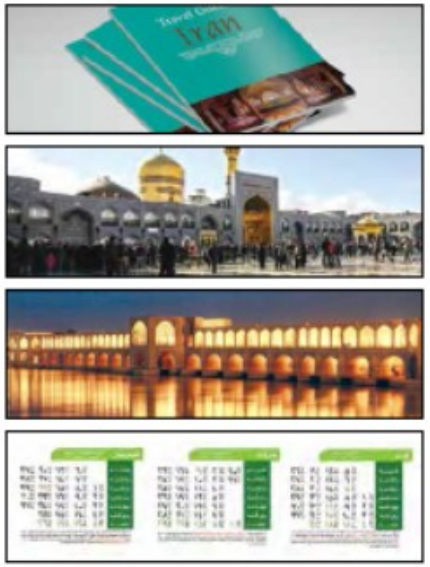
Foreign tourists:

Culture:






**A. Match the pictures with the words.**



pilgrims

booklet

sites

vacation

**B. Complete the sentences with the above words.**

1. The family spent their summer ..... in Yasooj.
2. Take this information ..... and study it carefully.
3. Isfahan has many historical .....
4. The ..... came to Imam Reza Holy Shrine.

## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and Questions.

***The conversation of this lesson takes place in a travel agency. Diego, a Spanish tourist, is talking to Carlos, a travel agent, to find a suitable destination for his summer vacation.***

**Objective(s):** The main function of Conversation is providing learners with '*comprehensible input'*. It also acts as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (modals).

**Teaching Procedure:** First present the words in the Word Bank.




New words can be presented using different techniques including

- Showing pictures or photos: *a travel agent*

- Using gestures or acting out: *hospitable;* introducing collocations: *hospitable people, host, climate*

- Definition: *suggestion: an idea or a plan that someone mentions*

- Providing word families: *choice, choose*

- Giving synonyms: *probably=possibly*

- Exemplification: *She spent months planning her trip.*

Then ask students to look at the picture and read the Introduction of Conversation to help them have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show them the picture of some world's famous tourist attractions.
You may talk about the following things in the class:

- گردشگر به چه کسی گفته می شود؟
- برای انتخاب مقصد مناسب برای سفر چه نکاتی را در نظر می گیرید؟









Diego is a Spanish tourist who is planning for his summer vacation. He is talking to Carlos Sabato, a travel agent in Madrid.

**Diego**: Excuse me, sir! I am planning for my summer vacation.
**Carlos**: How can I help you?
**Diego**: Actually I want to visit Asia, but I am not sure about my destination. Do you have any suggestion?
**Carlos**: Well, you may have some choices. You can visit China. It is famous for the Great Wall.
**Diego**: Yes, but I was in Beijing two years ago.
**Carlos**: What about India? In fact, the Taj Mahal is a popular destination, but it is hot in summer. Probably Iran is the best choice.
**Diego**: I heard Iran is a great and beautiful country, but I don't know much about it.
**Carlos**: Well, Iran is a four-season country. It has many historical sites and amazing nature. Also, its people are very kind and hospitable.
**Diego**: It seems a suitable choice. But how can I get more information about Iran?
**Carlos**: You can check this booklet or may see our website.

**Questions**

**Answer the following questions orally.**

1. What is China famous for?
2. Does Diego like traveling?
3. Where do you want to go for your vacation?



LESSON 4

Then you have to work on Conversation. Follow the three-phase cycle of *pre-listening, listening, and post-listening* to teach Conversation.

*Phase 1. Pre-listening*

Different types of activities can be used here such as:

- *brainstorming:* ask students to work in groups or pairs and share what they know about traveling and tourism.
- *researching:* ask students to look through the sources they have and find some information about world's most popular tourist attractions.
- *reading:* give students some short texts to read like the one below:

**Alisadr Cave** is in Hamedan, Iran. The cave has many water halls, a lot of beautiful stones, and many deep lakes. The cave has a river flowing through it. You must travel through the cave system with a boat. You can cave boat there for 2400 meters. This may take you a long time as Alisadr Cave is the longest and the biggest water cave in the world.

- *viewing pictures:* make a PowerPoint slide show (or ask students to do that) and show them some popular places of the world.
- *watching movies:* show a movie about traveling or best places to go around Iran.
- *discussing*: ask students to talk about a controversial subject: 'Traveling at home or abroad?'

*Phase 2. Listening*

In listening phase:

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:

- Is he planning for New Year holidays?
- Where does he want to go? To Asia or Europe?
- Why is Iran the best choice for Diego?

2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

*Phase 3. Post-listening*

The students should answer the questions written below the conversation ***orally***. Three types of questions are asked:

- Display: What is China famous for?
- Inference: Does Diego like traveling?
- Opinion gap: Where do you want to go for your vacation?

***Don't*** let students write their answers.






Diego is a Spanish tourist who is planning for his summer vacation. He is talking to Carlos Sabato, a travel agent in Madrid.

**Diego**: Excuse me, sir! I am planning for my summer vacation.
**Carlos**: How can I help you?
**Diego**: Actually I want to visit Asia, but I am not sure about my destination. Do you have any suggestion?
**Carlos**: Well, you may have some choices. You can visit China. It is famous for the Great Wall.
**Diego**: Yes, but I was in Beijing two years ago.
**Carlos**: What about India? In fact, the Taj Mahal is a popular destination, but it is hot in summer. Probably Iran is the best choice.
**Diego**: I heard Iran is a great and beautiful country, but I don't know much about it.
**Carlos**: Well, Iran is a four-season country. It has many historical sites and amazing nature. Also, its people are very kind and hospitable.
**Diego**: It seems a suitable choice. But how can I get more information about Iran?
**Carlos**: You can check this booklet or may see our website.

LESSON 4

Questions

**Answer the following questions orally.**

1. What is China famous for?
2. Does Diego like traveling?
3. Where do you want to go for your vacation?



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## 5. New Words and Expressions

**Content:** It has three parts: Part One, Part Two, and Part Three.

**Objectives(s):** This part makes students familiar with new words and expressions of the reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using appropriate techniques.

**Part One,** Look, Read and Practice, presents the concrete words that can be shown with pictures easily. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**international**: introducing collocations: *international airport/business/news/ market*

introducing related word: *national vs. international*

**pyramids**: board drawing

**ancient**: *giving antonym: ancient # modern*

giving synonym *ancient = related to old time*

**billion**: presenting related meanings: *a billion: an extremely large number of things or people*

*a billion starts*

**desert**: giving definitions: *a large area of land where it is always very hot and dry, and there is a lot of sand:.*





**Part Two**, Read and Practice, presents abstract words (the words that are not easily shown with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words and expresions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of defintions and explanations.

Other techniques can be used to teach new words of this part:

**entertainment**: introducing the word family of 'entertainment': *entertain (v.), entertaining (adj.), entertainer (n.)*

**domestic**: providing synonyms = *local, national* ;

introducing collocations: *domestic market/economy/flight*

**culture**: introducing collocations: *local/modern/traditional/ national culture*

**range**: introducing collocations: *wide/broad/whole/full range of something*

**Part Three** includes practices from Students' Workbook, Part III. The activities of vocabulary in Workbook are ordered based on their difficulty level.

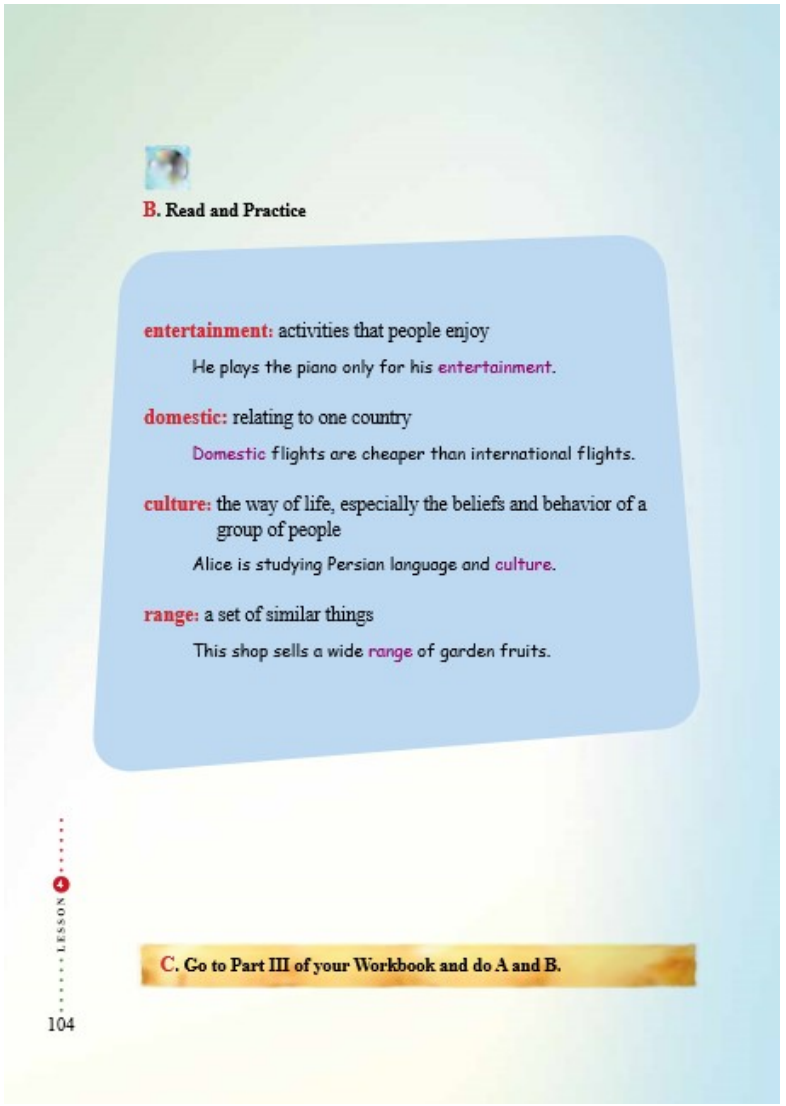
***Don't*** change the order of doing activities. The activities are:

A. Identifying: Find 10 words relating to travel.
B. Selecting: One odd out.
C. Matching: Match columns A and B.
D. Sorting: Put the words in three groups considering their means of transportation.
E. Ordering: Order the following means of transportation based on their speed.
F. Producing: Fill in the blanks with the given words.
G. Producing: Unscramble the following sentences.

**Optional**

You may prepare extra activities for practicing new words.





**B. Read and Practice**

**entertainment:** activities that people enjoy

He plays the piano only for his entertainment.

**domestic:** relating to one country

Domestic flights are cheaper than international flights.

**culture:** the way of life, especially the beliefs and behavior of a group of people

Alice is studying Persian language and culture.

**range:** a set of similar things

This shop sells a wide range of garden fruits.

LESSON 4

**C. Go to Part III of your Workbook and do A and B.**

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## 6. Reading

**Content:** Reading page has a picture and a title.

***The reading of this lesson is about tourism and traveling around the world. It gives some information about world's popular places. It also introduces our country, Iran, as one of the most attractive tourist destinations of the world.***

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (modals). Further, it provides students with some factual information about great tourist destinations, particularly Iran as the jewel of Asia.

**Teaching Procedure:** Use the three-phase cycle of *pre-reading, while-reading, and post-reading* to teach Reading.

*Phase 1. Pre-reading*

Before teaching the Reading, you need to do the activities of Impact Page and Get Ready to make students familiar with the theme of this lesson. You may use the techniques explained in pre-listening to attract students' attention to the topic of this passage, *traveling and visiting popular places*.

You also need to teach all new words of the previous section and do all vocabulary exercises provided in the Workbook. In this phase have a quick review of the new words that have been taught before.

*Phase 2. While-reading*

Encourage students to read the text silently and try to understand the gist of meaning. You can write some questions on the board and ask students to find their answers while they are reading the text:

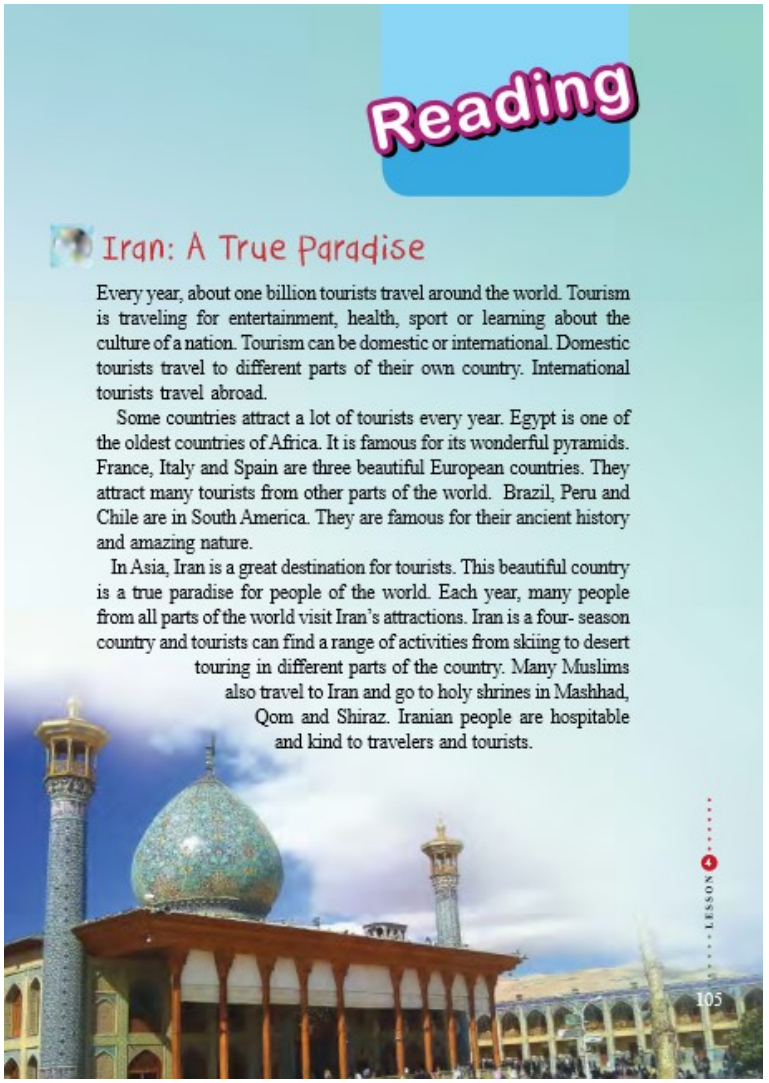
- What is tourism?
- What is Egypt famous for?
- Is Iran a four-season country?

*Phase 3. Post-reading*

Post-reading helps teachers find out if students understood the main idea of the text and its relationship with the author's purpose. In this respect, students should be able to explain the main idea of the text and ask and answer questions about the content they just read.

Post-reading activities are organized in next section labeled Reading Comprehension.





## 7. Reading Comprehension

**Content:** It has three parts A, B, and C.

**Objective(s)**: Reading Comprehension aims at checking students' understanding of the text.

**Teaching Procedure**: After silent reading, the teacher may give students some time to work on parts A, B, and C. As the activities are graded, please do the parts in order of their appearance in the book.

**Activity A** of Reading Comprehension has three multiple choice questions. The students should read each item and choose the correct answer.
1. b 2. a 3. b

**Activity B** of Reading Comprehension is a True/False activity. Ask students to read each statement and check T for 'true' and F for 'false' statements.
1. T 2. F 3. F

**Activity Three** of Reading Comprehension is a matching exercise. The students should read incomplete sentences and then complete them by choosing appropriate statements
1. When a country is a four-season one *people can do both summer and winter activities at the same time.*
2. Many tourists travel to Egypt every year *to visit the wonderful pyramids.*
3. Both history and nature *make South America an attractive destination for tourists.*



**Optional**

You can do Part I of Workbook in class. The students should read the following text and then answer its qestions.

Travel is about visiting new places and meeting new people. When visiting a destination, a traveler should take care of people, places and cultures. So, before any travel, we must pay attention to some points. First, we must read as much as possible about the main tourist attractions we are going to visit. Searching the Internet is an easy way to know about them. Also, learning a few words and phrases of the local language can be very useful, especially when we meet new people there.

When we meet local people, we must not forget that we are guests! So, we must respect their way of living. When visiting historical and especially holy places, we must respect them, too. If we visit natural places such as lakes, forests and deserts, we must protect the plants and wild animals. In this way, every travel can be a great experience for us.






**A. Choose the best answer.**

1) Which one is a four-season country?
a) Brazil b) Iran c) Egypt

2) South American countries are famous for ..... .
a) amazing nature
b) delicious food
c) traditional ceremonies

3) In which continent can we visit the ancient pyramids?
a) Asia b) Africa c) Europe

**B. True/False**

1) Peru and Chile are historical countries. T○ F○
2) Holy shrines in Iran are destinations only for domestic tourists. T○ F○
3) All countries have tourist attractions for international travelers. T○ F○

**C. Match two halves.**

1. When a country is a four-season one .....
2. Many tourists travel to Egypt every year .....
3. Both history and nature .....

a. nobody likes to travel there.
b. to visit the wonderful pyramids.
c. people can do both summer and winter activities at the same time.
d. make South America an attractive destination for tourists.

## 8. Grammar

**Content:** It has eight parts, from A to H.

**Objective(s)**: The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar "with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics" (Larsen-Freeman, 1990, p. 4). In this framework, the three components of Freeman's pie chart will focus on form, meaning, and use (Laren-Freeman, 2014, p. 258) (See figure 1).

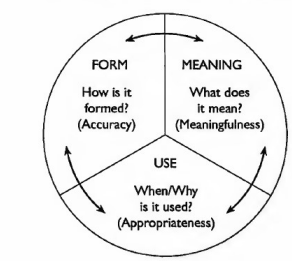



**Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

**Teaching Procedure**: The procedure of teaching grammar follows what comes below:

> New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

Therefore, the teaching of grammar starts with Activity A and ends with Activity H.

**Activity A** is an input flooding activity. In this section two texts are provided with lots of 'modal auxiliaries'. The vocabulary of the texts is controlled and students are supposed to just read each text and *notice* the new structure. The four modals 'can, may, must, should' are introduced in the texts. Contextualization of the grammatical structure has also previously been done in Conversation and Reading.





**Activity B** presents grammatical items in isolation. The teacher may:

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.

Then present three dimensions of the grammatical structure.

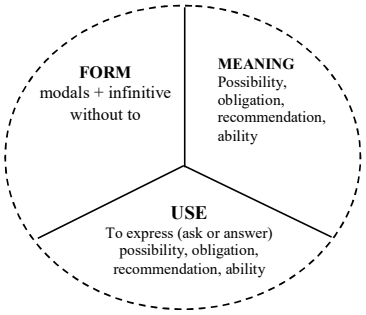
**1 In form wedge,** you need to tell students how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.

***can/may/must/should + verb***

**2 In semantic wedge,** what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition), or it can be grammatical.

***a. 'can' signifies 'ability' :*** I can swim.
***b. 'may' signifies both 'probability' and 'permission'***
It may rain tomorrow.
You may leave the class.
***c. 'must' signifies 'necessity':*** You must fill out the top of this form.
***d. 'should' signifies 'weak obligation':*** You should help your mother.

**3 In Pragmatic wedge,** the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text.
***a. 'can' is used to show ability:*** I can speak English.
***b. 'may' 1. is used to request/grant permission:*** May I use your pen? Yes, you may.
***2. is used to express possibility:*** She may not come to the party.
***c. 'must' is used to express strong obligation:*** Students must register in the first week of the term.
***d. 'should' is used to express weak obligation or recommendation:*** You should try to work harder.




**B. Read the following examples. Compare their meanings.**

**Affirmative**

| | |
|---|---|
| I | |
| You | can speak English. |
| He | may watch TV. |
| She | must get a passport first. |
| We | should be careful in a foreign country. |
| They | |

- You must drive carefully.
- The tourists may stay in Iran for two more days.
- The translator can speak four languages.
- Everyone should respect other people's culture.

**Negative**

| | |
|---|---|
| I | |
| You | cannot (can't ) speak Japanese. |
| He | may not watch TV. |
| She | must not get a passport first. |
| We | should not (shouldn't) be careless in a foreign country. |
| They | |

- Children must not eat fast food. It is not good for their health.
- Please help me. I cannot swim.

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**Activity C** encourages students to induce the way 'modal auxiliaries' are used in English sentences. The teacher can write more examples on the board; or read a text orally and ask students to notice the way 'modals' are used with other verbs.
The students may give you the following rule: modals + verbs.
Tell them that modal auxiliaries are always followed by 'infinitive without to'.
They also have to pay attention to the way modal auxiliaries are used in negative and interrogative sentences.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure, modals. The students are expected to go to Conversation and find all 'modals' and underline them. The students can use highlighters to do this activity.

-Ask students to take a red pencil or highlighter.

-Ask them to

- underline the structures or
- circle the structures

The 'modals' used in Conversation are:

*can, may, can, can, can, may*

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should use appropriate modal auxiliaries to complete the sentences.

1. must 2. may 3. should 4. may not 5. shouldn't

**Activity F** is a role play and a communicative activity.
Students should pair up and talk about possibility, permission, obligation, or recommendation.

1. Yes, we can.
2. No, you may not.
3. Yes, s/he should.
4. Yes, I can. (No, I cannot).
5. Yes, we must.

**Activity G** provides students with more exercises on grammar. The students have to refer to their Workbook, Part II (Grammar), and do three activities:

**Part A** is a structural activity. Students should answer the questions with the given words/phrases.

**Part B** is a meaningful activity. Students should look at the pictures and make sentences.
**Part C** is a communicative activity and students should write what they can (cannot), may (not), should (not), and must (not) do.



**Interrogative**

| | | |
|---|---|---|
| | I | |
| Can | you | speak Korean? |
| May | he | watch TV? |
| Must | she | get a passport first? |
| Should | we | be careful in a foreign country? |
| | they | |

- Should travelers protect nature?
- May I sit down?

**C. Tell your teacher how 'can, may, must, and should' are used in a sentence. How are their meanings different?**

**D. Read the conversation on page 102 and underline all 'modals'.**

**E. Use appropriate modal to complete the following sentences.**

1. When people get the flu, they (must/can) visit a doctor.
2. There are many clouds in the sky. It (may/can) rain.
3. I like to travel to Spain. I (should/may) learn Spanish.
4. He (must not/may not) do more exercises. His heart is very weak.
5. You (shouldn't/cannot) listen to loud music. It hurts your ears.

**F. Pair up and ask and answer the following questions.**

1. Can you buy air tickets online?
2. May I use your pencil?
3. Should your friend help you with your lessons?
4. Can you swim?
5. Must we finish our English book before Khordad?

**G. Go to Part II of your Workbook and do A, B and C.**

## 9. See Also

**Content:** It has two parts, A and B.

**Objective(s)**: The aim of this part is teaching another grammatical point briefly and to the point. This See Also presents two types of 'prepositions', that is, prepositions of time and place

**Teaching Procedure**: Go through part A and teach the structure based on the 3-dimensional model of teaching grammar. Then do part B.

**Part A** introduces the 'prepositions'. To teach this grammatical point, use the 3-dimensional grammar pie.

**1 In form wedge,** introduce the form:

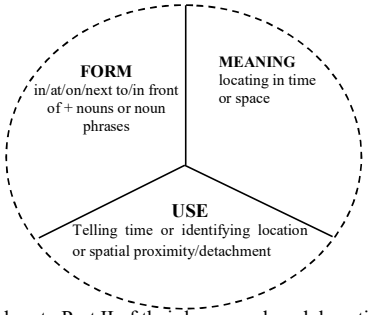
***in + parts of day, months, seasons, years, the words 'Norooz/holiday'***
***at + time fractions***
***on + days of week, the word 'vacation'***
***in + cities, countries, continents***
***on + the table/desk/page***
***next to/in front of + place***

**2 In semantic wedge,** tell them the meaning of each preposition

***Prepsotions of time locate objects in time.***
***Prepositions of place locate objects in space.***

**3 In Pragmatic wedge,** explain the function of prepositions of time and place:

***Prepsotions of time are used to tell time***
***Prepositions of place are used to identify locations or spatial proximity/detachment***




**Part B.** The students should go to Part II of their homework and do activity D. This is a two part exercise: a structural activity and a meaningful activity. The students first read the text and fill in the blanks with prepositions. Then they should answer some questions based on what they read (a meaningful activity).






**A.** Read the following examples with 'prepositions'

**Prepositions of Time**

| | |
|---|---|
| in | the morning / the afternoon / the evening<br>September / Shahrivar<br>(the) spring / summer/fall/winter<br>Norooz<br>holiday<br>2016/ 1395 |
| at | 8 o'clock<br>night / noon<br>midnight / midday<br>sunrise / sunset |
| on | Wednesday / Friday<br>Monday morning / Tuesday evening<br>vacation |

**B.** Go to Part II of your Workbook and do D.

## 10. Listening and Speaking

**Content:** It has two parts, A and B.

**Objective(s)**: The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with 'modal auxiliaries'.

**Teaching Procedure**: The teacher should review the grammatical structure of this lesson (modal auxiliaries) by reminding students of the three dimensions of this tense (form, meaning, function). The emphasis should be put on the function of 'modal auxiliaries' and how they are used to express possibility, obligation, recommendation, permission, and ability. Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

***Asking about obligations/possibilities***

Then the teacher goes through Parts A and B.

**Part A** is a conversation in which 'modal auxiliaries' are used to express permission, recommendation, and ability. The modal auxiliaries used in this conversation are: *may, should, can't, should, may*

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the conversation. Ask students to pay attention to how 'modal auxiliaries' are used and what function(s) they fulfill in this dialogue.

Introduce the speaking strategy by review the patterns written on the bottom of the page. Then explain how the strategy is used in the conversation in Part A. Present other dialogues, if necessary, and ask students to notice how 'modal auxiliaries' are used in talks among people when they socialize.

A: May I leave the class?
B: Yes, you may. No, you may not.

A: Should they be more careful?
B: Yes, they should.

A: Must we drive fast?
B: No, you must not.

A: Can he speak French?
B: Yes, he can. No, he cannot.





Listening and Speaking

Speaking Strategy

Asking about obligations/ possibilities

**A. You may use 'modals' (can, may, should, must) to ask and answer about what you can (not)/must (not)/should (not)/may (not) do.**

- May I use your camera for my trip?
- Honestly, no. I need it this week. You should buy a camera for yourself.
- But I can't pay for it now. I should pay for the ticket and other things.
- Well, you may ask Parvin. She can help you.

**You may use the following patterns to ask and answer about what you can (not)/must (not)/should (not)/may (not) do.**

| | |
|---|---|
| May I leave th class? | Yes, you may. |
| Should they be more careful? | Yes, they should. |
| Must we drive fast? | No, you must not. |
| Can he speak French ? | No, he can't. |

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**Part B** consists of two conversations each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, *asking and answering about obligation, possibility, ability, recommendation, and permission.*

**Conversation 1**

A: Are you OK?
B: No, I feel sick. I should visit a doctor.
A: Can you go yourself?
B: I called my wife. She is on her way.
A: Can I help you?
B: Yes, please help me go out

1. sick 2. his wife

**Conversation 2**

A: Teacher, may I go out?
B: What's wrong?
A: I must take my medicine at 9.
B: OK, you may go. But you should come back soon.
A: Yes, mam. Thank you

1. take her medicine 2. yes

After each conversation, there is a role play activity.
Here, the students have to pair up and use the clues in the boxes to make new conversations.
They are required to utilize the taught strategy.





**B. Listen to the following conversations and check the correct answer.**

Conversation 1

1. The man is OK ○ sick ○
2. Who is coming? his son ○ his wife ○

**Pair up and ask at least two questions about what your friend can (not) or must (not) do. You may use the verbs in the box.**

play football, do homework, help mother, speak Arabic, study hard

Conversation 2

1. The girl must take her medicine ○ go out to play ○
2. Should she come back soon? yes ○ No ○

**Pair up and ask at least two questions about what your friend may (not) or should (not) do. You may use the verbs in the box.**

use a pencil, read a book, call in the evening

LESSON 4

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## 11. Pronunciation

**Content:** It has three parts, A, B, and C.

**Objective(s)**: Pronunciation aims at presenting *contrastive stress* and its function, when speakers make contrast between two things. The students should be able to recognize and produce the stressed element(s) appropriately.

**Teaching Procedure:** In order to teach pronunciation based on CLT, five steps will be followed (Celce-Murcia, Brinton, & Goodwin, 2010, p. 45):

1. Description and analysis:
- Play the audio of Part A.
- Ask students to listen to sentences several times.
-Then briefly explain the rule:

***When you want to make contrast between two things, you say both with more emphasis.***

2. Listening discrimination:
-Read sentences in Part A twice, once with a prominent stress over the bold items and once without any prominence.
Ask students to tab on their desks when they hear the prominent element.

3. Controlled practice:
- Read the sentences in Part A with appropriate stress. Ask students to repeat them after you.
- Then ask students to pair up and practice the following conversation. They have to use appropriate prominence for the bold items.

A: Did your mother leave Tehran on **Sunday** or **Saturday**?
B: Oh, she left on Sunday.
B: Is she coming back soon?
A: Yes, she'll be here next week.
B: Next week? On **Friday** or **Saturday**?
A: Saturday.
B: Great. I'm free and I'll give you a ride to the airport.






**A.** Listen to the following sentences. Notice how the speakers contrast the ideas.

1. Were you doing research or studying?
2. Who broke the window? Ali or Amir?
3. Mom, should we help you or dad?
4. Was Jim's car white or blue?

When you want to contrast two things, you say both of them with emphasis.

**B.** Listen and underline two words that have contrastive stress.

1. Do you leave on Tuesday or Thursday?
2. Is the Taj Mahal in India or China?
3. Should I read the booklet or the website?

**C.** Go to Part VI of your Workbook and do it.

LESSON 4

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-Then do Part B. In this part the students should listen to the lines carefully and say the sentences with appropriate prominence.

4. Guided practice:
Ask students to make questions for each sentence in Part B and answer the questions orally with appropriate prominence.

1. Do you leave on **Tuesday** or **Thursday**?

2. Is the Taj Mahal in **India** or **China**?

3. Should I read the **booklet** or **the website**?

5. Communicative practice:
Do Part C. Ask students to refer to their Workbook and do Practice VI:

***Ask and answer with contrastive stress and appropriate intonation.***

1. Which country are you from, **Iran** or **Italy**?
2. Where do you go, **Isfahan** or **Yazd**?
3. Which color do you like more, **yellow** or **brown**?
4. What do you want to have, **spaghett**i or **kebab**?
5. Should I check it **online** or **offline**?



**Optional**

You may also ask students to make some sentences and say them orally using contrastive stress.

**Examples:**

1. Do you like football or tennis?
2. Is Moghan Plain in Golestan or Mazandaran?
3. Which is your favorite fruit, orange or apple?
4. Do you go by train or bus?






**A. Listen to the following sentences. Notice how the speakers contrast the ideas.**

1. Were you doing research or studying?
2. Who broke the window? Ali or Amir?
3. Mom, should we help you or dad?
4. Was Jim's car white or blue?

**When you want to contrast two things, you say both of them with emphasis.**

**B. Listen and underline two words that have contrastive stress.**

1. Do you leave on Tuesday or Thursday?
2. Is the Taj Mahal in India or China?
3. Should I read the booklet or the website?

**C. Go to Part VI of your Workbook and do it.**

LESSON 4

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5.

## 12. Writing

**Content:** It has three main parts: Adverb, How to make –ly adverbs and Irregular adverbs. It also has three activities, A, B and C.

**Objective(s):** In this lesson, Writing aims at helping students understand the concept of adverb, especially the adverb of manner and its regular and irregular forms. The students are expected to find such adverbs in a phrase or sentence.

**Teaching Procedure:** The teacher is expected to go through each section and first present the definitions and/or classifications and then do the exercises/tasks.

**Part One** presents a simple definition of 'adverb' in general and 'adverb of manner' as the main concern of this part in specific. Since this type of adverb is formed through adding –ly to an adjective, four sentences having adjectives are provided, then their relevant counterparts having adverbs are presented. Read the examples and check the meaning of each sentence with students.

**Activity A** is a recognition exercise. Ask students to read the sentences, circle verbs, and then underline the adverbs giving more information about the verbs.

1. puts / neatly
2. painted/ nicely
3. went into/ nicely
4. asked/ politely
5. were waiting/ patiently
6. talks/ rudely



**Optional**

You may ask students to pair up and brainstorm and list the adverbs they can remember from *Prospect Series*.

**From Prospect 1:**
really

**From Prospect 2:**
originally, actually

**From Prospect 3:**
really, always, usually, normally, actually,






**Adverb**

**An adverb mostly gives more information about the verb. Some adverbs tell you how something happens. These adverbs known as "adverbs of manner" often end in –ly.**

| | |
|---|---|
| It is an easy language. | We can learn this language easily. |
| Bahar is a careful driver. | She drives carefully. |
| The woman looked / was happy. | She spoke happily. |
| Ali is polite. | He talks politely. |

**A. Read the sentences. Circle the verbs and underline the adverbs. Then link adverbs to the verbs they describe.**

1. Nastaran puts her books neatly inside the desk.
2. My uncle painted my room nicely.
3. The firefighters went into the burning house bravely.
4. She looked at the child and asked politely: "what's your name?"
5. The students were waiting patiently for the bus.
6. Soheil never talks to his parents rudely.

**Part Two** presents the way that the adverbs of manner (with –ly suffix) are formed. Adjectives ending in –y and –ble change –ily and –bly, respectively.

**Activity B** requests students to change adjectives to adverbs.

- politely
- comfortably
- quietly
- cruelly
- actually
- loudly
- wonderfully
- hungrily
- interestingly
- suitably



**Optional**

You may ask students to go through the list of adverbs of *Prospect Series*. Ask them to find adverbs of manner and change them into adjectives.

**From Prospect 1:**
really: real

**From Prospect 2:**
originally: original
actually: actual

**From Prospect 3:**
normally: normal





**Part Three** introduces a list of irregular adverbs which do not follow the mentioned rule. Read them and try to use them in some sentences in adjective and adverb forms.

**Activity A** asks students to read each sentence carefully and complete them with appropriate forms of adverb.

1. late
2. politely
3. quietly
4. hard
5. well
6. generously



**Optional**

You may do the following activities in the class.

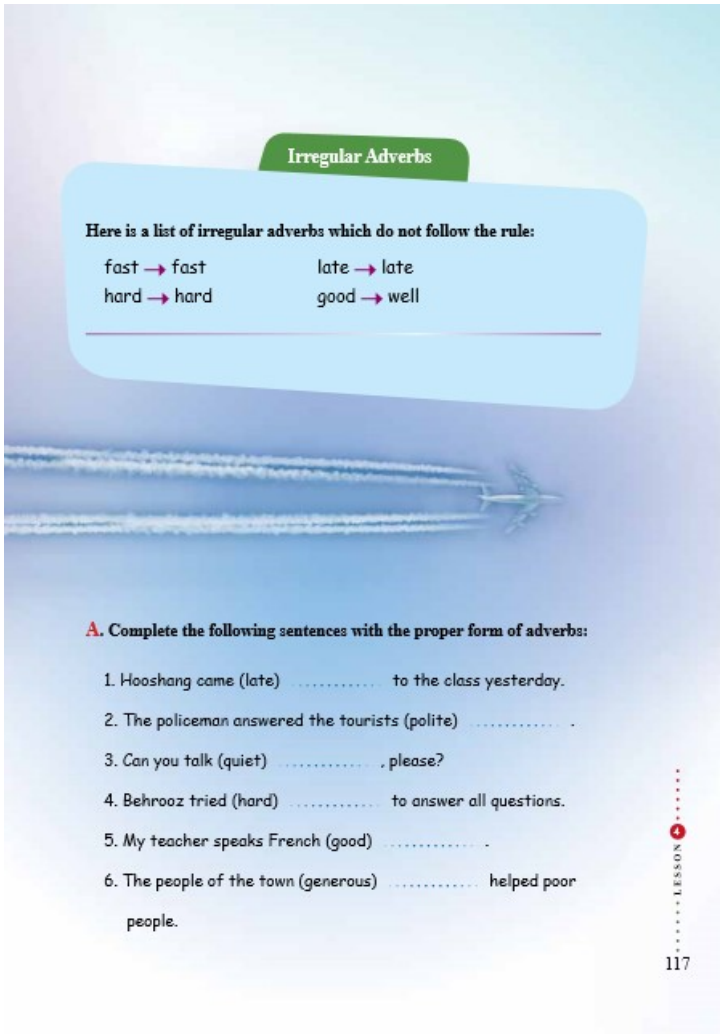
Activity 1. write some sentences with missing words on the board and ask students to choose an adjective or an adverb to complete the sentence.

She walked away ……. (quick/quickly)
This is a ……. train-it stops everywhere. (slow/slowly)
I've got a/an …….. job for you. (easy/easily)
I feel …… today. (happy/happily)

Activity 2. Write some sentences on the board and ask students to complete them with appropriate adverbs considering their own personality/capabilities.

I cook.
I speak English.
I swim.
I walk.
I talk





## Irregular Adverbs

**Here is a list of irregular adverbs which do not follow the rule:**

fast → fast  late → late
hard → hard  good → well

**A. Complete the following sentences with the proper form of adverbs:**

1. Hooshang came (late) ..... to the class yesterday.
2. The policeman answered the tourists (polite) ..... .
3. Can you talk (quiet) ..... , please?
4. Behrooz tried (hard) ..... to answer all questions.
5. My teacher speaks French (good) ..... .
6. The people of the town (generous) ..... helped poor people.

LESSON 4

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## 13. What you learned

**Content:** It has three parts, A, B, and C.

**Objective(s)**: What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned.

**Teaching Procedure:** Go through each part and work on activities.

**Part A** is a listening task. Students should listen to a radio program about traveling.

It is very difficult to find your favorite food when you travel. Sometimes it is even difficult to find healthy food. Besides, the prices of foods may be so high on the roads or in airports. Long trips may make you tired and weak and this can increase the risk of illness. So you should eat well while you are traveling.

1. foods, high, airports, tired and weak, increase

2. may, may, can, should

**Part B** is a reading task. The students should read the rest of what they've just heard about traveling. Then they have to underline all 'modal auxiliaries'.

3. can, may, may, should not, can

**Part C** is a role play. Ask students to take role and practice.

A: Is food cheap or expensive in airports?

B: They are usually expensive.

A: Do you like fast food or home-made food when you travel?

B: I like both. But I usually eat home-made food.

A: Are chips and cookies suitable or not suitable for travelers?

B: I think cookies are ok, but chips….., they are junk food. Not good.





**A. Listen to the first part of a radio program about traveling.**

**1. Fill in the blanks based on what you just heard.**

- The prices of ..... may be so ..... on the roads or in the .....
- Long trips may make you ..... and ..... and this can ..... the risk of illness.

**2. Listen again and list all 'modals' you hear.**

**B. Now read the rest.**

You can prepare your own meals for your trip. Making your own meals may save you time and money, and you know exactly what goes into everything you prepare. Vegetables and sandwiches are easy to make, so they are useful foods for short trips. For very long trips, you may buy food or eat in restaurants. Remember: you should not eat fast or junk food. Good food keeps you healthy and happy and you can enjoy every minute of your trip.

**3. Underline all 'modals'.**

**C. Work in pairs. Ask and answer. Use appropriate sentence stress and intonation.**

Is food cheap or expensive in airports?

Do you like fast food or home-made food when you travel?

Are chips and cookies suitable or not suitable for travelers?

LESSON 4

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بسم الله الرحمن الرحیم

IN THE NAME OF ALLAH

# Vision 2

## English for Schools

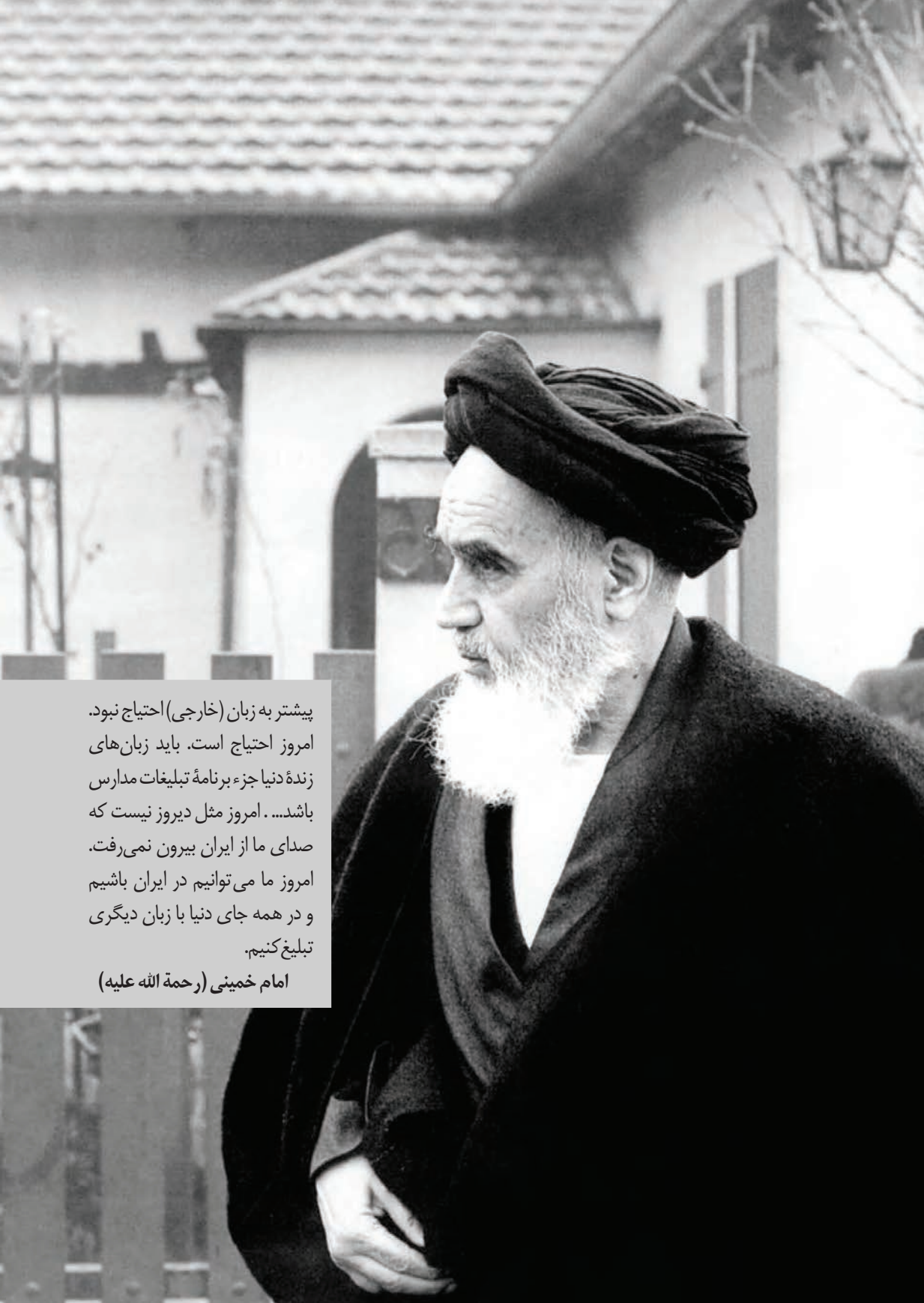
Teacher's Guide

پایهٔ یازدهم
دوره دوم متوسطه

**وزارت آموزش و پرورش**
**سازمان پژوهش و برنامه‌ریزی آموزشی**

**نام کتاب:** راهنمای معلم انگلیسی ـ پایهٔ یازدهم دورهٔ دوم متوسطه ـ ۱۱۱۳۶۰
**پدیدآورنده:** سازمان پژوهش و برنامه‌ریزی آموزشی
**مدیریت برنامه‌ریزی درسی و تألیف:** دفتر تألیف کتاب‌های درسی عمومی و متوسطه نظری
**شناسه افزوده برنامه‌ریزی و تألیف:** سیّد بهنام علوی‌مقدم، رضا خیرآبادی، مهرک رحیمی، حسین داوری (اعضای گروه تألیف)ـ علیرضا کاهه(ویراستار ادبی)
**مدیریت آماده‌سازی هنری:** ادارهٔ کلّ نظارت بر نشر و توزیع مواد آموزشی
**شناسه افزوده آماده‌سازی:** لیدا نیک‌روش (مدیر امور فنی و چاپ) ـ جواد صفری (مدیر هنری)ـ علی بخشی (نگاشتارگر[طراح گرافیک]) ـ الهه یعقوبی نیا (صفحه‌آرا)
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**چاپخانه:** شرکت چاپ‌ونشر کتاب‌های درسی ایران « سهامی خاص»
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پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس باشد... . امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی‌رفت. امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

**امام خمینی (رحمة الله علیه)**

کلیه حقوق مادی و معنوی این کتاب متعلق به سازمان پژوهش و برنامه‌ریزی آموزشی وزارت آموزش و پرورش است و هرگونه استفاده از کتاب و اجزای آن به‌صورت چاپی و الکترونیکی و ارائه در پایگاه‌های مجازی، نمایش، اقتباس، تلخیص، تبدیل، ترجمه، عکس‌برداری، نقاشی، تهیه فیلم و تکثیر به هر شکل و نوع، بدون کسب مجوز،ممنوع است و متخلفان تحت پیگرد قانونی قرار می‌گیرند.



وَ مِن آیاتِهِ خَلقُ السَّماواتِ وَالاَرضِ وَاختِلافُ
اَلسِنَتِکُم وَ اَلوانِکُم، اِنَّ فی ذٰلِکَ لَآیاتٍ لِلعالِمینَ

**روم، ۲۲**

و از نشانه‌های قدرت خداوند، آفرینش آسمان‌ها و زمین و نیز تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همهٔ اینها نشانه‌هایی از حکمت الهی برای دانشمندان نهفته است.

And of Allah’s Signs of Power is the creation of the heavens and the earth and also the variation of the languages and the color of you people; verily, in all these are Signs for men of knowledge.

**برگرفته از ترجمهٔ مرحومه دکتر طاهره صفّارزاده**

## همکاران گرامی

خدای را شاکریم که کتاب حاضر که حاصل تلاش مؤلفان بستهٔ آموزشی زبان انگلیسی پایه یازدهم است، هم اکنون در دسترس شما قرار دارد. نکات اصلی که مد نظر مؤلفان در فرایند تهیه و تدوین بستهٔ آموزشی بوده است به‌صورت مفصّل در این کتاب آمده است. برخی از نکات به شرح زیر است:

همان‌طور که در حوزهٔ تربیت و آموزش زبان‌های خارجی برنامهٔ درسی ملی به صراحت ذکر گردیده است، رویکرد آموزش زبان‌های خارجی، رویکرد ارتباطی فعال و خودباورانه می‌باشد. در تبیین این رویکرد، لازم به ذکر است که دو ویژگی «فعال بودن» و «خودباوری داشتن» ویژگی‌هایی است که در رویکرد ارتباطی همواره و در همهٔ سطوح مورد تأکید بوده است و از ابعاد اصلی و ذاتی رویکرد ارتباطی است. از آنجا که در رویکردهای پیشین آموزش زبان در کشور، کمتر به این دو بعد توجه می‌شد و فراگیران عمدتاً نقشی منفعل و پذیرا داشته و فاقد خودباوری و اعتماد به نفس فرهنگی و علمی کافی برای فراگیری و تولید زبانی بودند؛ لذا در تدوین حوزهٔ یادگیری زبان‌های خارجی، این دو محور مورد توجه و تأکید قرار گرفته تا فراگیران ضمن کسب و حفظ خودباوری اعتقادی، فرهنگی و علمی به صورت فعال در کلاس درس ایفای نقش کنند.

رویکرد ارتباطی فعال خودباورانه، آموزش را براساس ارتباط می‌داند به‌طوری که فرد یادگیرنده از طریق ارتباط زبانی؛ با مخاطب یا مخاطبین به‌صورت فعال (نه منفعل) در ارتباط شرکت می‌کند و با اعتقاد و باور راسخ به مبانی اعتقادی و مذهبی، ملی، سیاسی، اجتماعی و اعتماد به نفس در فرایند ارتباط، ایفای نقش می‌کند.

آموزش زبان خارجی علاوه بر اهداف مرتبط با نیازهای شخصی زبان‌آموزان از قبیل دانش پژوهی، علاقه‌مندی به علم و آگاهی، خودباوری و دارا بودن عزت نفس، به درک، دریافت و انتقال میراث فرهنگی غنی میهن اسلامی‌مان کمک قابل توجهی می‌کند.

این مهارت همچنین منجر به درک و دریافت و انتقال دستاوردهای بشری، تعامل در سطح روابط میان فردی و برقراری ارتباط با سایر جوامع و دستاوردهای بشری در سطح منطقه‌ای و جهانی می‌گردد و می‌تواند در توسعهٔ اقتصادی مانند صنعت‌گردشگری، تجارت، فناوری، توسعهٔ علم و هوشیاری اجتماعی-سیاسی مؤثر باشد.

از آنجایی که هدف غایی نظام آموزش کشور تربیت نسلی موحد، مؤمن و معتقد به معاد و شکوفایی فطرت الهی دانش‌آموزان از طریق درک و اصلاح مداوم موقعیت آنان به منظور دست‌یابی به مراتبی از حیات طیبه است، آشنایی با دستاوردهای بشری و

شناخت جایگاه کشورمان در عرصهٔ بین‌المللی می‌تواند زمینه‌ساز و بسترآفرین تحقق این اهداف والا باشد.

قلمرو آموزش زبان‌های خارجی در برنامه درسی ملی، بر توانایی ارتباطی و حل مسئله تأکید دارد به گونه‌ای که فرد پس از آموزش قادر به ایجاد ارتباط فعال و خودباورانه با استفاده از تمامی مهارت‌های چهارگانهٔ زبانی برای دریافت و انتقال معنا گردد. با در نظر داشتن منویات برنامه درسی ملی، به عنوان نقشه راه نظام آموزش کشور، محدودهٔ آموزش زبان‌های خارجی، آشناسازی دانش‌آموزان با مهارت‌های ارتباطی (گوش کردن، سخن گفتن، خواندن و نوشتن) می‌باشد؛ به گونه‌ای که در دوره متوسطه دوم، دانش‌آموزان بتوانند متن‌هایی در حد متوسط را بخوانند و مفاهیم آنها را دریابند. در ضمن، توانایی نوشتن در حد یک مقالهٔ کوتاه به زبان خارجی نیز در آنها تقویت شود و از توانایی‌های لازم برای استفاده از منابع در حد متوسط و برقراری ارتباط به یکی از زبان‌های خارجی را داشته باشد.

مجموعه کتاب‌های English for Schools که در قالب دو مجموعهٔ سه جلدی، PROSPECT (پایه‌های هفتم تا نهم) و Vision (پایه‌های دهم تا دوازدهم) تألیف و منتشر گردیده است، مبتنی بر همین رویکرد و هدف‌گذاری می‌باشد. کتاب VISION 2 که برای پایه یازدهم تحصیلی تألیف گردیده است، در امتداد منطقی چهار کتاب پیشین قرار دارد و در سه فصل کلی با عناوین زیر تألیف گردیده است:

۱- Understanding People

۲- A Healthy Lifestyle

۳- Art and Culture

همان‌طور که از مضمون این فصول سه‌گانه برمی‌آید، تأکید و تمرکز محتوایی این کتاب بر حوزه روابط بین فردی در سطح اجتماع قرار گرفته است و حیطه مطالب در ادامه مسیر کتاب‌های پیشین، رشد محتوایی و زبانی یافته است.

کتابی که پیش رو دارید راهنمای تدریس کتاب VISION 2 است که با هدف آشنایی دبیران محترم درس زبان انگلیسی با اهداف و شیوهٔ تدریس کتاب مذکور تنظیم گردیده است. این کتاب هم در سه فصل کلی تنظیم گردیده که هر فصل متناظر با یکی از فصول کتاب درسی است و علاوه بر ارائه روش تدریس دقیق و مفصّل هر یک از بخش‌های کتاب درسی، مواردی همچون منطق حاکم بر هر بخش از کتاب، جدول پیشنهادی زمان‌بندی آموزش، فعالیت‌های پیشنهادی برای غنی‌سازی روند تدریس و همچنین متن بخش‌های صوتی موجود در کتاب درسی را شامل می‌شود.

البته شایان ذکر است که روند تدریس ارائه شده در این کتاب راهنمای معلم که کاملاً منطبق با نظر مؤلفان کتاب درسی و همسو با رویکرد کلی آموزش زبان‌های خارجی در برنامه درسی ملی می‌باشد مانع و محدودکننده خلاقیت و نوآوری مبتنی بر نیازهای آموزشی متنوع و گسترده فراگیران در جای جای گستره پهناور میهن عزیزمان نیست بلکه معرفی‌کنندهٔ روش استاندارد آموزش منطبق با سیاست‌گذاری‌های کلان آموزشی و ارائه‌دهنده مسیری است برای مدیریت بهینهٔ زمان و توان دبیران.

به منظور بهره‌گیری بیشتر از کتاب حاضر و بی‌نیاز شدن همکاران گرامی از به همراه داشتن کتاب درسی، کتاب حاضر به صورت تلفیق شده با کتاب درسی تنظیم گردیده است تا به این شکل، هم صفحهٔ کتاب متناظر با مطالب کتاب راهنما در مقابل دیدگان خوانندگان باشد و هم دبیران محترم نیازی به همراه داشتن کتاب درسی و کتاب کار نداشته باشند.

خوشبختانه با همکاری و همدلی دبیران زبان انگلیسی سراسر کشور، تحول در آموزش زبان انگلیسی به خوبی مستقر گردید و تدریس کتاب‌های نونگاشت زبان انگلیسی نیز به شیوه‌ای مناسب در مدارس کشور در حال انجام است. این کتاب نیز گامی است در تقویت همین مسیر مبتنی بر همدلی و هم‌افزایی و از دبیران گرانقدر درس زبان انگلیسی پایه یازدهم انتظار می‌رود با مطالعه و اجرای فرایند تدریس معرفی‌شده در این کتاب، ضمن آشنایی با روند استاندارد تدریس، کیفیت تدریس خود را هماهنگ با همکاران سراسر کشور غنا بخشند.

لازم به یادآوری است که مجموعهٔ غنی و کاملی از منابع مورد نیاز همکاران از جمله فایل‌های تمامی اجزای بسته آموزشی، مجموعه دستورالعمل‌ها و آیین‌نامه‌های مربوطه و جدیدترین اخبار و اطلاعات مورد نیاز همکاران گرامی از طریق وب‌گاه گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی به نشانی زیر قابل دسترسی است:

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# Lesson 1

## Understanding People



## Lesson 1: Underestanding People (15–47)


| | | | |
|---|---|---|---|
| **Get Ready** | Introduction to the Lesson | | |
| **Conversation** | Talking about Languages | | |
| **New Words & Expressions** | Learning Vocabulary of Reading | | |
| **Reading** | Languages of the World | Reading Strategy (Scanning) | Reading Comprehension |
| **Vocabulary Development** | Synonyms | | |
| **Grammar** | Countable and Uncountable Nouns | See Also ( Numbers ) | |
| **Listening & Speaking** | Shopping, Asking and Answering about Prices and Numbers | | |
| **Pronunciation** | Teen Numbers and Ten Numbers | | |
| **Writing** | Simple Sentences | | |
| **What You Learned** | Reviewing Lesson 1 | | |

## General Objectives of this lesson

- Familiarizing students with the theme 'Understanding People'
- Making students aware of the value of 'language' in the process of communciation.
- Informing students of the importance of knowing and learning foreign languages.

## The Gantt Chart of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. 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.

The activities of each lesson are expected to be done in nine weeks. In each week there are three 45-minute sessions and a total of twenty-seven 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 1 | Session 1 (45 min) | Impact Page<br>Questions and Answers | 10 | ✓ | → | |
| | | Get Ready (Parts A & B) | 35 | | | |
| | Session 2 (45 min) | Conversation (Word Bank + Conversation) | 45 | | | |
| | Session 3 (45 min) | Review and Quizzes | 45 | | | |
| Week 2 | Session 1 (45 min) | New words & Expressions | 45 | | | |
| | Session 2 (45 min) | Workbook | 45 | | | |
| | Session 3 (45 min) | Reading + Reading Comprehension Strategy | 45 | | | |

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| **Week 3** | **Session 1 (45 min)** | Reading + Reading Comprehension + Reading Strategy | 45 | | | |
| | **Session 2 (45 min)** | Reading + Reading Comprehension + Reading Strategy | 45 | | | |
| | **Session 3 (45 min)** | Reading + Reading Comprehension + Reading Strategy | 45 | | | |
| **Week 4** | **Session 1 (45 min)** | Workbook | 45 | | | |
| | **Session 2 (45 min)** | Vocabulary Development | 45 | | | |
| | **Session 3 (45 min)** | Workbook | 45 | | | |
| **Week 5** | **Session 1 (45 min)** | Grammar | 45 | | | |
| | **Session 2 (45 min)** | Grammar | 45 | | | |
| | **Session 3 (45 min)** | Workbook | 45 | | | |
| **Week 6** | **Session 1 (45 min)** | See Also | 45 | | | |
| | **Session 2 (45 min)** | Workbook | 45 | | | |
| | **Session 3 (45 min)** | Listening & Speaking | 45 | | | |
| **Week 7** | **Session 1 (45 min)** | Pronunciation | 45 | | | |
| | **Session 2 (45 min)** | Further Practice and Quizzes | 45 | | | |
| | **Session 3 (45 min)** | Writing | 45 | | | |
| **Week 8** | **Session 1 (45 min)** | Writing | 10<br>35 | | | |
| | **Session 2 (45 min)** | Writing | 45 | | | |
| | **Session 3 (45 min)** | Workbook | 45 | | | |
| **Week 9** | **Session 1 (45 min)** | What You Learned | 45 | | | |
| | **Session 2 (45 min)** | Extra activities and Role Plays | 45 | | | |
| | **Session 3 (45 min)** | Overall Review | 45 | | | |

# LESSON 1

## Understanding People

**Interesting Facts:**

- **There are about 7000 languages in the world.**
- **Most Languages of the world have no written form.**
- **The Holy Quran is available in more than 100 languages.**
- **One language dies about every fourteen days.**
- **Deaf people use sign language to communicate.**

## 1. The Title Page

**Content:** This is the first page of the lesson. It has five interesting facts about the main theme of this lesson ‘understanding people’.

1. There are about 7000 languages in the world.
2. Most languages of the world have no written form.
3. The Holy Quran is available in more than 100 languages.
4. One language dies about every fourteen days.
5. Deaf people use sign language to communicate.

**Objective(s):** Title Page gives some factual information to students about ‘language and communicating with peole’.

**Teaching Procedure:** Teaching Procedure: Ask students to read the facts one by one. Give them 1 minute and then ask them to tell you and the class their opinion about the facts. Ask them if they really find the facts interesting. If they have any problem with understanding the statements, you need to explain words or grammatical structures. Do not spend too much time on these statements. This section functions just as a warm-up activity.
You can also ask these questions in Persian:

۱. به نظر شما «زبان» چیست؟
۲. اگر انسان نمی‌توانست از زبان استفاده کند، چگونه با دیگران ارتباط برقرار می‌کرد؟
۳. شما با چه زبان‌هایی آشنایی دارید؟
۴. مادر و پدر شما با چه زبان‌هایی آشنا هستند؟

Optional

**You may do the following activities as well.**

**A. Do you know how the following animals communicate with each other?**

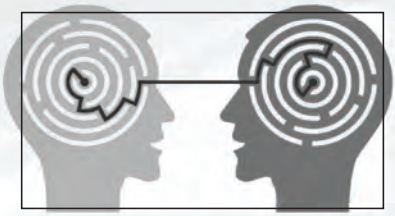
bees: dolphines: ants:

**B. Write at least 3 words you rememebr when you see the following words:**

1. English ..... ..... ..... ..... .....
2. Japanese ..... ..... ..... ..... .....
3. Arabic ..... ..... ..... ..... .....
4. German ..... ..... ..... ..... .....


Languages
French
Vietnamese
Russian
Hindi
German
Persian
Polish
Spanish
Swedish
Uzbek
Czech
Portuguese
Arabic
Greek
Polish
English
Korean
Mandarin
Thai
Japanese
Vietnamese
English
Persian
Bulgarian


Ii Jj Kk Ll Mm
Pp Qq Rr Ss Tt
Vv Ww Xx Yy Zz





## 2. The Impact Page

**Content:** It consists of four pictures related to the theme 'language' and the way people communicate with each other.

- Different languages
- Sign Language
- Communciating thoughts
- Traffic signs

**Objective(s):** It gives general background on the theme of the lesson. It also familiarizes students with different realizations of language and the possible means of communication: signs, body language, and written/oral symbols.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings:

**تصویر ۱:** نام چند زبان را در این تصویر می‌توانید بیابید؟ آیا می‌دانید مردم چه کشورهایی به این زبان سخن می‌گویند؟

**تصویر ۲:** آیا تا به‌حال کسی را در حال استفاده از زبان اشاره دیده‌اید؟ آیا متوجه شدید افراد دربارهٔ چه چیزی گفتگو می‌کردند؟

**تصویر ۳:** به غیر از استفاده از زبان چه روش‌هایی برای تبادل اندیشه وجود دارد؟

**تصویر ٤:** با کدام‌یک از علائم راهنمایی و رانندگی در این تصویر آشنا هستید؟ معنی هر علامت چیست؟

Optional

**A. Ask students to think about different means of communication. Write them on the balckboard and group them based on the type of media (oral, written, computer-mediated, etc.).**



**B. Ask students to draw very simple pictures to show the following adjectives: angry, happy, surprised, sick, sad, bored, excited**

# Get Ready

**A. Look at the map. Choose six countries and write their languages.**




1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

**Are you familiar with any of the above languages? If yes, circle them.**

## 3. Get Ready

**Content:** It has three activities: A, B, and C.

**Objective(s):** Get Ready aims at familiarizing students with the theme of the lesson. It also aims at reviewing previuosly-learned words or presenting some new words related to the theme of the lesson.

**Teaching Procedure:**Go through activities A, B, and C. Introduce the theme of the lesson, understanding people by doing the activities.

**Part One** of Get Ready has two activities: A and B.

**Activity A** is a pedagogical task. The students should look at the map and choose six countries whose languages are known to them. They have to write the name of the countries and their languages in the provided spaces. Then they have to circle the languages they are familiar with.

1. Russia, Russian
2. China, Chinese
3. Iraq, Arabic
4. Saudi Arabia, Arabic
5. Bangladesh,Bengali
6. India,Hindi, English

You may ask students to briefly talk about these languages by asking the following questions:

- به نظر خودتان چند واژهٔ عربی می‌دانید؟
- آیا به راحتی به زبان انگلیسی صحبت می‌کنید؟
- آیا می‌دانید زبان اردو چگونه زبانی است؟

You may also ask students to do a mini research and find the official languages of Asian countries:

**A** Afghanistan, Armenia, Azerbaijan
**B** Bahrain, Bangladesh, Bhutan, Brunei
**C** Cambodia, China, Cyprus
**G** Georgia
**I** India, Indonesia, Iran, Iraq
**K** Kazakhstan, Kuwait
**J** Japan, Jordan
**L** Laos, Lebanon
**M** Malaysia, Maldives, Mongolia, Myanmar
**N** Nepal, North Korea
**O** Oman
**P** Pakistan, Palestine, Philippines
**Q** Qatar
**R** Russia
**S** Saudi Arabia, Singapore, South Korea, Sri Lanka, Syria
**T** Taiwan, Tajikistan, Thailand, Timor-Leste, Turkey,Turkmenistan
**U** United Arab Emirates, Uzbekistan
**V** Vietnam
**Y** Yemen

**B. Match the signs with their meanings. There is one extra sentence.**



1.



2.



3.



4.



5.

(a) There is a parking lot around.
(b) Turn off your mobile phone.
(c) Please be quiet.
(d) Keep off the grass.
(e) You are near a restaurant.
(f ) Do not swim here.

---

**C. Number the following activities from 1 to 6 according to how frequently you do them when you learn a foreign language.**

- ☐ Reading storybooks
- ☐ Listening to the news
- ☐ Talking to foreigners
- ☐ Watching movies
- ☐ Surfing the net
- ☐ Writing letters or emails

**Activity B** is a matching exercise. The students should match the signs with their meanings. In this way, they will become familiar with a different way of communication, that is using signs.

1. b 2. a 3. f 4. e 5. d

While doing this exercise, you may ask students to think more deeply about each sign. Then ask them which elements in each sign helped them understand the meaning.




**Activity C** is a task. It requires students to think; and then number the activities from 1 to 6 according to how frequently they do the activities when they learn a foreign language. This activity makes students aware of four macro language skills (listening, speaking, reading and writing); and their role in learning a foreign language.

**Optional**

**You may ask students to make small groups of 4 and then brainstorm about the activities they do (or can do) to improve the following language macro/micro skills:**

**Listening:** Listening to the CD of this book, listening to the news
**Speaking:** role plays, interviews
**Reading:** reading stories, websites, signs
**Writing:** writing letters, emails, messages, notes
**Vocabulary:** making a vocab book, flash cards, posters
**Grammar:** reading grammars, doing different types of exercises
**Pronunciation:** recording one's speech, playing it back and asking others for their feedback; reading about English pronunciation

## Conversation



**Word Bank**

besides, mother tongue, experience, absolutely, fluently, to be honest, point

Babak Saberian is a translator who works for IRIB[1]. Today, he is hosting Meysam in his office. Meysam is a high school student. He is interviewing Mr. Saberian for his school project.

**Meysam**: Thank you Mr. Saberian for inviting me to your office.

**Mr. Saberian**: You're welcome!

**Meysam**: I heard you know three languages. Is that right?

**Mr. Saberian**: Well, actually four languages.

**Meysam**: Four! Really?! What languages do you know?

**Mr. Saberian**: Besides my mother tongue, Persian, I know English, French and Russian well.

**Meysam**: Interesting! And when did you learn them?

**Mr. Saberian**: I began learning English at school when I was thirteen. Then I began learning French in a language institute when I was fifteen. And I learned Russian when I was a university student in Moscow.

1. Islamic Republic of Iran Broadcasting

## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and some Questions.
The conversation of this lesson takes place in the office of a translator, Babak Saberian, who works for IRIB . Meysam is a student who is interviewing Mr. Saberian for his school project.

**Objective(s):** The main function of Conversation is providing learners with 'comprehensible input'. It also acts as the context of presenting new words/ expressions and raises students' awareness towards the structure presented in the lesson (countable/uncountable nouns).

**Teaching Procedure:** First present the words in the Word Bank.




New words can be presented using different techniques including:

- Using real objects (realia)
- Showing pictures or photos
- Using gestures or acting out
- Board drawings: drawing the images on the board
- Definition: giving concise dictionary definition(s)
- Giving synonyms/antonyms
- Describing a scene/situation
- Using flashcards (commercial, teacher-made)
- Using wallcharts or posters (commercial, teacher-made)
- Exemplification: providing collocations, examples, illustrative sentences
- Word mapping: making word maps by the help of superordinate words
- Translation: giving Persian equivalents

Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show the pictures of some famous translators or masterpieces that have been translated from other languages into Persian or from Persian to other languages.
You may talk about the following things in the class:

- اهمیت دانستن چند زبان
- مترجمان بزرگ ایرانی و اهمیت کار آنان در انتقال فرهنگ اسلامی- ایرانی به کشورهای دیگر

**Meysam**: Can you use all of them fluently?

**Mr. Saberian**: I know all of them well, but I use English more.

**Meysam**: OK. Do you think language learning should start as early as possible?

**Mr. Saberian**: My experience says interest and hard work are really more important than age.

**Meysam**: Hmm… that's an important point. May I know what your favorite language is? English, French, or Russian?

**Mr. Saberian**: To be honest, I enjoy using them all, but my favorite language is absolutely my mother tongue!




## Questions

**Answer the following questions orally.**

1. Where does Mr. Saberian work?
2. Was Mr. Saberian living in a foreign country when he was 13?
3. How many languages do you know?



**Phase 1. Pre-listening**

The aim of the pre-listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text" (Goh, 2014, p. 84). Different types of activities can be used in this phase such as:

- **brainstorming:** asking students to brainstorm and list important skills a translator needs
- **researching:** ask students to find interesting facts about translation and translated works
- **reading:** provide students with some short texts about translation, multilingualism, etc.

> Translation is the communication of meaning from one language (the source) to another language (the target). Translation refers to written information. If translation is done orally, it is called interpretation. The purpose of translation is to convey the original tone and intent of a message, taking into account cultural and regional differences between source and target languages.

- **viewing pictures**: make slide shows or find pictures of famous translators
- **watching movies:** show a movie about bilingualism/multilingualism and the value of knowing different languages
- **discussing**: ask students to talk about the languages they (or their families) know; and the positive aspects of multilingualism

**Phase 2. Listening**

The goal of listening part is 'comprehension' and therefore students are expected to rely on their bottom-up/top-down processing ability to understand the aural input. The students have to keep their books closed. In listening phase:

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:

- What is Mr. Saberian?
- Does Mr. Saberian know Chinese?
- What is Mr. Saberian's favorite language?

**Meysam**: Can you use all of them fluently?

**Mr. Saberian**: I know all of them well, but I use English more.

**Meysam**: OK. Do you think language learning should start as early as possible?

**Mr. Saberian**: My experience says interest and hard work are really more important than age.

**Meysam**: Hmm… that's an important point. May I know what your favorite language is? English, French, or Russian?

**Mr. Saberian**: To be honest, I enjoy using them all, but my favorite language is absolutely my mother tongue!




## Questions

**Answer the following questions orally.**

1. Where does Mr. Saberian work?
2. Was Mr. Saberian living in a foreign country when he was 13?
3. How many languages do you know?



2. Check students' answers after listening.

3. If necessary, replay the audio for students to check their answers.

**Phase 3. Post-listening**

The students should answer the questions written below Conversation **orally.** Three types of questions are asked:

- **Display:** Where does Mr. Saberian work?
- **Inference:** Was Mr. Saberian living in a foreign country when he was 13?
- **Opinion gap:** How many languages do you know?



**Don't let students write their answers.**

# New Words and Expressions

**A. Look, Read and Practice.**




Mazandaran is one of the best farming regions of Iran.




Asia is the largest continent of the world.



Does water really exist on Mars?



Spanish is Diego's native language.




Dictionary prices range from $5 to $15.

## 5. New Words and Expressions

**Content:** It has three parts: Part One, Part Two, Part Three.

**Objectives(s):** This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using appropriate techniques.

Part One, Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.
Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary.
Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.
Other techniques can be used to teach new words of this part:

**region:** the map of your province. The teacher can show different provincical cities, regions, rivers, jungles, and mountains.
**continent:** a globe, the map of the world
**exist:** parts of speech: existence, existent, existential
**native:** giving antonym: native# non_native, foreign
**range:** translation = حد فاصل، حدود



Rice is the most popular food in Iran.



Today, less than 40 percent of people live in villages.



Imagine you are traveling in space.



Scientists say that by 2050, wind power can meet the needs of the world.




We are living in the twenty-first century.



Our teacher tried to explain the new word by means of sign language.

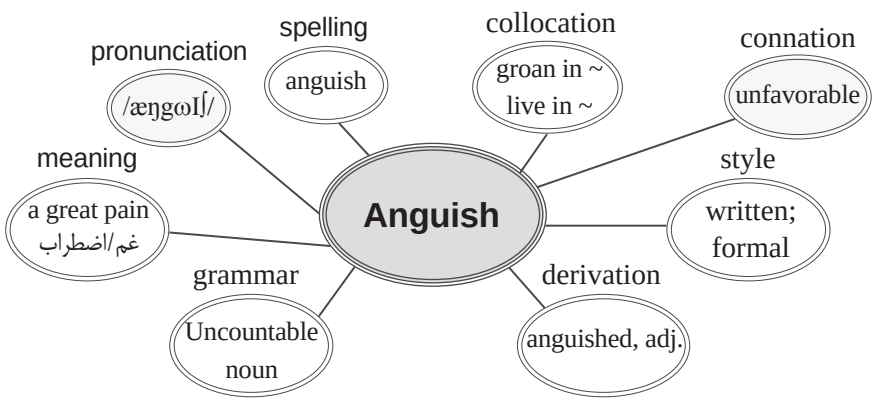
**popular: collocations:** popular belief/culture/music/view/song/opinion
**percent:** examplification:
a 10% increase in house prices
a company with a 40% stake in the project
**imagine:** parts of speech: imagination, imaginary, imaginable
**meet the needs of:** Examplification:
The service is provided to meet the needs of sick people.
The company says it is unable to meet the needs of the workers.
**century:** explanation: a 100 year
**by means of:** translation: به‌وسیلهٔ؛ به واسطهٔ

## What does knowning a new word mean?

When students learn a word they have to internalize a group of related facts about that word including (Rahimi, 2009, p. 63):

- the written form (spelling)
- the spoken form (pronunciation)
- meaning(s)
- grammatical structure
- derivations
- collocation
- style
- connotation
- idiomatic meaning

In the following example, the word 'anguish' is identified through all levels involved in this word.



**B. Read and Practice.**

**society**: a large group of people who live together
We live in an Islamic society.

**ability**: the physical or mental power or skill to do something
Human's ability to talk makes him different from animals.

**vary**: to be different from each other
In some cities, prices vary from shop to shop.

**make up**: to form a thing, amount or number
China makes up 18% of the world's population.

**despite**: without taking any notice of
I enjoy the weekend, despite the bad weather.



**C. Go to Part II of your Workbook and do A and B.**

**Part Two,** Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words/expressions.
Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of definitions and explanations. Other techniques can also be used such as:

**society :** parts of speech: social, sociable, socialize
**ability :** collocation: athletic/musical/artistic ability
**vary :** examplification: Flowers vary in color and size.
Test scores vary from school to school.
**make up: translation:** تشکیل دادن
**despite:** examplification: She went to Spain despite the fact that her doctor had told her to rest.

**Part Three** includes practices from Students' Workbook, Part II. The activities of vocabulary in Workbook are designed based on first practice, then produce.

**Don't change the order of activities.**

**Practice:**

1. **Selecting:** recognizing words and making choices amongst them. Part A. One odd out.

2. **Matching:** recognizing words, pairing them with a visual representation, translation, synonym/antonym, definition, and collocation. Part B. Match columns A and B.

**3. Sorting:** sorting words into different categories. Part C. Put the words in three groups considering their meanings. Part D. These words are 'hello' in six different languages. Match the words with the maps and name their languages.

**B. Read and Practice.**

**society**: a large group of people who live together
We live in an Islamic society.

**ability**: the physical or mental power or skill to do something
Human's ability to talk makes him different from animals.

**vary**: to be different from each other
In some cities, prices vary from shop to shop.

**make up**: to form a thing, amount or number
China makes up 18% of the world's population.

**despite**: without taking any notice of
I enjoy the weekend, despite the bad weather.



**C. Go to Part II of your Workbook and do A and B.**

## Producttion

**Producing:** completing or creating sentences with new words. Part E. Fill in the blanks with the given words. Make the necessary changes.




Please don't ask students to make English sentences with the new words before doing activities A to D. Teaching and learning new words should be done in 3 consecutive phases:

1. Presenting the words,
2. Practicing the words, and
3. Producing the words.

Therefore, it would be cogntiviely challenging for students to make English sentences with new words, if they have not had enough time to practice these words before.

# Reading

## Languages of the World

Language is a system of communication. It uses written and spoken forms. People use language to communicate with each other in a society. They exchange knowledge, beliefs, wishes, and feelings through it.

Languages vary greatly from region to region. They are so different that a person may not understand the language of someone from another region, country or continent. It is not surprising to hear that today about 7000 languages exist in the world. There are more than 2000 languages in Africa, 1000 in the Americas, more than 2250 in Asia, about 230 in Europe, and more than 1300 in Oceania.

Native speakers of these languages range in number from very large, with hundreds of millions of speakers, to very small, with fewer than 10 speakers. The most popular language in the world is Chinese. More than one billion people in the world speak Chinese.



## 6. Reading

**Content:** Reading page has a picture, a title, and a Reading Strategy Box.

*The reading of this lesson is about languages of the world. It talks about the live languages across the five continents and endangered languages of the world.*

**Objective(s):**The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (countable/uncountable nouns). Further, it provides students with some factual information about the status of the languages of the world.

**Teaching Procedure:** There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of pre-reading, while-reading, and post-reading.

**Phase 1. Pre-reading**

Pre-reading activities "provide a reader with the necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose of reading and building a knowledge base necessary for dealing with the content and the structure of material" (Ringler & Weber, 1984, p.70). The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

**Phase 2. While-reading**

The goal of reading is 'understanding the gist of meaning' and therefore the students are expected to efficiently integrate both bottom-up and top-down processes to comprehend the written input. The students should read silently and emphasis on oral reading should be avoided.

The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- Why do people use language?
- How many people speak Chinese?
- What is 'an endangered language'?

Interestingly, English has fewer native speakers than Chinese, but there are about one billion learners of English all around the world. They learn English as an international language.

About fifty percent of the world's languages have fewer than 5000 speakers. In the beginning of the twenty-first century, 204 languages had fewer than 10 speakers and 344 languages had between 10 and 99 speakers. The 548 languages with fewer than 99 speakers make up nearly 8 percent of the world's languages. We call them 'endangered languages'. As the speakers of such languages grow old and die, their languages will die, too.

All languages are really valuable, despite their differences. Every language is an amazing means of communication that meets the needs of its own speakers. It is impossible to imagine the world without language. Therefore, we should respect all languages, no matter how different they are and how many speakers they have.

## Reading Strategy

### Scanning

You can scan a reading passage to look for and find specific information quickly such as a number, a name, a word, or a phrase.

Follow these steps to scan:

- Make a clear picture in your mind of the information you are looking for.
- Look for that information.
- Move your eyes quickly across the text. Don't read every word. When you find the information, stop, read the sentence and mark the information.

## Reading Strategies

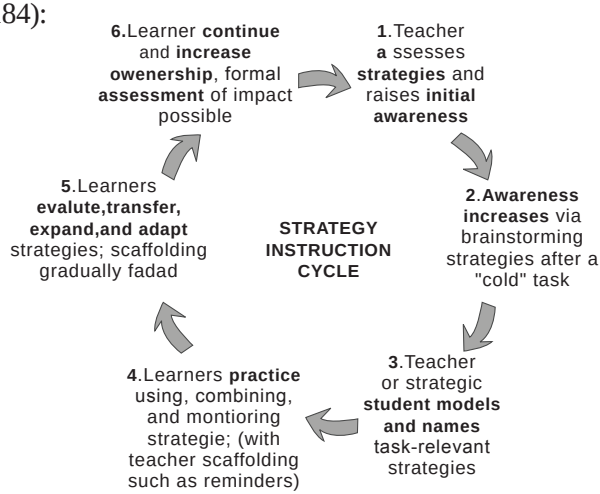
In this part students learn how to use 'reading strategies'. "Reading strategies have been theorized in relation to levels of reading processes and to reading skills as consciously chosen actions that activate effective processing" (Efler & Finkbeiner, 2007, p. 189). Reading strategies can refer to (Shafiei Ebrahimi1, 2012, p. 101):

- those mental processes that readers consciously choose to use in accomplishing reading tasks (Cohen, 1986).
- the comprehension processes that readers use in order to make sense of what they read (Brantmeier, 2002).
- generally deliberate activities undertaken by active learners, many times to remedy perceived cognitive failure (Mokhtari & Reichard, 2002).
- an action (or a series of actions) that is employed in order to construct meaning (Kletzien, 1991).

Therefore, using reading strategies in the process of reading helps language learners read faster and more efficiently. In fact, being aware of language learning strategies and using them in doing language tasks define who 'good language leaners' are. Several taxonomies of reading strategies exist; however, the most frequently used strategies are scanning, skimming, finding referents, note taking, guessing meaning from the context, and organizing notes into tables and charts.

In this lesson students learn 'how to scan a text'. Scanning is going "through a text very quickly to find specific pieces of information in its content" (Rahimi, 2009, p. 97).

In order to teach 'scanning', you need to follow the following cycle (Oxford, 2011, p. 184):



# Reading Comprehension

**A. Scan the passage for the following numbers. Match them with the information. There is one extra number.**

a. 548 b. 2250 c. 8 d. 1300 e. 204

1. The number of languages with speakers fewer than 10
2. The percent of endangered languages
3. The number of languages with speakers fewer than 99
4. The number of languages in Oceania

---

**B. Scan the passage for the proper nouns.**

a) The language with more than one billion learners:

b) The continent with one thousand languages:

c) The language with the largest number of native speakers:

---

**C. Scan the passage and answer the following questions.**

a) How many languages are there in the world?

b) What is the number of endangered languages?

c) Which continent has the largest number of languages in the world?

**D. Read the sentences; put T for true and F for false. If a sentence is false, correct it.**

a) Through languages, people can exchange only knowledge. T ◯ F ◯

b) When a language has no speaker, it dies out. T ◯ F ◯

c) Only a few languages can meet the needs of their own speakers. T ◯ F ◯

**Phase 3. Post-reading**

Post-reading helps teachers check if students understood the main idea of the text and its relationship with the author's purpose. In this respect, students should be able to explain the main idea of the text and ask and answer questions about the content they just read.

Post-reading activities are organized in next section labeled Reading Comprehension.

## 7. Reading Comprehension

**Content:** It has four parts: parts A, B, C, and D.

**Objective(s):** Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'scanning'.

**Teaching Procedure:** After silent reading and teaching how to use reading strategy 'scanning', the teacher may give students some time to work on parts A, B, C, and D.

**Activity A** is a reading strategy practice that focuses on numbers. The students should scan the text for the given numbers (a to e) and then match them with the statements.

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

**Activity B** is a reading strategy practice that focuses on proper nouns. The students should scan the text for proper nouns.

a. Chinese  b. Americas  c. Chinese

**Activity** C is a reading strategy practice that focuses on comprehending the text. The students should read the passage and answer the questions.

a. about 7000  b. 548  c. Asia

**Activity D** is a True/False activity. Students should read each statement and check T for 'true' and F for 'false' statements.

a. F  b. T  c. F

# Vocabulary Development

## SYNONYMS

Synonyms are words with similar meanings, for example, 'hard' and 'difficult'; or 'begin' and 'start' are synonyms. Learning synonyms is a good way to develop our vocabulary.

**A. Write the words that mean the same under the picture where they belong.**

small  powerful  quick  strong
fast  tiny  simple  easy










**B. Two of the words in each group are synonyms. Find them.**

a) amazing/ probable/ wonderful
b) seek/ search for/ exercise
c) quit/ live/ give up
d) fortunately/ luckily/ really

**C. Look back at the *Reading* to find synonyms for the words.**

a) In paragraph 2, find a synonym for 'largely':
b) In paragraph 4, find a synonym for 'nearly':
c) In paragraph 5, find a synonym for 'to form':
d) In paragraph 6, find a synonym for 'to think of':

## 8. Vocabulary Development

**Content:** It has a Definition Box, and three activities: A, B, and C.

**Objective(s):** Teaching students some points on (a) the way words are made in English language and (b) how they are related to each other.

**Teaching Procedure:** First go through the Definition box to introduce 'synonyms'. You may write some familiar words on the board and ask students to find their synonyms.

**Examples:** angry/upset sad/unhappy jungle/forest

Then Go through parts A, B, C, and D.

**Definition Box** defines and exemplifies 'synonyms'.

**Activity A** is a matching exercise. The students should find two words that are synonym and write them under the related picture.

Pic 1. quick/fast Pic 2. easy/simple Pic 3. strong/powerful
Pic4. small/tiny

**Activity B** is a selecting exercise. The students should find two words that are synonym.

a. amazing/wonderful b. seek/search for c. quit/give up
d.fortunately/luckily

**Activity C** is a scanning exercise. The students should scan the passage and find synonyms of the given words.

a. greatly b. about c. make up d. imagine

## How Are Words Learned and Remembered?

Vocabulary is simply defined as "all the words that someone knows or uses" (Longman Dictionary of Contemporary English, 2010). Vocabulary is one of the most important components of language as "without vocabulary nothing can be conveyed" (Wilkins, 1990). Research shows that language learners can acquire vocabulary through both incidental and deliberate vocabulary instruction. One way to reinforce learning new words is teaching the ways words are made in a language and how they are related to each other including but not limited to teaching parts of speech, affixation, collocation, proverbs and idiomatic meaning, relationship between words (synonyms, antonyms, homophones, etc.), etc. Vocabulary instruction should always be reinforced with vocabulary practice and exposure.

# Grammar

**A. Read the following texts.**




An endangered language is **a language** that has very **few speakers**. Nowadays, **many languages** are losing their native speakers. When a language dies, the knowledge and culture disappear with it. ***A lot of endangered languages*** are in Australia and South America. Some of them are in Asia and Africa. The number of live languages of the world is around 7000, and many of them may not exist in the future. **Many researchers** are now trying to protect endangered languages. This can save **lots of information** and cultural values of people all around the world.



There are many uncountable words for food in English. Native speakers often use words such as 'a bag of, 'two slices of', or 'a piece of' with uncountable nouns. This usually happens when they go shopping. They may ask for **two bottles of** water, **a bag of** sugar, **a loaf of** bread, or **two kilos of** meat. In a coffee shop, they may order **a cup of** tea, **a piece of** cake, or **a glass** of juice. If a foreign learner uses uncountable words wrongly, English speakers may not understand them well. So when you learn English, be very careful about this important point.

## 9. Grammar

**Content:** It has seven parts, from A to G. It also has a Hint section.

**Objective(s):** The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar "with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics" (Larsen-Freeman, 1990, p. 4). In this framework, the three components of Freeman's pie chart will focus on form, meaning, and use (Laren-Freeman, 2014, p. 258) (See figure 1).

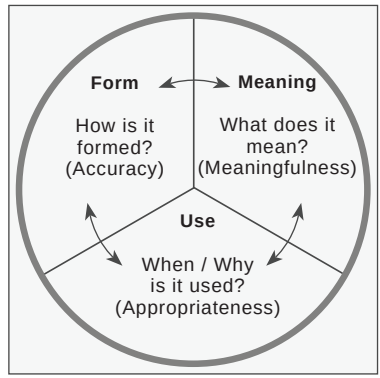



**Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

**Teaching Procedure:** The procedure of teaching grammar follows what comes below: New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

Therefore, the teaching of grammar starts with Activity A and ends with Activity G.

**Activity A** is an input flooding activity. In this section two texts are provided with lots of examples of the grammatical structure 'countable and uncountable nouns'. The vocabulary of the texts is controlled and students are supposed to just read each text and notice the new structure. All instances of the grammatical structure are bold. The focus of text one is on countable and uncountable nouns. The focus of text two is on using measure words with uncountable words. Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

**B. Read the following examples. Compare the columns.**

| Singular countable | Plural countable | Uncountable |
|---|---|---|
| a car | two/ three/ four cars | _ traffic |

| Singular countable | Plural countable | Uncountable |
|---|---|---|
| a book | some / many books | some/ much information |
| a bird | lots of/ a lot of birds | lots of/ a lot of chicken soup |
| a man | few/ a few men | little/ a little bread |

| Questions | Answers | | |
|---|---|---|---|
| How many cars are there in the street? | There are | two<br>three<br>four<br>some<br>many<br>lots of<br>a lot of<br>a few<br>few | cars. |
| How many books do you need? | I need | | books. |
| How much information does your teacher need? | She needs | some<br>much<br>lots of<br>a lot of<br>a little<br>little | information. |
| How much bread is there in the kitchen? | There is | | bread. |

**Activity B** presents grammatical items in isolation. The teacher may

- Explain the tables briefly.
- Ask students to go through the examples written in the tables.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework (Celce-Murcia and Larsen-Freeman, 1990, p. 4).

**1. In form wedge,** overt lexicogrammatical patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text should be included.

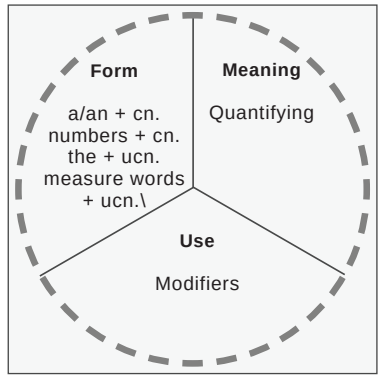
**a/an + singular countable noun**
**numbers + plural countable nouns**
**the + uncountable nouns/countable nouns**
**measure words + uncountable nouns**

**2. In semantic wedge,** what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition for a preposition like *down*, for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result).

Articles, numbers and measure words quantify nouns.

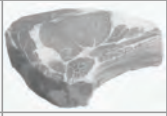
**3. In Pragmatic wedge,** the use of the language in context is introduced. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co-text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction).

A/an, and numbers are used as modifiers of countable and uncountable nouns



# HINT

**Measure words with uncountable nouns**

| | | | |
|---|---|---|---|
| a bottle of |  | two, three, … bottles of | water |
| a cup of |  | two, three, … cups of | tea, coffee |
| a glass of |  | two, three, … glasses of | water, juice |
| a bag of |  | two, three, … bags of | rice, sugar |
| a piece of |  | two, three, … pieces of | cake, paper |
| a slice of |  | two, three, … slices of | melon, banana |
| a kilo of |  | two, three, … kilos of | meat, rice |
| a loaf of |  | two, three, … loaves of | bread |

**HINT**

The hint is about the measure words that can be used with uncountable nouns. There are many measure words in English. They are used with uncountable words. You need to teach the point that 'uncountable nouns cannot be plural'; however, measure words that come before uncountable nouns can be used with numbers and thus can be plural.

Milk
A bottle of milk
Two bottles of milk

To teach this hint, ask students to go through each row and understand the type of measure words that can be used with certain types of nouns (e.g., liquids, food, fruit, etc.). Then ask students to provide you with more examples that can be used with these measure words.



**Do not teach extra measure words**

**Problems with countable and uncountable nouns**

Usually it is easy to see whether a noun is countable or uncountable. Obviously, house is normally a countable noun, and sand is not. But it is not always so clear: Compare a journey (countable) and travel (uncountable); a glass (countable) and glass (uncountable); vegetables (countable) and fruit (uncountable). While the rules will help, to know exactly how a particular noun can be used, it is necessary to check in a good dictionary (Swan, 2009, p. 148).

It is important to know that with certain uncountable nouns-especially nouns referring to human emotions and mental activity- we often use a/an when we are limiting their meaning in some way (Swan, 2009, p. 150).
She has always had a deep distrust of strangers.
That child shows a surprising understanding of adult behavior.
My parents wanted me to have a good education.
You've been a great help.
I need a good sleep. (ibid)

**C. Tell your teacher how different 'countable' and 'uncountable nouns' are.**

**D. Underline all 'countable and uncountable nouns' in *Reading*.**

**E. Choose appropriate words to complete the following sentences.**

1. The students need to read (many/much) books about history.
2. Please buy (a loaf of/a bottle of) bread for breakfast.
3. Children should drink (a lot of/a few) milk.
4. We did not have (much/many) visitors this week.
5. Could you please bring me (a glass of/a piece of) water?

**F. Pair up and ask and answer the following questions.**

1. How many books did you read in summer?
2. How much milk do you drink each day?
3. How much money do you save each month?
4. How many pencils do you have in your bag?

**G. Go to Part III of your Workbook and do A and B.**



**Activity C** encourages students to induce the 'differences between countable and uncountable nouns'. The teacher can write more examples on the board; or read a text orally and ask students to notice the way 'countable and uncountable nouns' are used with articles, numbers, and measure words.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to Reading, find all 'countable and uncountable nouns' and underline them. The students can use highlighters to do this activity as well.

- Ask students to take a red pencil or highlighter.
- Ask them to

Underline/circle countable/uncountable nouns or

Countable and uncountable nouns of the Reading are:
Countable nouns: a system, a society, beliefs, wishes, feelings, region, a person, country, continent, languages, speakers, learners, differences
Uncountable nouns: knowledge

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the sentences and choose the correct forms of modifiers/ quantifiers for countable and uncountable nouns.

1. many 2. a loaf 3. a lot of 4. many 5. a glass of

**Activity F** is a communicative activity. The students should pair up and ask and answer the questions based on their personal opinion.

**Activity G** provides students with more exercises. The students have to refer to their Workbook, Part III (Grammar), and do two types of activities:

**Part A** is a meaningful activity. The students should look at the pictures and complete the sentences based on what they see.

**Part B** is a structural activity. The students should use appropriate 'measure words' with the given words.




**A. Read the examples and see how numbers are used before nouns.**

| Numbers | Nouns |
|---|---|
| a/one | car |
| an/one | apple |
| two, three, four, five, six, seven, eight, nine, ten | tables |
| eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen | chairs |
| twenty, twenty-one, twenty-two, ……., twenty-nine | students |
| thirty, thirty-one, thirty-two, ……., thirty-nine | trees |
| forty, forty-one, forty-two, ……., forty-nine | horses |
| fifty, fifty-one, fifty-two, ……., fifty-nine | books |
| sixty, sixty-one, sixty-two, ……., sixty-nine | boxes |
| seventy, seventy-one, seventy-two, ……., seventy-nine | children |
| eighty, eighty-one, eighty-two, ……., eighty-nine | bags |
| ninety, ninety-one, ninety-two, ……., ninety-nine | men |

## 10. See Also

**Content:** It has two parts, A and B.

**Objective(s):** The aim of this part is teaching another grammatical point briefly and to the point.

**Teaching Procedure:** Go through parts A and B and teach the structure based on the 3-dimensional model of teaching grammar.

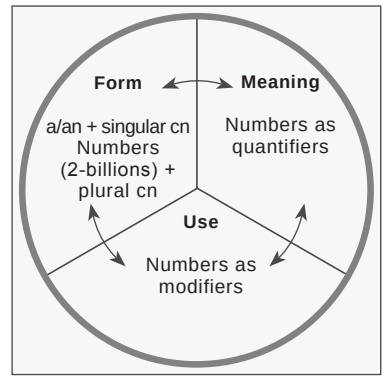
Part A focuses on (a) how articles a/an are used before singular countable nouns; (b) how numbers from 2 to 99 are used before plural (both regular and irregular) countable nouns; and (c) how numbers from one hundred to several billions are used with plural (both regular and irregular) countable nouns. To teach this grammatical point, use the 3-dimensional grammar pie.

**1. In form wedge,** introduce the forms:

**a/an + singular countable nouns**
**numbers from 2-100 + plural countable nouns (both regular and irregular plurals)**
**numbers from 100 to 1,000,000,000 + plural countable nouns (both regular and irregular plurals)**

**2. In semantic wedge,** present the meaning of a/an, and numbers
Numbers quantify nouns

A book
Two books
99 books
100 books
1,000 books
1,000,000 books
1,000,000,000 books




**3. In Pragmatic wedge,** the use of the language in context is addressed.

articles a/an and numbers are used for counting and function as modifiers of nouns

| Numbers | Nouns |
|---|---|
| one hundred, two hundred, three hundred, ..... | languages |
| one thousand, two thousand, three thousand, four thousand, ..... | birds |
| one million, two million, three million, ..... | cells |
| one billion, two billion, three billion, ..... | dollars |

**B. Read the examples and see how numbers are used before adjectives + nouns.**

| Numbers | Adjectives | Nouns |
|---|---|---|
| a /one | small | car |
| a /one | red | apple |
| an /one | interesting | movie |
| two, ....., ninety-nine | beautiful | trees |
| two hundred, ....., ten billion | Canadian | dollars |




Teach students to be careful with the way numbers 100 to billion are used before nouns. They have to notice the fact that hundred, thousand, and billion are not plural before plural nouns, although numbers larger than 2 are added before them.

Two *hundred* languages
Five *thousand* birds
Three *billion* cells

**Part B** focuses on how numbers are used before adjectives + nouns. Points to be taught here are:

1. The form of adjectives does not change before singular or plural nouns. That is, adjectives cannot be plural.
   It is a big building.
   They are big buildings.
2. The use of a/an before the combination of adjective + nouns is dependent on the initial sound of the adjective. If it is a consonant, the students should use article a; if it is a vowel, they have to use article an.
   It is a comic book.
   It is an interesting book.

# Listening and Speaking

**Speaking Strategy**

**Shopping, asking and answering about prices and numbers**

**A. You may use 'how much' to ask about prices. You may use 'how many' to ask about numbers.**

- May I help you?
- Yes, please. I'm looking for some birthday candles.
- How many candles do you need?
- I need 12 birthday candles.
- You can find different types of candles over there.
- Um… How much are those?
- 20 000 Tomans.
- What about these?
- 10 000 Tomans.
- I think I'll take these. Here you are.
- Thank you.



**You may use the following patterns to ask about prices and numbers.**

How much do/does ..... cost?
How much is it?
How much are they?
How many ..... are there?

## 11. Listening and Speaking

**Content:** It has two parts, A and B

**Objective(s):** The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, 'countable and uncountable nouns'.

**Teaching Procedure:** The teacher should review the grammatical structure of this lesson ('countable and uncountable nouns') by reminding students of the three dimensions of each structure (form, meaning, function). The emphasis should be put on the function of the structure and how it can be used for different purposes in everyday talks (e.g. 'quantifying and modifying'). Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

Shopping, asking and answering about prices and numbers

Then the teacher goes through Parts A and B.

**Part A** is a short conversation in which 'how many/how much' are used to ask about prices and numbers.
The related structures used are:

I'm looking for some birthday candles.
How many candles do you need?
I need 12 birthday candles.
How much are these?
20,000 Tomans
10,000 Tomans

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.
Introduce the speaking strategy by reviewing the patterns written on the bottom of the page.
Then explain how the strategy is used in the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how 'countable/ uncountable nouns and how many/how much' are used in shopping.

**B. Listen to the following conversations and answer the questions.**

Conversation 1




1. The boy wants
2. How many words does the first dictionary have?

**Pair up and ask at least two questions about the prices of things you or your friends have in your/their bags. You may use the words in the box.**

pen, pencil, eraser, pencil-sharpener, ruler, notebook

Conversation 2



1. How much is a ticket?
2. How many tickets does she want?

**Pair up and ask about the numbers of things you or your friends have. You may use the words in the box.**

sisters, brothers, uncles, aunts, books, pens, pencils

**Part B** consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, shopping, asking and answering about prices and numbers.

## Conversation 1

**A:** How much is this English-to-Persian dictionary?
**B:** It is 30 000 Tomans.
**A:** Oh, that's very expensive.
**B:** But it is a very good dictionary.
It has more than 15 000 words.
**A:** Do you have a smaller and cheaper one? … How much is that?
**B:** That's a good one, too. It is 25 000 Tomans. Do you want to take a look at it?
**A:** Yes, please.

1. An English-to-Persian dictionary.
2. It has more than 15 000 words.

## Conversation 2

**A:** How much is the ticket?
**B:** It is 4 dollars. How many tickets do you want?
**A:** Fifteen tickets please.
**B:** Just a moment. Here are your tickets, 60 dollars please.
**A:** How much?
**B:** 60 dollars.
**A:** Ok, can I pay with my credit card?
**B:** Yes, sure.

1. It is 4 dollars.
2. Fifteen tickets.

After each conversation, there is a role play activity.
Here, the students have to pair up and use the clues in the boxes to make new conversations. They are required to use the taught strategy.

# Pronunciation

**A. 'Ten numbers' (ten, twenty, thirty, ...) have strong stress on their first part. Listen and repeat.**

| ● • | ● • |
|---|---|
| twenty | sixty |
| thirty | seventy |
| forty | eighty |
| fifty | ninety |



**B. 'teen numbers' have strong stress on 'teen'.**

- She is almost thirteen.
- Did you say eighty or eighteen?

## 11. Pronunciation

**Content:** It has two parts: A and B.

**Objective(s):** Pronunciation aims at presenting 'stress patterns of ten and teen numbers'. The students should be able to both recognize and produce these patterns in oral conversations.

**Teaching Procedure:** In order to teach pronunciation based on CLT, five steps will be followed as shown in the following table: (Celce-Murcia, Brinton, & Goodwin, 2010, p. 45).

| Phase | DESCRIPTION |
|---|---|
| 1 | **DESCRIPTION AND ANALYSIS** - oral and written illustrations of how the feature is produced and when it occurs within spoken discourse |
| 2 | **LISTENING DISCRIMINATION** - focused listening practice with feedback on learners' ability to correctly discriminate the feature |
| 3 | **CONTROLLED PRACTICE** - oral reading of minimal-pair sentences, short dialogues, etc., with special attention paid to the highlighted feature in order to raise consciousness |
| 4 | **GUIDED PRACTICE** - structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the special feature |
| 5 | **COMMUNICATIVE PRACTICE** - less structured, fluency-building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances |

**1. Description and analysis**

- Play the audio of Parts A and B.
- Ask students to listen to the CD several times.
- Then briefly explain the rules:

**Rule 1: Ten numbers have strong stress on their first part.**
**Rule 2: Teen numbers have strong stress on 'teen'.**

**2. Listening discrimination:**

Read the following list and ask students to tab on their desks once when they hear ten numbers, and twice when they hear teen numbers.
thirteen, fifteen, sixty, eighty, seventeen, eighteen, ninety

# Pronunciation

**A. 'Ten numbers' (ten, twenty, thirty, ...) have strong stress on their first part. Listen and repeat.**

| ● • | ● • |
|---|---|
| twenty | sixty |
| thirty | seventy |
| forty | eighty |
| fifty | ninety |



**B. 'teen numbers' have strong stress on 'teen'.**

- She is almost thirteen.
- Did you say eighty or eighteen?

**3. Controlled practice:**

Read numbers in Part A and sentences in Part B and ask students to repeat them after you.

**4. Guided practice:**

Ask students to read numbers in Part A and sentences in Part B with appropriate stress patterns.

**5. Communicative practice:**

Ask students to answer the following questions. They have to be careful about the stress of ten and teen numbers.

1. How old are you?
2. How old is your mother?
3. How old is your father?

# Writing

## Simple Sentences

In English, every simple sentence must have at least a subject and a verb. Such a sentence is called a 'simple sentence'. Who or what the sentence speaks about is called the **subject**. What the sentence says about the subject is called the **verb**. In the following sentences, the subject is underlined once and the verb twice.

**Mahan is sleeping.**



## 12. Writing

**Content**: Writing has three Definition Boxes, eight activities (A to H), and three Hints.

**Objective(s):** Writing aims at helping students move from letters and words to meaningful sentences and thus becoming familiar with components of English sentences. In this lesson, Writing aims at helping students understand the structure of simple sentences as well as being able to write them. Since having a strong knowledge of simple sentences will better equip students to learn and comprehend other sentence varieties, the students are expected to master them well. Thus, first they are expected to be able to distinguish simple sentences from other sentences such as compound ones, then be able to find subject, verb and object in such sentences, and finally be able to write them.

**Teaching Procedure:** The teacher is expected to go through each section and first present the definitions and the information provided and then do the exercises.
Definition Box 1 presents a simple definition of 'simple sentence' and introduces its two main elements, namely subject and verb. Four examples of simple sentences are given and illustrated.
Read the examples and check the subjects and the verbs.

- At this point, you may want to write a few simple sentence examples on the board. You can also try to solicit examples from the class.

- Zahra likes math.
- Shayan feels tired.
- The board is white.
- My classmate came late.

- Now ask students to underline the subjects and double underline the verbs.

**Optional**

**Say a page number of the book aloud. Each student should then turn to that page and find all of the simple sentences he or she can identify.**
After a few minutes you may ask two volunteers to write down the sentences on the board and others compare them, or ask the class how many simple sentences they were able to find. Work through each answer as a class, identifying which ones are simple sentences and explaining any incorrect responses.

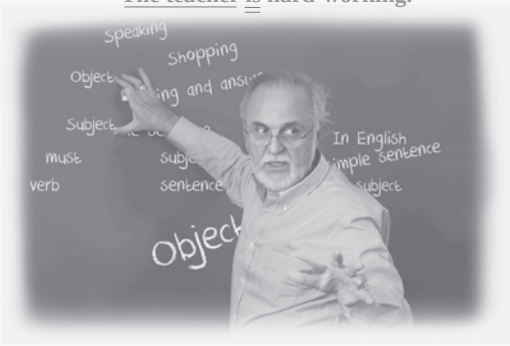
**The bird does not sing.**



**The apple fell down.**



**The teacher is hard-working.**



**Optional**

Since most of the sentences in New Words & Expressions are simple sentences, you can select some of them and ask students to identify their subjects and verbs.
For example, the following sentences might be suitable:

- Asia is the largest continent of the world.
- Dictionary prices range from $5 to $15.
- We are living in the twenty-first century.

Also, you can select some simple sentences from Vision 1, students are familiar with:

- We live on Earth.
- They are destroying the jungle.
- Blood cells are red and white.
- The heart pumps blood.
- Children grow up rapidly.
- Edison invented the first light bulb.
- Alice is studying Persian language and culture.

It is also important to remind students that simple does not necessarily mean short. You may provide students with such sentences.
This guideline introduces the way that students can identify the subject in sentences.
Read it and explain the examples. To practice more you can ask students to do such an activity:

**1) To find a subject, ask who or what the sentence is about. Your answer is the subject.**

- Who is the first sentence about? Mahan
- What is the second sentence about? The bird
- What is the third sentence about? The apple
- Who is the fourth sentence about? The teacher




Remember that the 'subject' of a sentence is a 'noun' (any person, place, or thing) or a pronoun. A pronoun is simply a word like I, we, he, she, it, you, or they used in place of a noun.

**2) To find a verb, ask what the sentence says about the subject.**

- What does the first sentence say about Mahan? Mahan is sleeping.
- What does the second sentence say about the bird? The bird does not sing.
- What does the third sentence say about the apple? The apple fell down.
- What does the fourth sentence say about the teacher? The teacher is hard-working.




As you see, a sentence begins with a capital letter and ends with a period.

Write the following sentences taken from Vision 1. Ask students to decide whether the word in bold is the subject or not.

- **We** love our country.
- **Unfortunately,** he didn't remember my name.
- **Ancient** wind towers of Iran are attractive to tourists.
- **Gahar Lake** is famous for its clear water.
- **Human** body is amazing.
- **Razi** taught medicine to many young people.

Since it is mentioned in the first Hint that the subject is a noun (person, place or thing) or a pronoun, ask students to find the subjects of the above sentences; then determine their types.

Remind students that object pronouns such as 'me, him, her, us and them' cannot fill the Subject position. For more practice, you can ask students to circle the correct answer.

- I / Me didn't forget it.
- Ask he/him why he/ him is shouting.
- They/ Them want your address.
- She/Her asked we/us.

This guideline introduces the way that students can identify the verb in sentences. Read it and explain the examples. To practice more, you can ask students to do such an activity:

- Ask students to read the sentences in New Words & Expressions. First find the simple sentences and then find the verbs using the guideline provided.

- Regarding the second hint, remind students that a capital letter signals the start of a new sentence just as a period can signal the end of the previous one. Therefore, starting each sentence with a capital letter aids readability.

- As an exercise, you can give students an unseen passage without any capitalization and punctuation. Ask them to read it and rewrite it with correct capitalization and punctuation.

**A. Read each group of words. Do these words make a sentence? If yes, write them again with a capital letter and a period.**

- studying in the library
- she laughed
- suitable for both boys and girls
- the lion died
- the tree will fall down
- the baby with her small hands
- it is very good for children
- a beautiful lake in the forest



**Activity A** is a recognition as well as a writing exercise that focuses on spelling. You may:

- Ask students work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.

- Again draw their attention to the fact that: The first letter of a sentence is capitalized and it ends with a period.

- She laughed.
- The lion died.
- The tree will fall down.
- It is very good for children.

- And also remind students that when words are grouped together, but without a subject or a verb, this is called a phrase. In a more precise word, phrases cannot be used alone, but we can use them as part of a sentence.

- studying in the library
- suitable for both boys and girls
- the baby with her small hands
- a beautiful lake in the forest

**B. Write an appropriate word in the following blanks. The answer will be the subject of the sentence.**

- _____ is one of my best teachers.
- A _____ runs faster than a mouse.
- Every night, _____ exercise for 30 minutes.
- Many _____ live in this forest.

**C. Write an appropriate word in the following blanks. Each answer will be the verb of the sentence.**

- The child _____ loudly.
- Shayan _____ always kind to his sister.
- We _____ for hours.
- The museum _____ at 8 a.m.



**Activity B** is a fill-in-the-blank exercise. Ask students to read each sentence carefully and complete them with appropriate subjects. You may go round the class and choose a different student to read each number. Ask the rest of the class to check the answer and say if it is OK- and make corrections if it is not.
- Remind students that the answers may be different, but they are nouns or pronouns.

- Mr Razavi, Ms Taheri, ...
- Horse, Rabbit,...
- I, my brother,...
- birds, animals,...

**Activity C** is a fill-in-the-blank exercise. Ask students to read each sentence carefully and complete them with appropriate verbs. You may write the completed sentences on the board.
Ask students to notice how the form of the verb changes depending on whether the subject is singular or plural.
- Remind students that the answers may be different, they may be positive or negative, or they may be past, present or future.

- laughs, cried, is shouting,.....
- is, was, isn't, ...
- played, will study, have walked, ...
- opens, opened, ...

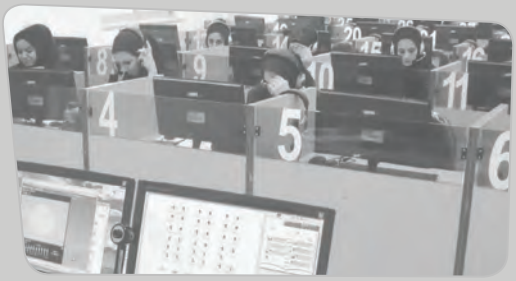
Go to Part V (Exercise C) of Workbook. Ask students to complete the sentences with appropriate subjects and verbs.

**A simple sentence can also have an object.**
**An object is a noun that receives an action.**

The students are drinking milk.



The students learn English.



Mahdi visited his doctor.



**Defintion Box Two** presents a simple definition of object. Three examples of simple sentences having objects are given and illustrated. Read the examples and check the objects.
For more practice, you may check the subjects and the verbs, too.

Optional

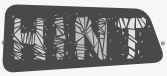
**You can provide students with the sentences selected from Vision 1. Ask students to find the objects using the guideline provided.**

- We live on Earth.
- They are destroying the jungle.
- Blood cells are red and white.
- The heart pumps blood.
- Children grow up rapidly.
- Edison invented the first light bulb.
- Alice is studying Persian language and culture.

Optional

**You can write the following sentences taken from Vision 1. Ask students to decide whether the word in bold is the object or not.**

- We love our country.
- Unfortunately, he didn't remember my name.
- Ancient wind towers of Iran are attractive to tourists.
- Gahar Lake is famous for its clear water.
- Human body is amazing.
- For example, Razi taught medicine to many young people.




You can find an object by asking yourself ‘who’ or ‘what’ is receiving the action in a sentence.

**D . Read the following sentences. Circle the objects.**

1. The boy runs fast.
2. Mina speaks English.
3. We must respect our neighbors.
4. Shadi is working at home.
5. Ali is a smart student.

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**E. Write an appropriate word in the following blanks. Each answer will be an object.**

1. They will meet .
2. Ali and I bought .
3. We are going to learn .
4. Children should not eat .

The **Hint** teaches students the way they can find an object in a sentence. Using the guideline provided, you can again write some sentences on the board and ask students to 'who' or 'what' receives an action. Remind students that finding an object involves finding the verb of a sentence.

**Activity D** is a recognition exercise. Using the mentioned hint, ask students to check who or what is receiving the action in the sentences, then circle them.

1. No object
2. English
3. our neighbors
4. No object
5. No object

- Go to Part V (Exercise B) of Workbook. Ask students to do the exercise.

**Activity E** is a fill-in-the-blank exercise. Ask students to read each sentence carefully and complete them with appropriate objects.
- Remind students that the answers may be different, but they are nouns or pronouns.

1. each other, their grandfathers, ....
2. a book, two bikes, ...
3. English, driving,...
4. fast food, much sugar,...

**F. Rearrange the words to create correct sentences.**

1. borrowed / I / that book
2. is going / she / the TV / to turn on
3. can / learn / we / a new language
4. sang / a song / my grandfather

- **A simple sentence can also have additional information mostly in the forms of 'adverbs of place, time and manner'.**

- Ali will have an exam next week.
- Zahra studies English at school.
- Yesterday, I saw my teacher in the street.
- We usually visit our grandmother on Fridays.
- My brother can speak French fluently.



**Activity F** as a writing exercise focuses on word order as well as spelling. Ask students to read each one carefully and arrange them to form simple sentences.
Again remind students that subject and object are noun or pronoun.

- I borrowed that book.
- She is going to turn on the TV.
- We can learn a new language.
- My grandfather sang a song.

Definition Box Three introduces the concept of additional information which is mostly added in the forms of adverbs of place, time and manner. Read the examples and check the adverbs and their types.
Remind students that a sentence may have two or three types of adverbs at the same time.

Optional

**You can select some sentences from Vision 1 and ask students to identify their adverbs and types. For example, the following sentences might be suitable:**

- My teachers speak French well.
- Hooshang came late yesterday.
- Nastran puts her books neatly inside the desk.
- Soheil never talks to her parents rudely.

For more practice, now ask them to add adverbs of time, place or manner to the following sentences.

- The weather was beautiful….
- I saw two birds …..
- Behnam is trying….. to improve his writing.

**G. Read the following sentences. Find the subject(S), verb(V), object(O) and additional information(AI).**

**Example:** She studies English at school every week.
S V O AI (Place) AI (Time)

1. On weekends, I read storybooks.

2. I usually get good grades.

3. Last night, my mother made cookies.

4. My friends take photographs of animals.

5. I have a math class on Wednesdays.

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**H. Using past, present and future tenses, write five simple sentences about yourself.**

**1.**

**2.**

**3.**

**4.**

**5.**

**Activity G** is a recognition exercise. Ask students to pay attention to the examples.
Have students do the exercise.
Check answers with the class. Invite volunteers to read the answers.

1. On weekends (AI (time)), I (S) read (v) storybooks (O).
2. I (S) usually (AI (manner)) get (V) good grades (O).
3. Last night (AI (time), my mother (S) made (V) cookies (O).
4. My friends (S) take photograph of (V) animals (O).
5. I (S) have (V) a math class (O) on Wednesdays (AI (time)).

- At this point, as an extra activity, you can ask students to complete the following sentences in their own words. Then ask them to identify S, V, O and AI.

- I often read .....
- My brother ..... horror movies .....
- His uncle will ..... us .....
- I ..... my exam .....yesterday
- ..... spent .....at bazaar .....

- Go to Part V (Exercise D) of Workbook. Ask students to do the exercise.

**Activity H** is a writing exercise. Have students work individually to write sentences. Check answers and introduce the best ones.
- Go to Part V (Exercise E) of Workbook. Ask students to do the exercise.



**A. Listen to the first part of a story.**

**1. Fill in the blanks based on what you've just heard.**

I went to a

I needed some cheese

**2. Listen again and list all uncountable nouns.**

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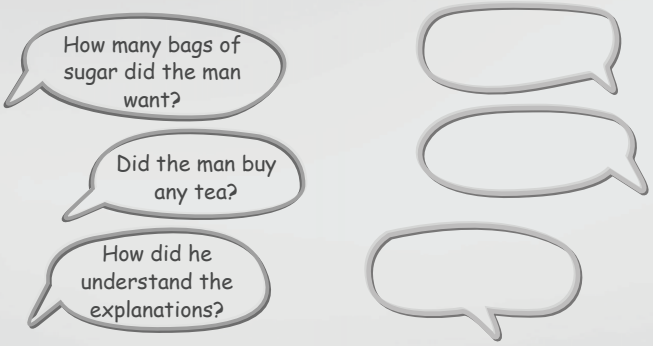
**B. Now read the second part of the report.**

The only thing I was still looking for was a bag of sugar. There were four types of sugar. I picked the bags and read the explanations. Honestly, I didn't understand their differences. A young man came to me and asked what I wanted. I told him I needed some sugar for breakfast. He gave me some information. Again, I didn't understand the differences. I took pictures of the explanations, sat somewhere, and checked the explanations in my mobile dictionary. At last, I understood what type of sugar I needed to buy!

**3. Scan the text for the nouns.**

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**C. Work in pairs. Ask and answer.**



## 13. What you learned

**Content:** It has three parts, A, B, and C.

**Objective(s):** What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned.
Teaching Procedure: Go through each part and work on activities.

**Part A** is a listening task. Students should listen to a story and fill in the blanks.

Last year I traveled to a foreign country. I was there the whole summer. In the first week of my trip, I went to a store to buy groceries. I needed some cheese, some milk, some rice, and some sugar. I also needed some fruit and potatoes. I was walking around the store for 1 hour and finally I found everything I wanted and bought them all.

1. I went to a store
   I needed some cheese, some milk, some rice, and some sugar.
2. cheese, milk, rice, sugar, fruit

**Part B** is a reading task. The students should read the rest of the story. Then they have to scan the tex for 'nouns'.

3. sugar, bags, explanations, differences, man, breakfast, information, pictures, dictionary.

**Part C** is a role play. Ask students to take role and practice.

**A:** How many bags of sugar did the man want?
**B:** A bag of sugar.
**A:** Did the man buy any tea?
**B:** No.
**A:** How did he understand the explanations?
**B:** He checked the information in his mobile dictionary.

# Lesson 2

## A Healthy Lifestyle



## Lesson 2: A Healthy Lifestyle (49-79)


| | | | |
|---|---|---|---|
| **Get Ready** | Introduction to the Lesson | | |
| **Conversation** | Talking about Lifestyle | | |
| **New Words & Expressions** | Learning Vocabulary of Reading | | |
| **Reading** | Having a Healthier and Longer Life | Reading Strategy (Skimming) | Reading Comprehension |
| **Vocabulary Development** | Prefixes and Suffixes | | |
| **Grammar** | Present Perfect | See Also (Phrasal Verbs) | |
| **Listening & Speaking** | Talking about Past Experiences | | |
| **Pronunciation** | (Emergencies) Phrasal Verbs | | |
| **Writing** | Gerunds | | |
| **What You Learned** | Reviewing Lesson 2 | | |

## General Objectives of this lesson

- Familiarizing students with the theme 'A Healthy Lifestyle'.
- Making students aware of the benefits/importance of having a healthier lifestyle .
- Informing students of the role of a healthy lifestyle in having a longer and happier life.

## The Gantt Chart of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. 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.

The activities of each lesson are expected to be done in nine weeks. In each week there are three 45-minute sessions and a total of twenty-seven 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 1 | Session 1 (45 min) | Impact Page<br>Questions and Answers | 10 | ✓ | → | |
| | | Get Ready (Parts A & B) | 35 | | | |
| | Session 2 (45 min) | Conversation (Word Bank + Conversation) | 45 | | | |
| | Session 3 (45 min) | Review and Quizzes | 45 | | | |
| Week 2 | Session 1 (45 min) | New words & Expressions | 45 | | | |
| | Session 2 (45 min) | Workbook | 45 | | | |
| | Session 3 (45 min) | Reading + Reading Comprehension Strategy | 45 | | | |

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| **Week 3** | **Session 1 (45 min)** | Reading + Reading Comprehension + Reading Strategy | 45 | | | |
| | **Session 2 (45 min)** | Reading + Reading Comprehension + Reading Strategy | 45 | | | |
| | **Session 3 (45 min)** | Reading + Reading Comprehension + Reading Strategy | 45 | | | |
| **Week 4** | **Session 1 (45 min)** | Workbook | 45 | | | |
| | **Session 2 (45 min)** | Vocabulary Development | 45 | | | |
| | **Session 3 (45 min)** | Workbook | 45 | | | |
| **Week 5** | **Session 1 (45 min)** | Grammar | 45 | | | |
| | **Session 2 (45 min)** | Grammar | 45 | | | |
| | **Session 3 (45 min)** | Workbook | 45 | | | |
| **Week 6** | **Session 1 (45 min)** | See Also | 45 | | | |
| | **Session 2 (45 min)** | Workbook | 45 | | | |
| | **Session 3 (45 min)** | Listening & Speaking | 45 | | | |
| **Week 7** | **Session 1 (45 min)** | Pronunciation | 45 | | | |
| | **Session 2 (45 min)** | Further Practice and Quizzes | 45 | | | |
| | **Session 3 (45 min)** | Writing | 45 | | | |
| **Week 8** | **Session 1 (45 min)** | Writing | 10<br>35 | | | |
| | **Session 2 (45 min)** | Writing | 45 | | | |
| | **Session 3 (45 min)** | Workbook | 45 | | | |
| **Week 9** | **Session 1 (45 min)** | What You Learned | 45 | | | |
| | **Session 2 (45 min)** | Extra activities and Role Plays | 45 | | | |
| | **Session 3 (45 min)** | Overall Review | 45 | | | |

# LESSON 2

# A Healthy Lifestyle

**Interesting Facts:**

- **People with higher education usually live longer.**
- **Our health improves when we visit our friends and family members.**
- **Sitting a lot increases health risks.**
- **Laughter is the best medicine for your health.**

## 1. The Title Page

**Content:** This is the first page of the lesson. It has four interesting facts about the main theme of this lesson 'a healthy lifestyle'.

1. People with higher education usualy live longer.
2. Our health improves when we visit our friends and family members.
3. Sitting a lot increases health risks.
4. Laughter is the best medicine for your health.

**Objective(s):** Title Page gives some factual information to students about 'healthy lifestyles'.

**Teaching Procedure:** Ask students to read the facts one by one. Give them 1 minute and then ask them to tell you and the class their opinion about the facts. Ask them if they really find the facts interesting. If they have any problem with understanding the statements, you need to explain words or grammatical structures. Do not spend too much time on these statements. This section functions just as a warm-up activity.
You can also ask these questions in Persian:

۱. آیا به نظر شما تحصیلات سبب آگاهی بیشتر نسبت به سبک زندگی می‌شود؟
۲. به نظر شما ارتباط صله ارحام با سلامتی چیست؟
۳. کارکردن بیش از اندازه با رایانه سبب چه مشکلات جسمی و ذهنی می‌شود؟
۴. ارتباط خنده با سلامتی در چیست؟

Optional

**You may do the following activities as well.**

**A. Which of the following activities makes you happier?**

jogging: hanging out with others: sharing jokes:

**B. Describe your feeling when you do the following things:**

1. Visitng your grandparents ..... ..... ..... .....
2. Eating junk food while watching TV ..... ..... .....
3. Going out with your friends ..... ..... ..... .....
4. Reading Divan of Hafiz ..... ..... ..... .....









## 2. The Impact Page

**Content:** It consists of four pictures related to the theme 'lifestyle' and the way people live.

- Healthy diet
- Eating fast food
- Daily exercise
- Overwork with technology

**Objective(s):** It gives general background on the theme of the lesson. It also familiarizes students with lifestyles of different people and what they do to improve or damage their health.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings:

**تصویر ۱:** خوردن میوه و سبزیجات چه تأثیری در سلامتی انسان دارد؟
**تصویر ۲:** آیا غذاهای آماده باعث چاقی می‌شوند؟ دلایل شما چیست؟
**تصویر ۳:** دوست دارید در زنگ ورزش چه ورزش‌ها و بازی‌هایی انجام دهید؟
**تصویر ٤:** استفاده از فناوری‌های جدید چه تأثیری بر سبک زندگی افراد گذاشته است؟

Optional

**You may do the following activities as well.**

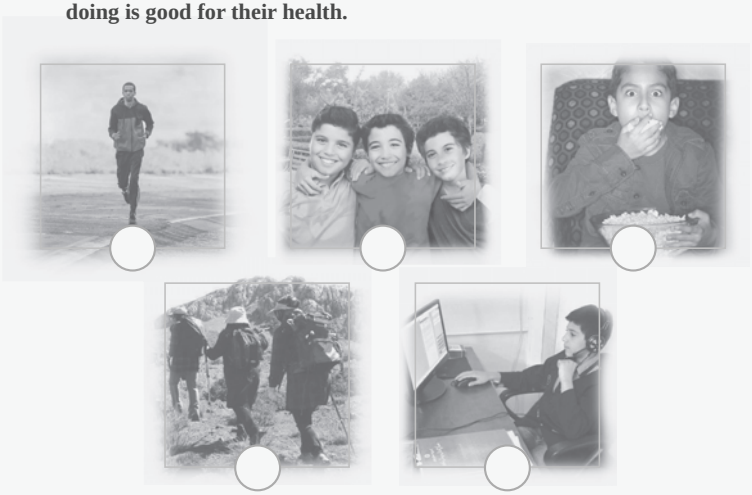
**A. Ask students to think about people whom they know with good and bad lifestyles. Write the adjectives the students use to describe them on the blackboard and group them based on good and bad lifestyles.**



**B. Ask students to decide if the following things are good or bad for peoples' health:**
overeating, cycling, smoking, overworking with computers, voluntery/ charity work

# Get Ready

**A. Look at the people in the pictures. Check (✓) if what they are doing is good for their health.**



**Now match the pictures with the words and sentences.**

a worked  b jog  c hangs out  d eating  e surfing  f climbed

1. Behzad likes _____ junk food when he's watching TV.
2. Reza is _____ the net.
3. I go out and _____ every morning at 6.
4. Mahdi _____ with his friends on Fridays.
5. They _____ Mount Damavand last year.

## 3. Get Ready

**Content:** It has three activities: A, B, and C.

**Objectives(s):** Get Ready aims at familiarizing students with the theme of the lesson. It also aims at reviewing previuosly-learned words or presenting some new words related to the theme of the lesson.

**Teaching Procedure:** Go through activities A, B, and C. Introduce the theme of the lesson, a healthy lifestyle by doing the activities.

**Activity A** consits of a pedagogical task and a vocabulary exercise. The students should:
(a) look at the pictures and choose the activities that are good for their health;
(b) they have to match the pictures with the given words and sentences.

**What is good for our health:** jogging, hanging out with friends, and climbing

**picture 1:** b, 3
**picture 3:** d, 1
**picture5:** e,2
**picture 2:** c, 4
**picture 4:** f, 5

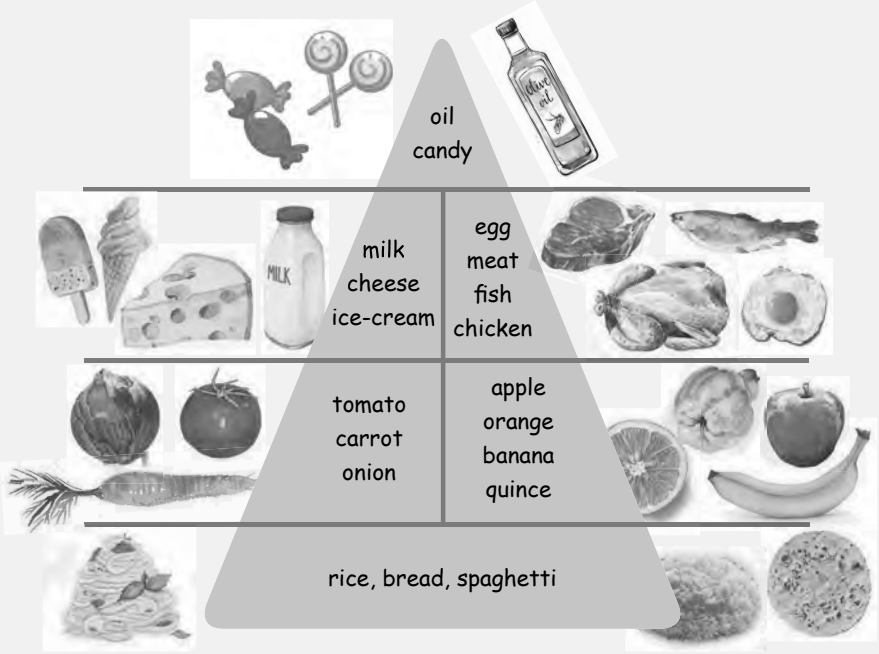
You may ask students to briefly talk about these pictures by asking the following questions:

- چقدر با دوستان خود وقت می‌گذرانید؟
- برای کمک به افرادی که بیش از اندازه از فناوری استفاده می‌کنند چه باید کرد؟
- برای کوهنوردی چه مهارت‌ها و ابزاری مورد نیاز است؟

You may also ask students to do a mini research and find the effects of the following things on physical and mental health:

Technology addiction
Missing out on sleep
Drinking carbonated drinks
Sitting still for a long time
Secondhand smoking
Not drinking enough water

**B. In the pyramid below circle the food you eat each day.**




**Do you think you have a healthy diet? How do you know that?**

**C. Read the following sentences and use adverbs of frequency (never, sometimes, often, usually, always) to show how often you do them.**

1. I work on my computer. _____
2. I watch TV in the afternoon. _____
3. I go out and play with my friends. _____
4. I eat fast food. _____
5. I walk to school. _____

**Compare your answers with your classmates'.**

**Activity B** is a task. The students should go through the food pyramid and find the food they eat each day. Notice that the items of the pyramid have been symplified based on the vocabulary knowledge of the students. You need to famliarize students with the pyramid first.

## What is the food pyramid?

The Food Guide Pyramid (Fig 1) was released by the USDA in 1992 and is now a widely recognized nutrition education tool. FGP translates nutritional recommendations into the kinds and amounts of food to eat each day.

There are different variants of FGP including Food Guide Pyramid for Children (Fig 2) and My Pyramid (Fig 3). Based on these models, as people grow up, they have to limit the servings of fats, oils, and sweets and use them very sparingly.



**Figure 1**




**Figure 2**

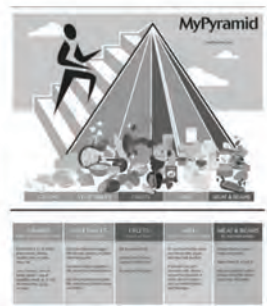



**Figure 3**

**Activity C** is a task. It requires students to think about their own lifestyle and then use adverbs of frequency to show how often they do the listed activities. The students are required to pair up and compare their lifestyle with that of their friends.

rarely,
couch potato,
gain weight,
depressed,
You won!

Word Bank

# Conversation



Sina and Behzad are old friends. They have not seen each other for about three months. Behzad has called Sina.

**Behzad**: Hi Sina. How is it going? I haven't seen you since Norooz.

**Sina**: Hi Behzad. Thanks for calling. I am home most of the time. I do different things like surfing the net and playing computer games.

**Behzad**: How about your free time? Going out, jogging, playing football,...?

**Sina**: Nope. I rarely go out and hang out with my friends.

**Behzad**: I see. Reza and I are going to Darband for climbing and walking this Thursday. We really like to see you. Will you come with us?

**Sina**: What?! Oh, no, I haven't been there for a long time. I prefer to stay home and watch my movies on the weekend. I've bought lots of things to eat, too.

**Behzad**: Come on! Stop being a couch potato! I guess you haven't exercised for a long time. I think you are a bit fat now.

## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and Questions.
The conversation of this lesson is a phone talk between Sina and Behzad. They have not met for a long time. Behzad has called Sina to see how everything is with him.

**Objective(s):** The main function of Conversation is providing learners with 'comprehensible input'. It also acts as the context of presenting new words/ expressions and raises students' awareness towards the structure presented in the lesson (the present perfect tense).




**Teaching Procedure:** First present the words in the Word Bank.
New words can be presented using different techniques including:

- Showing pictures or photos: **gain weight**
- Using gestures or acting out: **depressed**
- Definition: **coach potato**
- Exemplification: **You won!**

Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show the picture of people who have unhealthy lifestyles. Some consequences of unhealthy lifestyles such as heart attack, gaining weight, and depression can be shown in slides.
You may talk about the following things in the class:

- نشانه ها و عوارض سبک زندگی نامناسب
- نقش ارتباط با دوستان و خویشاوندان در طول عمر
- نقش رژیم غذایی مناسب در شاد زیستن

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of pre-listening, listening, and post-listening.

Word Bank

rarely,
couch potato,
gain weight,
depressed,
You won!

## Conversation



Sina and Behzad are old friends. They have not seen each other for about three months. Behzad has called Sina.

**Behzad**: Hi Sina. How is it going? I haven't seen you since Norooz.

**Sina**: Hi Behzad. Thanks for calling. I am home most of the time. I do different things like surfing the net and playing computer games.

**Behzad**: How about your free time? Going out, jogging, playing football,...?

**Sina**: Nope. I rarely go out and hang out with my friends.

**Behzad**: I see. Reza and I are going to Darband for climbing and walking this Thursday. We really like to see you. Will you come with us?

**Sina**: What?! Oh, no, I haven't been there for a long time. I prefer to stay home and watch my movies on the weekend. I've bought lots of things to eat, too.

**Behzad**: Come on! Stop being a couch potato! I guess you haven't exercised for a long time. I think you are a bit fat now.

**Phase 1. Pre-listening**

Different types of activities can be used in this phase such as:

- brainstorming: asking students to brainstorm and list the things people should do to improve their lifestyle
- researching: ask students to find facts about the relationship between a healthy diet and life expectancy
- reading: provide students with some short texts about interesting facts about lifestyle

**Sina**: Um… actually, you're right. I've gained five kilos in three months. I really do not like to move!

**Behzad**: See? I told you. Working with computers for a long time makes people sick and depressed. I've read about this somewhere.

**Sina**: All right. You won!… When and where should we meet?



## Questions

**Answer the following questions orally.**

1. What does Sina do at home?
2. Is Sina a sportsperson?
3. What is your favorite sport?



There are five simple ways for your family to lead a healthy lifestyle and get back on track:

**1. Get active each day**

Regular physical activity is important for the healthy growth, development and well-being of kids and teens. They should get at least 60 minutes of physical activity every day, including vigorous activities that make them 'huff and puff'.

**2. Choose water as a drink**

Water is the best way to quench your thirst – and it doesn't come with the added sugar found in soft drinks, fruit juice drinks and other sweetened drinks. Reduced fat milk for children over two years of age is a nutritious drink and a great source of calcium.

**3. Eat more fruit and vegetables**

Eating fruit and vegetables every day helps kids and teens grow and develop, boosts their vitality and can reduce the risk of many chronic diseases. Aim to eat two serves of fruit and five serves of vegetables every day.

**4. Switch off the TV or computer and get active**

Sedentary or 'still' time spent watching TV, surfing online or playing computer games is linked to kids becoming overweight or obese. Kids and teens should spend no more than 2 hours a day on 'small screen' entertainment.

**5. Eat fewer snacks and select healthier alternatives**

Healthy snacks help kids and teens meet their daily nutritional needs. Snacks based on fruit and vegetables, reduced fat dairy products and whole grains are the healthiest choices.

**Sina**: Um… actually, you're right. I've gained five kilos in three months. I really do not like to move!

**Behzad**: See? I told you. Working with computers for a long time makes people sick and depressed. I've read about this somewhere.

**Sina**: All right. You won!… When and where should we meet?



## Questions

**Answer the following questions orally.**

1. What does Sina do at home?
2. Is Sina a sportsperson?
3. What is your favorite sport?



- **viewing pictures:** make slide shows of activities that improve health condition
- **watching movies:** show a movie about the effects of eating junk food on health
- **discussing:** ask students to talk about their lifestyles and discuss positive/negative points

**Phase 2. While-Listening**

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:

- Where do the boys want to go?
- When did Sina and Behzad meet?
- Does Sina like watching movies?

2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

**Phase 3. Post-listening**

The students should answer the questions written below Conversation orally. Three types of questions are asked:

**Display:** What does Sina do at home?
**Inference:** Is Sina a sportsperson?
**Opinion gap:** What is your favorite sport?

**Don't let students write their answers.**

## New Words and Expressions

**A. Look, Read and Practice.**



Eating vegetables is an important part of a healthy diet.



The doctor is listening to my grandfather's heartbeat.



My uncle has high blood pressure.



My sister measures herself every month.

## 5. New Words and Expressions

**Content:** It has three parts: Part One, Part Two, Part Three.

**Objectives(s):** This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using appropriate techniques.

**Part One,** Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**diet:** collocations: balanced/healthy/poor/ vegetarian/high-fibre diet
**heartbeat:** playing the sound of the heartbeat,
**Exemplification:** A baby's heartbeat is nearly twice as fast as an adult's.
**blood pressure:** collocation: check/take somebody's blood pressure
**Exemplifciation:** Lifting very heavy weights can also raise your blood pressure considerably for **a short time.**
**measure:** parts of speech: measurement (n.), measuring (n.), measureable (adj), measureless (adj.)



Our neighbor had a heart attack yesterday.



One serving of rice is not enough for them.



Smoking is harmful to everyone.



Arash has a bad eating habit.



Today, addiction to technology is a big problem.

**heart attack:** collocation: have/suffer a heart attack
**serving:** exemplification: The dish has about 250 calories per serving.
**harmful: antonym: harmful #harmless**
**habit:** parts of speech: habituate (v.), habitual (adj.)
**addiction:** parts of speech: addict (n.), addicted (adj), addictive (adj.)

## Vocabulary Learning Strategies (VLSs)

Vocabulary learning strategies are those strategies that students use in the process of learning vocabulary to learn words faster and retain them longer. There are different taxonomies of VLSs, the most frequently used one in the literature is proposed by Schmitt (1997).

| Strategy group | Strategy |
|---|---|
| **Strategies for the discovery of a new word's meaning** | |
| DET | Analyze part of speech |
| DET | Analyze affixes and roots |
| DET | Check for L1 cognate |
| DET | Analyze any available pictures or gestures |
| DET | Guess meaning from textual context |
| DET | Use a dictionary (bilingual or monolingual) |
| SOC | Ask teacher for a synonym, paraphrase, or L1 translation of the new word |
| SOC | Ask classmates for meaning |
| **Strategies for consolidating a word once it has been encountered** | |
| SOC | Study and practice meaning in a group |
| SOC | Interact with native speakers |
| MEM | Connect word to a previous personal experience |
| MEM | Associate the word with its coordinates |
| MEM | Connect the word to its synonyms and antonyms |
| MEM | Use semantic maps |
| MEM | Image word form |
| MEM | Image word's meaning |
| MEM | 'Use Keyword Method |
| MEM | Group words together to study them |
| MEM | Study the spelling of a word |
| MEM | Say new word aloud when studying |
| MEM | Use physical action when learning a word |

**B. Read and Practice.**

**physical**: relating to the body
Swimming is a physical sport.

**calm**: without worry
My teacher has a very calm manner.

**balanced**: with all parts existing in the correct amounts
A balanced diet contains lots of fruits and green vegetables.

**recent**: happening or starting a short time ago
The price of bananas has increased in recent weeks.

**emotional:** relating to the emotions
Her doctor said the problem was more emotional than physical.

**prevent**: to stop something from happening
Daily exercise can prevent diseases.

**relationship**: the way in which two or more people feel and behave towards each other.
She has a very good relationship with her aunt.

**C. Go to Part II of your Workbook and do A and B.**

COG Verbal repetition
COG Written repetition
COG Word lists
COG Put English labels on physical objects
COG Keep a vocabulary notebook
MET Use English-language media (songs, movies, newscasts, etc.)
MET Use spaced word practice (expanding rehearsal)
MET Test oneself with word tests
MET Skip or pass new word
MET Continue to study word over time

**Part Two,** Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words/ expressions.
Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of defintions and explanations. Other techniques can also be used such as:

**physical :** translation: جسمی
**calm :** antonym: calm # upset
**balanced** : parts of speech: balance (n.), balance (v.), balanced (adj.)
**recent:** collocations: in recent years/months/times
**emotional:** examplification: She provided emotional support at a very distressing time for me.
**prevent:** exemplification: His back injury may prevent him from playing in tomorrow's game.
**relationship:** parts of speech: relation (n.), relative (adj.), relatives (n.), related (adj.)

**Part Three** includes practices from Students' Workbook, Part II. The activities of vocabulary in Workbook are designed based on first practice, then produce.

**B. Read and Practice.**

**physical**: relating to the body
Swimming is a physical sport.

**calm**: without worry
My teacher has a very calm manner.

**balanced**: with all parts existing in the correct amounts
A balanced diet contains lots of fruits and green vegetables.

**recent**: happening or starting a short time ago
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**emotional:** relating to the emotions
Her doctor said the problem was more emotional than physical.

**prevent**: to stop something from happening
Daily exercise can prevent diseases.

**relationship**: the way in which two or more people feel and behave towards each other.
She has a very good relationship with her aunt.

**C. Go to Part II of your Workbook and do A and B.**

**Don't change the order of activities.**

**Practice:**

**1. Matching:** Part A. Match the definitions with the words. Part C. Match the columns to make new words.

**2. Selecting:** Part B. One odd out.

**3. Sorting:** Part D. Put the phrases under the correct columns.

**Production:**

**Part E.** Fill in the blanks with the given words.

**Part F**. Complete the following verbs with a noun, adjective, or adverb.

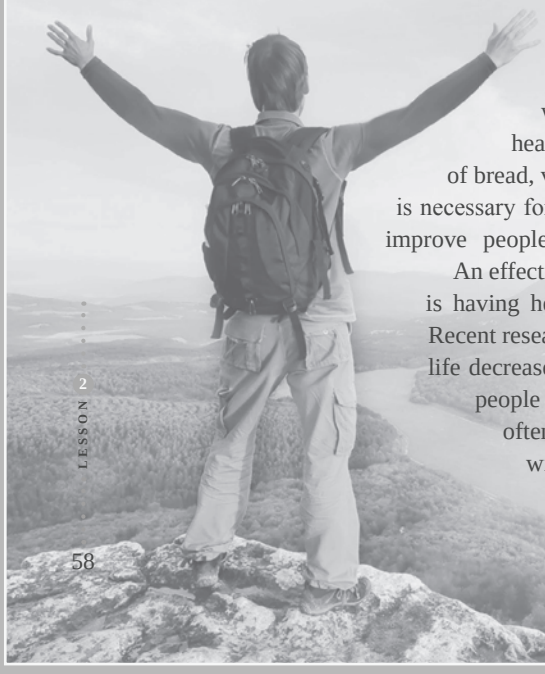
# Reading

## Having a Healthier and Longer Life

Have you ever thought of a healthy lifestyle to live longer? People can do many things to have a healthier life. Most people have a special diet or do lots of exercise; however, without a careful plan they may hurt themselves.

To have a healthier lifestyle, people need to do certain things. First they should check their general health. Measuring blood pressure and heartbeat is the most important thing to do. They also need to check their family health history. In this way, they understand if anyone in the family has had a special illness.

Another thing is paying attention to physical health. For example, eating healthy food helps people live longer and prevents diseases. Eating junk food makes people gain weight, and increases the risk of heart attack. Eating balanced servings of bread, vegetables, fruits, protein, and oil is necessary for everyone. Also, daily exercises improve people's health condition.



An effective way to enjoy a better lifestyle is having healthy relationships with others. Recent research has shown that a good social life decreases the risk of death. Sadly, some people do not visit their relatives very often these days. They are really busy with their work and usually use technology to communicate.

## 6. Reading

**Content:** Reading page has a picture, a title, and a Reading Strategy Box.

*The reading of this lesson is about having a healthier and longer life. It talks about how to have physical and emotioanl well-being.*

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (present perfect tense). Further, it provides students with some factual information about healthy life styles.

**Teaching Procedure:** There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of pre-reading, while-reading, and post-reading.

**Phase 1. Pre-reading**

The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

**Phase 2. While-reading**

The students should read silently and emphasis on oral reading should be avoided. The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- What is the meaning of general health?
- What does social life do with your health?
- Who is a technology addict?

You may also ask students to use the reading strategy scanning they have learned in Lesson 1 while they are reading the text. To help them do that, you may ask some questions whose answers are found by scanning the text.

**Examples:**

- Find number 5. Why is it used in the text?
- Find the word 'technology' in the text. How is it related to lifestyle?
- Find all 'have' and 'has' verbs in the text. How many of them are followed by 'past participles' of the verbs?

Bad habits and addiction can be harmful to health. One day of smoking can take around 5 hours away from the smoker's life. Addiction to technology such as using computers for a long time is also dangerous.

Above all, the most important thing to enjoy a good life is having emotional health. Praying decreases stress and gives people a calm and balanced life. People with this lifestyle have had a better life.

There are many other things people can do to live healthier and longer. The key point, however, is having a plan for the way they want to live and take care of their physical and emotional health.

## Reading Strategy

### Skimming

You can skim a passage to identify the topic and understand the writer's main idea, or message. When you skim, you can also predict and guess what the reading is about. Skimming a passage before you fully and carefully read it can help you understand it better.

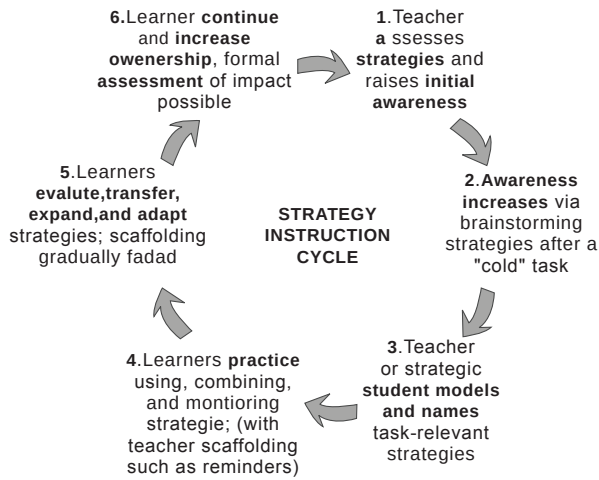
Follow these steps to skim:

- Read the title.
- Look at photos.
- Read the first and the last lines of each paragraph.
- Read quickly. Don't read every word. Details are not important.
- Find and write the main idea.

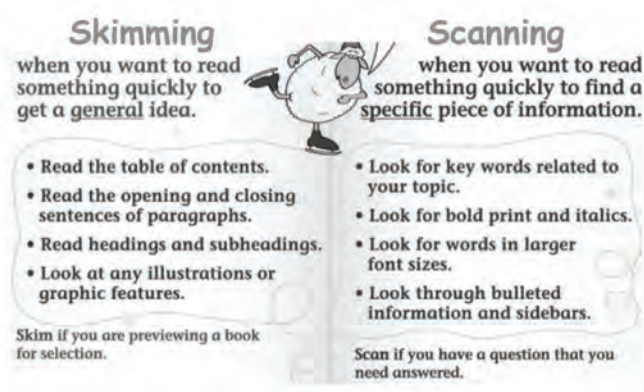
To identify the topic of a passage, ask: What is the passage about?
To identify the main idea of a passage, ask yourself: What are the most important things the writer says about the topic?

## Reading Strategies

In this lesson students learn 'how to skim a text'. Skimming means "to go through a passage quickly and jump over parts of it in order to get a general idea of the text" (Rahimi, 2009, p. 95). Tell the students that "when you read a text by skimming, your eyes have to move very quickly from the beginning of the text up to its end to see 'what the text is about.'" (ibid). In order to teach 'skimming', you need to follow Oxford's cycle (Oxford, 2011, p. 184):




After teaching skimming, you may compare and contrast skimming and scanning to draw students' attention to the cognitive processes of these two strategies, their similarities and differences.



# Reading Comprehension

**A. Read the following sentences. Find each idea in the *Reading* and then write the number of the paragraph that discusses it.**

- Having a healthy relationship with others makes our lives better. Paragraph
- Addiction is a harmful habit. Paragraph
- Paying attention to our food is necessary for our physical health. Paragraph

---

**B. Skim the *Reading*. Circle the main idea.**

a) Smoking is harmful to health.

b) Having a healthy and long life needs a careful plan.

c) Praying gives people a healthy life.

**C. Scan the *Reading* to find the following information.**

a) What increases the risk of heart attack?

b) How can we check our general health?

c) What is the most important factor to have a healthier life?

**Phase 3. Post-reading**

Post-reading activities are organized in next section labeled Reading Comprehension.

## 7. Reading Comprehension

**Content:** It has three parts: parts A, B, and C.

**Objective(s):** Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'skimming'.

**Teaching Procedure:** After silent reading and teaching how to use reading strategy 'skimming', the teacher may give students some time to work on parts A, B, and C.

**Activity A** is a reading strategy practice that focuses on finding the main idea of different paragraphs of the text. The students should read each statement and then find the paragraph that discusses/expands the idea of that statement using skimming strategy.

1. paragraph 3  2. Paragraph 4  3. Paragraph 2

**Activity B** is a reading strategy practice that focuses on finding the main idea of paragraphs.

a. paragraph 4  b. paragraph 1  c.paragraph 5

**Activity C** is a reading strategy practice that focuses on finding specific information (scanning). The students should read the passage and find the required information.

a. eating junk food
b. by measuring blood pressure and heartbeat; and checking the family health history
c. having a plan for the way they want to live; and taking care of their physical and emotional health.

# Vocabulary Development

## PREFIXES AND SUFFIXES

A prefix is a letter or a group of letters that comes at the beginning of a word. Each prefix has a meaning. For example:

| PREFIX | MEANING | EXAMPLE |
|---|---|---|
| re- | again | rewrite: write again |
| un- | not | unimportant: not important |
| im-<br>in- | not | impossible: not possible<br>incorrect: not correct |
| dis- | not/opposite of | dislike: not like |
| mid- | middle | midday: the middle of the day |



## 8. Vocabulary Development

**Content:** It has two Definition Boxes, and four activities: A, B, C, and D.

**Objective(s):** Introducing the concepts of suffixes/prefixes and listing some of the most frequent suffixes/prefixes of English language.

**Teaching Procedure:** First go through Definition boxes to explain how words are made in English through affixation (here with the help of prefixes and suffixes).

**Then Go through parts A, B, C, and D.**

Definition Box 1 defines what a 'prefix' is and lists six English prefixes with their meanings and some examples.

## English prefixes

English prefixes can be of Anglo Saxon, Germanic, and Latinate origins. There are a lot of prefixes that can be added to roots to make English words. The most frequent ones are listed in the following table (Rahimi, 2009, p. 77).

| Prefix | Meaning | Examples | Prefix | Meaning | Example |
|---|---|---|---|---|---|
| **a-** | in the state of | asleep | **micro-** | small | microchip |
| **ante-** | before | antebellum | **mis-** | wrong | mislead |
| **ant-, anti-** | opposite | antipathy | **mono-** | one | monotheism |
| **auto-** | self | autograph | **out-** | further | outbid |
| **be-** | make | becalmed | **over-** | too much | oversleep |
| **bi-** | two | bipartisan | **post-** | after | postscript |
| **circum-** | around | circumnavi gate | **pre-, prim-** | first | preliminary |
| **col-, com-, con-, co-** | with, together | colleague, combine | **re-** | again | retort |
| **de-** | opposite<br>remove | deform<br>decriminalize | **Semi-** | half | semicircle |
| **dis-** | not | disprove | **sub-, sup-** | under | submarine |
| **e-** | out of | emit | **super-** | above | supernatural |
| **em-, en-** | cause | enrich | **trans-** | across | transcontinental |
| **ex-** | out of<br>former | exhale<br>ex-wife | **tri-** | three | tricycle |
| **extra-** | beyond | extraordinary | **ultra-** | beyond | ultraconservative |
| **fore-** | before | foretell | **uni-** | one | unilateral |
| **im-, in-<br>un-, ir-** | not | impossible, inaccurate<br>unusual, irrespective | **under-** | not enough | underdone |
| **inter-** | between | internal | **up-** | higher | upbeat |
| **macro-** | large | macrocosm | **vice-** | in the place of | vice president |

A suffix is a letter or a group of letters added to the end of a word to make a different word. For example, when a suffix changes a verb into a noun, it is a noun maker suffix.

| SUFFIX | FUNCTION | EXAMPLE |
|---|---|---|
| -er /-or | noun maker | write + -er = writer<br>translate + -or = translator |
| -ness | noun maker | happy + -ness = happiness |
| -ion /-tion /-sion | noun maker | create + -ion = creation |
| -ful | adjective maker | use + -ful = useful |
| -ous | adjective maker | danger + -ous = dangerous |
| -y | adjective maker | rain + -y = rainy |
| -al | adjective maker | nature + -al = natural |
| -ly | adverb maker | slow + -ly = slowly |



**Definition Box 2** defines what a 'suffix' is and lists eight English suffixes with their meanings and some examples.

## English suffixes

English prefixes can be of Anglo Saxon, Germanic, and French origins. The most frequent ones are listed in the following tables (Rahimi, 2009, p. 77).

**Table 1. Common English Noun Suffixes**

| Suffix | Meaning | Examples | Suffix | Meaning | Examples |
|---|---|---|---|---|---|
| **-age** | a state or condition of | pilgrimage | **-er**<br>**-or** | the doer | teacher<br>decorator |
| **-al** | a process | arrival | **-ness** | quality, state | sameness |
| **-ance, -ence** | state, quality | guidance | **-ity** | the quality or state | clarity |
| **-dom** | state, dignity, office | boredom | **-ism** | the action or result of,<br>school of thought | fundamentalism |
| **-ee** | the receiver of action | trustee | **-logy**<br>**-ology** | a subject of study | Geology<br>Sociology |
| **-graph** | record, write | radiograph | **-y** | the action or process | bravery |
| **- hood** | the state or quality | childhood | **-ive** | tending to | aggressive |
| **-ure** | the process, result | expenditure | **-ist** | a person who believes<br>or practices | economist |
| **-ment** | the action or result of | development | **-ship** | state, skill, character | leadership, |
| **-ion**<br>**-sion** | the action, state of, condition of | expedition<br>revision | **-er/-or** | the doer | Teacher/<br>decorator |

**Table 2. Common English Adjective Suffixes**

| Suffix | Meaning | Examples | Suffix | Meaning | Examples |
|---|---|---|---|---|---|
| **-able, -ible** | capable of being, | valuable | **-ive** | linking to | productive |
| **-ate** | having the quality of | complicate | **-ative** | tending to | imaginative |
| **-ish** | like | brownish | **-an, -ian** | from | Moroccan,<br>Persian |
| **-y** | tending to | watery | **-en** | pertaining to | golden |
| **-al** | connected with | universal | **-ic, -ical** | connected with | linguistic,<br>identical |
| **-ary** | connected with | temporary | **-ous** | full of | advantageous |
| **-ful** | full of | colorful | **-ese** | of a country or city | Lebanese |
| **-able, -ible** | capable of being, | valuable | **-ive** | linking to | productive |
| **-ate** | having the quality of | complicate | **-ative** | tending to | imaginative |
| **-ish** | like | brownish | **-an, -ian** | from | Moroccan,<br>Persian |
| **-ify, -fy** | to make | electrify | | | |

**A. Read the following words. Circle the prefixes:**

| | | |
|---|---|---|
| disagree | midterm | uncle |
| unsafe | read | image |
| reality | incomplete | disorder |
| unfortunately | | |

**B. Read the following words. Circle the suffixes:**

| | | |
|---|---|---|
| scanner | powerful | homeless |
| paper | replay | invitation |
| cultural | famous | family |

**C. Read the fourth paragraph of the Reading and find five suffixes:**

**D. Look at the nouns. Their adjective forms are given in the *Reading*. Find them.**

| Noun | Adjective form |
|---|---|
| 1. care | (par. 1) |
| 2. health | (par. 4) |
| 3. danger | (par. 5) |
| 4. emotion | (par. 6) |

**Table 3. Common English Verb Suffixes**

| Suffix | Meaning | Examples | Suffix | Meaning | Examples |
|---|---|---|---|---|---|
| **-ate** | to give the quality | abdicate | **-ize, -ise** | to make like | capitalize |
| **-en** | to make, become | widen | **-proof** | to make so as not to be harmed | waterproof |

**Activity A** is an exercise for practicing prefixes. The students should read the words and circle the prefixes.

| | | |
|---|---|---|
| disagree | midterm | uncle |
| read | image reality | unsafe |
| disorder | unfortunately | incomplete |

**Activity B** is an exercise for practicing suffixes. The students should read the words and circle the suffixes.

| | | |
|---|---|---|
| scanner | powerful | harmless |
| paper | replay | invitation |
| cultural | famous | family |

**Activity C** is a scanning exercise. The students should scan paragraph 4 of the Reading and find five suffixes in the text.

effective
healthy
sadly
really
usually

**Activity D** is a scanning exercise. The students should scan the Reading and find the adjective forms of the given nouns.

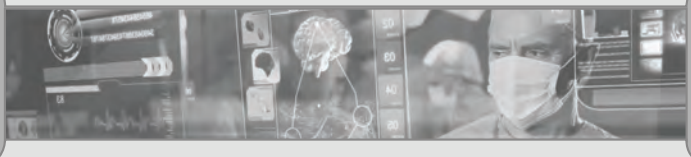
| | | |
|---|---|---|
| care: | paragraph 1: | careful |
| health: | paragraph 4: | healthy |
| danger: | paragraph 5: | dangerous |
| emotion: | paragraph 6: | emotional |

# Grammar

**A. Read the following texts.**



Technology **has influenced** the lives of people in this century. Working with computers and mobile phones **has changed** people's habits and lifestyles. Some people use their laptops and especially their mobile phones everywhere for no good reason. Some of them **have not read** a book for months. Some **have not visited** their relatives for a long time. Some even **have not slept** well or **have not eaten** properly for a long time. Some of these people **have quitted** good habits like doing daily exercises or attending social events. They **have chosen** an unhealthy lifestyle. To live longer, they need to rethink the way they live, work, and use technology.



Technology **has helped** the researchers and scientists of our time. New medicines and medical inventions **have saved** the lives of many people. They **have let** people have a happy life and live longer. New medicines such as anti-cancer drugs and new antibiotics **have cured** many patients. Some technological inventions **have helped** doctors to check people's health condition. They **have found** keys to the secrets of the human body. New technologies **have helped** doctors to understand how diseases develop. They **have found** ways to fight and stop diseases in their early stages. Technology, as some people may think, is not a bad thing at all. The way we use technology, is important.

## 9. Grammar

**Content:** It has seven parts, from A to H.

**Objective(s):** The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result, the three components of Freeman's pie chart will focus on form, meaning, and use (Laren-Freeman, 2014, p. 258) (See figure 1).

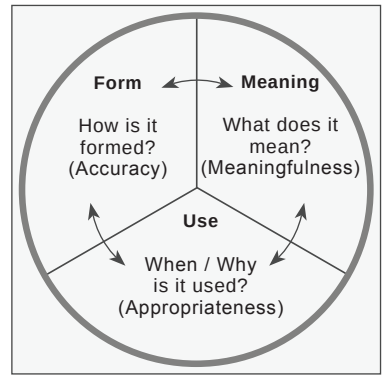



**Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

**Teaching Procedure:** The procedure of teaching grammar follows what comes below:
New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

**Therefore,** the teaching of grammar starts with Activity A and ends with Activity H.

**Activity A** is an input flooding activity. In this section two texts are provided with lots of examples of the grammatical structure 'the present perfect tense'. The vocabulary of the texts is controlled and students are supposed to just read each text and notice the new structure. All instances of the grammatical structure are bold. The focus of both texts is on 'the present perfect tense'. Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

**B. Read the following examples.**

## Affirmative

| | | | |
|---|---|---|---|
| He<br>Samira | has | started | a business. |
| I<br>You<br>Erfan and Ehsan<br>They | have | | |

- Amir has written a letter.
- I have watched that movie.

## Negative

| | | | |
|---|---|---|---|
| Behrooz<br>She | has not<br>hasn't | forgotten | the accident. |
| I<br>You<br>We<br>My friends | have not<br>haven't | | |

- My mother has not made a cake.
- The students haven't finished their homework.

## Interrogative

| | | | |
|---|---|---|---|
| Has | he<br>Maral | worked | hard? |
| Have | I<br>you<br>we<br>the farmers | | |

- Have you been to Paris?
- Has Mr. Ahmadi produced that movie?

**Activity B** presents grammatical items in isolation. The teacher may

- Explain the tables briefly.
- Ask students to go through the examples written in the tables.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework.

**1. In form wedge,** you need to tell students how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.

**Subj. + have/has + past participle of the main verb**

**2. In semantic wedge,** what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition for a preposition like down, for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result). The present perfect tense means:

**An action or situation that started in the past and continues in the present. I have lived in Bristol since 1984 (= and I still do.)**

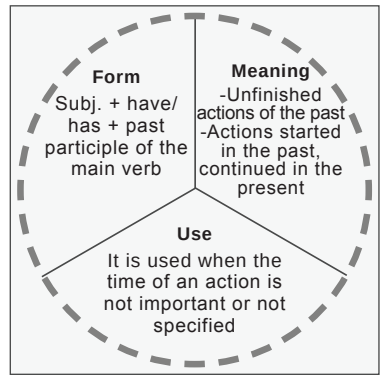
**An action performed during a period that has not yet finished. She has been to the cinema twice this week (= and the week isn't over yet.)**

**A repeated action in an unspecified period between the past and now. We have visited Portugal several times.**

**An action that was completed in the very recent past, expressed by 'just'. I have just finished my work.**

**An action when the time is not important. He has read 'War and Peace'. (= the result of his reading is important)**

**3. In Pragmatic wedge,** the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text. We use the present perfect when the time of an action is not important or not specified.

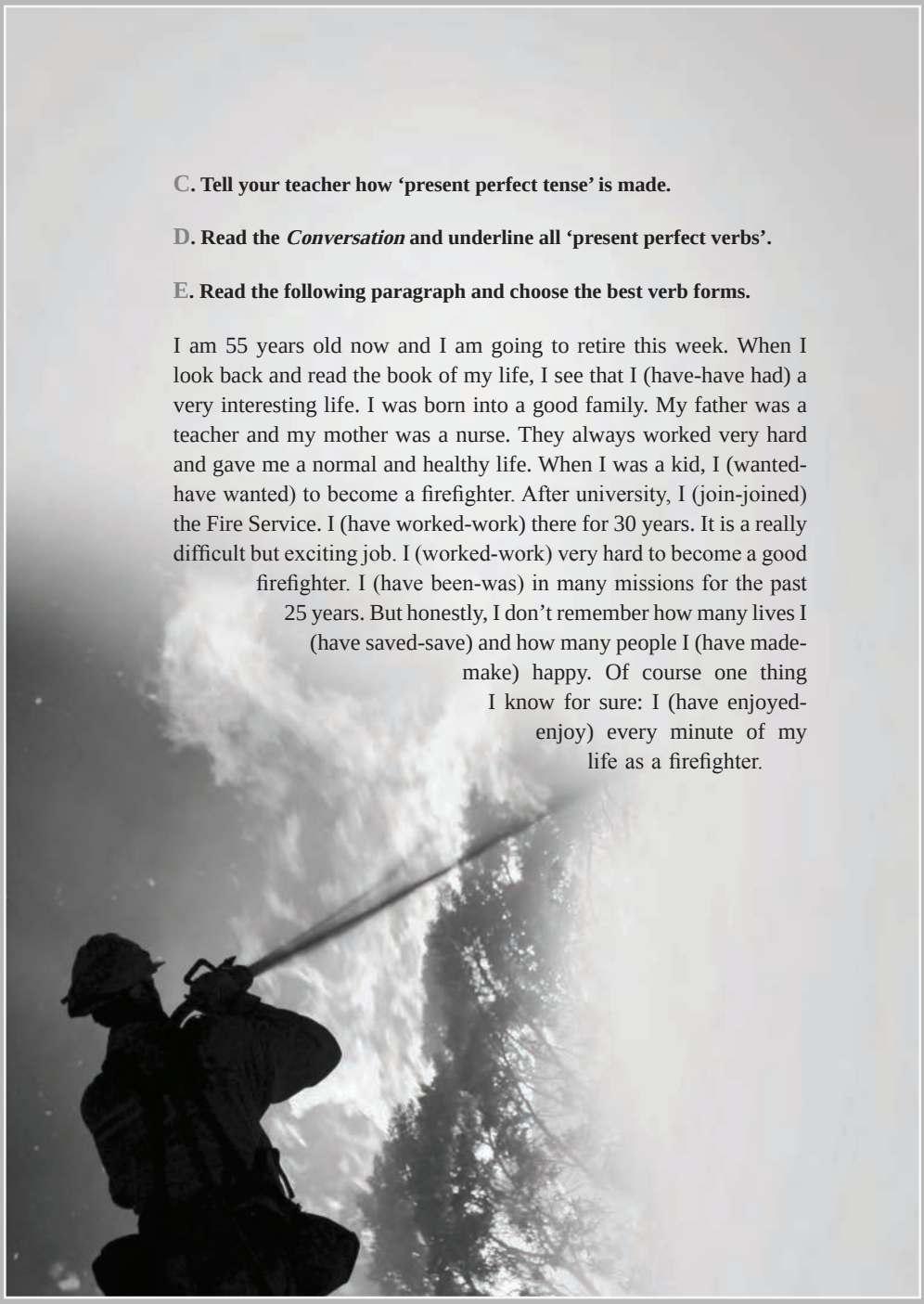


**C. Tell your teacher how 'present perfect tense' is made.**

**D. Read the *Conversation* and underline all 'present perfect verbs'.**

**E. Read the following paragraph and choose the best verb forms.**

I am 55 years old now and I am going to retire this week. When I look back and read the book of my life, I see that I (have-have had) a very interesting life. I was born into a good family. My father was a teacher and my mother was a nurse. They always worked very hard and gave me a normal and healthy life. When I was a kid, I (wanted-have wanted) to become a firefighter. After university, I (join-joined) the Fire Service. I (have worked-work) there for 30 years. It is a really difficult but exciting job. I (worked-work) very hard to become a good firefighter. I (have been-was) in many missions for the past 25 years. But honestly, I don't remember how many lives I (have saved-save) and how many people I (have made-make) happy. Of course one thing I know for sure: I (have enjoyed-enjoy) every minute of my life as a firefighter.



**Activity C** encourages students to induce the way 'the present perfect tense' is made. The teacher can write more examples on the board; or narrate a story and ask students to notice the way 'the present perfect tense' is used to tell stories.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to the Reading, find all 'the present perfect tenses' and underline them. The students can use highlighters to do this activity as well.

- Ask students to take a red pencil or highlighter.
- Ask them to

Underline/circle present perfect tenses

Present perfect tenses of the Reading are:
have thought, has shown, have had

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the text and choose the correct forms of verbs.

have had
wanted
joined
have worked
worked
have been
have saved
have made
have enjoyed

## Present Perfect vs. Simple Past

You must always use the Present perfect when the time of an action is not important or not specified.
You must always use the Simple past when details about the time or place that an action occurred are given or requested.

**F. Read the following examples.**

I've known them since 2008.

We've lived here for 20 years.

He hasn't got a job yet.

Have they ever traveled to Madrid?

**G. Pair up and talk about the things you have and have not done. You may use 'since', 'for', 'yet', or 'ever' in your questions and answers.**

Example: I have studied lesson 4.
I haven't done my English homework yet.

1. _____
2. _____
3. _____
4. _____
5. _____

**H. Go to Part III of your Workbook and do A and B.**

**Activity F** focuses on making students aware of the adverbs that can be used with 'the present perfect tense': since, for, yet, ever, just, yet, still, already. To teach the point, go through the examples and follow the communicative pie chart to explain the way adverbs since, for, yet, ever, just, yet, still, already are used with the present perfect tense.

**Activity G** is a communicative activity that asks students to talk about the things they have and have not done. They are required to use since, for, yet, ever, just, yet, still, already in their conversations.
Activity H provides students with more exercises. The students have to refer to their Workbook, Part III (Grammar), and do parts A to C.

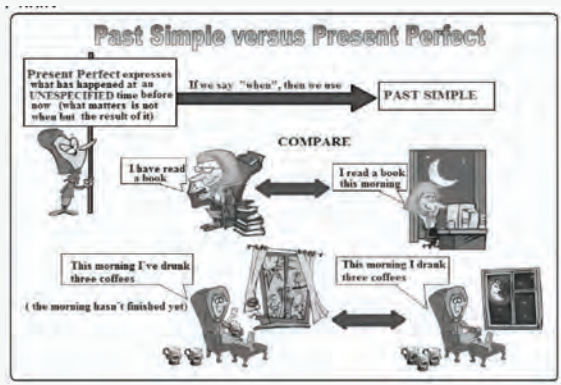
**Part A** is a structural activity. The students should fill in the blanks with the correct forms of the verbs, using 'the present perfect tense'.

**Part B** is a meaningful activity. The students should look at Amir's list of the things he has to do and write what he has done and what he hasn't yet.

**Part C** is a communicative activity. The students should answer the questions based on their personal experiences/opinions.

**Optional**

**You may do the following activity to make students aware of the differences between 'the present perfect tense and the past tense'.**
**Ask students to make a simple picture-story like the one below and use appropriate tenses to describe the actions.**






## Phrasal verbs

**Read the following examples. Check the meaning of the phrasal verbs.**

Would you like to leave a message? No, I'll **call back** later.

Have you **checked in**? Oh, yes. I am in my room now.

When did you **get up**? Early in the morning.

Has your father **given up** smoking? Yes, he knows smoking is harmful to his health.

Did she go to school in Karaj? No, she **grew up** in Lavasan.

**Hurry up**! We're late.

Sara **looked after** us very well. She's an excellent cook.

**Turn off** the washing machine. It's making too much noise.

James usually **wakes up** early. But today he's still asleep.

## 10. See Also

**Content:** It has two parts, A and B.

**Objective(s):** The aim of this part is teaching another grammatical point briefly and to the point.

Teaching Procedure: Go through part A and teach the structure based on the 3-dimensional model of teaching grammar.

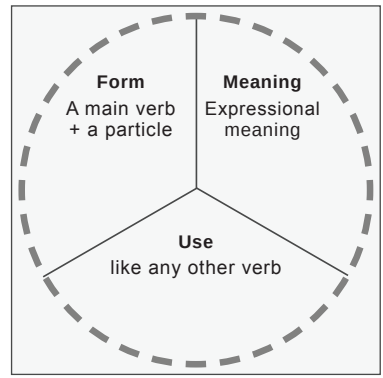
Part A focuses on introducing some frequent phrasal verbs. To teach this grammatical point, use the 3-dimensional grammar pie.

**1. In form wedge**, introduce the forms:

**A main verb + a particle**

**2. In semantic wedge,** each phrasal verb has a different meaning from its two parts separately. In this section introduce the expressional meaning of each phrasal verb using synonyms, definition, or explanation.

call back
check in
get up
give up
grow up
hurry up
look after
turn off
wake up




**3.In Pragmatic wedge,** the use of the language in context is introduced. Explain the function of phrasal verbs.

# Listening and Speaking

**Speaking Strategy**

**Talking about past experiences**

**A. You may use 'present perfect tense' to ask and talk about past experiences.**

A: Have you ever played the game 'Travel to Mars'?
B: Oh, yes. I have learned to play it recently. But I don't want to play it again.
A: Really? Why?
B: It takes a lot of my time. I have attended a Spanish class since last Monday. I like to spend my time on that.
A: I see. But you can play it in your free time.
B: I don't know. I haven't thought about that yet.



**You may use the following patterns to ask and answer about your past experiences.**

Have you ever ……?

Yes, I have …… it once, last year, ….

No, I haven't. Maybe I try it later.

## 11. Listening and Speaking

**Content:** It has two parts, A and B.

**Objective(s):** The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, 'the present perfect tense'.

Teaching Procedure: The teacher should review the grammatical structure of this lesson ('the present perfect tense') by reminding students of the three dimensions of the structure (form, meaning, function). The emphasis should be put on the function of 'the present perfect tense' and how it can be used for a specific purpose in everyday talks (i.e., a repeated action in an unspecified period between the past and now). Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

**Talking about past experiences**

Then the teacher goes through Parts A and B.

**Part A** is a short conversation in which 'the present perfect tense' is used to talk about the experience of playing a computer game.

The related structures used are:

- Have you ever played …?
- I have learned to play….
- I have attended a ….
- I haven't thought about ….

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page.

Then explain how the strategy is used in sample dialogues. Present other sample dialogues, if necessary, and ask students to notice how 'the present perfect tense' is used in talking about past experiences.

**B. Listen to the following conversations and fill in the blanks.**

Conversation 1



1. Hamid is on a team.
2. He has quitted the team to

---

**Pair up and ask your friends about the experiences they have had. You may use the verbs in the box.**

watch Amir Kabir TV series, read poems of Hafez, play football, make a paper boat, travel to the South

Conversation 2



1. Farideh wants to
2. Farideh has tried

---

**Pair up and ask your friends about the things they haven't experienced yet. You may use the verbs in the box.**

play golf, climb Mount Everest, travel to the moon, take part in the Olympics

**Part B** consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, talking about past experiences.

## Conversation 1

A: Have you ever played on any of the school's sports teams?
B: Yes, I have played volleyball for two years.
A: Are you still on the team?
B: No, I have left it.
A: Why?
B: I want to study more. Maybe I play volleyball in the university.

1. Hamid was on a volleyball team.
2. He has quitted the team to study more.

## Conversation 2

A: I have put on weight recently. I don't know what to do.
B: What have you done to lose weight so far?
A: I have tried many different diets. But they didn't work.
B: That's the point. Have you done daily workouts?
A: No, I haven't. I don't have time for workouts.
B: Let me show you some easy moves. First you need to….

1. Farideh wants to lose weight.
2. Farideh has tried many different diets.

**After each conversation,** there is a role play activity.
Here, the students have to pair up and use the clues in the boxes to make new conversations. They are required to utilize the taught strategy.

# Pronunciation

**A. Listen to the following sentences. All of the words are important and thus they are all stressed.**



1. Watch out!
2. Come back!
3. Sit down!
4. Go away!
5. Take care!



**In some situations, emergencies for example, all of the words are important. In that case, all words carry stress.**

**B. Say the following sentences with appropriate stress patterns.**

1. Get away!
2. Turn round!
3. Wake up!
4. Hurry up!
5. Take care!

## 11. Pronunciation

**Content:** It has two parts: A and B.

**Objective(s):** Pronunciation aims at presenting 'the stress pattern of warnings and orders'. The students should be able to both recognize and produce these patterns in oral conversations.

**Teaching Procedure:**

**1. Description and analysis**

- Play the audio of Parts A and B.
- Ask students to listen to the CD several times.
-Then briefly explain the rules:

All words of warnings and orders are stressed.

**2. Listening discrimination:**

-Read the following list and ask students to tab on their desks when they hear warnings and/or orders with all words stressed.

She went shopping.
Sit down!
Stand up!
They took care of their mom.
Go out!

**3. Controlled practice:**

-Read sentences in Part A and Part B and ask students to repeat them after you.

**4. Guided practice:**

Ask students to read sentences in Part A and Part B with appropriate stress patterns.

**5. Communicative practice:**

Ask students to pair up and make conversations to contextualize the sentences of parts A and B.

# Writing

## Gerunds



**Cycling is good exercise.**
**Vahid enjoys cycling.**

A gerund is a verb + -ing that works like a noun. A gerund can be a subject or an object in a sentence.

### Gerund as Subject

- Swimming is useful for everyone.
- Reading helps us learn English.

A gerund is always singular. When one gerund is the subject of a sentence, it takes a singular verb.

- Walking makes me happy.

But when two gerunds form the subject, the verb is plural.

- Cycling and jogging are my favorite sports.

Sometimes a noun follows a gerund:

- Playing football was his fun.
- Taking photos is her hobby.
- Learning a language takes time.

## 12. Writing

**Content:** Writing has three Parts, five activities (A to E), and one Hint.

**Objective(s):**

**Teaching Procedure:** In this lesson, Writing aims at helping students understand the structure of gerunds and its functions and types. Since having a strong knowledge of this structure as a common one in English language will better equip students to write more naturally, the students are expected to master it well. Thus, they are expected to be able to identify its types and usages and also be able to distinguish it from progressive tense.

**Part One** presents a simple definition of 'gerund', its structure and then deals with its first type, namely 'gerund as subject'.

- At this point, you may want to write a few simple sentence examples on the board.

- Writing is enjoyable.
- Speaking and Writing are important.

- Focus students' attention on the examples.
- First, remind students that gerund is formed by the verb+ ing.
- Then ask students to use the guideline presented in the previous lesson for identifying the subject.
- Have students focus their attention on the underlined verbs which is singular in the first example and plural in the second one.
- Again using the three examples provided in the book which show that sometimes a noun follows a gerund, ask students to expand the first example on the board this way:

- **Writing** is enjoyable. (a letter) → **Writing a letter** is enjoyable.

**A. Change the following verbs into gerunds. Then complete the sentences.**

write eat travel do

1) fast food makes you fat.
2) by train is cheap and safe.
3) English well is one of my goals.
4) regular exercise is useful for everyone.

**HINT**

In notices, you often see NO before –ing forms. It means that it is forbidden here. For example, NO FISHING means "Fishing is forbidden".



**Activity A** asks students to complete the sentences with appropriate gerunds.

- Have students read the directions and work individually.
- Have students also focus their attention on the spelling.
- Check answers with the class.

1) Eating 2) Traveling 3) Writing 4) Doing

Hint introduces the use of gerunds in some notices used especially in public places. First explain them and you can provide students with such notices else:

No Swimming No Calling No Honking

As an extra activity, you can add as follows:

speak / make / get / eat / smoke/ do / learn

1) ..... a good job is not easy.
2) ..... is bad for his health.
3) ..... fruits and vegetables is good for our health.
4) ..... homework is not boring for her.
5) ..... fun of other people is rude.




The common rules for spelling gerunds:

**(c stands for consonant & v stands for vowel)**

- If the word ends with

**c+ c (talk), then (talking)**
**v+ v+ c (speak), then (speaking)**
**c + v + c and the word is one syllable (run), then double the last consonant(running)**
**v + c + the letter e (make), then drop the e (making)**

## Gerund as Object

- I enjoy swimming.
- Maryam loves reading.

*We can use a gerund after the following verbs:

| | |
|---|---|
| enjoy | finish |
| give up | imagine |
| keep on | practice |
| quit | love |

*We usually use *go + a gerund* to describe recreational activities.

- Let's go shopping.
- Yesterday, we went biking.

Here are some common examples:

| | | |
|---|---|---|
| go fishing | go skating | go sailing |
| go skiing | go jogging | go running |
| go swimming | | |



**Part Two** introduces the second type of gerund: 'gerund as object'
- At this point, you may read the two examples aloud or write them on the board.

- I enjoys swimming.
- Maryam loves reading.

- Ask students to find the object using the guideline presented in the previous lesson.
- Focus students attention on the fact that such a gerund comes after some verbs which a number of them are listed: enjoy, give up, keep on, quit, finish, imagine, practice, love
- Now you can provide students with some other examples as:

- He gave up smoking.
- They love swimming in the sea.
- My sister kept on asking me question after question.

**'go+ gerund'**

When describing plans for recreational activities or describing what activities you have done, gerund is paired with the verb "go."

Regarding 'go+ gerund', it is important to know that many students have trouble with this structure because it includes the verb "to go" plus the -ing form of the action verb (the gerund). Because they are used to using the infinitive form after "go" when describing future plans, so many English learners accidentally add "to" when trying to use the go +ing structure.

It is important to mention that **go +ing** is used to indicate the **whole activity.** When I talk about **going swimming,** I am describing the **entire experience** – wearing a swimsuit, going to the pool or beach, swimming laps or enjoying the waves, getting wet, drying off afterwards. Go +ing gives us a **mental image** of the **complete activity.**

- At this point, you may write the two examples on the board.

- Let's go shopping.
- Yesterday, we went biking.

- Ask students to find the object using the guideline presented in the previous lesson.
- Focus students attention on the fact that such a gerund comes after 'go' and is used to show fun or recreational activities as in examples mentioned in the Student Book.

**B. Change the following verbs into gerunds. Then complete the sentences.**

| play | walk | fish | do |
|---|---|---|---|

1) My sister enjoys _____ in the rain.

2) Mehran loves _____ volleyball.

3) My dad goes _____ on Fridays.

4) Has she finished _____ her homework?



**C. Using gerunds (as subject and object) make five sentences about yourself, your family or your friends.**

**1.**

**2.**

**3.**

**4.**

**5.**

**Activity B** as a fill in the blank exercise, asks students to first change the verbs in the box into gerunds, then to complete the sentences.

- Have students read the directions and work individually.
- Have students also focus their attention on the spelling.
- Check answers with the class.

1) walking 2) playing 3) fishing 4) doing

- Go to Part V of Workbook. Ask students to do the exercises A and B.

Optional

**a) You can ask students to complete these sentences that begin with gerunds:**

- Watching science-fiction films is .....
- Studying Chinese is .....
- Making movies is .....
- Playing tennis is .....
- Exercising is .....

**b) Then you can ask students to complete the following sentences with gerunds:**

- On weekends, I love .....
- I don't enjoy .....
- On snowy days, I like .....
- My favorite hobby is .....
- My uncle hates ..... and .....

**c) Also you can ask students to complete the followings only with gerunds.**

- ..... is really boring.
- ..... was difficult for my grandfather.
- ..... seems interesting for everyone.
- ..... might be difficult for students.

**Activity C** is a writing exercise. Have students work individually to write sentences. Check answers and introduce the best ones.

## HINT

Do not confuse a ‘gerund’ with the ‘present progressive’.

- Maryam’s favorite hobby is writing poems.
- Maryam is writing an email now.



**D. Read the following sentences. Which of the underlined words is a gerund?**

1) They were watching a football match when I called.
2) Saeed is cycling in the park right now.
3) Farzaneh enjoys watching scientific movies.
4) My favorite sport is hiking.

**Hint** deals with introducing two similar structures which might be confusing for students.

**gerund vs. progressive form**

It might be difficult for students to know the difference between gerunds and present participles in English just by looking because they both consist of the base form of the verb, plus the "-ing" suffix—always!

- Ask students to read the examples.
- Focus their attentions on the gerund and present progressive.
- Remind them that gerund works as a noun but the present progressive is a verb form.
- Using the guideline presented in Lesson One, ask students to find the object in the examples.
- As they do it, they will find that in the first example, writing is the object, so it is the gerund and in the second sentence, an email is the object, so writing is the verb.
- Again using the guideline for finding the verb in a sentence, i.e. "asking what the sentence says about the subject", students can find the verbs in the examples.

**Activity D** as a recognition exercise asks students to identify gerunds.

- Ask students work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.
- Have a few students to read their answers for each item to the class, and have students with the same answer raise their hands.

1- progressive
2- progressive
3- gerund
4- gerund

## Gerunds after Prepositions

Prepositions are words such as *at*, *by*, *for*, *against*, *after*, *about*, *for*, *on*, *in*, *with*, *without* and so on.

Here are some common examples of *prepositions + gerunds*:

- Parastoo is good at speaking and writing German.
- Alice is interested in playing tennis.
- What do you think about living in a village?
- Nancy and Margaret have plans for doing their homework soon.
- I am tired of washing the dishes.

**E. Find all gerunds in the *Conversation*. Which one has come after a preposition?**



**Part Three** introduces the gerunds come after the prepositions. In fact, the gerund must be used when a verb comes after a preposition. The common prepositions and some examples are provided. You may write the examples on the board. Underline or circle these parts of the examples as follows:

- be good at
- be interested in
- think about
- have plans for
- be tired of
- Focus students' attention to the fact that the verb after such prepositions comes in gerund form.
- You can provide students with more examples as follows:
- I am against **smoking** in public places.
- I went home after **leaving** the school.
- You can improve your English by **using** the Internet.
- He should tell the truth instead of **lying** all the time.
- You can't learn English without **making** mistakes.

- Go to Part V of Workbook. Ask students to do the exercise C.

**Activity E** as a recognition exercise asks students to find all gerunds in the Conversation and to determine the ones coming after prepositions.

- (for) calling
- surfing
- playing
- going out
- jogging
- playing football
- (for) climbing and walking
- working with



**A. Listen to the first part of a report.**

**1. Complete the sentences based on what you've just heard.**

Some people have three bad habits. They are

By making just a few changes in their lifestyle, people

**2. Listen again and list all 'present perfect tenses'.**

---

**B. Now read the rest.**

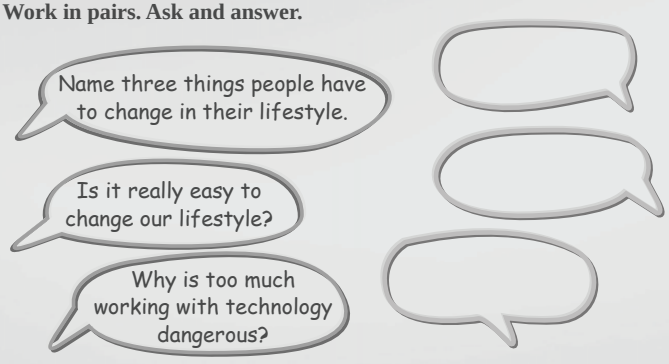
People's busy lifestyle in big cities has created many problems for their health. Rushing to and from school and work has made it hard for everyone to be physically active. Many people do not have time to cook or prepare healthy food. They eat unhealthy snacks and junk food. This type of diet has changed people's taste and many young people now prefer fast food to homemade dishes. Watching TV and working with technology for long hours have also risked people's health. They have increased the risk of heart diseases and sleep disorders. So the things that seem so simple now can cause serious problems in the future.

**3. Skim the text and suggest a title for it.**

**4. Scan the text and underline all 'gerunds'.**

---

**C. Work in pairs. Ask and answer.**



## 13. What you learned

**Content:** It has three parts, A, B, and C.

**Objective(s):** What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned.

**Teaching Procedure:** Go through each part and work on activities.

**Part A** is a listening task. Students should listen to a report and fill in the blanks.

Making just a few changes in people's lifestyle can help them live longer. Research shows that three bad habits have risked people's health in recent years. They are: smoking, not exercising, and not eating enough fruits and vegetables. While at first it seems easy, many people have found changing these things very difficult.

**1. Some people have three bad habits. They are smoking, not exercising, and not eating enough fruits.**
By making just a few changes in their lifestyle, people may live longer.

**2.have risked, have found**

**Part B** is a reading task. The students should read the rest of the report. Then they have to skim the text and suggest a title for it. They have to scan the text and underline all 'gerunds'.

**3. Title: Three bad habits that risk people's health**

**4. rushing, watching, working**

**Part C** is a role play. Ask students to take role and practice.

A: Name three things people have to change in their lifestyle.
B: Exercise more, eat healthy food, and limit watching TV or working with technology
A: Is it really easy to change our lifestyle?
B: Yes (No).
A: Why is too much working with technology dangerous?
B: It increases the risk of heart attack and sleep disorder.

# Lesson 3

## Art and Culture



## Lesson 3: Art and Culture (81-107)


| | | | |
|---|---|---|---|
| **Get Ready** | Introduction to the Lesson | | |
| **Conversation** | Shopping Handicrafts | | |
| **New Words & Expressions** | Learning Vocabulary of Reading | | |
| **Reading** | Art, Culture and Society | Reading Strategy (Recognizing Reference Words) | Reading Comprehension |
| **Vocabulary Development** | Antonyms | | |
| **Grammar** | Conditional Type I | See Also (Past Participles) | |
| **Listening & Speaking** | Talking about Conditions and Future Results | | |
| **Pronunciation** | Intonation of Conditional Sentences | | |
| **Writing** | Infinitives | | |
| **What You Learned** | Reviewing Lesson 3 | | |

## General Objectives of this lesson

- Familiarizing students with the theme 'Art and Culture'.
- Making students aware of the value of art in life.
- Informing students of the the improtance of art and culture in understanding the world and communicating with people.

## The Gantt Chart of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. 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.

The activities of each lesson are expected to be done in nine weeks. In each week there are three 45-minute sessions and a total of twenty-seven 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 1 | Session 1 (45 min) | Impact Page<br>Questions and Answers | 10 | ✓ | → | |
| | | Get Ready (Parts A & B) | 35 | | | |
| | Session 2 (45 min) | Conversation (Word Bank + Conversation) | 45 | | | |
| | Session 3 (45 min) | Review and Quizzes | 45 | | | |
| Week 2 | Session 1 (45 min) | New words & Expressions | 45 | | | |
| | Session 2 (45 min) | Workbook | 45 | | | |
| | Session 3 (45 min) | Reading + Reading Comprehension Strategy | 45 | | | |

| | Planned | Activities | Min | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|---|---|
| Week 3 | Session 1 (45 min) | Reading + Reading Comprehension + Reading Strategy | 45 | | | |
| | Session 2 (45 min) | Reading + Reading Comprehension + Reading Strategy | 45 | | | |
| | Session 3 (45 min) | Reading + Reading Comprehension + Reading Strategy | 45 | | | |
| Week 4 | Session 1 (45 min) | Workbook | 45 | | | |
| | Session 2 (45 min) | Vocabulary Development | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 5 | Session 1 (45 min) | Grammar | 45 | | | |
| | Session 2 (45 min) | Grammar | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 6 | Session 1 (45 min) | See Also | 45 | | | |
| | Session 2 (45 min) | Workbook | 45 | | | |
| | Session 3 (45 min) | Listening & Speaking | 45 | | | |
| Week 7 | Session 1 (45 min) | Pronunciation | 45 | | | |
| | Session 2 (45 min) | Further Practice and Quizzes | 45 | | | |
| | Session 3 (45 min) | Writing | 45 | | | |
| Week 8 | Session 1 (45 min) | Writing | 10<br>35 | ✓ | → | |
| | Session 2 (45 min) | Writing | 45 | | | |
| | Session 3 (45 min) | Workbook | 45 | | | |
| Week 9 | Session 1 (45 min) | What You Learned | 45 | | | |
| | Session 2 (45 min) | Extra activities and Role Plays | 45 | | | |
| | Session 3 (45 min) | Overall Review | 45 | | | |

# LESSON 3

## Art and Culture

**Interesting Facts:**

- **Art increases brain's activity.**
- **Art helps students learn math and science better.**
- **Art makes people more creative and sociable.**
- **There are at least 12 different meanings for the word 'art' in English.**

## 1. The Title Page

**Content:** This is the first page of the lesson. It has four interesting facts about the main theme of this lesson ‘art and culture’.

1. Art increases brain’s activity.
2. Art helps students learn math and science better.
3. Art makes people more creative and sociable.
4. There are at least 12 different meanings for the word ‘art’ in English.

**Objective(s):** Title Page gives some factual information to students about ‘art’.

**Teaching Procedure:** Ask students to read the facts one by one. Give them 1 minute and then ask them to tell you and the class their opinion about the facts. Ask them if they really find the facts interesting. If they have any problem with understanding the statements, you need to explain words or grammatical structures. Do not spend too much time on these statements. This section functions just as a warm-up activity.

You can also ask these questions in Persian:

۱. هنگام نقاشی کشیدن در ذهن شما چه می گذرد؟
۲. آیا استفاده از تصاویر و کارهای هنری در یادگیری مطالب درسی مفید است؟
۳. آیا کسی از بستگان شما هنرمند است؟ این فرد دارای چه ویژگی‌هایی است؟
۴. هنر در زبان فارسی چه معناهایی را به ذهن متبادر می‌کند؟

Optional

**You may do the following activities as well.**

**A. Which of the following art activities helps learning more?**

drawing: weaving: acting: singing:

**B. Draw what comes to your mind when you see these words:**

1. kindness ..... ..... ..... ..... .....
2. nature ..... ..... ..... ..... .....
3. hatred ..... ..... ..... ..... .....
4. friendship ..... ..... ..... ..... .....



## 2. The Impact Page

**Content:** It consists of four pictures related to the theme 'art and culture' and the related activities.

Caligraphy
Painting
Photography
Etching

**Objective(s):** It gives general background on the theme of the lesson. It also familiarizes students with different types of fine/visual art focusing on Persian art.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings:

**تصویر ۱:** چه مهارت‌هایی در خطاطی مورد نیاز است؟
**تصویر ۲:** آیا با سبک‌های مختلف نقاشی آشنا هستید؟
**تصویر ۳:** چرا عکاسی یکی از شاخه‌های هنر است؟
**تصویر ٤:** قلم‌زنی، هنر کدام منطقهٔ ایران است؟

Optional

**You may do the following activities as well.**

**A. Look at the following pictures and match them with the** school subjects that can be learned with their help.
Physics, Biology, Theology, Literature, Match, Philosophy, Chemistry, English, Geography, History



**B. What types of art activities do you do in your free time?**

# Get Ready

**A. Look at the pictures. Mark two parts on the map of Iran where these artworks and crafts are made.**



**Now match the pictures with the following words.**

a carpet  b pottery  c tilework

d painting  e calligraphy

## 3. Get Ready

**Content:** It has three activities: A, B, and C.

**Objectives(s):** Get Ready aims at familiarizing students with the theme of the lesson. It also aims at reviewing previuosly-learned words or presenting some new words related to the theme of the lesson.

**Teaching Procedure:** Go through activities A, B, and C. Introduce the theme of the lesson, art and culture by doing the activities.

**Activity A** consits of a task and a vocabulary exercise. The students should: (a) look at the pictures and mark two parts on the map of Iran where these artworks and crafts are made; (b) they have to match pictures with the given words.

**picture 1:** a
**picture 3:**b
**picture5:**c
**picture 2:** d
**picture 4:** e

You may ask students to briefly talk about these pictures by asking the following questions:

- چرا گردشگران خارجی به فرش دستباف ایران علاقه‌مندند؟
- هنرمند نقاش چگونه با مخاطب خود ارتباط برقرار می‌کند؟
- چه هنرهایی در تزیین مکان‌های مذهبی در ایران به کار می‌رود؟

You may also ask students to do a mini research and find the English equivalents of the following types of art.

مجسمه سازی
تزیینات داخلی
فیلم سازی
عکاسی
سفالگری

**B. Use the words in part A to complete the following sentences. Make the necessary changes.**

1. I bought this beautiful cup in Meibod.
2. The little boy was sleeping on the . It was soft and warm.
3. Can you read that ? It seems to be one of Nezami's poems.
4. There is a collection of Farshchian's in Astan Ghods Museum.
5. There are lots of in Sheikh Lotfollah Mosque.



**C. How do you feel when you look at an artwork?**

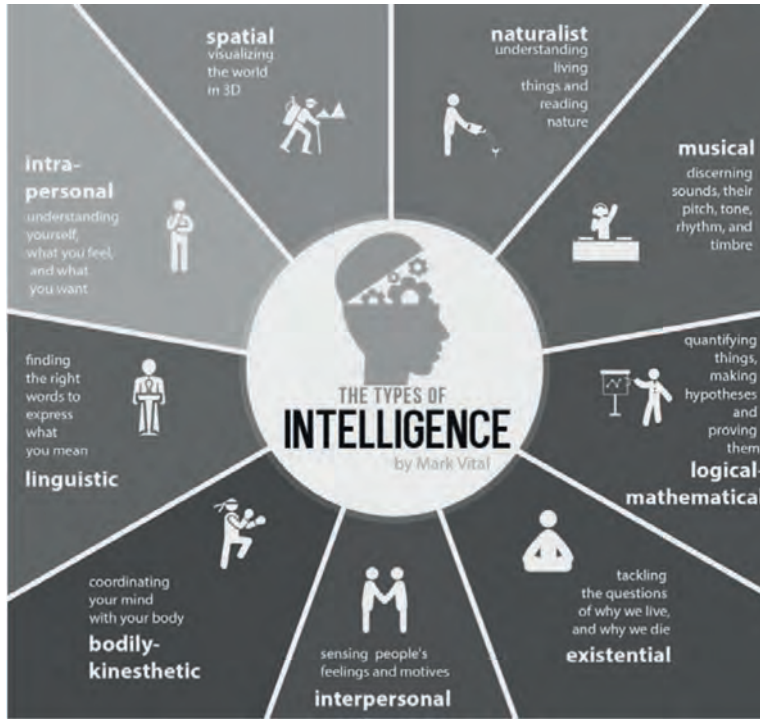
- ◯ happy and cheerful
- ◯ uncertain and worried
- ◯ bored and tired
- ◯ proud and hopeful

**Activity B** is a vocabulary exercise. The students should use the words they learned in Part A in in the sentences. They may need to make necessary changes.

1. pottery
2. carpet
3. calighraphy
4. paintings
5. tilework

## The role of art in intelligence

The relationship between art and intelligence has been a matter of conflict among scholars and reserachers. One of the well-known models of intelligence that focuses on the role of art in intelligence is Howard Gardner's MIs (Multiple Intelligences). In this model, the artistic sides of people are considred as components of their intelligence (musical, spatial, bodily/kinesthetic, etc.).




**Activity C** is a task. It requires students to concentrate and share their feelings with others when they look at an artwork such as a painting, sculpture, or pottery.

depend on,
How touching!,
discount,
product, pack

Word Bank

# Conversation



Listen to the conversation between Reza and a tourist.

**Reza**: How can I help you, sir?

**Tourist**: I am looking for some Iranian handicrafts.

**Reza**: Here you can find a range of Iranian hand-made products, from carpets to pottery and tilework, but we don't sell metalwork.

**Tourist**: I'd like to buy a Persian carpet, but it seems too expensive.

**Reza**: The price depends on its size. Instead, you can take an Isfahan Termeh or a Qashqai Gabbeh.

**Tourist**: Wow! How touching this Gabbeh is! How much is it?

**Reza**: It is 85 dollars. If you buy more than 100 dollars, you'll get a 20 percent discount. You can take this calligraphic tile for only 30 dollars.

**Tourist**: Well, I'll take both. Please pack them for me.

**Reza**: Yes, sure.

**Tourist**: Do you work for this shop? Who has made these beautiful items?

## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and Questions.
The conversation of this lesson takes place in a souvenir gift shop between Reza and a foreign tourist who is visitng Iran.

**Objective(s):** The main function of Conversation is providing learners with 'comprehensible input'. It also acts as the context of presenting new words/ expressions and raises students' awareness towards the structure presented in the lesson (conditional sentence type I).

**Teaching Procedure:** First present the words in the Word Bank.




New words can be presented using different techniques including:

Collocations: **depend on**
Using gestures or acting out: **How touching!**
Definition: **discount**
Showing pictures or photos: **product**
Exemplification: **pack**

Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show the picture of artists and craftsmen and craftswomen or artworks.
You may talk about the following things in the class:

- نقش هنر در فرهنگ
- نقش هنر در روابط بین‌المللی
- نقش هنر در کسب و کار ملی و بین‌المللی

depend on,
How touching!,
discount,
product, pack

Word Bank

# Conversation



Listen to the conversation between Reza and a tourist.

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**Tourist**: Well, I'll take both. Please pack them for me.

**Reza**: Yes, sure.

**Tourist**: Do you work for this shop? Who has made these beautiful items?

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of pre-listening, while-listening, and post-listening.

**Phase 1. Pre-listening**

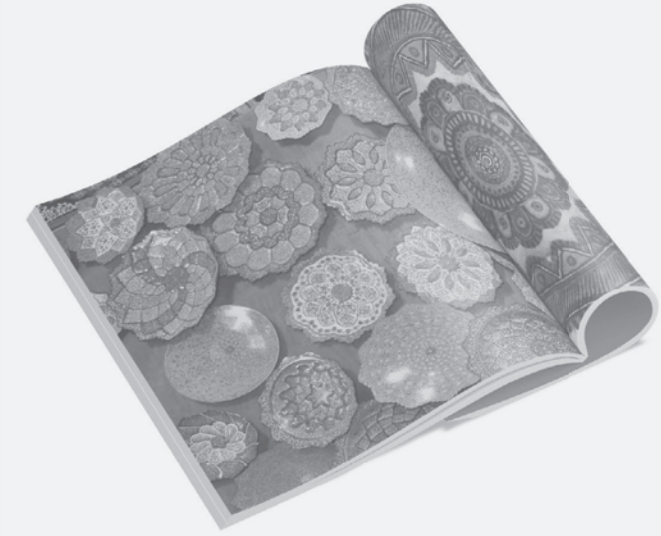
Different types of activities can be used in this phase such as:

- brainstorming: asking students to brainstorm and list the artworks they have at home or they have seen in their cities/villages
- researching: ask students to find facts about the type of artworks the people in their cities/villages make
- reading: provide students with some short texts about Persian arts

**Reza**: Actually, it is my father's workshop and store. I work here after school. All my family members work here to help our family business.

**Tourist**: Well done! How lucky you are to work in such a lovely shop. I really appreciate the culture and art of Iran.

**Reza**: Thank you very much. If you are interested in knowing more about our products, you can check this booklet.



## Questions

**Answer the following questions orally.**

1. What did the tourist buy?
2. Are all Persian handicrafts expensive?
3. What is the most famous handicraft of your city or village?



The art of carpet weaving in Iran originated more than 2,500 years ago. Persian carpets and rugs were initially woven as articles of necessity to cover the floors of nomadic tribesmen, giving them protection from the cold and damp. The natural progression of the skill and craft involved in the creation of these works of art has been passed down from generation to generation over the centuries throughout periods of peace, invasion and war. As international trade developed, the variety of patterns and designs grew.

In 1949 Russian archaeologists discovered the oldest known knotted Persian carpet in the Pazyryk valley, in Siberia. Dating back to the 5th century BC, the Pazyryk carpet is a fine example of the skill which existed and has been developed and refined over the centuries among Persians. The carpet survived over two millennia preserved in the frozen weather, and is now the showpiece of the Hermitage Museum of St. Petersburg in Russia. The intricacy of this rug suggests that even at this early date, the art of carpet weaving had progressed well beyond simple rugs designed for practical purposes among Persians.

- viewing pictures: make slide shows of artistic activities
- watching movies: show a movie about the history of Persian art
- discussing: ask students to talk about art and culture

**Phase 2. While-Listening**

**1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:**

- How much is the Qashqai Gabbeh?
- Do they sell metal work?
- Does the tourist find the shop interesting?

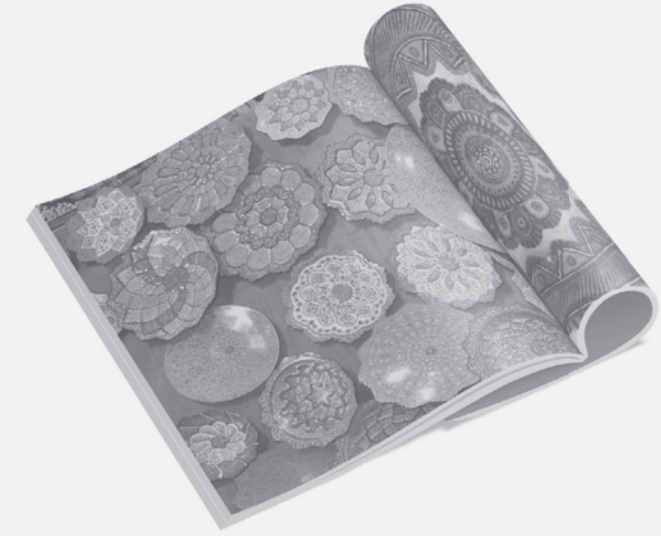
**2. Check students' answers after listening.**

**3. If necessary, replay the audio for students to check their answers.**

**Reza**: Actually, it is my father's workshop and store. I work here after school. All my family members work here to help our family business.

**Tourist**: Well done! How lucky you are to work in such a lovely shop. I really appreciate the culture and art of Iran.

**Reza**: Thank you very much. If you are interested in knowing more about our products, you can check this booklet.



## Questions

**Answer the following questions orally.**

1. What did the tourist buy?
2. Are all Persian handicrafts expensive?
3. What is the most famous handicraft of your city or village?



**Phase 3. Post-listening**

The students should answer the questions written below Conversation orally. Three types of questions are asked:

- **Display:** What did the tourist buy?
- **Inference:** Are all Persian handicrafts expensive?
- **Opinion gap:** What is the most famous handicraft of your city or village?



**Don't change the order of activities.**

## New Words and Expressions

**A. Look, Read and Practice.**



My aunt bought a decorative wall clock.




Iran is a vast country in Southwest Asia.



Iranian craftsmen and craftswomen are hard-working people.

## 5. New Words and Expressions

**Content:** It has three parts: Part A, Part B, Part C.

**Objectives(s):** This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using appropriate techniques.

**Part A** Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**decorative:** parts of speech: décor (n.), decoration (n.), decorate (v.), decorator (n.)
**vast :** synonym: vast = huge
**craftsmen/craftswomen:** Examplification: The original designs were made by highly skilled craftsmen (craftswomen)



He is weaving a rug.




Gold and silver are valuable metals.



Each person's fingerprint is unique.



The animal diversity of Lorestan is amazing.

## Words related to art

In the following, you find some useful words related to the theme of this lesson. You don't need to teach these words, you may use them in the process of teaching differrent parts of the lesson.

**A** abstract, airbrush, animation, architecture, art gallery, artist, artistic, artwork

**B** brightness, brush

**C** calligraphy, canvas, cartoon, carve, ceramics, cave drawing, chalk, clay, collage, color, colored pencils, compass, contrast, craft, crayon, create, creativity

**D** decorate, decorative, design, draw, drawing

**E** erase, eraser, etching, exhibit, exhibition

**F** film, form, frame

**G** gallery, glass, graffiti, graphic design, graphite

**H** hammer

**I** illustrate, illustration, image, ink

**L** landscape, line, liner brush

**M** masterpiece, mechanical pencil, media, medium, mixed media, model, mosaic, museum

**O** oil paint

**P** paint, paintbrush, painter, painting, paint roller, palette, palette knife, paper, pastel, pen, pencil, perspective, photo, photograph, portfolio, portrait, portray, poster, pottery, print, printing

**R** realism, ruler

**S** scale, screen printing, sculpt, sculptor, sculpture, secondary color, shade, silk screen, sketch, sketchbook, stonecutting, style

**T** template, textile arts, tone, tools, tube

**V** varnish, video, visual

**W** watercolor, waterscape, wax, wheel, wood, wood carving, woodcut , woodcut print, wood engraving

## B. Read and Practice.

**custom**: traditional or usual things that people do in an area
My uncle is interested in old local customs.

**identity**: Who or what a person or a thing is
The policeman is searching for the identity of that man.

**reflect**: to show something
This poem reflects the poet's love of nature.

**humankind**: all people
The World Wars have been really bad for humankind.

**appreciate**: : to value somebody or something
Each society appreciates its art and culture.



## C. Go to Part II of your Workbook and do A and B.

**Part B,** Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words/expresions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of defintions and explanations. Other techniques can also be used such as:

**custom :** collocation: local/ancient/French/Persian custom
**identity :** collocation: national/cultural/social identity
identity crisis
**reflect :** parts of speech: reflection (n.), reflective (adj.), reflector (n.)
**humankind: translation:** بشر
**appreciate:** Exemplification: All the bad weather here makes me appreciate home.

**Part C** includes practices from Students' Workbook, Part II. The activities of vocabulary in Workbook are designed based on first practice, then produce.

**Don't change the order of activities.**

**Practice:**

**Selecting:** **Part A.** Read the 'text' and find antonyms for the following words.
**Part B.** One odd out.

**Production:**

**Part C.** Match the columns and write the correct forms of the words.
**Part D.** Scan the 'text' for the suffixes of -ing and -ly.
**Part E.** Complete the following verbs with a suitable noun.

# Reading

## Art, Culture and Society

Art is what people create with imagination and skill. As a part of culture, it shows the way of life and identity of a nation and reflects the history of a society. In fact, the history of humankind is the history of art. If we want to know a country or a nation well, we should study its art.

Handicrafts are good examples of the art and culture of a country. By handicrafts, we mean making decorative items in a skillful way using our hands. Each country and culture has its own handicrafts.

Making and selling handicrafts are good ways to help a country's economy and introduce its culture to other nations. Many people of the world produce handicrafts and sell them to tourists. In some Asian countries a part of the country's income comes from making and selling handicrafts.

Iran has a five-thousand-year-old history of artistic works and handicrafts including pottery, painting, calligraphy, rugs and carpets, etc. If you travel across Iran, you'll get back home with excellent handicrafts as souvenirs for your family and friends.



## 6. Reading

**Content:** Reading page has a picture, a title, and a Reading Strategy Box.

*The reading of this lesson is about art, culture and society. It talks about how art and culture are related to the history and social structure of different nations.*

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (conditional sentence type I). Further, it provides students with some factual information about art, culture, and society.

**Teaching Procedure:** There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of pre-reading, while-reading, and post-reading.

**Phase 1. Pre-reading**

The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

**Phase 2. While-reading**

The students should read silently and emphasis on oral reading should be avoided. The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- What is art?
- How can art help the economy of a country?
- Why are Iranian artists famous?

# Reading

## Art, Culture and Society

Art is what people create with imagination and skill. As a part of culture, it shows the way of life and identity of a nation and reflects the history of a society. In fact, the history of humankind is the history of art. If we want to know a country or a nation well, we should study its art.

Handicrafts are good examples of the art and culture of a country. By handicrafts, we mean making decorative items in a skillful way using our hands. Each country and culture has its own handicrafts.

Making and selling handicrafts are good ways to help a country's economy and introduce its culture to other nations. Many people of the world produce handicrafts and sell them to tourists. In some Asian countries a part of the country's income comes from making and selling handicrafts.

Iran has a five-thousand-year-old history of artistic works and handicrafts including pottery, painting, calligraphy, rugs and carpets, etc. If you travel across Iran, you'll get back home with excellent handicrafts as souvenirs for your family and friends.



You may also ask students to use the reading strategies scanning and skimming they have learned in Lessons 1 and 2 while they are reading the text. To help them do that, you may ask some questions whose answers are found by scanning/skimming the text.

**Examples:**

- What is the main idea of paragraph 3?
- Scan the text for the word 'Persian' and underline the nouns that are used after it.
- Scan the text and find the name of two provinces of Iran.

Iranian art is also quite famous all around the world. There are very excellent collections of Persian art in many important museums of the world. If we want to name countries with richest art and cultural diversity, Iran is among them. Persian art is famous in the world for reflecting moral and social values of Iranian people and the natural beauty of this vast country.

Iranian craftsmen and craftswomen are famous for producing very unique artworks from wood, metal and other simple materials around them. Many people of the world appreciate the art and skill of a young Iranian girl who weaves a beautiful silk carpet in a small village of Azarbaijan or Kordestan. When tourists buy Persian rugs or carpets, they take a part of Iranian art and culture to their homelands.

## Reading Strategy

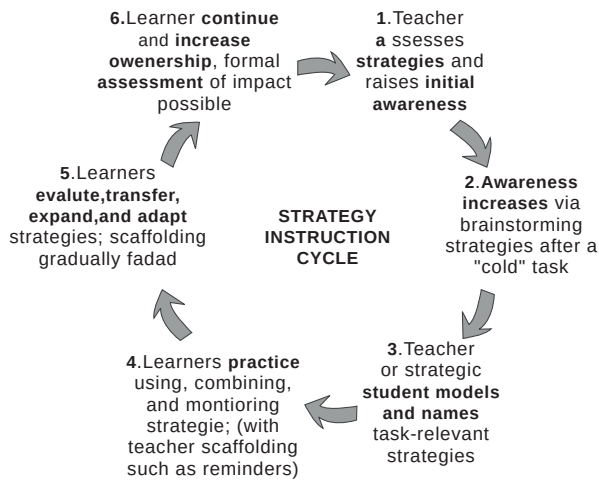
### Recognizing Reference Words

We use reference words instead of repeating the names of people, places, ideas, or other things. Follow these steps to find reference words.

- Read the text.
- Look out for common reference words like 'it, they, them, this, those, that, etc'.
- Look at sentences nearby especially the former ones to find what they refer to.

## Reading Strategies

In this lesson students learn 'to recognize reference words'. While reading a paragraph the readers may face a number of reference words (e.g., pronouns) the writer has used to develop the idea and to avoid repetition. Recognizing reference words helps readers understand the meaning better and faster (Rahimi, 2009).
In order to teach 'recognizing reference words', you need to follow the Oxford's cycle (Oxford, 2011, p. 184):




You may review different types of English pronouns students have learned previously to help them apply this strategy more efficiently.

| Subject Pronouns | Object Pronouns | Possessive Pronouns | Reflexive Pronouns |
|---|---|---|---|
| I | me | mine | myself |
| you | you | yours | yourself |
| he | him | his | himself |
| she | her | hers | herself |
| it | it | its | itself |
| we | us | ours | ourselves |
| you | you | yours | yourselves |
| they | them | theirs | themselves |

# Reading Comprehension

**A. Read the *Reading*. Use the above strategy to find what these words refer to.**

1. it (paragraph 1, line 2):
2. its (paragraph 2, line 3)
3. them (paragraph 3, line 3)
4. them (paragraph 5, line 4)
5. they (paragraph 6, line 6)

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**B. Scan the *Reading* to find the following information.**

1. What does art reflect?
2. How can we help the economy of our country?
3. Why is Persian art famous?

**C. Read the following sentences. Find each idea in the *Reading* and then write the number of the paragraph that discusses it.**

1. Making and selling handicrafts help a country's economy.

   Paragraph

2. Many people in the world value the art and skill of Iranian artists.

   Paragraph

3. Handicrafts can show the art and culture of a nation. Paragraph

**Phase 3. Post-listening**

Post-reading activities are organized in next section labeled Reading Comprehension.

## 7. Reading Comprehension

**Content:** It has three parts: parts A, B, and C.

**Objective(s):** Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'recognizing reference words'.

**Teaching Procedure:** After silent reading and teaching how to use reading strategy 'recognizing reference words', the teacher may give students some time to work on parts A, B, and C.

**Activity A** is a reading strategy practice that focuses on recognizing reference words in the text. The students should read the Reading again and find what the given pronouns refer to in the given paragraphs.

1. **it** in paragraph1, line 2 refers to **'art'**
2. **its** in paragraph 2, line 3 refers to **'each country'**
3. **them** in paragraph 3, line 3 refers to **'handicrafts'**
4. **them** in paragraph 5, line 4 refers to **'countries'**
5. **they** in paragraph 6, line 6 refers to **'tourists'**

**Activity B** is a reading strategy practice that focuses on scanning. The students should scan the Reading and find the given information.

1. It reflects the history of a society
2. Making and selling handicrafts are good ways to help a country's economy
3. Persian art is famous in the world for reflecting moral and social values of Iranian people and the natural beauty of this vast country.

**Activity C** is a reading strategy practice that focuses on 'skimming'. The students should read the sentences and find their ideas in the Reading.

1. Paragraph 3
2. Paragraph 5
3. Paragraph 2

# Vocabulary Development

## ANTONYMS

Antonyms are words that have opposite meanings. Sometimes antonyms are very different words, for example 'true' and 'false' or 'hot' and 'cold'. Other times, they are made by adding or changing prefixes or suffixes, for example, 'like' and 'dislike' or 'careful' and 'careless'. Learning antonyms is a good way to develop our vocabulary.

**A. Write a word in each blank that is the opposite of the words in the left column.**



cold



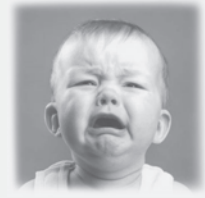


fast





happy



## 8. Vocabulary Development

**Content:** It has a Definition Box, and three activities: A, B, and C.

**Objective(s):** Introducing antonyms in English language.

**Teaching Procedure:** First go through the Definition box to introduce antonyms. You may write some familiar words on the board and ask students to find their antonyms.

Examples: sad/happy big/small
kind/cruel careful/careless

Then Go through parts A, B, and C.

**Definition Box** 1 defines and exemplifies antonyms.

**Activity A** is a completion exercise. The students (a) should look at the pictures on the right, (b) read the words, (c) find the opposite of the words, and (d) write them in the left columns besides the correct picture.

1. cold: picture 1, hot
2. fast: picture 2, slow
3. happy: picture 3, sad (upset)

Optional

**You may ask students to do the following activities in the class.**

**A. Ask students to look around the class and find words that have opposite meanings and make sentences with them. To emphasize the contrast, the students may use 'but' between the sentences.**

The blackboard is black but the whiteboard is white.
Amir is happy but Mohsen is unhappy.
My bag is small but Sima's bag is big.
Roya's pencil is long but Sahar's pencil is short.

**B. Ask students to act out the following opposite adjectives.**

happy/unhappy
relaxed/nervous
bored/interested
calm/nervous

**B. Two of the words in each group are antonyms. Find them.**

a) start/ finish/ decrease/ produce

b) quickly/ sadly/ greatly/ slowly

c) rise/ move/ reflect/ fall

d) cheap/ famous/ expensive/ interesting

**C. Look back at the *Reading* to find synonyms and antonyms for the words.**

a) In paragraph 1, find a synonym for 'reflect':

b) In paragraph 3, find an antonym for 'buy':

c) In paragraph 5, find a synonym for 'well-known':

d) In paragraph 6, find an antonym for 'ugly':



**Activity B** is a vocabulary exercise. The students should find two words in each group that are antonym.

(a) start/finish
(b) quickly/slowly
(c) rise/fall
(d) cheap/expensive

**Activity C** is a vocabulary/strategy exercise. The students should look back at the Reading, scan the text and find synonyms/antonyms of the given words.

(a) show
(b) sell
(c) famous
(d) beautiful

**Optional**

**You may design some games to practice synonyms and antonyms.**
**Example: Ask students to make flashcards and post them on the board. Ask students to come to the board and match the cards of synonyms or antonyms.**



# Grammar

**A. Read the following text.**



Our neighbor is a craftsman. I love his beautiful artworks. Whenever I see his works, I say to myself, "when I grow up, I will become an artist like him". One day he told me: "Amir, are you really interested in art? **If** you enjoy art, you will become a good artist. Most people like art, but some do not understand it. **If** you do not see any special thing in a pottery, you won't appreciate its value. **If** you do not appreciate the value of art, you cannot become a successful artist. You will just make things. **If** you really like art, you will need two things in the future: education and experience. Study hard, work hard, and create things to make people happy."

## 9. Grammar

**Content:** It has seven parts, from A to G.

**Objective(s):** The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result, the three components of Freeman's pie chart will focus on form, meaning, and use (Laren-Freeman, 2014, p. 258) (See figure 1).

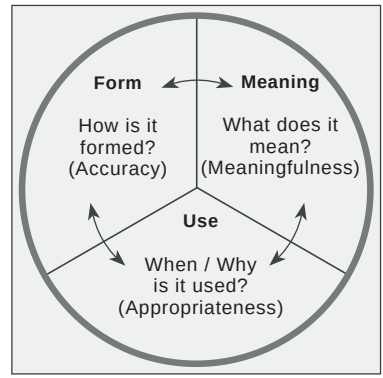



**Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

**Teaching Procedure:** The procedure of teaching grammar follows what comes below:
New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

Therefore, the teaching of grammar starts with Activity A and ends with Activity G.

**Activity A** is an input flooding activity. In this section one text is provided with lots of examples of the grammatical structure 'conditional sentence type I'. The vocabulary of the text is controlled and students are supposed to just read the text and notice the new structure, 'conditional sentence type I'.

Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

**B. Read the following examples.**

| | |
|---|---|
| If you study hard, | you will pass the exams. |
| If my friends come, | I will become happy. |
| If Reza goes to Rey, | he will visit the bazaar. |

| | |
|---|---|
| I'll phone you | if I have time. |
| You'll hurt yourself | if you jump into the river. |
| Maryam will get a prize | if she answers the question correctly. |



**C. Tell your teacher how 'conditional sentences' are made.**

**D. Read the *Conversation* and underline all 'conditional sentences'.**

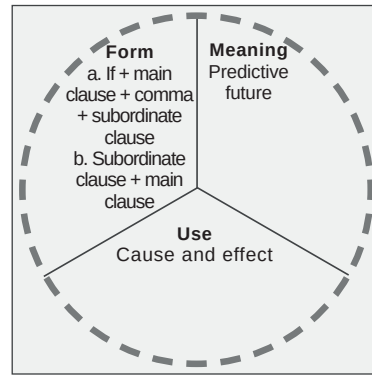
**Activity B** presents grammatical items in isolation. The teacher may

- Explain the tables briefly.
- Ask students to go through the examples written in the tables.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework.

**1. In form wedge,** you need to tell students how a particular construction is put together.

**a. If + main clause + comma + subordinate clause**
**b. Subordinate clause + if + main clause**




**2. In semantic wedge,** what a grammar construction means is dealt with. Conditional sentence type I means:

**Predictive future, a condition exists and an outcome is predcited**

**3. In Pragmatic wedge,** the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text conditional sentence type I fulfills cause and effect function / predicting.

**Activity C** encourages students to induce the way 'conditional sentence type I' is made.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to the Reading, find all 'conditional sentences type I' and underline them. The students can use highlighters to do this activity as well.

- Ask students to take a red pencil or highlighter.
- Ask them to underline/circle present perfect tenses.

Conditional sentences of the Reading are:
If we want to know a country or a nation well, we should study its art.
If you travel across Iran, you'll get back home with excellent handicrafts as souvenirs for your family and friends.
If we want to name countries with richest art and cultural diversity, Iran is among them.

**E. Read the following paragraph and choose the best verb forms.**

I sometimes think about my future job. I want to have a job to help the people of my country. When I (grow up / will grow up), I (become / will become) a teacher. I will work hard and help children. If I (teach / will teach) well, my students (learn / will learn) many things. If they (study / will study) hard, they (become / will become) successful in their lives. They can have good jobs in the future. They may become teachers, nurses, farmers, and artists. If my students (become / will become) successful, I (feel / will feel) happy and satisfied. This helps people to have a happier life.



**F. Pair up and talk about the things you will do or will happen in the following conditions.**

1. If it rains tomorrow,
2. If I study hard for my exams,
3. If we go to Noshahr this Friday,
4. If I eat so much junk food,
5. If I get a good mark,

**G. Go to Part III of your Workbook and do A and B.**

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the text and choose the correct forms of verbs.

grow up/will become/teach/will learn/study/will become/become/will feel

## Conditional Sentence Type I

Different forms, meanings, and functions of conditional sentence Type I are summarized in the following table. As you may notice, in Vision 3 just 'predictive future' is focused on.

| Form(s) | Meaning(s) | Function(s) |
|---|---|---|
| a. If + main clause + comma + subordinate clause<br>b. Subordinate clause + main clause<br>c. Inversion<br>d. pro-forms (using if so or if not instead of if clause). | **Factual:**<br>**a. Generic**: scientific texts, both verbs simple present<br>If you boil water, it vaporizes.<br>**b. Habitual**: habitual relationship (informal), both verbs simple present or past<br>If I wash the dishes, Sally dries them. **C. Implicit inference:** time-bound relationships, occur with modals<br>If smog can be licked in LA, it can be licked anywhere.<br>**d. Explicit inference:**<br>If someone's at the door, it must be Peter.<br>**e. Future (predictive) conditional sentences:**<br>prediction scale:<br>Will, be going to: certain<br>Should: probable<br>May: possible stronger than might<br>Might: possible weaker than may | **Type I**<br>**The most frequent ones:**<br>-Generic<br>-Future<br>-Explicit inference |

**Activity F** is a communicative activity that asks students to talk about the things they will do or will happen in the given conditions. The students are required to use 'conditional sentence type I' in their conversations.
Activity G provides students with more exercises. The students have to refer to their Workbook, Part III (Grammar), and do parts A and B.

**Part A** is a structural activity. The students should fill in the blanks with the correct forms of the verbs, using 'conditional sentence type I'.

**Part B** is a communicative activity. The students should complete the sentences based on their personal experiences or opinions. They need to use 'conditional sentences type I'.




## Past participles

**Read the following examples.**

Amir **is bored** with his present job.

Mina **got amused** by the story.

I'**m** totally **confused**. Would you please explain it again?

He often **gets depressed** about his weight.

I'**m** so **excited** that we're going to Yazd.

To tell the truth, I **was frightened** to death.

I've always **been interested** in football.

They **were** greatly **surprised** at the news.

I'**m tired** of watching television; let's go for a walk.

## 9. Grammar

**Content:** It has one table with examples.

**Objective(s):** The aim of this part is teaching another grammatical point briefly and to the point.

**Teaching Procedure:** Go through the table and teach the structure based on the 3-dimensional model of teaching grammar.
See Also focuses on introducing some frequent and useful 'past participles as adjectives'. To teach this grammatical point, use the 3-dimensional grammar pie.

**1. In form wedge,** introduce the form:

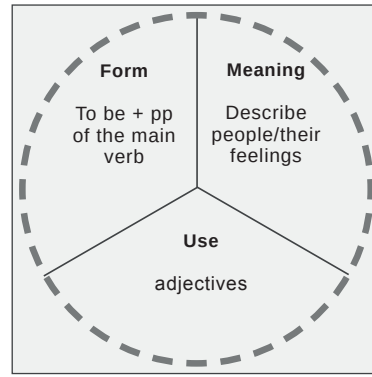
**To be + past particple of the main verb**

**2. In semantic wedge,** introduce the meaning of 'past participles'. Past participles as adjectives

**describe people and/or their feeligns**

**3. In Pragmatic wedge,** Explain the function of 'past participles':

**They function as adjectives to show how people are, feel or think.**



# Listening and Speaking

**Speaking Strategy**

**Talking about conditions and future results**

**A. We use 'will' with 'if' to talk about what will happen in the future if certain conditions are met at the present time.**

- We want to buy a new store.
- Really, what for?
- We want to make and sell more pottery work.
- I've heard people are really interested in your work.
- Yeah, if everything goes well, we will open the new store in June.



**You may use the following to talk about conditions and future results.**

If everything goes well, I will.....

If all goes well, they will .....

If our plans work, we will.....

## 11. Listening and Speaking

**Content:** It has two parts, A and B.

**Objective(s):** The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, 'conditional sentence type I'.

**Teaching Procedure:** The teacher should review the grammatical structure of this lesson (conditional sentence type I) by reminding students of the three dimensions of the structure (form, meaning, function). The emphasis should be put on the predictive function of 'conditional sentence type I' and how it can be used to talk about the present conditions and future results. Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

**Talking about conditons and future results**

Then the teacher goes through Parts A and B.

**Part A** is a short conversation in which 'conditional sentence type I' is used to talk about the present conditions and future results.

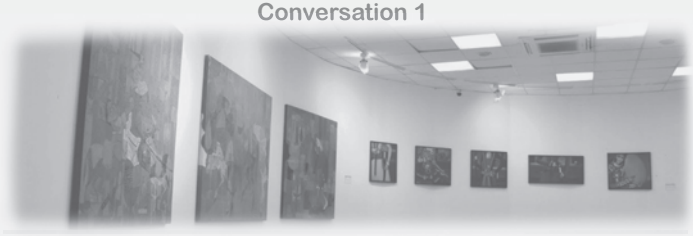
The related structures used are:

If everything goes well, we will open the new store in June.

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.
Introduce the speaking strategy by reviewing the patterns written on the bottom of the page.
Then explain how the strategy is used in sample dialogues. Present other sample dialogues, if necessary, and ask students to notice how 'conditional sentence type I' is used to talk about the present conditions and the future results.

**B. Listen to the following conversations and fill in the blanks.**

Conversation 1



1. They are going to
2. If all goes well,

**Pair up and ask your friends about the things they have to do now to achieve something in the future. You may use the verbs in the box.**

become a doctor in the future, go to Marivan in Norooz, buy a new computer next year

Conversation 2



1. Mohammad is going to
2. Amir is going to

**Pair up and ask your friends about the things they have to do now to achieve something in the future. You may use the verbs in the box.**

take part in charity, study Physics, visit historical sites of Hamedan

**Part B** consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then fill in the blanks. The aim of this practice is making students aware of the speaking strategy, talking about future results.

**Conversation 1**

Mohadeseh: We are planning to have an exhibition of Persian art in Paris.
Pardiss: Wow! I'm amazed to hear that.
Mohadeseh: It's really cool, but, not so simple. There are lots of things to do.
Pardiss: When is it going to be?
Mohadeseh: If all goes well, we will have the exhibition next spring.
Pardiss: Good! If you need me, I will be honored to help.
Mohadeseh: Oh yes, when we prepare our first plans, we will certainly call you.

1. They are going to have an exhibition of Persian art in Paris.
2. If all goes well, they will have the exhibition next spring.

**Conversation 2**

Mohammad: Did you see the notice of science Olympiad?
Amir: Yes, there will be an exam next summer.
Mohammad: Are you going to participate in it?
Amir: I'm studying hard now. If everything goes well, I will take part in it.
Mohammad: Is a difficult exam?
Amir: No, but it needs a lot of hard work.
Mohammad: Can I be a part of it, too?
Amir: Yes, if you are interested in that, I will help you.
Mohammad: Oh, yes. I would love that. Thank you very much.

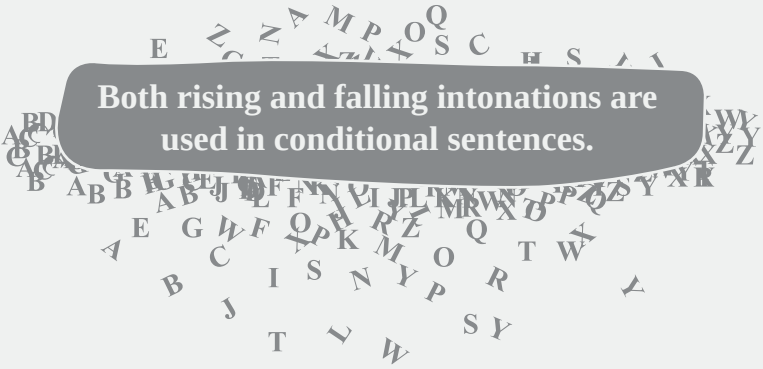
1. Mohammad is going to try the science Olympiad.
2. Amir is going to help Mohammad.

After each conversation, there is a role play activity.
Here, the students have to pair up and use the clues in the boxes to make new conversations. They are required to use the taught strategy.

# Pronunciation

**A. Listen to the following sentences. A part of the sentence has a rising intonation, another part of it has a falling intonation.**

1. If I get the money, ↗ I will buy a new mobile phone. ↘
2. We'll get to school late ↗ if the bus does not come on time. ↘
3. If the kids answer the questions, ↗ the teacher will give them a prize. ↘
4. You'll get a good job ↗ if you work hard. ↘



**Both rising and falling intonations are used in conditional sentences.**

**B. Listen to the sentences and draw upward or downward arrows for rising and falling intonations.**

1. If it snows, people will drive carefully.
2. If I earn enough money next year, I will buy a new car.
3. She will pass the exam if I help her.
4. If you eat healthy food, you will live longer.

## 11. Pronunciation

**Content:** It has two parts: A and B.

**Objective(s):** Pronunciation aims at presenting 'the intonation contour of conditional sentence type I'. The students should be able to both recognize and produce intonation contours in oral conversations.

**Teaching Procedure:**

**1. Description and analysis**

- Play the audio of Part A.
- Ask students to listen to the CD several times.
- Then briefly explain the rules:

**Both rising and falling intonations are used condtional sentences.**

**2. Listening discrimination:**

-Read the sentences in Part B. Ask students to draw upward or downward arrows for rising and falling intonations.

1. If it snows, people will drive carefully. ↘
2. If I earn enough money next year, I will buy a new car. ↘
3. She will pass the exam if I help her. ↘
4. If you eat healthy food, you will live longer. ↘

**3. Controlled practice:**

-Read sentences in Part A and Part B and ask students to repeat them after you.

**4. Guided practice:**

Ask students to read sentences in Part A and Part B with appropriate intonation contours.

**5. Communicative practice:**

Ask students to pair up and make conversations to personalize the sentences of parts A and B.

# Writing

## Infinitives



**To learn a language can be interesting.**
**Hamed wants to learn a language.**

An infinitive is the 'to' form of a verb, for instance, the infinitive form of 'study' is 'to study'.

### Infinitive as Subject

**You can use an infinitive as the subject of a sentence:**

- To smoke is very bad for everyone.

But its gerund form is more natural:

- Smoking is very bad for everyone.

### Infinitive as Object

**We can also use infinitives as an object of a sentence.**

- I like to watch this movie.
- She wanted to buy an Iranian handicraft.

## 12. Writing

**Content:** Writing has two parts, three activities (A to C), and one Hint.

**Objective(s):** In this lesson, Writing aims at helping students understand the structure of infinitives and its functions and types. Since having a strong knowledge of this structure as a common one in English language will better equip students to write more naturally, the students are expected to master it well. Thus, they are expected to be able to identify its types and usages.
Teaching Procedure: The teacher is expected to go through each section and first present the definitions and the information provided, then do the exercises.

- **Part One** presents a simple definition of 'infinitive', its structure and then deals with its first type, namely 'infinitive as subject'.
- At this point, you can write the two examples on the board.

- **To learn** a language can be interesting.
- Hamed wants **to learn** a language.

- Focus students' attention on the examples.
- Say students that infinitive is formed by the to+ verb.
- Regarding its first type, you can add this example too.

**- To smoke** is very bad for everyone.

- Now ask students to use the guideline presented in Lesson One for identifying the subject.
- They will find that 'to learn' and 'to smoke' are subjects.
- Now, remind them that as subject, using gerunds is more natural than using infinitives.
- Thus, the followings are more suitable:

- **Learning** a language can be interesting.
- **Smoking** is very bad for everyone.

# Writing

## Infinitives



**To learn a language can be interesting.**
**Hamed wants to learn a language.**

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### Infinitive as Subject

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But its gerund form is more natural:

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### Infinitive as Object

**We can also use infinitives as an object of a sentence.**

- I like to watch this movie.
- She wanted to buy an Iranian handicraft.

- **Part two** introduces the second type of infinitives, namely 'infinitive as object'.
- At this point, you can write the two examples on the board.

- I like **to watch** this movie.
- She wanted **to buy** an Iranian handicraft.

- Focus students' attention on the examples.
- Ask students to use the guideline presented in Lesson One for identifying the subject.
- They will find that the infinitives are objects.

**After some verbs we use infinitives. The most common ones are:**

| | |
|---|---|
| choose | expect |
| decide | remember |
| want | try |
| promise | attempt |
| forget | agree |
| wait | learn |

**A. Complete the following sentences with the gerunds or infinitives of the verbs in the box.**

learn leave make give catch turn off

1) I went home after the school.
2) I have decided Spanish.
3) We can't learn English without mistakes.
4) Mahboobeh bought some flowers to her mother.
5) Remember the lights.
6) I ran fast the bus.



- Now say that while, as noted in the previous lesson, we use gerunds after some verbs, after some verbs, the infinitive is used.
- First you can read the verbs and then provide the students with some examples as follows:

- I forgot to call you.
- He attempts to do his homework well.

- Now you can ask the stronger students to give some examples.

**Activity A** asks students to complete the sentences with appropriate gerunds and infinitives.
- Have students read the directions and work individually.
- Remind students that after some verbs and also after the prepositions, the gerund is used.
- Have students also focus their attention on the spelling of gerunds.
- Check answers with the class.

1- leaving
2- to learn
3- making
4- to give
5- to turn off
6- to catch

As an extra activity, you can ask students to complete the following sentences in their own words:

- I promise .....
- Finally, my mother agreed.....
- Her grandmother decided .....
- Our teacher wants .....

## HINT

We make negative infinitives with *not + to + verb.*

- I told the children not to make so much noise.
- My dad tries not to forget the phone numbers.

We can use infinitives after some adjectives.

- She became happy to see her classmate after ten years.
- Ali was really sad to leave us soon.



**Hint** deals with two important points.

**1) The negative form of the infinitives is introduced as follows: '**

**not+to+verb'**

- You can read the examples or write them on the board.
- Focus students' attention on the negative structure.
- For more practice, you can write some examples and ask students to make them negative.

**2) The use of infinitives after some adjectives is introduced.**

- You can read the examples or write them on the board.
- Focus students' attention on the structure of 'adj + infinitive'.
- For more practice, you can add some examples.




**- Remember that infinitives come after some certain adjectives. They are as follows:**

amazed / amazing/ angry/ astonished/ astonishing/ awkward/ brave/ careless/ clever/ cowardly/ crazy/ delighted/ difficult/ disappointed/ disgusted/ easy/ extraordinary/ funny/generous/glad/ happy/ hard/ honest/ horrified/ impossible/ kind/ nice/ odd/ pointless/ relieved/ ridiculous/ rude/ sad/ selfish/ silly/ sorry/ strange/ stupid/ surprised/ wicked/ wise.

**Some other common adjectives are:**

| | |
|---|---|
| careful | amazed |
| certain | ashamed |
| glad | fortunate |
| shocked | lucky |
| sorry | surprised |

**B. Using five adjectives from the above, write five sentences with infinitives about yourself.**

**1.**

**2.**

**3.**

**4.**

**5.**

**C. Read the *Reading* and find all gerunds and infinitives.**



- Read the common adjectives provided here.
- You can use some of the adjectives to make some sentences as:
- It's amazing to see you again.
- I am ashamed not to call you.
- He is really glad to meet his teacher.

Or ask students to use the adjectives provided and make sentences with them.

- Allow them to compare answers in pairs before it is checked with the class.
- Have a few students read their answers.

Go to Part V of Workbook. Ask students to do the exercise B.

**Activity B** is a writing exercise. Have students work individually to write sentences. Check answers and introduce the best ones.
Go to Part V of Workbook. Ask students to do the exercises A and C.

**Activity C** as a recognition exercise asks students to find all gerunds and infinitives in the Reading.

- Have students read the directions and work individually.
- Check answers with the class.
- Gerunds: making. selling, reflecting, producing.
- Infinitives: to know, to name

Go to Part V of Workbook. Ask students to do the exercise D.



**A. Listen to the first part of a report.**

**1. Fill in the blanks based on what you've just heard.**

Art is helpful

People can make

**2. Listen again and take note of all 'if clauses'.**

---

**B. Now read the rest.**

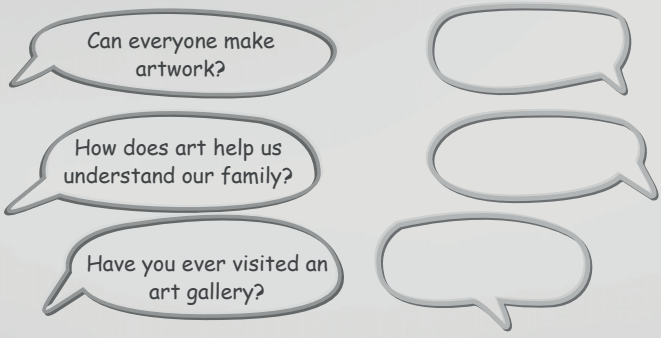
Art can improve people's physical, mental, and emotional wellness. If people use <u>their</u> art skills in a right way, they will be able to communicate their feelings. They will understand their family and friends better. Art can help people have better relationship with each other. The power of art decreases the risk of many illnesses such as heart attack. If people practice art, they will get along with their stress and enjoy the pleasure of making artwork. You can try this by drawing simple things or making simple objects. You will see <u>its</u> power!

**3. What does 'their' in line 2 refer to? What does 'its' in the last line refer to?**

**4. Underline all 'conditional sentences'.**

**C. Work in pairs. Ask and answer.**

---



## 13. What you learned

**Content:** It has three parts, A, B, and C.

**Objective(s):** What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned.

Teaching Procedure: Go through each part and work on activities.

**Part A** is a listening task. Students should listen to a report and fill in the blanks.

Art is not just something beautiful. There is so much power in art. Recent studies show that art is helpful for curing diseases. If sick people practice art, their health condition gets better. Art does not need any special ability and everyone can make artworks with simple things like pencils, chalk, and paint. If sick people communicate their feelings with simple artworks, their stress and pains will decrease.

1. Art is helpful in curing the sick.
People can make simple artworks to communicate their feelings.
2.If sick people practice art…
If sick people communciate their feelings with simpel artworks…

**Part B** is a reading task. The students should read the rest of the report. Then they have to recognize reference words and scan the text to find all 'conditonal sentences'.

3. **their** in line 2 refers to **'people'**. **its** in the last lien refers to **'art'**.
4. If people use their art skills in a right way…..

If people practice art, they will get along with their stress and…

**Part C** is a role play. Ask students to take role and practice.

A: Can everyone make artwork?
B: Sure, everyone can do that.
A: How does art help us understand our family?
B: We can understand their feelings.
A: Have you ever visited an art gallery?
B: Yes/No …..

**Ministry of Education of Islamic Republic of Iran**
**Organization for Educational Research and Planning (OERP)**

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**2017**

معلّمان محترم و صاحب‌نظران گرامی می‌توانند نظر اصلاحی خود را دربارهٔ مطالب این کتاب از طریق نامه به نشانی تهران- صندوق پستی ۱۵۸۷۵/۴۸۷۴- گروه درسی مربوط و یا پیام‌نگار (Email) talif@talif.sch.ir ارسال نمایند.

دفتر تألیف کتاب‌های درسی عمومی و متوسطهٔ نظری

بسم الله الرحمن الرحیم

IN THE NAME OF ALLAH

# Vision 3

## English for Schools

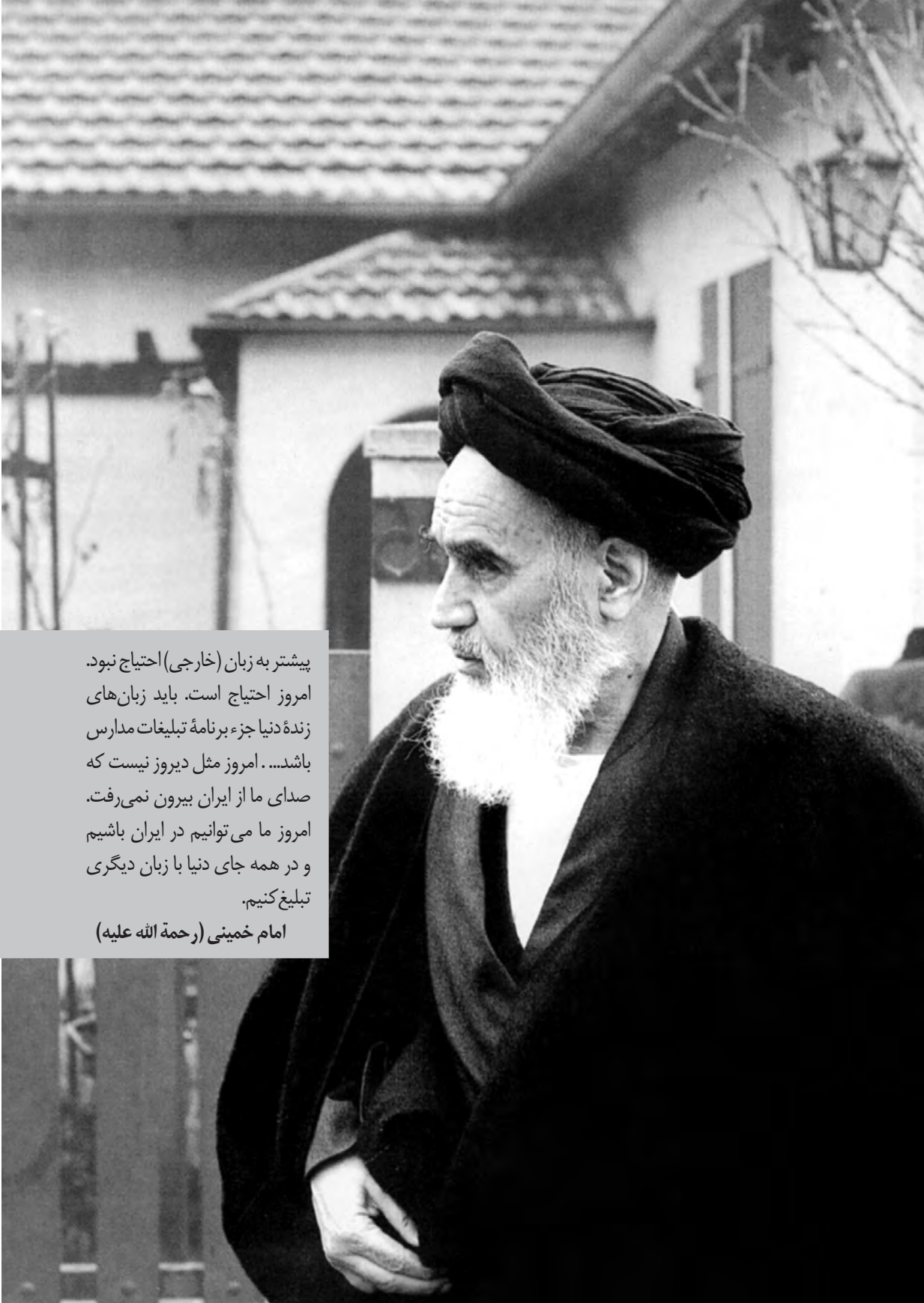
Teacher's Guide

پایهٔ دوازدهم
دوره دوم متوسطه

**وزارت آموزش و پرورش**
**سازمان پژوهش و برنامه‌ریزی آموزشی**

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**مدیریت برنامه‌ریزی درسی و تألیف:** دفتر تألیف کتاب‌های درسی عمومی و متوسطه نظری
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پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس باشد... . امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی‌رفت. امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

**امام خمینی (رحمة الله علیه)**

کلیه حقوق مادی و معنوی این کتاب متعلق به سازمان پژوهش و برنامه‌ریزی آموزشی وزارت آموزش و پرورش است و هرگونه استفاده از کتاب و اجزای آن به‌صورت چاپی و الکترونیکی و ارائه در پایگاه‌های مجازی، نمایش، اقتباس، تلخیص، تبدیل، ترجمه، عکس‌برداری، نقاشی، تهیه فیلم و تکثیر به هر شکل و نوع، بدون کسب مجوز از این سازمان ممنوع است و متخلفان تحت پیگرد قانونی قرار می‌گیرند.



وَ مِن آیاتِهِ خَلقُ السَّماواتِ وَالاَرضِ وَاختِلافُ
اَلسِنَتِکُم وَ اَلوانِکُم، اِنَّ فی ذٰلِکَ لَآیاتٍ لِلعالِمینَ

**روم، ۲۲**

**و از نشانه‌های قدرت خداوند، آفرینش آسمان‌ها و زمین و نیز تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همه اینها نشانه‌هایی از حکمت الهی برای دانشمندان نهفته است.**

And of Allah’s Signs of Power is the creation of the heavens and the earth and also the variation of the languages and the color of you people; verily, in all these are Signs for men of knowledge.

**برگرفته از ترجمهٔ مرحومه دکتر طاهره صفّارزاده**

**همکاران گرامی**

خدای را شاکریم که کتاب حاضر که حاصل تلاش مؤلفان بستهٔ آموزشی زبان انگلیسی پایه دوازدهم است، هم اکنون در دسترس شما قرار دارد. نکات اصلی که مد نظر مؤلفان در فرایند تهیه و تدوین بستهٔ آموزشی بوده است به‌صورت مفصّل در این کتاب آمده است. برخی از نکات به شرح زیر است:

همان‌طور که در حوزهٔ تربیت و آموزش زبان‌های خارجی برنامهٔ درسی ملی به صراحت ذکر گردیده است، رویکرد آموزش زبان‌های خارجی، رویکرد ارتباطی فعال و خودباورانه می‌باشد. در تبیین این رویکرد، لازم به ذکر است که دو ویژگی «فعال بودن» و «خودباوری داشتن» ویژگی‌هایی است که در رویکرد ارتباطی همواره و در همهٔ سطوح مورد تأکید بوده است و از ابعاد اصلی و ذاتی رویکرد ارتباطی است. از آنجا که در رویکردهای پیشین آموزش زبان در کشور، کمتر به این دو بعد توجه می‌شد و فراگیران عمدتاً نقشی منفعل و پذیرا داشته و فاقد خودباوری و اعتماد به نفس فرهنگی و علمی کافی برای فراگیری و تولید زبانی بودند؛ لذا در تدوین حوزهٔ یادگیری زبان‌های خارجی، این دو محور مورد توجه و تأکید قرار گرفته تا فراگیران ضمن کسب و حفظ خودباوری اعتقادی، فرهنگی و علمی به صورت فعال در کلاس درس ایفای نقش کنند.

رویکرد ارتباطی فعال خودباورانه، آموزش را براساس ارتباط می‌داند به‌طوری که فرد یادگیرنده از طریق ارتباط زبانی؛ با مخاطب یا مخاطبین به‌صورت فعال (نه منفعل) در ارتباط شرکت می‌کند و با اعتقاد و باور راسخ به مبانی اعتقادی و مذهبی، ملی، سیاسی، اجتماعی و اعتماد به نفس در فرایند ارتباط، ایفای نقش می‌کند.

آموزش زبان خارجی علاوه بر اهداف مرتبط با نیازهای شخصی زبان‌آموزان از قبیل دانش پژوهی، علاقه‌مندی به علم و آگاهی، خودباوری و دارا بودن عزت نفس، به درک، دریافت و انتقال میراث فرهنگی غنی میهن اسلامی‌مان کمک قابل توجهی می‌کند.

این مهارت همچنین منجر به درک و دریافت و انتقال دستاوردهای بشری، تعامل در سطح روابط میان فردی و برقراری ارتباط با سایر جوامع و دستاوردهای بشری در سطح منطقه‌ای و جهانی می‌گردد و می‌تواند در توسعهٔ اقتصادی مانند صنعت‌گردشگری، تجارت، فناوری، توسعهٔ علم و هوشیاری اجتماعی-سیاسی مؤثر باشد.

از آنجایی که هدف غایی نظام آموزش کشور تربیت نسلی موحد، مؤمن و معتقد به معاد و شکوفایی فطرت الهی دانش‌آموزان از طریق درک و اصلاح مداوم موقعیت آنان به منظور دستیابی به مراتبی از حیات طیبه است، آشنایی با دستاوردهای بشری و شناخت جایگاه کشورمان در عرصهٔ بین‌المللی می‌تواند زمینه‌ساز و بسترآفرین تحقق این اهداف والا باشد.

قلمرو آموزش زبان‌های خارجی در برنامه درسی ملی، بر توانایی ارتباطی و حل مسئله تأکید دارد به گونه‌ای که فرد پس از آموزش قادر به ایجاد ارتباط فعال و خودباورانه با استفاده از تمامی مهارت‌های چهارگانهٔ زبانی برای دریافت و انتقال معنا گردد. با در نظر داشتن منویات برنامه درسی ملی، به عنوان نقشه راه نظام آموزش کشور، محدودهٔ آموزش زبان‌های خارجی، آشناسازی دانش‌آموزان با مهارت‌های ارتباطی (گوش کردن، سخن گفتن، خواندن و نوشتن) می‌باشد؛ به گونه‌ای که در دوره متوسطه دوم، دانش‌آموزان بتوانند متن‌هایی در حد متوسط را بخوانند و مفاهیم آنها را دریابند. در ضمن، توانایی نوشتن در حد یک مقالهٔ کوتاه به زبان خارجی نیز در آنها تقویت شود و از توانایی‌های لازم برای استفاده از منابع در حد متوسط و برقراری ارتباط به یکی از زبان‌های خارجی را داشته باشد.

مجموعه کتاب‌های English for Schools که در قالب دو مجموعهٔ سه جلدی، PROSPECT (پایه‌های هفتم تا نهم) و Vision (پایه‌های دهم تا دوازدهم) تألیف و منتشر گردیده است، مبتنی بر همین رویکرد و هدف‌گذاری می‌باشد. کتاب VISION 3 که برای پایه دوازدهم تحصیلی تألیف گردیده است، در امتداد منطقی پنج کتاب پیشین قرار دارد و در سه فصل کلی با عناوین زیر تألیف گردیده است:

۱- Sense of Appreciation

۲- Look it Up

۳- Renewable Energy

همان‌طور که از مضمون این فصول سه‌گانه برمی‌آید، تأکید و تمرکز محتوایی این کتاب بر حوزه روابط بین فردی در سطح اجتماع قرار گرفته است و حیطه مطالب در ادامه مسیر کتاب‌های پیشین، رشد محتوایی و زبانی یافته است.

کتابی که پیش رو دارید راهنمای تدریس کتاب VISION 3 است که با هدف آشنایی دبیران محترم درس زبان انگلیسی با اهداف و شیوهٔ تدریس کتاب مذکور تنظیم گردیده است. این کتاب هم در سه فصل کلی تنظیم گردیده که هر فصل متناظر با یکی از فصول کتاب درسی است و علاوه بر ارائه روش تدریس دقیق و مفصّل هر یک از بخش‌های کتاب درسی، مواردی همچون منطق حاکم بر هر بخش از کتاب، فعالیت‌های پیشنهادی برای غنی‌سازی روند تدریس و همچنین متن بخش‌های صوتی موجود در کتاب درسی را شامل می‌شود.

البته شایان ذکر است که روند تدریس ارائه شده در این کتاب راهنمای معلم که کاملاً منطبق با نظر مؤلفان کتاب درسی و همسو با رویکرد کلی آموزش زبان‌های خارجی در برنامه درسی ملی می‌باشد مانع و محدودکننده خلاقیت و نوآوری مبتنی بر نیازهای آموزشی متنوع و گسترده فراگیران در جای جای گستره پهناور میهن عزیزمان نیست؛ بلکه معرفی‌کنندهٔ روش استاندارد

آموزش منطبق با سیاست‌گذاری‌های کلان آموزشی و ارائه‌دهنده مسیری است برای مدیریت بهینهٔ زمان و توان دبیران.

به منظور بهره‌گیری بیشتر از کتاب حاضر و بی‌نیاز شدن همکاران گرامی از به همراه داشتن کتاب درسی، کتاب حاضر به صورت تلفیق شده با کتاب درسی تنظیم گردیده است تا به این شکل، هم صفحهٔ کتاب متناظر با مطالب کتاب راهنما در مقابل دیدگان خوانندگان باشد و هم دبیران محترم نیازی به همراه داشتن کتاب درسی و کتاب کار نداشته باشند.

خوشبختانه با همکاری و همدلی دبیران زبان انگلیسی سراسر کشور، تحول در آموزش زبان انگلیسی به خوبی مستقر گردید و تدریس کتاب‌های نونگاشت زبان انگلیسی نیز به شیوه‌ای مناسب در مدارس کشور در حال انجام است. این کتاب نیز گامی است در تقویت همین مسیر مبتنی بر همدلی و هم‌افزایی و از دبیران گرانقدر درس زبان انگلیسی پایه دوازدهم انتظار می‌رود با مطالعه و اجرای فرایند تدریس معرفی‌شده در این کتاب، ضمن آشنایی با روند استاندارد تدریس، کیفیت تدریس خود را هماهنگ با همکاران سراسر کشور غنا بخشند.

لازم به یادآوری است که مجموعهٔ غنی و کاملی از منابع مورد نیاز همکاران از جمله فایل‌های تمامی اجزای بسته آموزشی، مجموعه دستورالعمل‌ها و آیین‌نامه‌های مربوطه و جدیدترین اخبار و اطلاعات مورد نیاز همکاران گرامی از طریق وب‌گاه گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی به نشانی زیر قابل دسترسی است:

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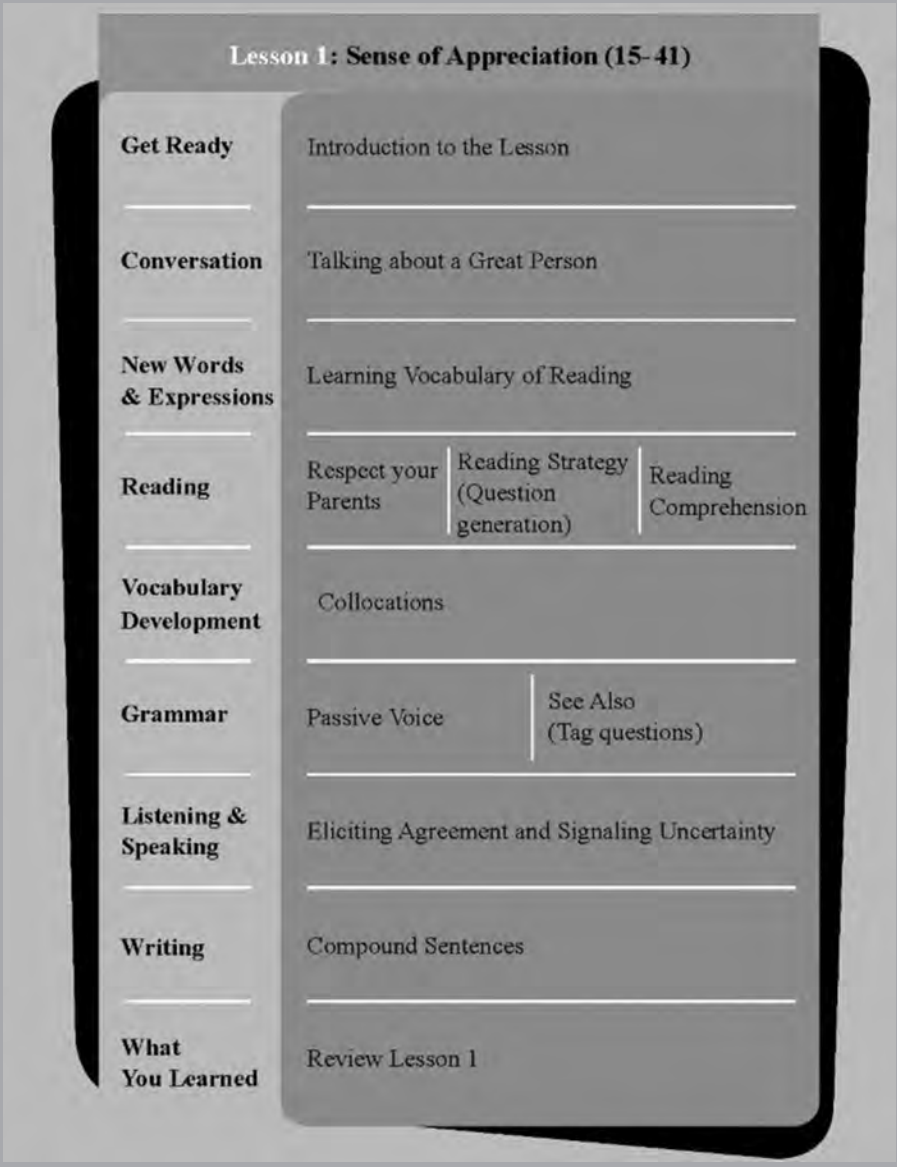
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# Lesson 1

# Sense of Appreciation


Lesson 1: Sense of Appreciation (15-41)
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**General Objectives of this lesson**

- Familiarizing students with the theme ‘Sense of Appreciation’
- Making students aware of the value of kindness, helping other people, and respecting elders.
- Informing students of the importance of taking good care of their parents and listening to their advice.

# LESSON 1

## Sense of Appreciation

**Interesting Facts:**

- Helping others lowers blood pressure.
- Kindness boosts energy and strength in elderly people.
- Teenagers who help others are more successful in life.
- Listening to the advice of older people improves our lives.
- Taking care of grandchildren increases brain function and memory.

## 1. The Title Page

**Content:** This is the first page of the lesson. It has five interesting facts about the main theme of this lesson: ‘sense of appreciation’.

**1- Helping others lowers blood pressure.**
**2- Kindness boosts energy and strenght in elderly people.**
**3- Teenagers who help others are more successful in life.**
**4- Listening to the advice of older people improves our lives.**
**5- Taking care of grandchildren increases brain function and memory.**

**Objective(s):** Title Page gives some factual information to students about ‘sense of appreciation‘ and its important role in improving the quality of life.

**Teaching Procedure:** Ask students to read the facts one by one. Give them 1 minute and then ask them to tell you and the class their opinion about the facts. Ask them if they really find the facts interesting. If they have any problem with understanding the statements, you need to explain some words (e.g. boosts, elderly) or grammatical structures. Do not spend too much time on such statements. This section functions just as a warm-up activity.
**You can also ask the following questions in English or Persian:**

۱ـ کسی در این کلاس با پدربزرگ یا مادربزرگ خود زندگی می‌کند؟ چگونه به آنها احترام می‌گذارید؟
۲ـ چرا باید به نصیحت افراد باتجربه گوش کنیم؟
۳ـ چگونه می‌توانیم به پدر و مادر خود نشان دهیم که قدر زحمات آنان را می‌دانیم؟
۴ـ انتظار دارید دوستان شما با شما چگونه رفتار کنند؟ خود شما با دوستانتان چگونه رفتار می‌کنید؟



**Optional**

You may do the following activity as well.
Ask the students to check the statements that describe a grateful kid. Then talk about each description in the class.

- says ‘thank you’ when receiving a gift
- keeps nagging about the things his or her parents can’t afford to do
- is generous and helps others
- is selfish and self-centred
- cares about others especially weak and old people



## 2. The Impact Page

**Content:** It consists of four pictures related to the theme 'sense of appreciation' and the way people can have better lives by caring about each other.

- Helping and supporting each other
- Spending time together as a family
- Blood donation
- Taking care of elders

**Objective (s):** It gives general background on the theme of the lesson. It also shows different lifestyles people can live to experience better time with their families and friends. They may enjoy their lives by being thankful to their parents and showing kindness to others.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings (In English or Persian):

تصویر ۱. چرا کوهنوردی یک ورزش تیمی است؟ در ورزش‌های تیمی افراد چگونه برای رسیدن به هدف خود و تیم خود به یکدیگر کمک می کنند؟
تصویر ۲. مزایای گذراندن اوقات فراقت با افراد خانواده و خویشاوندان چیست؟
تصویر ۳. چه دلیلی برای اهدای خون وجود دارد؟ چرا برخی از افراد با ایثار و از خود گذشتگی به دیگران کمک می کنند؟
تصویر ۴. فرزندان در قبال پدر و مادر خود چه وظایفی دارند؟ اگر پدران و مادران ما در دوران سالخوردگی تنها بمانند چه بر سر آنها خواهد آمد؟



**Optional**

You may do the following activity as well.
Ask students to read the following quots, think about them and discuss their points in pairs/groups. Then ask them to share what they find interesting with the class.

1- One who is more beneficial to others, is the most loved by Allah. -*The Holy Prophet*
2- There are two ways to live a pleasant life, either in someone's heart or in someones's prayers -*Imam Ali (PBUH)*
3- To get the full value of joy, you must have someone to divide it with. -*Mark Twain*
4- There is more hunger for love and appreciation in this world than for bread. - *Mother Theresa*
5- We must find time to stop and thank the people who make a difference in our lives. -*John F. Kennedy*

# Get Ready

A. **Look at the following pictures and check (✓) appropriate behaviors.**










**Match the selected pictures with the following sentences.**

1. Children should respect their parents.
2. We have to take care of elderly people.
3. Family members should listen to each other.
4. We can help many people by donating what they need.

## 3. Get Ready

**Content:** It has three activities: A, B, and C.
**Objective(s):** 'Get Ready' aims at familiarizing students with the theme of the lesson. It also aims at reviewing previuosly-learned words or presenting some new words related to the theme of the lesson.
**Teaching Procedure:** Go through activities A, B, and C. Introduce the theme of the lesson, *sense of appreciation*, by doing the activities.

**Activity A** is a pedagogical task. The teacher has already introduced the topic to students. More questions can be asked in both English and Persian to arise students' attention and interest to the topic *'sense of appreciation'*.

- Name 3 ways by which you can show your love to your parents.
- Why are old people precious members of the society?
- Is it respectful to shout at our teachers?

Now, the students should look at the pictures which are related to the theme of the lesson and match them with the sentences.

**Picture 1**: 4 **Picture 3**: 1
**Picture 2**: 3 **Picture 4**: 4

You may also ask students to talk in groups and think of 'simple acts of kindness' and 'good deed'. Discuss their ideas in the class. See some examples below:

1- Take five minutes to send postcards to sick children who are fighting serious illnesses.
2- Encourage someone to pursue their dreams. And, help them achieve their goals.
3- Think of the amazing people in your life. Take an hour to write those people a letter telling them why they are awesome.
4- Contribute a small sum of money to grant a wish of a foster kid.
5- Pay for someone's dinner.
6- Take flowers to the nursing station at a hospital -for the nurses.
7- If you see someone who looks lost and might need help with directions, don't wait for him/her to ask you for help.
8- Allow your friends to help you. Let them enjoy performing an act of kindness.
9- Read books to your granparents.
10- Buy presents for poor children before Norooz.

**B. Why are these people famous?**

1. Rizali Khajavi

.....

2. Hassan Omidzadeh

.....

3. Jabbar Baghcheban

.....

4. Abbas Babaei

.....

**How do you feel when you read about these people?**

.....

.....

---

**C. Write appropriate nouns after the following adjectives. Then check (✓) the positive adjectives.**

- ◯ a polite .....
- ◯ a cruel .....
- ◯ some lazy .....
- ◯ two kind .....
- ◯ a loving .....
- ◯ some careful .....

**Activity B** is a general information gap activity. The students should answer the questions about some Iranian heros. They may need to do a mini research about these people and then share their stories with the class.



**Rizali Khajavi**

**Rizali Khajavi** (Dehghan-e Fadakar) is known as a national hero and his story is taught in Iranian schools. In a cold winter, he took off his coat and tied it to a stick and set it on fire while running toward an express train screaming danger to draw the train driver's attention to the landslide. The driver managed to stop the train and a tragic accident was prevented.



**Hassan Omidzadeh**

**Hassan Omidzadeh** was a devoted teacher who worked in a primary school in a small vilage in the north of Iran. One day the school cuaght fire and his 30 students were stuck in the fire. He risked his own life to save the kids. He was severly burnt and struggled with the injuries of the burn wounds for many years. He passed away 15 years after the accident.



**Jabbar Baghcheban**

**Jabbar Baghcheban** is well known for opening the first Iranian kindergarten and the first deaf school for Iranian kids. He is the author of the book 'Method of Teaching the Deaf' in which he explained his unique method of teaching the deaf, known as' oral hand alphabet system'. He devoted his life to speech training of Iranian deaf students. There are plenty of Baghcheban schools all across the country now for deaf kids.



**Abbas Babaei**

**Abbas Babaei** is known as one the greatest war heros of Iran. He was an Air Force pilot. During the Iran-Iraq war he took part in several successful missions to defend our country. Babaei was martyred when he was returning from one of his missions on the day of Ghorban Feast.

**Activity C** is a meaningful activity related to the grammatical points 'word order', 'collocations', and 'conotational meaning'. In this activity, the students practice the way adjectives are used before nounns while they should be careful about the words that are possible be used with each adjective. They should also distinguish positive and negative adjectives.

- ● a polite (conversation, society, way
- ○ a cruel (man, joke, world)
- ○ some lazy (people, cats, boys)
- ● two kind (friends, people, teachers)
- ● a loving (family, mother, care)
- ● some careful (plans, drivers, students)






Sara has been in the Children's Medical Center for a week. She has caught a terrible flu. The doctor told her to stay there to get better. There is a photograph of an old man on the wall. While the nurse is taking her temperature, they start talking.

**Sara:** Excuse me, who is that man in the picture?

**Nurse:** Oh, don't you know him? Have you ever heard of Dr. Mohammad Gharib?

**Sara:** I guess I have only seen his name in my English book, but I'm not sure about it.

**Nurse:** Dr. Gharib was a famous physician.

**Sara:** Oh,... can you tell me a little about his life?

**Nurse:** Dr. Gharib was born in Tehran in 1288. After receiving his diploma, he went abroad to study medicine. In 1316 he became a physician and then came back to his homeland. In 1347 this center was founded by Dr. Gharib and one of his close friends.

**Sara:** Really? I didn't know that.

**Nurse:** Dr. Gharib was also a generous man. He spared no pains

## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and some Questions.

**The conversation of this lesson takes place in the Children's Medical Center. Sara has caught a terrible flu and is hospitalized in this medical center. She is talking to the nurse who is taking her tempaerature.**

**Objective(s):** The main function of Conversation is providing learners with *'comprehensible input'* and preparing them to produce *'comprehensible output'*. It also functions as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (active/ passive voice).

**Teaching Procedure:** First present the words in the Word Bank.

- **Using real objects (realia):** a thermometer
- **Showing pictures or photos:** a physician
- **Using gestures or acting out:** take temperature
- **Definition:** regard
- **Giving synonyms/antonyms:** dedicated
- **Exemplification:** spare no pains, distinguished
- **Translation:** not surprisingly

Then ask students to look at the picture and read the introduction of Conversation to have some ideas about what they are going to hear. You may make a PowerPoint slide presentation about Dr. Gharib or show an excerpt of his TV series. You may talk about the following things in the class:

■ نکات برجستهٔ زندگی آقای دکتر محمد قریب

■ افرادی که دانش، جان و مال خویش را فدای آسایش هموطنان خود کردند و نقش آنها در پیشرفت کشور

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening, listening, and post-listening.* Other alternative models, such as Strategy Based Instruction (SBI), can also be used to teach the Conversation.

**The cycle of pre-listening, listening, post-listening**

*Phase 1. Pre-listening*

The aim of the pre-listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text" (Goh, 2014, p. 84). Different types of activities can be used in this phase such as brainstorming, researching, reading, viewing pictures, watching movies, and discussing. The students can find plenty of information about Dr. Gharib's life by searching library resources or internet websites.

## Conversation



**Word Bank**

take temperature, physician, regard, dedicated, spare no pains, distinguished, not surprisingly, found



Sara has been in the Children's Medical Center for a week. She has caught a terrible flu. The doctor told her to stay there to get better. There is a photograph of an old man on the wall. While the nurse is taking her temperature, they start talking.

**Sara:** Excuse me, who is that man in the picture?

**Nurse:** Oh, don't you know him? Have you ever heard of Dr. Mohammad Gharib?

**Sara:** I guess I have only seen his name in my English book, but I'm not sure about it.

**Nurse:** Dr. Gharib was a famous physician.

**Sara:** Oh,... can you tell me a little about his life?

**Nurse:** Dr. Gharib was born in Tehran in 1288. After receiving his diploma, he went abroad to study medicine. In 1316 he became a physician and then came back to his homeland. In 1347 this center was founded by Dr. Gharib and one of his close friends.

**Sara:** Really? I didn't know that.

**Nurse:** Dr. Gharib was also a generous man. He spared no pains

*Phase 2- Listening*
The goal of listening part is 'comprehension'. Therefore' students are expected to rely on their bottom-up/top-down processing ability to understand the aural input. The students have to keep their books **closed**. In listening phase:
1- Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:

- Why is Sarah in hospital?
- Where did Dr. Gharib study?
- What kind of person Dr. Gharib was?

2- Check students' answers after listening.
3- If necessary, replay the audio for students to check their answers.

*Phase 3- Post-listening*
The students should answer the questions written below Conversation **orally**. Three types of questions are asked:

- Display: When was Dr. Gharib born?
- Inference: Why was Dr. Gharib regarded as a kind physician?
- Opinion gap: Have you seen Dr. Gharib TV series?

**Don't** let students write their answers.

**The cycle of SBI**
Metacognitive listening instruction is a practice-based model of teaching listening. Below you can find Vandergrift and Tafaghodtari's (2010) cycle of teaching listening. The effectiveness of this model on Iranian language learners' development of listening comprehension has been verified (Rahimi & Katal, 2013).

| Pedagogical stages | Metacognitive processes |
|---|---|
| **Planning/predicting stage**<br>Students were informed about the topic (e.g., Psychology: Optimism and Pessimism) and the type of the text they were going to hear (e.g., college lecture on optimism and pessimism). This was done by providing students with texts, pictures, or discussions. After students got enough information about what they were going to hear, they were asked to predict and write down what words and phrases they might hear and what information might be presented to them. This step was done through brainstorming, students' collaborative interaction, and teachers' scaffold. | Planning and directed attention |

to cure sick children. He was very friendly and helpful to poor families. Not surprisingly, he was regarded as a dedicated physician.

**Sara:** It's a pity! I didn't know such a great man.

**Nurse:** He was known as a distinguished university professor, too. The first Persian textbook on children's diseases was written by him. He taught medicine to thousands of students.

**Sara:** Oh, what a great man he was!

**Nurse:** By the way, it might be interesting to know that your physician was one of Dr. Gharib's students!

**Sara:** Really?! That's interesting!



## Questions

**Answer the following questions orally.**

1. When was Dr. Gharib born?
2. Why was Dr. Gharib regarded as a kind physician?
3. Have you seen Dr. Gharib TV series?



| Pedagogical stages | Metacognitive processes |
|---|---|
| **First listen: First verifications stage** | |
| After completing their predictions, they listened to the text for the first time. As they listened, they were asked to highlight their predicted words, phrases, and information if they were mentioned in the text as well as adding any other information they understood from the listening task. | Monitoring, evaluation, planning and selective attention |
| Students discussed and compared their predictions and added information in pairs. They also identified their problem to concentrate more during the second listen. | |
| **Second listen: Second verification stage**<br>Students listened to the text for the second time. This time they focused on details and what they did not succeed to understand during the first listening phase. They were asked to write down more detailed information and answer questions presented in the book. | Selective attention, monitoring, evaluating and problem solving |
| After they finished the exercises, they discussed their answers and their success in comprehending the text with more details. | Selective attention, monitoring and problem-solving |
| **Third listen: Final verification stage**<br>Students listened to the text for the third time to verify their understanding of the text and also to get the information they might have missed. After listening, students worked on the focused listening exercises that was provided in the book and discussed their answers. | Evaluation, planning |
| **Reflection stage**<br>Students reflected on their experience in listening activity and shared their ideas about the task and the strategies that helped them to comprehend better. They also discussed what other strategies they will use for the next listening task. | Monitoring, evaluation and problem solving |

# New Words and Expressions

**A. Look, Read and Practice.**



Hamid sits on the sofa and watches TV all the time.



My grandfather feeds the pigeons in the park every morning.



Dad really shouted at me when I didn't do my homework.



We have to speak louder, because my grandmother is hard of hearing.

## 5. New Words and Expressions

**Content:** It has three parts: A, B, and C.

**Objectives (s):** This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using appropriate techniques.

**Part A,** Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions. Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary. Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**sofa:** a toy sofa, pictures of different types of sofas
**pigeons:** collocations of 'pigeon': *carrier pigeon, clay pigeon shooting, homing pigeon, peigeon fancier*
**shout:** acting out
collocations of 'shout': *shout at sb, shout sth to sb, shout for, shout in (pain, anger, etc.)*
**she is hard of hearing:** translation: گوشش سنگین است

**was born:** collocations of 'be born': *be born in, be born at, be born on, be born into/to/of sth,*
*be born with sth, be born deaf/blind, be born lucky/unlucky*
**hug:** examplification:
*We stood there crying and hugging each other.*
*She went to her daughter and hugged her tightly.*
**lap:** collocations of lap: *on sb's lap, in sb's lap*



Ferdowsi was born in a village near Toos.



My uncle went to his son and hugged him.



My little sister sits on my mother's lap all the time.




**Vocabulary Learning Strategies (VLS): Part I**

VLS is considered as a special type of language learning strategies defined as "the planned approaches that a word learner takes as an agent of his or her own word learning" (Zimmerman, 2014, p. 297). There are different models and taxonomies for VLSs. One of the most frequently used and cited ones is Schmitt's taxonomy of VLS (1997). This taxonomy has been developed based on Oxford's (1990) learning strategy system. Schmitt's taxonomy is divided into two major categories: *discovery strategies* and *consolidation strategies* and includes a variety of strategies that learners may use to learn vocabulary.

Discovery strategies include two types of strategies:

- determination strategies
- social strategies.

Consolidation strategies have four types of strategies:

- social strategies,
- memory strategies,
- cognitive strategies,
- metacognitive strategies.

Teachers are advised to teach the students how to use these strategies. The basic components of direct explanation of strategies are:

1- an explicit description of the strategy and when and how it should be used
2- teacher and/or student modeling of the strategy in action
3- collaborative use of the strategy in action
4- guided practice using the strategy with gradual release of responsibility
5- independent use of the strategy (Duke & Pearson, 2002, pp. 208-210)

**Part B,** Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words/expressions.
Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of definitions and explanations. Other techniques can also be used such as:

## B. Read and Practice.

**burst into tears**: to cry suddenly

Aida burst into tears when she saw her score.

**repeatedly**: many times

I've told Mohsen repeatedly to talk politely to his teachers.

**forgive**: to stop being angry with someone

Mom forgave me for breaking the vase.

**calmly**: in a quiet way

He always speaks slowly and calmly.

**diary**: a book in which you record your thoughts or feelings or what has happened every day.

I have kept a diary for twelve years.




**C. Go to Part 'Vocabulary' of your Workbook and do B and C.**

**burst into tears:** acting out
**forgive:** collocations of 'forgive': *forgive sb for doing sth, forgive myself/yourself, you're forgiven, forgive me*
**calmly:** parts of speech of 'calmly': *calm (adj), calm (v.), calm (n.)*
**diary:** examplification:
*During his illness, David kept a diary, which his family hopes to publish.*
*I decided to keep a diary of our trip to Toronto.*

**Part C.** includes practices from Students' Workbook. Do the activities in the order of their appearance in the Workbook, as they are graded based on their difficulty level.

 **Optional**

One fun way to learn and remember new words is playing games. You may design your own games or use the ones available to teach and practice new words.
Some interesting games are as follows. Do a mini research on the Internet to see how each game can be used to teach and practice words.

- Scrabble
- Last man standing
- Pictionary
- Charades
- 20 objects
- Word bingo

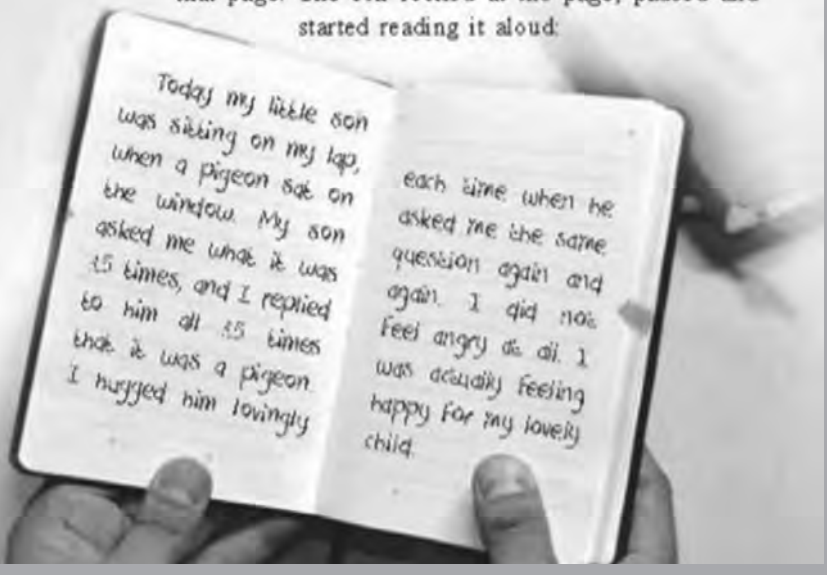
# Reading

## Respect your Parents

On a spring morning, an old woman was sitting on the sofa in her house. Her young son was reading a newspaper. Suddenly a pigeon sat on the window.

The mother asked her son quietly, "What is this?" The son replied: "It is a pigeon". After a few minutes, she asked her son for the second time, "What is this?" The son said, "Mom, I have just told you, "It's a pigeon, a pigeon". After a little while, the old mother asked her son for the third time, "What is this?" This time the son shouted at his mother, "Why do you keep asking me the same question again and again? Are you hard of hearing?"

A little later, the mother went to her room and came back with an old diary. She said, "My dear son, I bought this diary when you were born". Then, she opened a page and kindly asked her son to read that page. The son looked at the page, paused and started reading it aloud:



## 6. Reading

**Content:** Reading page has a picture, a title, and a Reading Strategy Box. **The 'Reading' of this lesson is a story. The story is about a mother and her son. The story reminds the readers of the role of parents in their lives and their unconditional love for their children.**

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (active/passive voice). Further, it gives students the pleasure of reading a story in English.

**Teaching Procedure:** There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of *pre-reading, while-reading, and post-reading.*

**The cycle of pre-reading, while-reading, post-reading**

*Phase 1. Pre-reading*

Pre-reading activities "provide a reader with the necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose of reading and building a knowledge base necessary for dealing with the content and the structure of material" (Ringler & Weber, 1984, p.70). The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

*Phase 2. While-reading*

The goal of reading is 'understanding the gist of meaning'. Therefore' the students are expected to efficiently integrate both bottom-up and top-down processes to comprehend the written input. *The students should read silently and emphasis on oral reading should be avoided.*

The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- What was the young man doing?
- What did the old woman see?
- What was written in the diary?

Suddenly the son burst into tears, hugged his old mother and said repeatedly, "Mom, mom, forgive me; please forgive me." The old woman hugged her son, kissed him and said calmly, "We must care for those who once cared for us. We all know how parents cared for their children for every little thing. Children must love them, respect them, and care for them".




## Question generation

Question generation is a reading comprehension strategy whereby readers ask and answer meaningful questions about the important points or main ideas of a text. Using this strategy, students ask and answer their own questions rather than only answering questions provided by the book or the teacher.

Follow these steps:

1. Read the text.
2. Find the important points or main ideas.
3. Make a question for each point or idea.
4. Answer the questions.

Common question starters along with their possible answers are as follows:

| Question Starter | Possible Answer |
|---|---|
| Who | Person |
| What | Object, Description or Process |
| Where | Location |
| When | Time |
| Why | Reason |
| How | Quantity, Process or Description |

**Reading Strategies**

In this part students learn how to use 'reading strategies'. "Reading strategies have been theorized in relation to levels of reading processes and to reading skills as consciously chosen actions that activate effective processing" (Efler & Finkbeiner, 2007, p.189).

- those mental processes that readers consciously choose to use in accomplishing reading tasks (Cohen,1986).
- the comprehension processes that readers use in order to make sense of what they read (Brantmeier, 2002).
- generally deliberate activities undertaken by active learners, many times to remedy perceived cognitive failure (Mokhtari & Reichard, 2002).
- an action (or a series of actions) that is employed in order to construct meaning (Kletzien,1991).

Therefore, using reading strategies in the process of reading helps language learners read faster and more efficiently. In fact, being aware of language learning strategies and using them in doing language tasks define who 'good language leaners' are. Several taxonomies of reading strategies exist; however, the most frequently used strategies are *scanning, skimming, finding referents, note taking, guessing meaning from the context, and organizing notes into tables and charts.*

In this lesson students learn *'how to generate questions'* while reading a text. In other words they learn how to ask and answer meaningful questions about important points or main ideas of a text in the process of reading it.

The students can use 'question starters' to generate questions. In this text, for example, the following questions can be generated while the students are reading the story.

| Question Starter | Possible Answer |
|---|---|
| 1- When did the story take place? | On a spring morning |
| 2- What sat on the window? | A pigeon |
| 3- How many times did the woman ask the question? | Three times |
| 4- Where did the mother go? | To her room |
| 5- What did she bring? | A diary |

*Phase 3. Post-reading*

Post-reading helps teachers check if students understood the main idea of the text and its relationship with the author's purpose. In this respect, students should be able to explain the main idea of the text and ask and answer questions about the content they just read.

Post-reading activities are organized in next section lab eled Reading Comprehension.

# Reading Comprehension

**A. Read the passage. Generate at least five questions with the question starters and then answer them.**

1. .....

.....

2. .....

.....

3. .....

.....

4. .....

.....

5. .....

.....

---

**B. Skim the 'Reading'. Write its main idea.**

.....

---

**C. Read the 'Reading'. Find what these words refer to.**

her (paragraph 1, line 2) .....

his (paragraph 2, line 5) .....

you (paragraph 3, line 2) .....

me (paragraph 4, line 5) .....

them (paragraph 5, line 6) .....

---

## 7- Reading Comprehension

**Content:** It has three parts: A, B, and C.

**Objective(s):** Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy known as 'question generation'.

**Teaching Procedure:** After silent reading and teaching how to use reading strategy 'question generation', the teacher may give students some time to work on parts A, B, and C.

**Activity A** is a reading strategy practice that focuses on 'question generation' strategy. The students should read the text and generate at least 5 questions with question starters and then answer them.

1- Where was the old woman sitting?
She was sitting on the sofa in her house.
2- What did the woman ask?
She saw a pigeon and asked: "What is this?"
3- What did the man do after reading his mother's diary?
He burst into tears.
4- What was written in the diary?
It was about the childhood of the young man, his curiosity and his mother's patience in answering his questions.
5- What is the conclusion of this story?
Children should love their parents, respect them and care for them.

**Activity B** is a reading strategy practice that focuses on 'skimming'. The students should skim the text and write its main idea.
Children should love their parents, respect them and care for them.

**Activity C** is a reading strategy practice that focuses on 'finding referents'. The students should read the passage and find the referents of the given pronouns.

**her** refers to 'the old woman' **his** refers to 'the son' **you** refers to 'the son'
**me** refers to 'the old woman' **them** refers to 'parents'

# Vocabulary Development

## COLLOCATIONS

A collocation is two or more words that often go together. Collocations tell us which words can come before or after other words. These combinations just sound 'right' to native speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound 'wrong'.

- *fast food* but *quick meal*. It would not be normal to say ~~*quick food*~~ or ~~*fast meal*~~.
- *strong wind* but *heavy rain*. It would not be normal to say ~~*heavy wind*~~ or ~~*strong rain*~~.
- *make a mistake* but *do exercise*. It would not be normal to say ~~*do a mistake*~~ or ~~*make exercise*~~.

Or in the *Reading*, you can see the following collocations:

- read a newspaper (NOT ~~study~~ a newspaper)
- sit on the sofa (NOT sit ~~at~~ the sofa)
- hard of hearing (NOT ~~difficult~~ of hearing)



## 8- Vocabulary Development

**Content**: It has a Definition Box, and two activities: A and C.

**Objective(s):** Introducing 'collocation' as an important concept in language learning.

**Teaching Procedure:** First go through the Definition Box to introduce 'collocations'. You may write some familiar combinations on the board or it is better to practice the examples provided in the Box. Then go through parts A and B.

**Definition Box** defines and exemplifies 'collocations'. Tell students that collocation, or how words occur together in speech and writing, is an important part of speaking fluently and writing effectively. To be able to produce native-like speech and writing, they need to know which words work together well. The Box provides nine examples which three of them are taken from the Reading. Read and practice the examples. Ask students to make some sentences using the collocations.

**Some Tips to Teach Collocations**

1- Teach students the term "*collocation*" and the rationale for learning it. Once they know the rationale behind instruction, they become more motivated to learn.

2- Notice which words go together when giving out a new reading. Call students' attention to key words and the words that *"go"* with them, and have them underline collocations. On any given page, for example, there is likely to be numerous collocates. Spend some time practicing and interacting with these collocations with each reading.

3- Contrast two words: For example: *make / do* Now list their collocates.

4- Extend it: Have students make a list of activities they need to accomplish that week, using "*make* " and "*do.*" This establishes some of the differences between the two words.

5- Matching exercises/completion exercises: have students complete a sentence with the correct collocation or match words to their collocates: *do homework, give a presentation.*

6- Surveys: have students survey their classmates about their activities, including verbs and their collocations, for example.

7- Have students practice the phrases you have targeted. Once students are explicitly taught "*make a mistake" and "do exercise,*" for example, have them practice these collocations.

8- Write a sketch/dialogue. Put some collocations on the board learned in previous books: e.g., "*regular exercise," "healthy diet,*" etc. and have students create a dialogue in pairs and practice it.

# Vocabulary Development

## COLLOCATIONS

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- *fast food* but *quick meal*. It would not be normal to say ~~*quick food*~~ or ~~*fast meal*~~.
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Or in the *Reading*, you can see the following collocations:

- read a newspaper (NOT ~~study~~ a newspaper)
- sit on the sofa (NOT sit ~~at~~ the sofa)
- hard of hearing (NOT ~~difficult~~ of hearing)



**Activity A** is a matching exercise. The students should find two words making a collocation. Since these collocations are taken from the Conversation, the students should not look back at it.

1- feel well
2- take temperature
3- go abroad
4- spare no pains
5- not surprisingly
6- by the way
7- burst into tears

**Activity B** is a writing exercise. Using the above collocations, students should write sentences.

- Have students work individually to write sentences.
- Check answers with the class.
- Invite volunteers to read the answers.
- Introduce the best sentences.

**Optional**

- You can select some paragraphs or sentences from Vision 1 or 2 and ask students to identify the collocations.
- As an extra activity, you can do the followings:

1- Make up gap-fills based on authentic texts, particularly deleting verbs from verb + noun collocations.

2- Get the students to carry out prediction exercises, using a kind of word association technique. You could reveal a text gradually (using an overhead projector) and get the students to predict the next word or phrase.

3- Ask the students to brainstorm nouns on a particular subject, perhaps for a writing task. Then get them to suggest verbs and adjectives that collocate with those nouns, then adverbs with the verbs, thus building up a number of lexically dense collocational fields.

# Grammar

**A. Read the following text.**



Hafez is known to be as one of the most famous Persian poets of all time. He was born sometime between the years 1310 and 1337 A.D[1]. in Shiraz. In his childhood, he received religious education. He is called Hafez because he learned the Holy Quran by heart. Hafez is mostly remembered for a special type of poetry that is called *Ghazal*. Emotions and ethics are used in Ghazals a lot. The collection of his poems is called Divan. It has been translated into countless languages including German, English and French. Hafez is known to be the inspiration for many poets and authors around the world.

**B. Read the following example sentences.**

| Active | Passive |
|---|---|
| She makes pancakes every morning. | Pancakes are made every morning. |
| Ali broke the window yesterday. | The window was broken yesterday. |
| They have fixed the cars. | The cars have been fixed. |
| Alexander Fleming discovered penicillin. | Penicillin was discovered by Alexander Fleming. |
| Scientists find solutions to problems. | Solutions to problems are found by scientists. |
| Doctors have made a new medicine to cure cancer. | A new medicine has been made by doctors to cure cancer. |

1. Anno Domini: Used after a date to shoul that it is after the birth of Christ.

**Content:** It has seven parts: A to G.
**Objective (s):** The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar "with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics" (Larsen-Freeman, 1990, p. 4). In this framework, the three components of Freeman's pie chart will focus on form, meaning, and use (Larsen-Freeman, 2014, p. 258) (See figure 1).

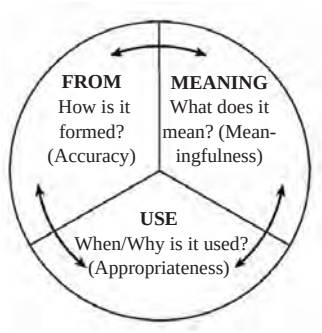



**Figure 1- The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

**Teaching Procedure:** The procedure of teaching grammar follows what comes below:
New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).
Therefore, the teaching of grammar starts with Activity A and ends with Activity G.

**Activity A** is an input flooding activity. In this section there is a passage with many examples of the grammatical structure 'passive voice'. The vocabulary of the texts is controlled and students are supposed to just read each text and *notice* the new structure. All instances of the grammatical structure are bold. Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

**Activity B** presents grammatical items in isolation. The teacher may
- Explain the table briefly.
- Ask students to go through the examples written in the table.

The teacher is recommended to follow the three-dimensional model of teaching

# Grammar

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**B. Read the following example sentences.**

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| She makes pancakes every morning. | Pancakes are made every morning. |
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| They have fixed the cars. | The cars have been fixed. |
| Alexander Fleming discovered penicillin. | Penicillin was discovered by Alexander Fleming. |
| Scientists find solutions to problems. | Solutions to problems are found by scientists. |
| Doctors have made a new medicine to cure cancer. | A new medicine has been made by doctors to cure cancer. |

1. Anno Domini: Used after a date to shoul that it is after the birth of Christ.

grammar based on communicative framework (Celce-Murcia and Larsen-Freeman, 1990, p. 4).

**1 In form wedge,** overt lexicogrammatical patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text should be included.

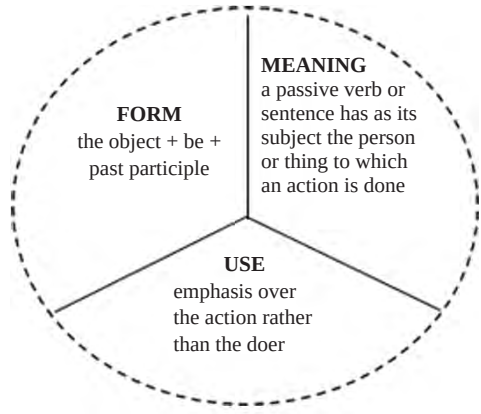
*the subject (object of the active sentence)+ verb 'be' + past participle of the main verb*

**2 In semantic wedge,** what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition for a preposition like *down*, for instance), or it may be grammatical (e.g., the conditional states both a condition and an outcome or result).

*Passive voice denotes the relationship between a subject and a verb in which the subject receives the action of the verb, or the verb forms which show this relationship (Cambridge English Dictionary).*

**3 In Pragmatic wedge,** the use of the language in context is introduced. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co-text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction).

*To put empahis over the action rather than the doer*



C. **Tell your teacher how 'passive voice' is made.**

D. **Read the Conversation and underline all 'passive voices'.**

E. **Read the following paragraph and choose the best verb forms.**

Many products (are developed/developed) each year. Light bulb, camera, airplane, and telephone (were invented/invented) by scientists and inventors. Laptops, smart phones, and tablets (were made/made) by lots of work. But not all products (are developed/developed) by hard work. Some inventions (were created/ are created) by accident or scientists' mistakes. Penicillin, for instance, (was discovered/were discovered) quite accidentally when Alexander Fleming (was working/ was worked) on bacteria. Microwave oven also (was invented/invented) during a scientist's experiment on energy. More interestingly, some tools and technologies (are not made/do not make) by scientists at all. Some like dishwashers and computer games (were made/made) by ordinary people like workers, housewives and school students.

F. **Pair up and talk about the things that happened in the past without mentioning the doer.**

Example: The window was broken.

1. .....

2. .....

3. .....

4. .....

5. .....

G. **Go to Part 'Grammar' of your Workbook and do A and B.**

**Activity C** encourages students to deduce how 'passive voice' is made. The teacher can write some examples on the board or read a text orally and ask students to notice active and passive voices.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to the Conversation and Reading, find all 'passive voices' and underline them. They can also use highlighters to do this activity as well.
Passive voices of Conversation are:
*was founded, was regarded, was known, was written,*
Passive voices of Reading are:
*were born*

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the sentences and choose the correct forms of verbs.
*are developed, were invented, were made, are developed, were created, was discovered, was working, was invented, are not made, were made.*

**Activity F** is a communicative activity. The students should pair up and ask and answer some questions in the past without mentioning the doer.
1- When was your homework done yesterday? It was done at 8 o'clock.
2- What was made for the dinner? A cheese omelet was made for the dinner.
3- Where was your bag put? It was put in my room.

**Activity G** provides students with more exercises. The students have to refer to their Workbook, Grammar Part, and do activities A and B.




## Tag questions

A. Read the following example sentences.

| |
|---|
| Mina is happy, isn't she? |
| He's writing an email, isn't he? |
| George wasn't hungry, was he? |
| The girls were weaving a carpet, weren't they? |
| They are going to Hamedan, aren't they? |
| His father won't buy a new car, will he? |
| The boys have broken the window, haven't they? |
| Your sister has passed the exam, hasn't she? |

B. Go to Part 'Grammar' of your Workbook and do C.

## 10- See Also

**Content:** It has two parts: A and B.

**Objective (s):** The aim of this part is teaching another grammatical point briefly and to the point.

**Teaching Procedure:** Go through parts A and B and teach the structure based on the 3-dimensional model of teaching grammar.

**Part A** presents some examples of 'tag questions'. To teach this grammatical point, use the 3-dimensional grammar pie.

**1 In form wedge,** introduce the forms:

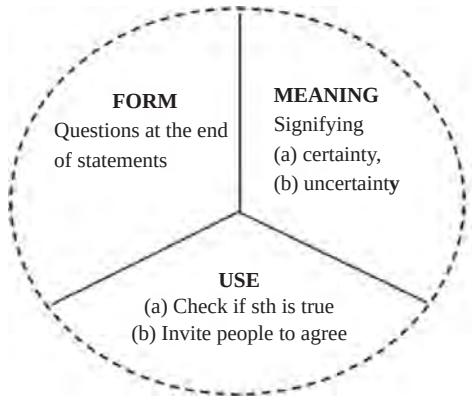
*Question tags are added to the end of statements to turn them into questions.*

**2 In semantic wedge,** present the meaning of a/an, and numbers

*Tag questions signifying (a) certainty and (b) uncertaitny*

**3 In Pragmatic wedge,** the use of the language in context is addressed.

*Tag questions are used in spoken language, to (a) check if something is true, or (b) invite people to agree with the speaker.*




**N.B.** Don't forget to teach appropriate intonation contours of tag questions to signify certainty and uncertainty. If a tag question is used to check the truth of something, it is uttered with a *rising intonation*. If a tag question is used to invite people to agree with the speaker, it is uttered with a *falling intonation*.

# Listening and Speaking

Speaking Strategy

**Eliciting Agreement and Signaling Uncertainty**

A. **We use 'tag questions' for two reasons: eliciting agreement (confirming facts) and signaling uncertainty.**

- Sam has not come to work. I've heard he's sick, isn't he?
- Oh, yes. He was not well yesterday.
- What's wrong with him?
- The doctors are checking his health condition.
- It isn't something serious, is it?
- I hope not.



**More examples:**

- He's really generous, isn't he?
- They are going to leave here, aren't they?
- This cannot be true, can it?

## 11_ Listening and Speaking

**Content:** It has two parts, A and B.
**Objective(s)**: The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, 'tag questions'.

**Teaching Procedure:** The teacher should review the grammatical structure of this lesson ('tag questions') by reminding students of the three dimensions of each structure (form, meaning, function). The emphasis should be put on the function of the structure and how it can be used for different purposes in spoken language. Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

***Eliciting agreement and signaling uncertainty***
Then the teacher goes through Parts A and B.

**Part A** is a short conversation. Both speakers use tag questions for certain reasons. The teacher should draw students' attention to the intonation contour of each tag questions to help them identify the function of each tag.

A: Sam has not come to work. I heard he's sick, isn't he? *(asking for agreement)*
B: Oh, yes. He was not well yesterday
A; What's wrong with him?
B: The doctors are checking his health condition.
A; It isn't something serious, is it? *(signifying uncertainty)*
B: I hope not.

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.
Go through more examples at the bottom of the page. Explain how the strategy is used in each example and the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how 'tag questions' are used in spoken language to elicit agreement and signal uncertainty

B. **Listen to the following conversations and answer the questions.**

**Conversation 1**



Why is Amin busy these days? .....

What does Behzad think about health? .....

**Pair up and ask your friends some questions that elicit agreement or confirm facts. You may use the topics in the box.**

weather, future job, a place to live

**Conversation 2**



Where are they going? .....

Why does Mina prefer chess? .....

**Pair up and ask your friends some questions that signal uncertainty. You may use the topics in the box.**

future plans, health condition, problems

**Part B** consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, *eliciting agreement and signaling uncertainty.*

**Conversation 1**

Behzad: How's everything, Amin? You seem to be busy these days, don't you?

Amin: I'm OK Behzad. I'm working on a new project. I'm really tired.

Behzad: But your health is really important, isn't it?

Amin: I know. But what about work, money, responsibility, …? We need to consider them all, don't we?

Behzad: Yes, but health is on top of everything.

1- Why is Amin busy these days? *He is working on a new project*.

2- What does Behzad think about health? *Health is the most important thing of all.*

**Conversation 2**

Roya: We are going to the gym on Friday. Will you come with us, Mina?

Mina: I don't think so.

Roya: You don't like sports, do you?

Mina: Actually, I don't know. I think it depends on the type of sport.

Roya: You Prefer team sports more, don't you?

Mina: Well, it seems to be OK. But honestly, I like less active sports like chess.

Roya: Oh, I see.

1- Where are they going? *They are going to the gym.*

2- Why does Mina prefer chess? *Because she likes less active sports.*

After each conversation, there is a role play activity.

Here, the students have to pair up and use the clues in the boxes to make new conversations. They are required to use the taught strategy.

# Writing

## Compound Sentences

We have learned that every sentence must have at least one subject and one verb. Such a sentence is called a **simple sentence**.
A sentence with more than one subject, more than one verb and a connecting word such as and, or, but or so is called a **compound sentence**.

### (1) Addition

'and' shows similar activities or feelings



I get up early in the morning. I make an omelet myself.

I get up early in the morning, and I make an omelet myself.

## 12 _ Writing

**Content:** It introduces compound sentences and its four common types: Addition, Contrast, Choice and Result. It has also six activities (A to F).

**Objective(s):** In this lesson, Writing aims at helping students learn compound sentences and distingue them from simple sentences. The students are expected to comprehend and produce them easily.

**Teaching Procedure:** The teacher is expected to go through each section. First the teacher should present the definitions and information provided and then do the exercises.

**Definition Box** presents a simple definition of 'compound sentence' and introduces the main connecting words which form such sentences. In the following, for each type, one example is given and illustrated.

**Part one** introduces the first type of compound sentence: Addition.

_ Focus students' attention on the illustrations and sentences.

_ Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'and'.

_ Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.

**Optional**

_ At this point, you may want to write some simple sentences on the board. You can also try to solicit examples from the class. Then ask them to change them to compound sentences of this type.

_ You may also ask two volunteers to write down compound sentences of this type on the board and others compare them.

_ You may also write some compound sentences of this type on the board and ask students to turn them into simple sentences.

## (2) Contrast

'but' shows a contrast or difference



The book was boring.

Tom had to read the book.

The book was boring, but Tom had to read it.

---

**A. Complete the following sentences with '*and*' or '*but*'.**

1) We went to the park yesterday, ..... we had a wonderful time.

2) Behnam's family went to the zoo last week, ..... they did not enjoy it.

3) Susan has a pink dress, ..... she never wears it.

4) Kate saw Sofia, ..... she didn't speak to her.

5) My English class is really enjoyable, ..... I have a lot of homework.

**Part two** introduces the second type of compound sentence: Contrast.
- Focus students' attention on the illustrations and sentences.
- Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'but'.
- Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.

 **Optional**

- At this point, you may provide students with some simple sentences. You can also try to solicit examples from the class. Then ask them to change them to compound sentences of this type.
- You may also ask two volunteers to write down compound sentences of this type on the board and others compare them.
- You may also write some compound sentences of this type on the board and ask students to turn them into simple sentences.

**Activity A** asks students to complete the sentences with 'and' or 'but'.
- Ask students to work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.
- Have a few students read their answers for each item to the class, and have students with the same answer raise their hands.

1 and
2 but
3 but
4 but
5 but

## (3) Choice

'or' shows two choices



You should do your homework.



You should wash the dishes.

You should do your homework, or you should wash the dishes.

## (4) Result

'so' shows that the second sentence is the result of the first one



Saeed studied hard for the exam.



Saeed passed the exam.

Saeed studied hard for the exam, so he passed it.

**Part three** introduces the third type of compound sentence: Choice.
- Focus students' attention on the illustrations and sentences.
- Ask students to read the two simple sentences.
- Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'or'.
- Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.

 **Optional**

- At this point, you may also ask two volunteers to write down some compound sentences of this type on the board and let others compare them.
- You may also write some compound sentences of this type on the board and ask students to turn them into simple sentences.

**Part four** introduces the fourth type of compound sentence: Result.
- Focus students' attention on the illustrations and sentences.
- Ask students to read the two simple sentences.
- Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'so'.
- Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.

 **Optional**

- At this point, you may provide students with some simple sentences. You can also try to solicit examples from the class. Then ask them to change them to compound sentences of this type.
- You may also write some incomplete compound sentences of this type on the board and ask students to complete them.
- You may provide students with two related pictures and ask them to write at first two simple sentences, then a compound sentence.

B. **Complete the following sentences with '*or*' or '*so*'.**

1) My mother doesn't like fast food, ..... she doesn't eat any.

2) I go out tonight, ..... I take a rest.

3) We can eat our lunch at the restaurant, ..... we can have it at home.

4) That dictionary is expensive, ..... I can't buy it.

5) This dress is not comfortable, ..... she rarely wears it.

NOTE

1- Use a comma before and, or, but and so when you combine two sentences.
2- You can replace the repeated nouns with suitable pronouns.



**Activity B** asks students to complete the sentences with 'or' or 'so'.

- Ask students to do this activity individually.
- Allow them to compare answers in pairs before it is checked with the class.
- Have a few students read their answers for each item to the class, and have students with the same answer raise their hands.

1- so
2- or
3- or
4- so
5- so

**Note** deals with two points:

1- In writing compound sentences, don't forget to use a comma (,) before the connecting words.

2- Replacing the repeated nouns with suitable pronouns is preferable.

- To emphasize these two points, you can refer to the examples again and check them as follows:

* I get up early in the morning, and I make an omelet myself.
* The book was boring, but Tom had to read **it.**
* You should do your homework, or you should wash the dishes.
* Saeed studied hard for the exam, so **he** passed **it.**

- As an extra activity, you may ask students to read the sentences of the activities A and B again and say what nouns were replaced by pronouns.

C. **Combine the two sentences with '*and*', '*but*', '*or*' or '*so*'.**

1) Joseph is very busy today. He cannot watch TV.

.....

2) My brother has a lot of books. He never reads them.

.....

3) We should do a lot of homework. We don't have enough time.

.....

4) Sepideh likes spaghetti. Her grandmother hates spaghetti.

.....

5) You can buy this coat. You can buy those shoes.

.....

---

D. **Complete the sentences.**

1. I like learning Chinese, but .....
2. These shoes are not comfortable, so .....
3. You must study well, and .....
4. I like swimming, but .....
5. You can install a mobile dictionary, or .....

**Activity C** asks students to combine the two simple sentences to make a compound sentence. Have students read the directions. Then ask them to read each one carefully and write a compound sentence. You may go round the class and choose a different student to read each number. Ask the rest of the class to check the answer and say if it is OK- and make corrections if it is not.

1_ Joseph is very busy today, so he cannot watch TV.
2 _ My brother has a lot of books, but he never reads them.
3_ We should do a lot of homework, but we don't have enough time.
4_ Sepideh likes spaghetti, but her grandmother hates it.
5_ You can buy this coat, or you can buy those shoes/ You can buy this coat, and you can buy those shoes.

**Activity D** asks students to complete the sentences in their own words.
_ Have students focus their attention on the connecting words.
_ Remind students that the answers may be different.
_ Check answers with the class. For example, have a few students to read their answers for each one to the class, and choose the best ones.



**Optional**

_ Give each student three blank index cards.
_ Divide the classroom into two teams.
_ Tell each student to write one simple sentence on each card.
_ Write each one of the seven coordinating conjunctions on index cards and invite one person from each team to the front of the classroom.
_ Fan out the four connecting word cards you wrote in your hand so that the students can't see what's on them and allow each student to choose one.
_ Each student then runs back to their team and tries to make as many compound sentences as they can by combining the simple sentences their teammates wrote and the coordinating conjunction card they chose.
_ After one minute, have students read their sentences aloud and give one point for each correctly formed compound sentence.
_ Repeat the process as many times as necessary.
_ The team who created the most compound sentences correctly wins.

E. **Write five real compound sentences about yourself, your family or friends.**

1. .....

2. .....

3. .....

4. .....

5. .....

---

F. **Go back to the Reading. Find three simple and three compound sentences. Underline the subjects and circle the verbs.**

1. .....

2. .....

3. .....

1. .....

2. .....

3. .....

**Activity E** asks students to write five compound sentences about themselves, their family and friends.
After ten to fifteen minutes, you may ask at least two volunteers to write down their sentences on the board and others compare them, or ask more students how many compound sentences they were able to write. Identify which ones are correct and explain incorrect ones.

**Activity F,** as a recognition exercise, asks students to go back to the Reading. Find three simple and three compound sentences. Then underline the subjects and circle the verbs.
- Remind students that 'who' or 'what' the sentence speaks about is called the **subject** and what the sentence says about the subjects is called the **verb.**

FANBOYS:
***And***, ***but***, ***for***, ***nor***, ***or***, ***so***, and ***yet***—these are the seven coordinating conjunctions. To remember all seven, you might want to learn one of these acronyms:

***FANBOYS***

**** For** shows reason or purpose (sometimes **because** can be used instead)
I go to the library, for I love to read.
While the word "so" introduces the "effect" part of a cause-and-effect relationship, the word "for" introduces the cause.
**** Nor** shows a non-contrasting, negative idea. Adds more negativity.
He didn't return my calls, nor did he respond to any of my texts.
While "and" is used to join two positive items together, the conjunction "nor" is used to pair two negative items. It's found either with the word "not" or with the word "neither."
Note the word inversion that often accompanies this conjunction.
**** Yet** also shows contrast or exception.
He had been crying all day, yet the man made him laugh.
The conjunction "yet" is very similar to "but." It means something like "nevertheless" or "but at the same time."
Don't get this conjunction mixed up with the other usage of the word "yet." For example:
- *Did she call you back **yet**?*
- *Is your roommate awake **yet**?*



**A. Listen to the first part of an interview.**

**1. Answer the following questions based on what you just heard.**

a. Why is knowing about the experience of our parents important?

.....

b. Why are our parents our first teachers?

.....

**2. Listen again and write down three important points mentioned.**

---

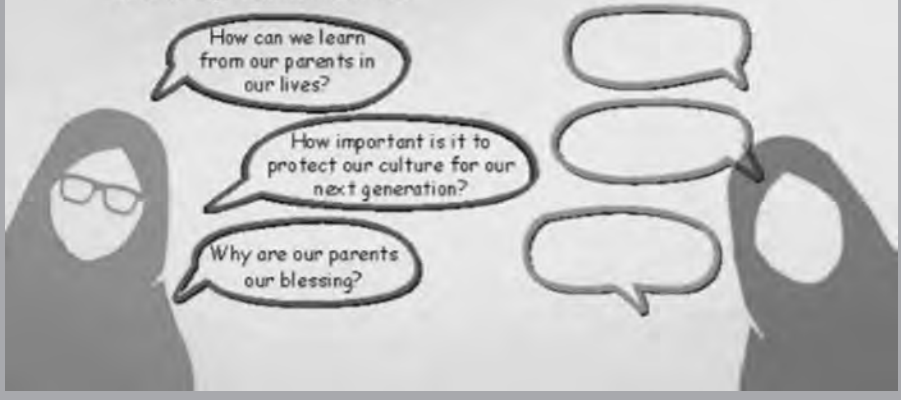
B. **Now read the rest.**

Yet another important thing is our heritage and culture. We have much to learn from our parents regarding our heritage, to be proud of our past. This heritage and history brings a sense of belonging. Most importantly, it brings us a sense of identity of our past and the responsibility to protect it for our future generations. What I can add at the end is the role of our parents' morals, values, and principles in our lives. Our elders have either learned, created or have been brought up with a set of morals, values and principles in their lives. Our elders want the best for us and they are willing to tell us what set of rules and guidelines have made them successful, and hopefully, peaceful.

**3. Underline all 'passive tenses'. Make three questions about the important points. Then answer them.**

---

C. **Work in pairs. Ask and answer.**



## 13. What you learned

**Content:** It has three parts: A, B, and C.

**Objective(s):** What You Learned aims at providing students with 'fluency activities' and gives students the opportunity to put together whatever they have learned in this lesson.

**Teaching Procedure:** Go through each part and work on activities.

**Part A** is a listening task. Students should listen to an interview and fill in the blanks.

Dr. Asadi is answering this important question: "why is it important to care for our elders?" I think first of all we need to remember that they are our mothers and fathers, and our first teachers. They teach us how to love, how to care, how to give, how to forgive, and how to accept. Second, elders have more knowledge and wisdom than any one of us. They've come so far and they've learned so much, we have a responsibility to learn from that wisdom. But the most important thing is their experience. We may or may not know of all the ups and downs they've faced in life but they've definitely gained experience that is worth respecting and learning from. Our elders may hide much pain from us because they don't want us to feel the pain, the least we can do is appreciate them for all they've gone through and learn from their insight into situations.

1_ a. We can learn from their experience.

b. They teach how to love, how to care, how to give, how to forgive, and how to accept.

2_ a. Our parents are our first teachers. b. We have to learn from their wisdom. c. We have to respect our parents.

**Part B** is a reading task. The students should read the rest of the interview. Then they have to underline all 'passive coices'. *have been brough up*

They need to make three questions about the important points of this passage and answer them.

1_ Why is our heritage important? It brings a sense of belonging.

2_ What should we do about our culture and heritage? We have to protect them for our furture generations.

3_ What do our parents do for us? They are willing to tell us what set of rules and guidelines have made them successful.

**Part C** is a role play. Ask students to take role and practice.

A: How can we learn from our parents in our lives? B: We should learn from their wisdom.

A: How important is it to protect our culture for our next generation? B: It brings a sense of belonging and identity.

A: Why are our parents our blessing? B: They want the best for us and are willing to tell us what set of rules and guidelines have made them successful.

# Lesson 2

# Look it Up!

## Lesson 2: Look it Up! (43-69)

| | | | |
|---|---|---|---|
| **Get Ready** | Introduction to the Lesson | | |
| **Conversation** | Talking about Dictionaries | | |
| **New Words & Expressions** | Learning Vocabulary of Reading | | |
| **Reading** | How to Use a Dictionary | Reading Strategy (Highlighting) | Reading Comprehension |
| **Vocabulary Development** | Word Part Families | | |
| **Grammar** | Relative Clauses | See Also (Conditional sentences: Type II) | |
| **Listening & Speaking** | Talking about Imaginary Situations | | |
| **Writing** | Paragraph | | |
| **What You Learned** | Review Lesson 2 | | |

**General Objectives of this lesson**

- Familiarizing students with the theme ‘how to use dictionaries’
- Making students aware of the value of reference books such as dictionaries, encyclopedias, and thesauruses.
- Informing students of different types of dictionaries and the way they can use them for academic purposes such as learning a foreign language.

# LESSON 2

## Look it Up!

**Interesting Facts:**

- **The first Persian dictionary was compiled around 1000 years ago.**
- **The largest dictionary in the world took 134 years to complete (from 1864 to 1998).**
- **Around 4,000 new words are added to the English dictionary every year.**
- **The size of the smallest dictionary in the world is about 27×18 mm[1] which needs to be read with a magnifying glass.**

1. Read it as: Twenty-seven by eighteen millimeters

## 1. The Title Page

**Content:** This is the first page of the lesson. It has four interesting facts about the main theme of this lesson 'dictionaries and their uses'**.**

**1. The first Persian dictionary was compiled around 1000 years ago.**
**2. The largest dictionary in the world took 134 years to complete (from 1864 to 1998).**
**3. Around 4,000 new words are added to the English dictionary every year.**
**4. The size of the smallest dictionary in the world is about 17x18 mm which needs to be read with a magnifying glass.**

**Objective(s):** Title Page gives some factual information to students about 'dictionaries'.

**Teaching Procedure**: Ask students to read the facts one by one. Give them one minute and ask them to tell you and the class their opinion about the facts. Ask them if they really find the facts interesting. If they have any problem with understanding the statements, you need to explain some words (e.g. compiled, magnifying glass) or grammatical structures. Do not spend too much time on these statements. This section functions just as a warm-up activity.
You can also ask the follwoing questions in English or Persian:

۱ــ سه فرهنگ لغت معتبر زبان فارسی را نام ببرید.
۲ــ سه فرهنگ لغت معتبر زبان انگلیسی را نام ببرید.
۳ــ چه مواقعی از فرهنگ لغت زبان فارسی استفاده می‌کنیم؟ چه مواقعی از فرهنگ لغت زبان انگلیسی استفاده می‌کنیم؟
۳ــ آیا می‌دانید چه فرقی بین امکانات فرهنگ‌های لغت چاپی و برخط وجود دارد؟



### Optional

You may do the following activities as well.
A, Ask the students to go to their school library (if there is any) and check what type(s) of dictionaries they have. Ask them to read their reports in the class.

B. Bring some pocket dictionaries to the class and distribute them amnong groups of students. Ask them to look up certain words in the dictionary. Write the following checklist on the board and ask students to check which item exists in the dictionary they have. Ask them to share their answers with the class.

- meaning
- the histoy of words
- pronunciation
- antonyms
- parts of speech
- collocations
- proverbs
- pictures
- abbreviations


German
Spanish
ITALIAN
ITALIANO

## 2. The Impact Page

**Content:** It consists of four pictures related to the theme 'dictionaries' and their usefulness for language learners.

- Looking up the words
- Using mobile dictionaries
- Monolingual dictionaries of different languages
- The entry of a monolingual dictionary

**Objective(s):** It gives general background on the theme of the lesson. It also portrays the way different types of dictionaries can be used by language learners or any person who needs information about the words of a language.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and ask them some questions like the followings (In English or Persian):

Picture 1. How frequently do language learners check dictionaries and find the meaning of words?
Picture 2. Is it easy to work with a mobile dictionary? Why or why not?
Picture 3. Have you ever checked a monolingual dictionary? What type(s) of information can you find in such dictionaries?
Picture 4. Do you have an English dictionary? If yes, tell us something about it. If not, what type of dictionary do you like to have?



**Optional**

You may do the following activity as well.

Make a slide show of one page of an abridged (a learners' dictionary for instance) and one page of an unabrdiged dictionary. Show both to students. Ask them to answer these questions:

1. What is the main difference between these two dictionaries.
2. Which dictionary has more information?
3. Which dictionary is easier to use?
4. Which dictionary is more useful for a foreign language learner?
5. Which dictionary is more useful for a native speaker of English?

# Get Ready

A. **Match pictures with dictionary types.**







I. A monolingual dictionary

II. A bilingual dictionary





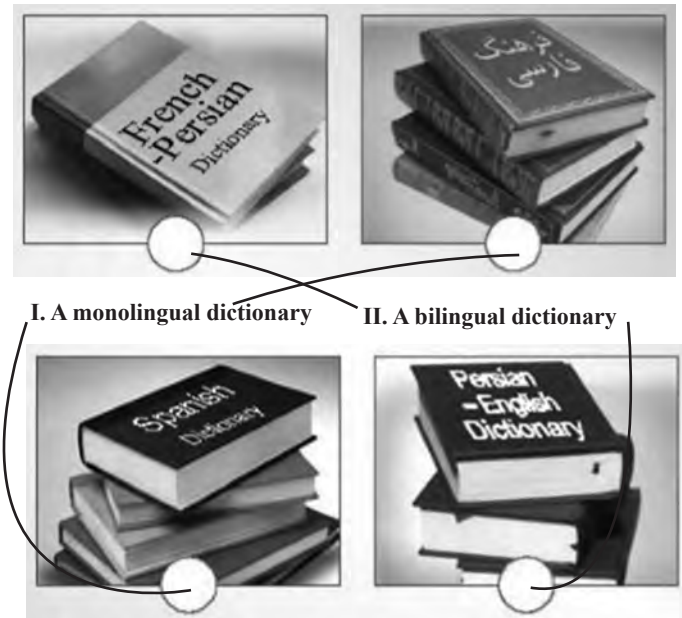

## 3. Get Ready

**Content:** It has three activities: A, B, and C.

**Objective(s):** Get Ready aims at familiarizing students with the theme of the lesson. It also aims at presenting some new words related to the theme of the lesson.

**Teaching Procedure:** Go through activities A, B, and C. Introduce the theme of the lesson, how to use dictionaries, by doing the activities.

**Activity A** is a pedagogical task. The teacher has already introduced some types of dictionaries to students. Now the students learn two basic types of dictionaries: monolingual and bilingual dcitionaries. The students should know the differences between these two types of dictionaries and their uses. First ask them to match pictures with dictionary types.




Then you may show more pictures of different types of dictionaries and talk about their uses in the class.



**B. Check which type of dictionary you use in the following situations.**

| Dictionary Types<br>Situation | An English-Persian dictionary | A Persian-English dictionary | An English dictionary |
|---|---|---|---|
| 1. Translating an English poem | | | |
| 2. Finding the meanings of 'quit' | | | |
| 3. Searching for the word 'ساختمان' in English | | | |
| 4. Looking up the adjective of 'destroy' | | | |
| 5. Looking up the Persian meaning of "actions speak louder than words" | | | |

**C. Check what types of information you cannot find in an English dictionary.**

- ☐ English meaning
- ☐ Persian meaning
- ☐ pronunciation
- ☐ stories and poems
- ☐ word types (verb, noun, adjective, etc.)
- ☐ synonyms and antonyms

**Activity B** is a meaningful activity. The students should read 5 situations and decide what type of dictionary they may use to fulfill their needs in such situations.

| Dictionary Types / Situation | An English-Persian dictionary | A-Persian-English dictionary | An English dictionary |
|---|---|---|---|
| 1. Translating an English poem | ✓ | | ✓ |
| 2. Finding the synonyms of 'quit' | | | ✓ |
| 3. Searching for the word ساختمان in English | | ✓ | |
| 4. Looking up the adjective of 'destroy' | | | ✓ |
| 5. Looking up the Persian equivalent of "actions speak louder than words" | ✓ | | |

**Activity C** is a meaningful activity. The students should check the types of information that can be found in an English dictionary. You may show them an excerpt of an English dictionary to make this activity more understandable.

**elbow room** noun [U] **1** enough space around you so that you are comfortable **2** the freedom to do what you want, without other people annoying you

**elder**[1] /'eldə(r)/ adj [only before noun] ★ older than someone, especially someone in your family: *The elder son works on a farm.* ♦ **elder brother/sister** *advice from my elder brother* **a. the elder** the person who is older, especially of two people in the same family: *The elder of the two had lost his job as a teacher.*

**elder**[2] /'eldə(r)/ noun [C] [usually plural] **1** someone in your family or community who is older than you: *We were always taught to respect our elders.* **1a.** an older and more experienced member of a group or organization who gives advice and makes decisions: *a council of village elders* ♦ *He had the support of party elders.* **1b.** a member of a Christian church or other religious organization who is not a priest but who is in a position of authority **2** a small tree with black BERRIES (=small round fruits)

PHRASE **be sb's elder** to be older than someone, especially someone in your family: **be 10 years/3 months etc sb's elder** *She was ten years my elder, though she looked a lot younger.* ♦ **be sb's elder by 10 years/three months etc** *Sharon was her twin's elder by just 20 minutes.*

excerpt from the *Macmillan English Dictionary*









Majid is going to choose a suitable dictionary for his English class. He is talking to his English teacher during the break.

**Majid**: Excuse me Mr. Iranmehr, I wonder if you could help me.

**Mr. Iranmehr**: Sure. How can I help you?

**Majid**: I'd like some information about a good English dictionary.

**Mr. Iranmehr**: Oh, well. Have you ever used a dictionary?

**Majid**: Actually, I haven't. But I've heard that using a good dictionary can really help me learn English better.

**Mr. Iranmehr**: That's right. First, I recommend a learner's dictionary.

**Majid**: What is a learner's dictionary?

**Mr. Iranmehr**: It is designed for foreign students. It also helps them learn English better.

**Majid**: Is there only one type of it?

## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and some Questions.

**The conversation of this lesson takes place in the classroom. Majid is asking his English teacher, Mr. Iranmehr, some questions about a suitable dictionary for the Iranian learners of English as a Foreing Language.**

**Objective(s):** The main function of Conversation is providing learners with 'comprehensible input' and preparing them to produce 'comprehensible output'. It also functions as the context of presenting new words/expressions.

**Teaching Procedure:** First present the words in the Word Bank.

- **Collocations:** recommend: *recommend that, recommend doing sth, recommend sb for sth, recommend sth for sth/sb, recommend sth to sb*
- **Synonym:** I suppose =I guess
- **Antonym:** elementary # advanced
- **Exemplification:** intermediate: *This book is for intermediate learners of English.*
- **Antonym:** advanced # elementary
- **Realia:** app (of a mobile phone), PC (Personal Computer), smart phone

Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may talk about the following things in the class:

- Students' experiences of using any type of dictionary
- The dictionaries that are available in book stores or the school library
- Online dictionaries and their authenticity

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening, listening, and post-listening.* You may also teach advanced students to become more self-directed listeners, by certain types of activities.

**The cycle of pre-listening, listening, post-listening**

*Phase 1. Pre-listening*

The aim of the pre-listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text" (Goh, 2014, p. 84). Different types of activities can be used in this phase such as brainstorming, researching, reading, viewing pictures, watching movies, and discussing. The students can find plenty of information about dictionaries by searching library resources or internet websites.

Mr. Iranmehr: No, in fact dictionaries have different types, levels, and sizes.

Majid: What type do you suggest?

Mr. Iranmehr: I suppose a monolingual dictionary is more suitable for you, because you can find word information in English.

Majid: And what about levels?

Mr. Iranmehr: Well, there are usually three levels: elementary, intermediate and advanced. For you as a high school student, an elementary one is OK.

Majid: Do I need a small size one?

Mr. Iranmehr: Yes, a pocket dictionary. You can carry it wherever you go.

Majid: Oh, it's very good. And hmm..., is it expensive?

Mr. Iranmehr: No, such dictionaries are not expensive. By the way, you can use a free online dictionary, too. And also there are some free dictionaries for PCs and apps for smart phones.

Majid: Thanks, that's a good idea, but I'd like to use a pocket dictionary!

## Questions

**Answer the following questions orally.**

1. What type of dictionary does Mr. Iranmehr recommend?
2. What factors do you consider when you want to choose a dictionary?
3. What type of dictionary do you often use?



## Phase 2. Listening

The goal of listening part is 'comprehension' and therefore students are expected to rely on their bottom-up/top-down processing ability to understand the aural input. The students have to keep their books ***closed***. In listening phase:

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:
   - What is Majid asking for?
   - How many levels are there for learners' dictionaries?
   - Why is a monolingual dictionary more useful for Majid?
2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

Phase 3. Post-listening

The students should answer the questions written below Conversation ***orally***. Three types of questions are asked:

- Display: What type of dictionary does Mr. Iranmehr recommend?
- Inference: What factors do you consider when you want to choose a dictionary?
- Opinion gap: What type of dictionary do you often use?

***Don't*** let students write their answers.

**Self-directed listening**

Your students can become more self-directed listeners by following the guideline below (Goh, 2014, p. 89). The effectiveness of self-directed listening on Iranian language learners' development of listening comprehension has been verified (Rahimi & Nezad, 2018).

**Setting my listening goal**

Why did I choose this recording?
What is my goal?
To achieve my goals, how many times do I plan to listen/ view this recording? Why?

**Mr. Iranmehr:** No, in fact dictionaries have different types, levels, and sizes.

**Majid:** What type do you suggest?

**Mr. Iranmehr:** I suppose a monolingual dictionary is more suitable for you, because you can find word information in English.

**Majid:** And what about levels?

**Mr. Iranmehr:** Well, there are usually three levels: elementary, intermediate and advanced. For you as a high school student, an elementary one is OK.

**Majid:** Do I need a small size one?

**Mr. Iranmehr:** Yes, a pocket dictionary. You can carry it wherever you go.

**Majid:** Oh, it's very good. And hmm..., is it expensive?

**Mr. Iranmehr:** No, such dictionaries are not expensive. By the way, you can use a free online dictionary, too. And also there are some free dictionaries for PCs and apps for smart phones.

**Majid:** Thanks, that's a good idea, but I'd like to use a pocket dictionary!

## Questions

**Answer the following questions orally.**

1. What type of dictionary does Mr. Iranmehr recommend?
2. What factors do you consider when you want to choose a dictionary?
3. What type of dictionary do you often use?



**Preparing to listen**

What do I know about this topic?

What difficulties do I expect?

What type of information can I expect to hear?

What words can I expect to hear? (Use a dictionary , if necessary).

What strategies should I use when I encounter these difficulties?

**Evaluating my listening**

Was this recording what I expected?

Was I able to make use of my prior knowledge about the topic?

Did I achieve my goal?

Am I satisfied with what I have understood? Why?

Was my listening plan useful?

What difficulties did I face?

Were my strategies useful?

# New Words and Expressions

**A. Look, Read and Practice.**



Try to avoid foods that contain a lot of fat.



I circled the dictionary entry for the word 'purpose'.




C is the symbol for carbon.

**5. New Words and Expressions**

**Content:** It has three parts: A, B, and C.

**Objective(s):** This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using the appropriate techniques.

**Part A,** Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**contain**: parts of speech of 'contain': *container (n.), containment (n.)*
**entry**: image of a page of a dictionary
**symbol**: parts of speech of 'symbol'*: symbolize (v.), symbolic (adj.), symbolism (n,)*



I.R. stands for Islamic Republic.



Mehran couldn't figure out what the teacher was talking about.

**stand for**: examplification:

*I don't think we even knew what the O stood for; perhaps he lied about it.*

*What does UN stand for? The United Nations*

**Figure out:** collocations of 'figure out': *figure out how/what/why etc.*

examplification:

*Can you figure out how to do it?*

*If I have a map, I can figure it out.*

*Don't worry, we'll figure something out (=find a way to solve the problem).*



## Vocabulary Learning Strategies (VLS): Part II

As it was mentioned before 'discovery strategies' of vocabulary learning include two types of strategies, determination strategies and social strategies. Examples of these types of strategies are depicted in the following table.

**Discovery Strategies**

**Determination Strategies**

- Analyze part of speech
- Analyze affixes and roots
- Check for L1 cognate
- Analyze available pictures or gestures
- Guess from textual context
- Bilingual dictionary
- Monolingual dictionary
- Word lists
- Flash cards

**Social strategies**

- Ask teacher for an L1 translation
- Ask teacher for paraphrase of synonym or new word
- Ask teacher for a sentence including the new word
- Ask classmates for meaning
- Discover new meaning through group work activity

## B. Read and Practice.

**combination:** an arrangement in a particular order

From the letters X and Y, we can get two combinations: XY and YX.

**introduction:** the part at the beginning of a book that gives a general idea of what it is about

This book has only a two-page introduction.

**effectively:** in a way that is successful and achieves what you want

If you know how to study more effectively, you'll be able to learn more.

**arrange:** to put things in a neat, attractive, or useful order

We'll need to arrange the chairs around the table.

**jump into:** to suddenly decide to do something

I did not read the introduction and jumped into the next part.



**C. Go to Part 'Vocabulary' of your Workbook and do A and C.**

**Part B**, Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words/expressions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of definitions and explanations. Other techniques can also be used such as:

**combination**: collocations of 'combination': *combination of, in combination (with sth)*
**introduction**: parts of speech of 'introduction': *introduce (v.), introductory (adj)*
**effectively**: parts of speech of 'effectively': *effect (n.), effect (v.), effectively (adv.), effectual (adj.)*
**arrange**: parts of speech of 'arrange': *arrangment (n.), arranged (adj.), arranger (n.)*

**jump to**: examplification:
*There may be a simple explanation. Let's not jump to conclusions.*

**Part C.** includes practices from Students' Workbook. Do the activities in the order of their appearance in the Workbook, as they are graded based on their difficulty level.



**Optional**

Another fun way to learn and remember new words is using Picture Dictionary. There are many ways you can use Picture Dictionaries in your class. Two ways are mentioned here. Find other ways to develop activities using Picture Dictionary.
1. Story Starting: Ask students to choose one scene from their picture dictionary or as particular page to write about what they see there. They might write about people, objects, or actions.
2. Getting the message across: When students want to talk about a specific topic, they sometimes need certain words they do not know or remember. Ask them to adjust their talk with a specific page of the picture dictionary and use the thematic words of the page to talk about a specific topic.

# Reading

## How to Use a Dictionary

A good dictionary gives the user information about words such as spellings, pronunciations and definitions. It also gives examples of how to use the words in sentences correctly. Therefore, it is essential to know how to use a dictionary. In this lesson, we provide you with some helpful tips on how to use a dictionary effectively.

1. **Choose the Right Dictionary**. There are many different types of dictionaries such as learner's dictionaries, general dictionaries, picture dictionaries, etc. Therefore, first identify your needs. Without choosing the right one you cannot meet your language needs.

2. **Read the Introduction**. The best way to learn how to use your dictionary effectively is to read its introduction. This section explains issues like how entries are arranged, what information is offered in entries and what abbreviations and pronunciation symbols are used throughout the entries.

3. **Learn the Abbreviations**. Different types of abbreviations are often used in the definitions for a word. This can be confusing if you do not know what the abbreviations stand for.



## 6. Reading

**Content:** Reading page has a picture, a title, and a Reading Strategy Box.

***The reading of this lesson is a general infomation passage. The passage gives instruction on how to use a dictionary. Seven key points are mentioned including: 1. Choose the right dictionary, 2. Read the introduction, 3. Learn the abbreviations, 4. Learn the guide to pronunciation, 5. Read the guide words, 6. Read the definitions, and 7. Look for collocations***

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (relative pronouns). Further, it gives students instruction how to use a dictionary.

**Teaching Procedure:** There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of *pre-reading, while-reading, and post-reading.*

**The cycle of pre-reading, while-reading, post-reading**

*Phase 1. Pre-reading*

Pre-reading activities "provide a reader with the necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose of reading and building a knowledge base necessary for dealing with the content and the structure of material" (Ringler & Weber, 1984, p.70). The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

*Phase 2. While-reading*

The goal of reading is 'understanding the gist of meaning' and therefore the students are expected to efficiently integrate both bottom-up and top-down processes to comprehend the written input. *The students should read silently and emphasis on oral reading should be avoided.*

The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

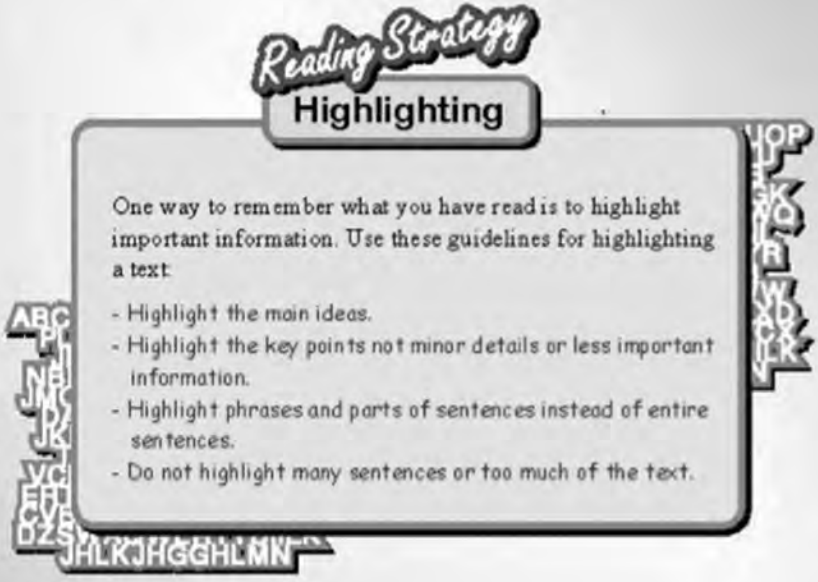
- What does a good dictionary contain?
- What types of dictionaries are mentioned in Reading?
- Why is it important to know the abbreviations?

4. **Learn the Guide to Pronunciation.** If you immediately jump into using the dictionary without understanding the pronunciation guide, it can be difficult to figure it out.

5. **Read the Guide Words.** These are the two words at the top of each page that show the first and last entries on the page. These words will help you find the word you are looking for in the right letter section.

6. **Read the Definitions.** Once you find an entry, you can find the exact meaning of the word, its pronunciation, part of speech, synonyms, antonyms, and probably its origin.

7. **Look for Collocations.** Learning the meaning of a single word is not usually enough. Through sentence examples, try to learn 'words in combination' to expand your vocabulary.



**Reading Strategies**

In this lesson students learn '*highlighting important information*' while reading a text. This can be done by highlight markers or colored pencils/pens.



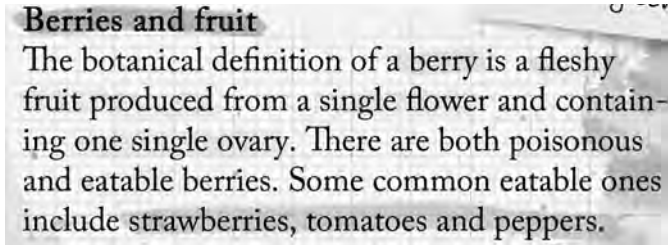

**How to highlight**[1]

- Teach students tips on how to highlight.
- Do not use one single-colored highlighter
- Instead, try using several different colors
- Assign each color a specific purpose
- This creates a color coding system.
- Therefore, making your materials easier to understand and learn

**EXAMPLE OF A SYSTEM**

- Pink: titles and headlines
- Blue: terminology and vocabulary
- Green: definitions and explanations of terminology
- Orange: examples of the terminology

*TIP*: *Use light colors when highlighting a lot of text*
An Example:


**Berries and fruit**
The botanical definition of a berry is a fleshy fruit produced from a single flower and containing one single ovary. There are both poisonous and eatable berries. Some common eatable ones include strawberries, tomatoes and peppers.

*Phase* 3. *Post-reading*

Post-reading helps teachers check if students understood the main idea of the text and its relationship with the author's purpose. In this respect, students should be able to explain the main idea of the text. Then ask and answer questions about the content they just read.

Post-reading activities are organized in next section labeled Reading Comprehension.

1- Taken from www.pinterest.com

## Reading Comprehension

**A. Read the following paragraph and highlight the most important information.**

Sharks are not all the same. In fact, there are nearly 400 different kinds. Most sharks never attack people. Only a special group of sharks can be dangerous. They kill an average of forty people every year. Let's compare sharks with snakes. Snakes kill about 60,000 people every year. And let's not forget that people kill 25,000,000 sharks every year.

---

**B. Now go back to the '*Reading*'. It claims that you can be familiar with useful information to use a dictionary more effectively. Highlight parts of the passage that support this claim.**

---

**C. Read the 'Reading'. Generate questions with the following question starters and then answer them.**

What

1) .....

2) .....

How

1) .....

2) .....

Where

1) .....

2) .....

## 7- Reading Comprehension

**Content:** It has three parts: A, B, and C.
**Objective(s):** Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'highlighting'.
**Teaching Procedure:** After silent reading and teaching how to use reading strategy 'highlighting', the teacher may give students some time to work on parts A, B, and C.

**Activity A** is a reading strategy practice that focuses on 'highlighting' strategy. The students should read the text and highlight the most important information. Students answer may vary. However, some important information of this short text can be:
*sharks*, 400, *average of forty people*, 60,000 *people*, 25,000,000

**Activity B** is a reading strategy practice that focuses on 'scanning and highlighting' strategies. The students should scan the text for important information about how to use a dictionary. Then they have to highlight different parts of the text.

**Activity C** is a reading strategy practice that focuses on 'question generation' strategy. The students should read the passage and generate questions with the given question starters and then answer their questions.

**What**
1- What is the best way to learn how to use a dictionary? Reading its introduction.
2- What are guide words? These are two words at the top of each page of the dictionary.

**How**
1- How can we learn the meaning of the words? By trying to learn words in combination (collocations).
2- How can we choose a good dictionary? By identifying our needs.

**When**
1- When should we learn pronunciation guide? Before looking the words up.
2- When can we find the meaning of a word? When we find the correct entry.

# Vocabulary Development

## WORD PART FAMILIES

One way to figure out the meaning of an unknown word is to look for its relationship with other words in the same family. Even if you cannot figure out the exact meaning, your understanding can be enough to allow you to read on. For example, *in this sentence*:

"We provide you with some helpful information on how to use a dictionary more effectively"

you can get an idea of the meaning of the word *effectively* by recognizing that it is related to the word *effect*.

In this technique which is also known as word attack, looking for word parts can help you read and understand the meaning of complicated words. When you recognize prefixes and suffixes and know what they mean, it will help you work out the meaning of many words you read.



## 8- Vocabulary Development

**Content:** It has a Definition Box, and two activities: A and B.

**Objective(s):** Introducing the importance of 'word part families' as well as 'word attack' as an efficient technique in figuring out the meaning of unknown words.

**Teaching Procedure:** First go through the Definition Box to introduce 'word part families' and 'word attack'. it is better to practice the example provided in the Box. Then go through parts A and B.

**Definition Box** introduces the 'word part families'. It also defines and exemplifies 'word attack'.

**Word-Attack**

Word-attack technique helps students decode, pronounce, and understand unfamiliar words. It helps students attack words piece by piece or from a different angle. Model and instruct students:

**Look for Chunks in the Word**

- Look for familiar letter chunks. They may be prefixes, suffixes, endings, whole words, or base words.
- Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence?

**Connect to a Word You Know**

- Think of a word that looks like the unfamiliar word.
- Compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word.
- Use the known word in the sentence to see if it makes sense. If so, the meanings of the two words are close enough for understanding.

Reviewing common English prefixes and suffixes (noun, verb, adjective, adverb) in Vision 2 is helpful.

**A. Look at the following sentences. Write down at least one other word you know that is related to the bold word.**

- My job has become increasingly difficult. .....
- He wasn't very communicative and kept to himself. .....
- The police believe the fire was started accidentally. .....
- The pollution is endangering the crops. .....
- We searched unsuccessfully for a map of Kerman. .....

---

**B. Attack these words to figure out their meanings. Try to write down other words related to them. For example:**

disconnection: disconnect/ connection/ connect

- unsystematically: .....
- incomprehensible: .....
- unexpectedly: .....
- international: .....
- unchangeable: .....

**Activity A** asks students to use word attack technique to write down at least one related word for each specified word. Doing so, you may remind students to consider the common prefixes and suffixes and their functions as noun, verb, adjective and adverb makers.

1- increasingly: increasing/ increase
2- communicative: communicate/ communication/ communicatively
3- accidentally: accidental/ accident
4- endangering: danger/ endangered/ dangerous/ dangerously
5 - unsuccessfully: unsuccessful/ successfully/ successful/ success

**Activity B** asks students to use this technique to figure out the meaning of each word. Then they are requested to write down other word parts. Remind students to specify the suffixes and prefixes, then determine their parts of speech.

1- unsystematically: un + system + atic+ ally — بی هیچ نظمی/ بدون روش مشخّصی
unsystematic/ systematic/ systematically/ system
2- incomprehensible: in+ comprehend+ able — غیرقابل فهم/ غیر قابل درک
comprehensible/ comprehend/ comprehension
3- unexpectedly: un+ expect+ ed+ ly — به شکلی غیرمنتظره/ ناگهانی
expectedly/ expected/ expect/ unexpected
4- international: inter/ nation/ al — بین‌المللی
internationally/ national/ nation/ nationally
5 - unchangeable: un +change+ able — تغییرناپذیر/ ثابت
changeable/ change/ changeless/ unchanged

# Grammar

**A. Read the following text.**




The first Persian dictionary which is still published was compiled more than 900 years ago. Loghat-e Fors was made by Asadi Tusi who was a famous poet in the 5th century. The list of entries has been arranged according to the final letters of the words. There are example sentences which were taken from poetry. The dictionary has synonyms and explanations that were used by young poets. This dictionary has been used widely by the poets who lived after Asadi Tusi. Many words have been added to the first dictionary which Asadi compiled. The dictionary has been published several times and is a valuable treasure of Persian language.

**B. Read the following example sentences.**

| | | |
|---|---|---|
| The man plays golf.<br>He lives at No. 10. | → | The man **who** plays golf lives at No. 10. |
| The woman is coming to dinner.<br>You met her yesterday. | → | The woman **who(m)** you met yesterday is coming to dinner. |
| The cat lives near us.<br>It was drinking milk. | → | The cat **which** lives near us was drinking milk. |
| I found the keys.<br>I lost the keys yesterday. | → | I found the keys **which** I lost yesterday. |

## 9- Grammar

Content: It has seven parts: A to G.

Objective(s): The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar "with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics" (Larsen-Freeman, 1990, p. 4). In this framework, the three components of Freeman's pie chart will focus on form, meaning, and use (Larsen-Freeman, 2014, p. 258) (See figure 1).

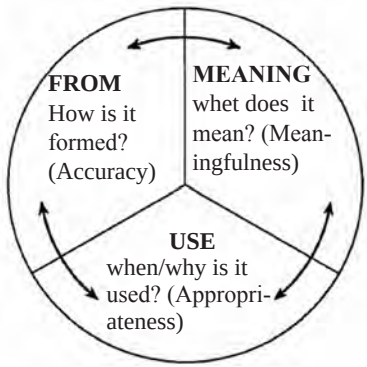



**Figure 1.** The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

**Teaching Procedure:** The procedure of teaching grammar follows what comes below:

New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

Therefore, the teaching of grammar starts with Activity A and ends with Activity G.

**Activity A** is an input flooding activity

**Activity B** presents grammatical items in isolation. The teacher may
- Explain the table briefly.
- Ask students to go through the examples written in the table.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework (Celce-Murcia and Larsen - Freeman, 1990, p. 4).

| | |
|---|---|
| The man **who** plays golf lives at No. 10. | The man that plays golf lives at No. 10. |
| The woman who(m) you met yesterday is coming to dinner. | The woman that you met yesterday is coming to dinner. |
| The cat which lives near us was drinking milk. | The cat that lives near us was drinking milk. |
| I found the keys which I lost yesterday. | I found the keys that I lost yesterday. |

C. **Tell your teacher how 'relative clauses' are made.**

D. **Read the 'Reading' and underline all 'relative clauses'.**



**1 In form wedge,** overt lexicogrammatical patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text should be included.

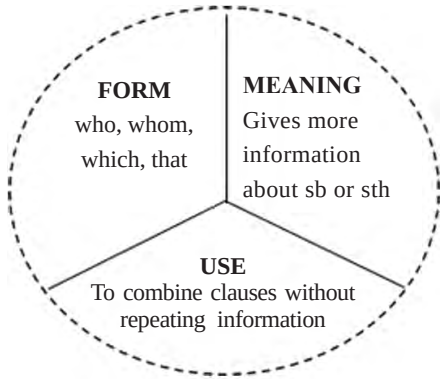
**who, whom, which, that**

**2 In semantic wedge,** what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition for a preposition like *down,* for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result).

***Gives more information about someone or something***.

**3 In Pragmatic wedge,** the use of the language in context is introduced. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co-text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction).

***To combine clauses without repeating information***.




**Activity C** encourages students to deduce how 'relative clauses' are made. The teacher can write some examples on the board or read a text orally and ask students to notice 'relative pronouns'.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to Reading, find all 'relative clauses' and underline/highlight them.

**E. Read the following paragraph and fill in the blanks with 'who' or 'which'.**

Mr. Sanders is a doctor ..... lives in a city. He works in a village ..... is near the city. Each morning he goes to the village and comes back home in the evening. Mr. Sanders usually catches the morning train ..... enters the station at 7:30. The train ..... he catches is not very crowded. There are some teachers and workers ..... also work in the village. Mr. Sanders knows some of them. They sometimes talk about interesting things, like weather and sports. He often reads on the train. He reads books or newspapers ..... he borrows from the stand in the station. Although his travel to the village takes around 45 minutes, he enjoys every minute of it. He is the type of guy ..... likes to spend his time wisely.

**F. Complete the following sentences. Then compare them with your friend.**

Example: Rudaki who lived in the 4th century is a famous Persian poet.

1. Ostrich is a bird .....
2. Our English teacher .....
3. The notebook .....

**G. Go to Part 'Grammar' of your Workbook and do A.**

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the paragraph and fill in the blanks with 'who' or 'which'.

who, which, which, which, who, which, which, who

**Activity F** is a communicative activity. The students should pair up and complete the sentences based on their general information.

1- Ostrich is a bird which *cannot sing or fly*.
2- Our English teacher *who is very young teaches very well*.
3- The notebook *which I bought last week is lost*.

**Activity G** provides students with more exercises. The students have to refer to their Workbook, Grammar Part, and do activities A and B.



**Grammar Learning Strategies: Part I**

There are certain types of strategies (cognitive, metacognitive, compensation, and socio-affective) that students can use in learning grammar. ***Cognitive strategies*** of learning grammar are:

1- Associating the new structure with the one already known.
2- Classify the new structure under a group of similar things (e.g. verbs, tenses, etc.)
3- Comparing the new structure with one's own language by thinking of its equivalent in the source language.
4- Using the context/situation, the dialogue, or the picture in order to understand the meaning of the new structure.
5 - Examining the parts of the new structure.
6 - Trying to infer the rules about the structure.
7- Taking note when the teacher explains the new structure.
8 -Using one's own language to write the rules of a new structure.
9- Underlining, using different colors or capital letters to emphasize the important parts of grammar rules and explanations.
10- Draw charts for learning grammar rules.
11- Saying a new grammar structure to oneself several times in order to memorize it.
12- Reviewing the grammar structures regularly.
13- Doing grammar exercises out of the class.
14- Use grammar books in order to review or better understand new grammar structures.
15- Remember a new grammar structure by thinking of its location in the book (e.g. in the picture or in the dialogue), in one's notebook, or on the board.
16- Remembering a new grammar structure by thinking of the context/situation it was used in.
17- Practicing a new grammar structure in speaking or writing.
18- Repeating the correct form, when the teacher corrects grammar mistakes .




## Conditional sentences (Type II)

**A. Read the following example sentences.**

| |
|---|
| If the old man had his glasses, he could read the paper. |
| They would be healthier if they lived in a village. |
| If it got warmer, they would travel to the north. |
| John could fix the car if he were home. |
| If my mother were here, I would ask her for help. |
| I would buy a house if I were you. |

**B. Go to Part 'Grammar' of your Workbook and do B and C.**

## 10. See Also

**Content:** It has two parts: A and B.

**Objective(s):** The aim of this part is teaching another grammatical point briefly and to the point.

**Teaching Procedure:** Go through parts A and B and teach the structure based on the 3-dimensional model of teaching grammar.

**Part A** presents some examples of 'Conditional Sentence Type II'. To teach this grammatical point, use the 3-dimensional grammar pie.

**1 In form wedge,** introduce the forms:

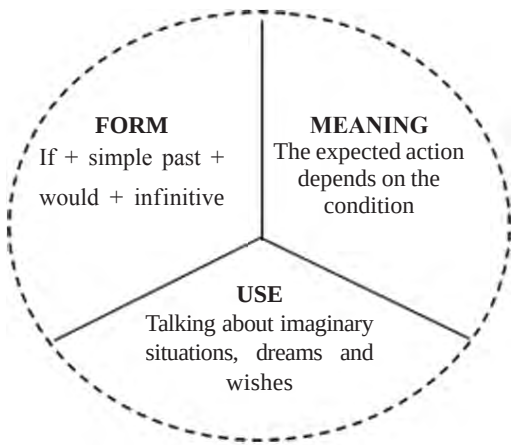
***If* + *simple past* + *would* + *infinitive***

**2 In semantic wedge,** present the meaning of a/an, and numbers

***The expected action depends on the condition*. *The condition specified in the clause is not actual but is a condition that is currently being imagined***

**3 In Pragmatic wedge,** the use of the language in context is addressed.

**Talking about imaginary situations, dreams, wishes. It is possible but very unlikely, that the condition will be fulfilled.**



# Listening and Speaking

Speaking Strategy

**Talking about Imaginary Situations**

A. **We use 'conditional type II' to talk about imaginary situations.**

- Oh look! It is raining so heavily.
- What would you do if it weren't raining?
- Hmm... if it were sunny, I would go to the park. I am really bored.
- We can play one of our thinking games, instead.
- We could play 'Smart Kid' if Sina were home.
- This one is also fun. Let's try it.



**You may use the following to talk about imaginations, hopes, and wishes.**

- What would you do if you were me?
- What would you do if you had wings?
- What would you do if you were a university student?

## 11. Listening and Speaking

**Content:** It has two parts, A and B.

**Objective(s):** The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, 'Conditional Sentence type II'.

**Teaching Procedure:** The teacher should review the grammatical structure of this lesson (Conditional Sentence type II') by reminding students of the three dimensions of each structure (form, meaning, function). The emphasis should be put on the function of the structure and how it can be used for different purposes in spoken language. Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

***Talking about imaginary situations***

Then the teacher goes through Parts A and B.

**Part A** is a short conversation containing 'Conditional Sentence type II'.

A: Oh look! It is raining so heavily.
B: What would you do if it weren't raining?
A: Hmm… if it were sunny, I would go to the park. I am really bored
B: We can play one of our thinking games, instead.
A: We could play 'Smart Kid' if Sina were home.
B: This one is also fun. Let's try it.

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.
Go through more examples at the bottom of the page. Explain how the strategy is used in each example and the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how 'Conditional Sentence II' is used in spoken language to talk about imaginary situations.

B. **Listen to the following conversations and answer the questions.**

**Conversation 1**




Where does Mina live? .....

Why hasn't Zoreh invited Mina yet? .....

Pair up and ask your friends about the things they want to do today, but they cannot. You may use the clues in the box.

If it weren't so cold, .....
If you did your homework sooner, .....
If your father came home earlier .....
If I had enough money, .....

**Conversation 2**



What did Bijan want to buy? .....

Why didn't Bijan tell Mehran about the problem?

.....

Pair up and ask your friends what they would do if they were you. You may use the clues in the box.

study harder  do daily exercise  be more careful  learn French

**Part B** consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, *talking about imaginary situations*

**Conversation 1**

Zohreh: This weekend is my birthday. I have invited everyone but Mina.

Maryam: Why not? If I were you I would certainly invite her. As far as I know you were close friends at school.

Zohreh: Yes. But she has moved to another neighborhood. If I had her address, I would invite her.

Maryam: What a pity! If I knew that sooner, I could help you.

Zohreh: How?

Maryam: I could check it with my sister. She is her mother's friend.

Zohreh: Can you call her now?

Maryam: Unfortunately, she is not available till next Wednesday. Sorry.

1. Where does Mina live? *She lives in another neighborhood.*
2. Why hasn't Zohreh Invited Mina yet? *Because she does not have her address.*

**Conversation 2**

Bijan: Are you okay?

Mehran: I'm thinking about something.

Bijan: What's wrong?

Mehran: I have saved some money to buy a new mobile phone. But one of my friends is in trouble and needs some money. What would you do, if you were in my shoes?

Mehran: What is his problem?

Bijan: I could tell you about it, if it weren't a secret. But it's an emerygency.

Mehran: Ok. If I were you, I would give him the money.A friend in need, is a friend indeed.

1. What does Bijan want to do with his money? *He wants to buy a new mobile phone.*
2. Did Bijan tell Mehran about the problem? Why not? *No, he did not, because it was a secret.*

After each conversation, there is a role play activity.
Here, the students have to pair up and use the clues in the boxes to make new conversations. They are required to use the taught strategy.

# Writing

## Paragraph

**What is a paragraph?**

A paragraph is a group of sentences about one idea. A paragraph can (1) give us information, (2) tell us an opinion, (3) explain something to us, or (4) tell us a short story. Every sentence in a paragraph is about the same idea. When you want to write about a new idea, begin a new paragraph.

**Paragraph format**

Paragraphs have a special shape. In each paragraph, the sentences are grouped together. They come one after another. Remember that sentences in a paragraph start with a capital letter and end with a period (.), question mark (?) or exclamation point (!).



## 12. Writing

**Content:** It has two Definition Boxes and four activities (A to D).

**Objective(s):** In this lesson, Writing aims at helping students be familiar with the concept and structure of a paragraph. The students are expected to distinguish it and its types. They are also expected to find topic sentence in a paragraph and also be able to write it for any topic.

**Teaching Procedure:** The teacher is expected to go through each section and first present the definitions and the information provided and then do the exercises.

**Definition Box 1** presents a simple definition of 'paragraph' and introduces its main four types. It also introduces the format or special shape of a paragraph.

**What is a Paragraph? ----------**

A paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same *topic*. All of the sentences explain the writer's main idea about the topic. When the writer wants to write about a new main idea, he/she begins a new paragraph.

A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say.

In academic writing, a paragraph has a *topic sentence* that directly tells the reader the main idea. The other sentences in the paragraph, called supporting sentences, give more information about the topic. They add specific details and explanations. In academic English, the topic sentence is usually (but not always!) first or last. (Zemach and Islam, 2007)

**An Effective Paragraph:**

- presents a single idea
- begins with a topic sentence that makes this single idea evident
- contains support in form of sentences that convey this single idea
- is strategically organized to maintain flow
- maintains your writing's objective
- informs and entertains your reader about your writing's overall idea.

**A. Look at the examples below. Choose the one which has the right shape for a paragraph.**

☐ **Oceans and Lakes**

Oceans and lakes have much in common, but they are also quite different.

Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water.

Lakes are usually surrounded by land, while oceans are what surround continents.

Both have plants and animals living in them.

The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life.

☐ **Oceans and Lakes**

Oceans and lakes have much in common, but they are also quite different. Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land, while oceans are what surround continents. Both have plants and animals living in them. The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life.

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Lakes are usually surrounded by land, while oceans are what surround continents. Both have plants and animals living in them. The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life.



**Activity A** asks students to choose the one which has the right shape or format of a paragraph. Based on the information provided for the paragraph format in Definition Box 1, in any paragraph, the sentences are grouped together. They come one after another. Every sentence starts with a capital letter and ends with a period, question mark or exclamation point. There fore, only the second one has the right shape for a paragraph.

**Essential Elements of a Paragraph**

There are four essential elements that an effective paragraph should consistently contain: unity, coherence, a topic sentence, and sufficient development.

**Unity**

In order for a paragraph to maintain a sense of unity, the paragraph must focus solely on a single idea, point, or argument that is being discussed. Therefore, the paragraph should not begin to stray and develop new ideas. If you begin to write sentence that wander from the paragraph's main idea, then it is time to start a new paragraph.

**Coherence**

Coherence is more commonly referred to as the flow of your writing. When a paragraph flows, the reader will be able to understand the main idea that you have presented. How can you ensure that your paragraph maintains a flow? Well, after presenting your main idea in your topic sentence, each sentence following must build upon each other in an organized manner. After writing your paragraph, go back and read aloud what you have written to make sure your ideas are clearly presented. If they are, you have developed a coherent paragraph!

**Topic Sentence**

The topic sentence is the most important part of your paragraph; it tells the reader the general idea of your paragraphs and should essentially "hook" them into wanting to read more! The topic sentence helps to provide a "general summary" for your paragraph. A reader should encounter the topic sentence and have a general idea of what the paragraph will continue to discuss.

**Sufficient Development**

Now that your paragraph has a topic, it is essential that this topic be sufficiently developed. Do not limit yourself to a set number of sentences. Yes, your paragraph should not be too short or too long, but it should be an appropriate length to flesh out the entirety of your paragraph's idea. A reader should not be left with questions after a sufficiently development paragraph. In order to achieve this, you can provide examples, cite work, provide necessary definitions, describe, analyze, and organize your ideas.

## The topic sentence

Many English paragraphs include a 'topic sentence'. This sentence which mostly comes at the beginning of a paragraph tells the reader:

**the topic + the idea about that topic or an explanation of the topic**

For example:

**Topic sentence 1:** My sister and I (topic) respect our parents all the time. (idea)

**Topic sentence 2:** A cheetah (topic) is a wild animal from the cat family. (explanation)

**B. Look at the topic sentences from paragraphs you have seen in Vision 2. Find the topic and the idea or explanation of the topic.**

1) Language is a system of communication.

2) About fifty percent of the world's languages have fewer than 5000 speakers.

3) Bad habits and addiction can be harmful to health.

4) Art is what people create with imagination and skill.

5) Handicrafts are good examples of the art and culture of a country.

**Definition Box 2** introduces the topic sentence. This sentence which usually comes at the beginning of a paragraph consists of *topic+ the idea about the topic* or *an explanation of the topic.* The teacher is expected to go through this section, present the definition and the information provided and then explain the examples. At this point, you may want to write a few simple sentence examples on the board.

**Activity B** as a recognition exercise asks students to find the topic and the idea or explanation of the topic. You may:
- Ask students to work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.

1. *Language* is a system of communication.
2. *About fifty percent of the world's languages* have fewer than 5000 speakers.
3. *Bad habits and addiction* can be harmful to health.
4. *Art* is what people create with imagination.
5. *Handicrafts* are good examples of the art and culture of a country.

* Say students that:
1) A good topic sentence should include either of the following:
- one clear topic
- an explanation or an idea about the topic.

2) A good topic sentence should not be:
- too board (too much to write about)
- too narrow ( not enough to write about)

**Optional**
As an extra activity, you can ask students to find the topic of the sentence and the main idea of the following examples.
- Cooking requires a number of different skills.
- Graduating from high school is important for many different reasons.
- The **topic sentence** is important for good academic and business writing**.**

**HINT**

The topic sentence is usually the first or sometimes the last sentence, but it can be any sentence in the paragraph.

**Read the following paragraphs. First find the topic sentence, then circle the topic, and underline the explanation or idea about the topic.**



1. Ants are found everywhere in the world. They make their home in buildings, gardens, etc. They live in anthills. Ants are very hardworking insects. Throughout the summers they collect food for the winter season. Whenever they find a sweet on the floor, they stick to the sweet and carry it to their home. Thus, in this way, they clean the floor. Ants are generally red and black in colour. They have two eyes and six legs. They are social insects.



2. The stars are tiny points of light in the space. On a clear night we can see around 2,000 to 3,000 stars without using a telescope. Stars look tiny in the sky because they are far away from the Earth. In ancient times the sky watchers found patterns of stars in the sky.

**Hint** reminds students that the topic sentence is usually the first or sometimes the last sentence, but it can be any sentence in the paragraph.

**Activity C** asks students to read the paragraphs, find the topic sentence, circle the topic and underline the explanation or idea about the topic.
Say students that although the topic sentence can be located anywhere in a paragraph, in academic writing, it is usually located at the beginning of each paragraph.

1. *Ants* are found everywhere in the world.
2. *The stars* are tiny points of light in the space.
3. *An online dictionary* is one that is available on the Internet or World Wide Web and is accessed through a Web browser using a computer or a mobile device, primarily by typing a term into a search box on the site.
4. *A hearing device* is available for some people suffering from hearing loss.

**Six Points Leading to a Successful Topic Sentence .....**

**1. Write Your Central Idea in Clear Words:**
As your topic sentence is the very first line holding the entire paragraph, it should be expressed in a clear way which should directly link your topic without being **difficult to read** or **understand**. The topic sentence is bound to contain your topic and your opinion on that topic with the **controlling idea**.

**2. Grip the Readers Mind**
The most fascinating quality about the topic sentence is that it grasps the reader's attention the very instant it is read. Give them the blow of challenging questions related to your topic they would love to answer. The most effective way to let the topic sentence play its role is to barge the reader directly into action.

**3. Keep Your Topic Sentence Short and Crisp**
The topic sentence should convey your intention regarding the specific topic. Don't make the reader hunt for your intentions. This is done when you keep your topic sentence short and clear. By taking this wise decision while writing your opening sentence, you will be able to keep a continuous flow of the paragraph.



3. An online dictionary is one that is available on the Internet or World Wide Web and is accessed through a Web browser using a computer or a mobile device, primarily by typing a term into a search box on the site. Online dictionaries offer immediate, direct access through large databases to a word's spelling and meanings, plus a host of information, including its spellings, pronunciation, and origin, etc.



4. A hearing device is available for some people suffering from hearing loss. This device uses a magnet. Like other aids, it converts sounds into vibrations and transmits them directly to the magnet, and then to the inner ear, producing a clearer sound. The device helps those with a hearing loss caused by infection or other problems in the middle ear.

---

**D. Write a topic sentence for the following items.**

1) sport .....

2) writing .....

3) forest .....

4) smoking .....

5) firefighters .....

6) Avicenna .....

7) clean energy .....

8) Persian Gulf .....

**4. Formulate a Convincing Opinion**

The whole body or structure of your paragraph is proved by the topic sentence. That is why, the topic sentence should be clearly chosen as it will be portray your thinking and beliefs supported by adhesive evidence.

**5. Make Sure You Don't Talk in Vague Words**

Even if your writing sounds extraordinary by filling up the topic sentence with extremely impressive vocabulary words showing excellence and strength but if your topic sentence is not clear then all your efforts are pointless. Your topic sentence would sound confused and forced. Keep your topic sentence clear, sweet and innocent.

**6. Don't Discuss Something You are Unable to Handle Later**

If you are making a statement in the topic sentence, you should be able to carry it intelligently in the whole paragraph. Whether you are depicting opinions, facts or both, you should hold the ability to clearly analyze them in your paragraph controlled by the topic sentence. Never burden your topic sentence with random material that you won't intend to explain further.

.....

**Activity D** asks students to write a topic sentence for the given words.

- Ask students to pay attention again to the guidelines presented for writing a strong topic sentence.
- Let students work individually to do this activity.
- Have a few students to write their answers on the board and others compare them.
- Choose the best ones.

**A. Listen to the first part of a report.**

**1. Answer the following questions.**

a. What would you do if you had a time machine now?

.....

b. Would you live in a jungle if you were allowed to?

.....

**2. Listen again and take note of three questions you hear.**

B. **Now read the rest.**

Have you ever thought of superhuman? What abilities would you like to have if you had superhuman powers? Some may say, "I would like to fly if I had superhuman powers." Others may say, "I would like to be very strong to help people." Some may say, "I would like to be invisible or read people's minds." What about you? Would you like to be able to do these? Think of being an astronaut; where would you like to go?

**3. Underline 'if clauses'.**

C. **Work in pairs. Ask and answer.**



## 13. What you learned

**Content:** It has three parts: A, B, and C.

**Objective(s):** What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned in this lesson.

**Teaching Procedure:** Go through each part and work on activities.

**Part A** is a listening task. Students should listen to the first part of a report. Sometimes it is fun to think about things that will never happen. We can ask ourselves questions that don't have any real answers. For instance, we can think: what would I do, if had a time machine to travel with right now? Some people may say: I would visit the past, if I had that machine. Or I would visit the future to see the world and people of the future. Maybe you have thought about this: What would I do, if I had this ability to talk to animals? What would I say? Some people would prefer to talk with cats or birds, but some would not like the idea. They would feel frightened!

**1.** a. (Answers may vary) I would travel to the future.

b. (Answers may vary) No, I surely would not. I like living in a city.

**Part B** is a reading task. The students should read the rest of the interview. Then they have to underline all *'if clauses'*.

- What abilities would you like to have if you had superhuman powers?
- Some may say I would like to fly, if I had superhuman powers.
- I would like to be very strong to help people.
- I would like to be invisible or read people's minds.
- Would you like to be able to do these? Where would you like to go?
- I would go to Mars and see if any one lives there.
- Where would you travel to?

**Part C** is a role play. Ask students to take role and practice. (Answers may vary)

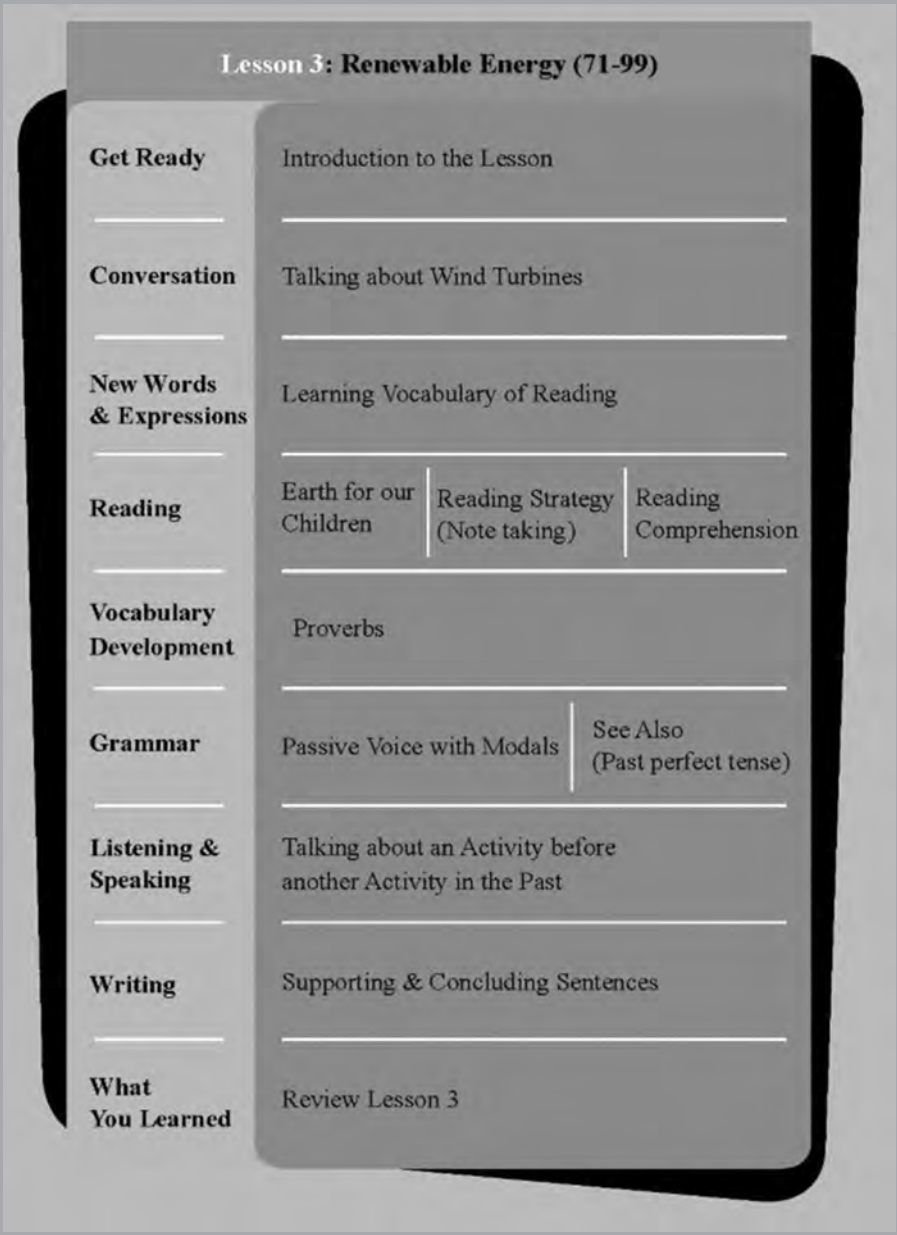
A: Would you like to fly?
B: Yes, I would like to fly, if I had superhuman powers.

A: What would you do if you found some money?
B: I would give it to the lost-and-found.

A: Would you like to travel to other planets if you were an astronaut.
B: Yes, I would like to travel to Mars.

# Lesson 3

# Renewable Energy


Lesson 3: Renewable Energy (71-99)
Get Ready
Introduction to the Lesson
Conversation
Talking about Wind Turbines
New Words & Expressions
Learning Vocabulary of Reading
Reading
Earth for our Children
Reading Strategy (Note taking)
Reading Comprehension
Vocabulary Development
Proverbs
Grammar
Passive Voice with Modals
See Also (Past perfect tense)
Listening & Speaking
Talking about an Activity before another Activity in the Past
Writing
Supporting & Concluding Sentences
What You Learned
Review Lesson 3

**General Objectives of this lesson**

- Familiarizing students with the theme ‘renewable energy’.
- Making students aware of the value of the natural resources of the earth and the way people can keep them for the future generations.
- Informing students of different types of clearn energy resources, the way they are produced, and their advantages over fossil fuels.

# LESSON 3

## Renewable Energy

**Interesting Facts:**

- **The first wind machine was used in ancient Persia around 300 BC[1].**
- **One wind turbine can produce enough electricity to power 300 homes.**
- **Renewable energy sources create three times more jobs than fossil fuels.**
- **Albert Einstein[2] won the Nobel Prize in 1921 for his experiments with solar power.**

1. Before Christ: Used after a date to show that it was before the birth of Christ.
2. English pronunciation: /ˈaɪnstaɪn/

## 1. The Title Page

**Content:** This is the first page of the lesson. It has four interesting facts about the main theme of this lesson 'renewable energy'**.**

**1. The first wind machine was used in ancient Persia around 300 BC.**
**2. One wind turbine can produce enough electricity to power 300 homes.**
**3. Renewable energy sources create three times more jobs than fossil fuels.**
**4. Albert Enstein won the Nobel Prize in 1921 for his experiments with solar power.**

**Objective(s):** Title Page gives some factual information to students about 'renewable and clearn energies'.

**Teaching Procedure:** Ask students to read the facts one by one. Give them 1 minute and then ask them to tell you and the class their opinion about the facts. Ask them if they really find the facts interesting. If they have any problem with understanding the statements, you need to explain some words (e.g. turbine, fuel, solar power) or grammatical structures. Do not spend too much time on these statements. This section functions just as a warm-up activity.
You can also ask the following questions in English or Persian:

۱ـ انرژی چیست؟ با چه منابع تولید انرژی آشنا هستید؟
۲ـ آیا می‌دانید انرژی‌های تجدیدپذیر چه نوع انرژی هستند؟
۳ـ فکر می‌کنید ذخایر نفت و گاز ایران تا چند سال آینده تأمین‌کننده نیازهای مردم ایران است؟
۴ـ نسل آیندهٔ ما چگونه نیازهای خود به انرژی را برآورده خواهند کرد؟



**Optional**

You may do the following activities as well.

A. Ask the students to make groups of three or four. Then ask them to brainsorm and list the disadvantages of using fossil fuels.

B. Write some clean energy resources on the board (or make a sldieshow). Then ask students to think about the ways they can be used for producing energy.









## 2. The Impact Page

**Content:** It consists of four pictures related to the theme 'renewable energy' and the disadvantages of using fowwil fuels. .

- Cooling towers of a power plant
- A refinery
- A polluted day in Tehran
- Greenspace/ a jungle

**Objective(s):** It gives general background on the theme of the lesson. It also portrays the way using fossil fuels pollutes our planet and damage our health. The first three pictures guide the readers to the last one to emolicitly make students aware of the value of greenspaces and natural resources.

**Teaching Procedure:** Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings (In English or Persian):

Picture 1. Do you know how cooling towers help generating electricity in power plants?
Picture 2. What types of pollutions do refineries cause?
Picture 3. Can you name some sources of air pollution in metroplitatns like Tehran?
Picture 4. What is the role of greenspaces in reducing the air pollution?



**Optional**

You may do the following activity as well.
Introduce different forms of energy. Make a worksheet like the one below. Leave the column ***Example*** blank. Ask students to complete it.

| POTENTIAL ENERGY | | |
|---|---|---|
| **Energy Form** | **Energy Due to** | **Example** |
| Chemical | Kind and arrangement of small particles | Flashlight battery |
| Nuclear | Structure of atom's nucleus | Atomic energy |
| **KINETIC ENERGY** | | |
| **Energy Form** | **Energy Due to** | **Example** |
| Heat | Random motion of small particles | Warmth surrounding a car's engine |
| Sound | Ordered periodic motion of small particles | Sound from a headphone |
| Radiant | Bundles of photons | Sunlight |
| Mechanical | Motion of large pieces of matter | Movement of car's wheels |

# Get Ready

**A. Match the pictures with energy sources.**






a. wind b. water c. sunshine d. plants

**Now fill in the blanks with the above words.**

1. Some scientists are working on producing electricity from ..... This way, while the plant is growing, electricity is produced.
2. Hydropower or ..... power is produced as a result of falling or running water.
3. Solar energy or the energy that comes from ..... can be used to heat, cool, and light our homes and schools.
4. Wind turbines convert the kinetic energy in the ..... into mechanical power.

## 3. Get Ready

**Content:** It has three activities: A, B, and C.

**Objectives(s):** Get Ready aims at familiarizing students with the theme of the lesson. It also aims at presenting some new words related to the them of the lesson, renewable energies.

**Teaching Procedure:** Go through activities A, B, and C. Introduce the theme of the lesson, *renewable energies*, by doing the activities.

**Activity A** is a meaningful activity. The teacher has already introduced some sources of renewable energies. Now the students see some pictures and then read some sentences related to those statements to understand the topic more deeply.

1. Picture 1, d. plants
2. Picture 4, b. water
3. Picture 2, c. sunshine
4. Picture 1, a. wind

 **Optional**

You may do the following activity as well.
Show the picture of **Samso Island in Denmark**, one of the greenest areas of the world. Discuss the energy resources they can see in the picture.



B. **Draw a circle around renewable energy sources.**



C. **This picture shows six ways you can save energy. Place the letter next to the correct description.**




..... 1. Close the door behind you so the cold or warm air doesn't go out.

..... 2. If you're the last person to leave the room, turn off the TV.

..... 3. Trees can lower the cooling costs of your home.

..... 4. Using a dishwasher saves much more water than hand washing.

..... 5. LED light bulbs use 75% less energy and last 10 times longer than string light bulbs.

..... 6. Let your computer monitor go to sleep or turn it off to save more energy.

**Activity B** is a meaningful activity. The students should look at the pictures and cirlce renewable energy sources.



plants wind coal sun atom oil

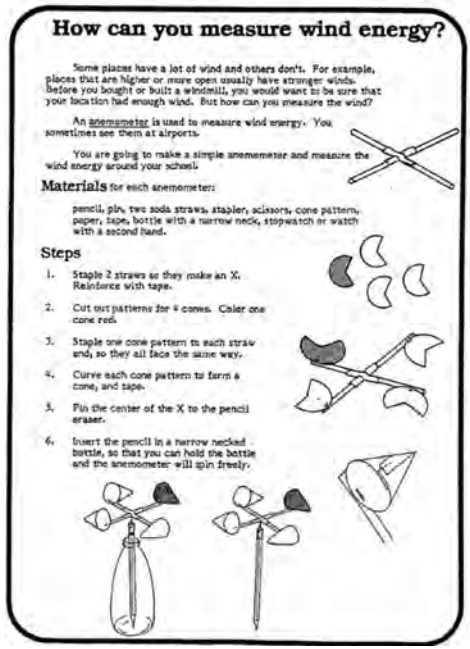
**Activity C** is a meaningful activity. The students should look at the picture and understand the situation. Then they have to match the stements with the pictures.

1. B 2. A 3. E 4. C 5. D 6. F



## Optional

You may ask studetns to do the following task and make an anemometer. Help them with English.



**How can you measure wind energy?**

Some places have a lot of wind and others don't. For example, places that are higher or more open usually have stronger winds. Before you bought or built a windmill, you would want to be sure that your location had enough wind. But how can you measure the wind?

An anemometer is used to measure wind energy. You sometimes see them at airports.

You are going to make a simple anemometer and measure the wind energy around your school.

**Materials** for each anemometer:

pencil, pin, two soda straws, stapler, scissors, cone pattern, paper, tape, bottle with a narrow neck, stopwatch or watch with a second hand.

**Steps**

1. Staple 2 straws so they make an X. Reinforce with tape.
2. Cut out patterns for 4 cones. Color one cone red.
3. Staple one cone pattern to each straw end, so they all face the same way.
4. Curve each cone pattern to form a cone, and tape.
5. Pin the center of the X to the pencil eraser.
6. Insert the pencil in a narrow necked bottle, so that you can hold the bottle and the anemometer will spin freely.









Emad and his father are traveling to Guilan. On the way, in Manjeel, Emad sees huge wind turbines.

**Emad**: Daddy, look at those big fans!

**Father**: They are actually wind turbines.

**Emad**: Wind turbines?

**Father**: Yes, wind turbines are used to produce electricity from wind power.

**Emad**: I know electricity can be produced from water and sunlight. How might it be generated from wind?

**Father**: Well, a wind turbine works the opposite of a fan. Instead of using electricity to make wind, a turbine uses wind to make electricity. It is a type of clean energy.

**Emad**: These wind turbines remind me of what I read about using wind power in Yazd's buildings.

**Father**: You mean wind towers?

## 4. Conversation

**Content:** Conversation page has a picture, Word Bank, Introduction, Conversation, and some Questions.
***The conversation of this lesson takes place on the road. Emad is traveling to Guilan with father. On the way, in Manjeel they see some wind turbines and Emad starts asking questions about them.***

**Objective(s):** The main function of Conversation is providing learners with '*comprehensible input*' and preparing them to produce '*comprehensible output'*. It also functions as the context of presenting new words/expressions.

**Teaching Procedure:** First present the words in the Word Bank.

- **Parts of speech:** generate: generator (n.), generation (n.)
- **Synonym:** opposite = reverse
- **Exemplification:** blow:
A cold breeze was blowing hard.
It was blowing from an easterly direction.
Outside, the weather was blowing a gale.
- **Definition:** remind: to make someone remember something that they must do.
*OR* Collocations: Let me remind you!, remind sb of sth, remind sb that, remind sb about/of sth,
- **Realia:** air conditioner (referring to the AC of the class)

Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may talk about the following things in the class:

- Students' general knowledge of research and development in the field of renewable energy in Iran
- What they have read in their science textbooks about clean energy
- If they, as the future generation of Iran, are willing to replace fossil fuels with clean energy Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening, listening, and post-listening.* You focus on both bottom-up and top- down practices during or after this cycle.

**The cycle of pre-listening, listening, post-listening**

*Phase 1. Pre-listening*

The aim of the pre-listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text" (Goh, 2014, p. 84). Different types of activities can be used in this phase such as brainstorming, researching, reading, viewing pictures, watching movies, and discussing. The students can find plenty of information about clean energy in their science textbooks, magazines, websites, etc. dictionaries by searching library resources or internet websites.

**Emad:** Yes, they are natural air cooling systems and can be used instead of electrical air conditioners. This is another source of clean energy, isn't it?

**Father:** Yes, it is. An excellent type of clean energy!

**Emad:** Daddy, can we travel to Yazd this Norooz?

**Father:** That's OK with me. Let's check it with others.



## Questions

**Answer the following questions orally.**

1. Where are Emad and his father?
2. Has Emad ever traveled to Yazd?
3. What types of clean energy can you find in your city or village?



*Phase 2. Listening*

The goal of listening part is 'comprehension' and therefore students are expected to rely on their bottom-up/top-down processing ability to understand the aural input. The students have to keep their books ***closed***. In listening phase:

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:

- Where are they going?
- How many sources for producing electricity are mentioned by Emad?
- Why is Emad interested in Yazd?

2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

Phase 3. Post-listening

The students should answer the questions written below Conversation ***orally***. Three types of questions are asked:

- Display: What are Emad and his father?
- Inference: Has Emad ever traveled to Yazd?
- Opinion gap: What types of clean energy can you find in your city or village?

***Don't*** let students write their answers.

**Top-Down and Bottom-Up Listening Practices** [1]

*Bottom-up processing* helps students recognize forms of a language (lexical and pronunciation features). To develop bottom-up processing, students could be asked to

- distinguish individual sounds, word boundaries, and stressed syllables
- identify thought groups
- listen for intonation patterns in utterances
- identify grammatical forms and functions
- recognize contractions and connected speech
- recognize linking words

*Top-down processing* relies on prior knowledge and experience to build the meaning of a listening text. To arrive at a meaning of a text, the listeners draw on their schemata. Top-down listening skills include

- listening for gist, main ideas, topic, and setting of the text
- listening for specific information
- sequencing the information
- prediction
- guessing
- inferencing

_ Adapted from http://www/tesol.org/docs/books/bk_ELTD _ Listening _ 004

## New Words and Expressions

**A. Look, Read and Practice.**




Oil, coal and natural gas are three common fossil fuels.



The main sources of renewable energy are wind, water and sun.



Iran is rich in oil resources.

## 5. New Words and Expressions

**Content:** It has three parts: A, B, and C.

**Objective(s):** This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

**Teaching Procedure:** Go through each part and present the words using appropriate techniques.

**Part A,** Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/ expressions.

Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**fossil fuels:** examplification:
An obvious and technically achievable alternative to fossil fuel combustion is nuclear fission.
The Government was also strongly backing an international trading system for fossil fuel emissions.
Environmentalists would like to see fossil fuels replaced by renewable energy sources
**renewable energy:** parts of speech of 'renewable': renew (v.), renewal (n.), renewed (adj.)
**resources:** collocations of 'resource':
financial resources, inner resources, limited resources
natural resources, pool your resources, resource room/centre



The factory has polluted the river.



The new light bulbs consume less electricity.



My uncle often sits in the balcony, has a cup of coffee and reads a book.

**pollute:** parts of speech of 'pollute': pollution (n.), polluted (adj.), polluter (n.)
**consume**: collocations of 'consume', some nouns that can be combined with it:
alcohol, calorie, energy, fire, food, meal, product, propensity, water
**balcony:** synonym: terrace




**Vocabulary Learning Strategies (VLS): Part III**

As it was mentioned before 'consolidation strategies' of vocabulary learning include four types of strategies, social, memory, cognitive and metacognitive strategies. Examples of these types of strategies are depicted in the following table.

| | |
|---|---|
| **Consolidation Strategies** | **Social Strategies** |
| | Study and practice meaning in a group |
| | Interact with native speakers |
| | **Memory Strategies** |
| | Study word with a pictorial representation of its meaning |
| | Image word's meaning |
| | Connect word to a personal experience |
| | Associate the word to its synonyms and antonyms |
| | Use semantic maps |
| | Use 'scales' for gradable adjectives |
| | Group words together spatially on a page |
| | Use new word in sentences |
| | Group words together within a storyline Study the spelling of a word |
| | Study the sound of a word |
| | Say new word aloud when studying |
| | **Memory strategies** |
| | Image word form |
| | Underline initial letter of the word |
| | Configuration |
| | Use keyword method |
| | Affixes and roots (remembering) |
| | Part of speech (remembering) |
| | Paraphrase the word's meaning |

## B. Read and Practice.

**variety**: many different types of things or people
They do a variety of fitness activities.

**tide**: the rise and fall of the sea
Here you can see two high and two low tides each day.

**replace**: 1.to take the place of somebody or something
The factory replaced most of its workers with robots.
2.to put something back in the right place
She carefully replaced the china plate on the shelf.

**use up**: to finish something
Don't use up all the milk, we need some for breakfast.

**forever**: for all time
No one can live forever.

**demand**: the amount of a product or service that people want
Demand for organic food is increasing.

**convert**: to change in form or character
The sofa converts into a bed.

**absorb**: to take something in, especially gradually
Plants absorb carbon dioxide.

**C. Go to Part 'Vocabulary' of your Workbook and do A and B.**

**Consolidation Strategies**

Use cognates in study
Learn the words of an idiom together
Use physical action when learning a word Use semantic feature grids

**Cognitive Strategies**

Verbal repetition
Written repetition
Word lists Flash cards
Take notes in class Use the vocabulary section in your textbook
Listen to tape of word lists
Put English labels on physical objects
Keep a vocabulary notebook

**Metacognitive Strategies**

Use English-language media (songs, movies, etc.)
Testing oneself with word tests
Use spaced word practice
Skip or pass new word Continue to study word over time

**Part B**, Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by defintion and/or explanation and illustrative sentences. The students should read the defintions and illustrative sentences and understand the meaning of new words/expressions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary.
Then present words with the help of definitions and explanations. Other techniques can also be used such as:

**variety:** proverb: Variety is the spice of life
**tide:** collocations of 'tide': cut off by tide, rising ide, the tide is in/out
**replace**: parts of speech of 'replace': replacement (n.), replaceable (adj)
**use up:** examplification:
She's used up all the hot water.

**forever:** synonym: for good, always
**demand:** collocations of 'demand': demand sth of sb, demand that, demand to know, see, etc.
**convert:** parts of speech of 'convert': converter (n.), convertible (adj.)
**absorb:** parts of speech of 'absorb': absorbtion (n.), absorbent (n.), absorbing (adj)

**Part C,** includes practices from Students' Workbook. Do the activities in the order of their appearance in the Workbook, as they are graded based on their difficulty level.

# Reading

## Earth for our Children

Energy is the ability to do work. It can take a variety of forms: mechanical, electrical, chemical, and nuclear. To produce any type of energy, the resources of the earth are used. The main resources of the earth are fossil fuels such as natural gas, oil, and coal.

We get most of our energy from these fossil fuels, but this is harmful to the environment. Fossil fuels are nonrenewable and cannot be replaced easily. Once we use them up, they're gone forever. They are not clean as they pollute water or air.

In recent years, scientists try to use other types of energy resources. They call them clean energy resources because they do not pollute the earth. Clean energy is renewable. It is made from resources that can be replaced, like wind, water, sunshine, tides, and plants. When renewable energy resources are used, the demand for fossil fuels is reduced.

The most common type of clean energy is the solar power. Solar energy is produced by the radiation that reaches the earth. People have used the sun as a heat source for thousands of years. Iranians, for instance, use special designs and arrangements of windows, balconies and yards to get the most sunshine. Different types of materials might also be used in building the houses. This keeps people warm during cold seasons and cool during hot days of the year.

Nowadays, solar energy can be converted into other forms of energy, such as heat and electricity. Solar energy might be used for heating water and air in homes,



## 6. Reading

**Content:** Reading page has a picture, a title, and a Reading Strategy Box.

***The reading of this lesson is a general infomation passage. The passage gives some information about different forms of energy. It also introduces renewable energies and discusses their applications in our daily life.***

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (passive voice with modals).

**Teaching Procedure:** There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of *pre-reading, while-reading, and post-reading.*

**The cycle of pre-reading, while-reading, post-reading**

*Phase 1. Pre-reading*

Pre-reading activities "provide a reader with the necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose of reading and building a knowledge base necessary for dealing with the content and the structure of material" (Ringler & Weber, 1984, p.70). The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

*Phase 2. While-reading*

The goal of reading is 'understanding the gist of meaning' and therefore the students are expected to efficiently integrate both bottom-up and top-down processes to comprehend the written input. *The students should read silently and emphasis on oral reading should be avoided.*

The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- Name some forms of energy.
- How do you know fossil fuels are not clean?
- What happens if we replace fossil fuels with clean sources of energy?

buildings, or swimming pools. Maybe you've seen buildings or houses with big shiny panels on the roof. These are solar collectors that collect heat by absorbing sunlight and producing solar power. Also, solar energy can be used in generating electricity to provide power for watches, highway signs, houses and even space stations.

Clean energy resources are widely used in many countries to keep cities and villages clean. As a result, fewer fossil fuels are consumed each year and they are saved for the future generations.

## Reading Strategy

### Note taking

Learning to take good notes is very important. Good notes can help you remember and review a text you have read. There is no magic formula to taking notes when reading. You have to find out what works best for you. However, the following guidelines are suggested:

- Be sure to include all the important ideas and examples.
- Write only important words, not complete sentences.
- Use abbreviations and symbols.

You can write your notes in the margins or on a separate page. For example, the notes of the following paragraph were taken as follows:

> To have a healthier lifestyle, people need to do certain things. First they should check their general health. Measuring blood pressure and heartbeat is the most important thing to do. They also need to check their family health history. In this way, they understand if anyone in the family has had a special illness.

Healthier lifestyle
1) checking general health: blood pressure & heartbeat
2) checking family health history

**Reading Strategies**

In this lesson students learn '*note taking*' while reading a text. This can be done by writing important notes of a passage in the margin of the paper or on a separate paper/notebook.




**The Cornell Note-taking System**[1]

The Cornell note-taking system (also Cornell Method, or Cornell Way) is a note-taking system developed by Walter Pauk, an education professor at Cornell University, in 1940s. This is how Cornell note-taking system works:
*First*: Prepare your notepaper by creating a two-column table. The left-hand column should take up about 1/3 of your writing space, leaving the remaining 2/3 for recording information. At the end of the paper keep a space for summary of your notes. Use only one side of each sheet of notepaper.
*Then*:



**1. Record:** During the lecture/reading, use the note-taking column to record the notes using telegraphic sentences.
**2. Questions:** As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying ater.
**3. Recite:** Cover the note-taking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.
**4. Reflect:** Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?
**5. Review:** Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.

*Phase 3. Post-reading*

Post-reading helps teachers check if students understood the main idea of the text and its relationship with the author's purpose. In this respect, students should be able to explain the main idea of the text and ask and answer questions about the content they just read.

Post-reading activities are organized in next section labeled Reading Comprehension.

_ Taken from http://Isc.cornell.edu/notes.html

# Reading Comprehension

**A. Use the information in the 'Reading' to complete the notes. Then compare your notes with your classmates' notes.**

.....

.....

.....

.....

---

**B. Go back to the 'Reading' and try to take notes on the basis of the guidelines:**

.....

.....

.....

.....

---

**C. Read the 'Reading'. Find what these words refer to.**

1. it (paragraph 1, line 1) .....
2. them (paragraph 2, line 3) .....
3. them (paragraph 3, line 2) .....
4. these (paragraph 5, line 5) .....
5. they (paragraph 6, line 3) .....

## 7. Reading Comprehension

**Content:** It has three parts: A, B, and C.

**Objective(s)**: Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'note taking'.

**Teaching Procedure**: After silent reading and teaching how to use reading strategy 'note taking', the teacher may give students some time to work on parts A, B, and C.

**Activity A** is a reading strategy practice that focuses on 'note taking' strategy. The students should read the text and take note of important information. Then they have to organize their notes in the given space and compare them with those of their friends.

**Activity B** is a reading strategy practice that focuses on 'note taking' strategies. The students should scan the text, follow the guidelines and take note of important points of the text.

**Activity C** is a reading strategy practice that focuses on 'finding referents'. The students should read the passage and find the referents of the given pronouns

1. 'it' refers to the word 'energy'
2.'them' refers to 'fossil fuels'
3. 'them' refers to 'energy resources'
4. 'these' refers to 'big shiny panels'
5. 'they' refers to 'fossil fuels'

# Vocabulary Development

## PROVERBS

A proverb is a short well-known sentence that gives practical advice about life. Proverbs surround us every day. Whether at home, work, school, or during a conversation with a friend, the likelihood of hearing a proverb is high. For example, the following common proverbs in English have common equivalents in Persian.

| English Proverb | Meaning | Persian Proverb |
|---|---|---|
| God helps those who help themselves | Don't just wait for good things to happen to you. Work hard to achieve your goals. | از تو حرکت<br>از خدا برکت |
| The early bird catches the worm | You should wake up and start work early if you want to succeed. | سحر خیز باش<br>تا کامروا باشی |



## 8. Vocabulary Development

**Content:** It has a Definition Box, and two activities: A, B, and C.
**Objective(s)**: Introducing 'Proverb' as an important component in language learning.

**Teaching Procedure**: First go through the Definition Box to introduce 'Proverbs'. You may practice the examples provided in the Box or provide students with some familiar proverbs in Persian and their equivalents in English. Then go through parts A and B.

**Definition Box** defines and exemplifies 'proverbs'. Say students that proverb, as a short well-known sentence giving practical advice about life or a short saying in general use, held to embody a general truth, is an important part of English learning. The Box provides two examples. Read and practice them.

**Some Tips to Teach Proverbs**

- Deal with proverbs as and when they crop up in their contexts, such as in reading and listening tasks or when you use one naturally in class.
- Group the sayings by topic and introduce in conjunction with other activities around the topic.
- Use visuals and pictures to help learners remember them. For example, draw a bird in the hand and two in the bush.
- Do some matching activities. For example, give students five proverbs that have been cut in half and get them to match them up.
- Ask students if any of the proverbs translate directly into Persian. Most of the time students will know a similar expression in Persian and it can help them to remember them if they compare the differences between English and Persian.
- Put them into context. Try to use situations when people actually use the expressions and get students to create dialogues or role-play and to use a few of the proverbs to reinforce the meaning.
- Explain to students that it may be more useful for them to be able to understand the expressions when they hear them than to be able to produce them.
- Don't overload students with too many at a time. One or two is probably a good number for one class.

**A. Match the following proverbs with their meanings and then write their equivalents in Persian.**

| English Proverb | Meaning | Persian Proverb |
|---|---|---|
| 1. Birds of a feather flock together | a) When two people cooperate with each other, they come up with better ideas. | |
| 2. Actions speak louder than words | b) When you get money quickly, like by winning it, it's easy to spend it or lose it quickly as well. | |
| 3. Practice makes perfect | c) When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders. | |
| 4. Too many cooks spoil the broth | d) You soon forget people or things that are no longer visible or present. | |
| 5. Easy come, easy go | e) People like to spend time with others who are similar to them. | |
| 6. Two heads are better than one | f) Just saying that you'll do something doesn't mean much. Actually doing it is harder and more meaningful. | |
| 7. Don't count your chickens before they hatch | g) You have to practice a skill a lot to become good at it. | |
| 8. Out of sight, out of mind | h) Your plans might not work out, so don't start thinking about what you'll do after you succeed. Wait until you've already succeeded, and then you can think about what to do next. | |

**Activity A** asks students to match the proverbs with their meanings, then write their Persian equivalents.

| English Proverb | Meaning | Persian Proverb |
|---|---|---|
| 1. Birds of a feather flock together | a) People like to spend time with others who are similar to them. | کبوتر با کبوتر باز با باز،<br>کند هم جنس با هم جنس پرواز |
| 2. Actions speak louder than words | b) Just saying that you'll do something doesn't mean much. Actually doing it is harder and more meaningful. | دوصد گفته چون نیم کردار نیست |
| 3. Practice makes perfect | c) You have to practice a skill a lot to become good at it. | کار نیکو کردن از پرکردن است |
| 4. Too many cooks spoil the broth | d) When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders. | آشپز که دو تا شد<br>آش یا شور میشه یا بی‌نمک |
| 5. Easy come, easy go | e) When you get money quickly, like by winning it, it's easy to spend it or lose it quickly as well. | بادآورده را باد می برد |
| 6. Two heads are better than one | f) When two people cooperate with each other, they come up with better ideas. | هر سری عقلی دارد. |
| 7. Don't count your chickens before they hatch | g) Your plans might not work out, so don't start thinking about what you'll do after you succeed. Wait until you've already succeeded, and then you can think about what to do next. | جوجه را آخر پاییز می‌شمارند |
| 8. Out of sight, out of mind | h) You soon forget people or things that are no longer visible or present. | از دل برود هر آنکه از دیده برفت |

**B. Write the Persian equivalents for the following English proverbs.**

1. Cut your coat according to your cloth.

.....

2. A burnt child dreads the fire.

.....

3. Kill two birds with one stone.

.....

4. Don't look a gift horse in the mouth.

.....



**Activity B** asks students to write their Persian equivalents.

- Ask students to work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.
- Have a few students read their answers for each item to the class, and have students with the same answer raise their hands.

| | |
|---|---|
| 1. Cut your coat according to your cloth. | پایت را اندازه گلیمت دراز کن |
| 2. A burnt child dreads the fire. | آدم مارگزیده از ریسمان سیاه و سفید می‌ترسه |
| 3. Kill two birds with one stone. | با یک تیر دو نشان زدن |
| 4. Don't count a gift horse in the mouth. | دندان اسب پیشکشی را نمی‌شمارند |

As an extra activity, you can practice these common proverbs:

| | |
|---|---|
| 1. Absence makes the heart grow fonder | Being away from someone or something for a period of time makes you appreciate that person or thing more when you see them or it again. |
| 2. Beauty is in the eye of the beholder | What is "beautiful" is different for each person. |
| 3. Better late than never | It's better to finish something late than to never do it at all. |
| 4. Cleanliness is next to godliness | It's good to be clean. God is clean, and you should be too. |
| 5. Don't judge a book by its cover | Don't judge someone or something by appearance alone. |
| 6. Don't put off until tomorrow what you can do today | If you can do something today, do it. Don't wait until tomorrow; don't procrastinate. |
| 7. Laughter is the best medicine. | When you're in a difficult situation, laughing can make it easier to get through that situation. |
| 8. People who live in glass houses should not throw stones | Don't criticize someone if you're not perfect either; don't be a hypocrite. |
| 9. The grass is always greener on the other side | People always want what they don't have. |
| 10. There is no place like home | Your home is the most comfortable place in the world. |

# Grammar

**A. Read the following text.**



Did you know that the things nobody needs can be used to produce electricity, heat or fuel? Changing waste to energy can be considered one of the most helpful ways to save the resources of the earth. Because garbage can be changed directly into a liquid fuel, it can be used in cars, trucks, buses and airplanes. To do that, garbage should be collected and taken to a landfill by workers. People may be paid for voluntary garbage delivery as well. It is important to know that not all types of waste can be used to produce fuel. Some materials may give off harmful gases in the process. Therefore, people should be informed of this danger and warned about the possible harms.

**B. Read the following example sentences.**

| | |
|---|---|
| The principal should call the parents. | The parents should be called (by the principal). |
| The cook may make a fish salad for dinner. | A fish salad may be made for dinner (by the cook). |
| People must obey the traffic rules. | The traffic rules must be obeyed (by everyone). |

## .9. Grammar

**Content:** It has seven parts: A to G.

**Objective(s)**: The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). Therefore, the three components of Freeman's pie chart that focuses on form, meaning, and use (Laren-Freeman, 2014,p. 258) would be applied to teach grammar in Vision 3 (See figure 1).

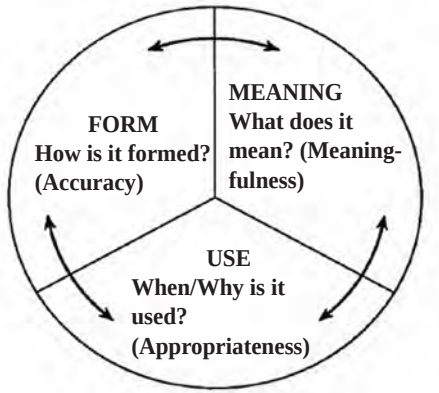



**Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)**

**Teaching Procedure**: The procedure of teaching grammar follows what comes below:
New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

Therefore, the teaching of grammar starts with Activity A and ends with Activity G.

**Activity A** is an input flooding activity.

**Activity B** presents grammatical items in isolation. The teacher may
- Explain the table briefly.
- Ask students to go through the examples written in the table.

Then teacher follows the 3-dimensional model of teaching grammar based on communicative framework (Celce-Murcia and Larsen-Freeman, 1990, p. 4). to teach the grammar of this lesson:

**1 In form wedge,** overt lexicogrammatical patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text should be included.

**the subject (object of the active sentence)+ modals (should, would, could, must, etc.) +'be' + past participle of the main verb**

**C. Tell your teacher how 'passive voice' is made using 'modals'.**

---

**D. Read the Conversation and underline all 'passive voices with modals'.**

---

**E. Read the following sentences and use passive voice with the given verbs in the parentheses.**

1. Something ..... (should/do) about global warming, or some types of animals will die out.
2. The bill ..... (must/pay) before leaving the restaurant.
3. Some dangerous gases ..... (may/produce) when garbage is burned.
4. Wind ..... (can/change) into electricity.

---

**F. Pair up and talk about the things that can/may/should/must be done without mentioning the doer.**

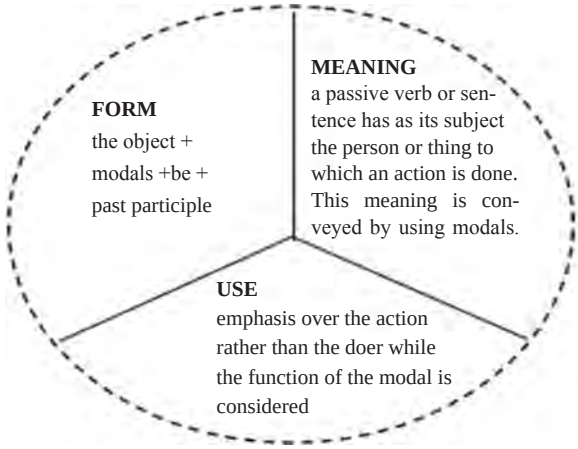
Example: Water can be converted into ice in cold weather.

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

---

**G. Go to part 'Grammar' of your Workbook and do A and B.**

**2- In semantic wedge,** what a grammar construction means is dealt with.
***Passive voice denotes the relationship between a subject and a verb in which the subject receives the action of the verb, or the verb forms which show this relationship (Cambridge English Dictionary). This meaning is conveyed and expressed by the meaning of the used modal (should, would, could, must, etc.)***
**3- In Pragmatic wedge,** the use of the language in context is introduced.
***To put empahis over the action rather than the doer while the function of the modal is considered .***




**Activity C** encourages students to deduce how 'passive voice is made with modals'.
**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to Reading, find all 'passive voices with modals' and underline/highlight them: *cannot be replaced, can be replaced, might be used, can be converted, might be used, can be used*
**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. They have to fill in the blanks with appropriate forms of the verbs.
*1- should be done* *2- must be paid*
*3- may be produced* *4- can be changed*
**Activity F** is a communicative activity. The students should pair up and talk about actions that can/may/should/must/be done without mentioning the doer(s).
**Activity G** provides students with more exercises. The students have to refer to their Workbook, Grammar Part, and do activities A and B.

## See Also

### Past perfect tense

**A. Read the following example sentences.**

| | | |
|---|---|---|
| Joe **had studied** Chinese | before | he moved to China. |
| She **had never seen** a bear | before | she went to the zoo. |

| | |
|---|---|
| I knew I **had seen** that man somewhere | before. |
| The woman told me that she **had worked** in Isfahan | before. |

| | | |
|---|---|---|
| Everything in the garden was brown | because | it **hadn't rained**. |
| They gave me some money back | because | I **had paid** too much. |

| | |
|---|---|
| When I arrived at the party, | my grandparents **had already gone** home. |
| When I sent the book to her, | she **had already bought** it. |

**B. Go to part 'Grammar' of your Workbook and do D.**

**10- See Also**

**Content:** It has two parts: A and B.

**Objective(s):** The aim of this part is teaching another grammatical point briefly and to the point.

**Teaching Procedure:** Go through parts A and B and teach the structure based on the 3-dimensional model of teaching grammar.

**Part A** presents some examples of 'past perfect tense'. To teach this grammatical point, use the 3-dimensional grammar pie.

**1- In form wedge,** introduce the forms:

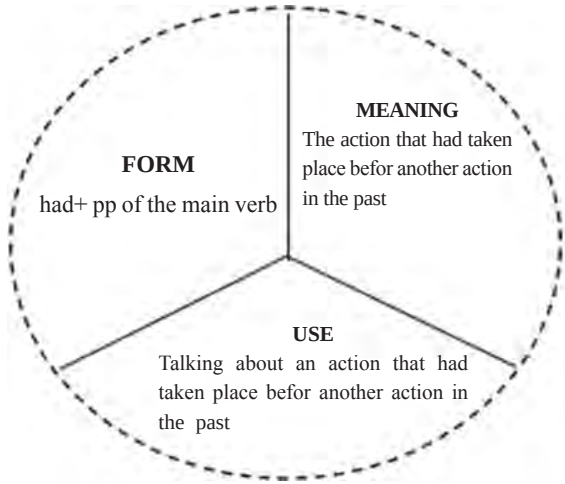
**had + past particple of the main verb**

**2- In semantic wedge,** present the meaning of a/an, and numbers

***The action that had taken place befor another action in the past***

**3- In Pragmatic wedge,** the use of the language in context is addressed.

**Talking about an action that had taken place befor another action in the past**



# Listening and Speaking

Speaking Strategy

**Talking about an Activity before another Activity in the Past.**

**A. We use the 'past perfect tense' to talk about an event that happened before another event in the past.**

- OK, Tell me about the picnic. What did you do?
- That was great, dad. We played volleyball and had a barbecue.
- Oh, come on! Did you do anything fun?
- Yeah, it was all fun. Before we played volleyball, we had taken some photographs.
- Great! Did you do anything in the afternoon?
- Oh, something interesting! After we had eaten lunch, we flew our kites. That was fantastic because we had made the kites ourselves!



**You may use the following structures to talk about two activities in the past.**

- Before I ....., I had .....
- After I had ....., I .....

**11- Listening and Speaking**

**Content:** It has two parts. Part A contextualizes the grammatical point introduced in the previous section in a dialog. Part B is a listening section with the same function as Part A although no conversation script is shown here, and students are asked to do a role-play.

**Objective(s):** The aim of this section is to help students receive further focus and practice on the use of past perfect tense while listening to three conversations and to help them produce sentences containing this structure appropriately.

**Teaching Procedure:** The teacher has already taught the grammar embedded in this section. Here the teacher needs to provide further situations for the students to practice the tense and help students produce sentences where past perfect is used.

To begin with, start with your own examples. Mention two past activities and then draw the students' attention to the one which occurred first.

| **Two activities in the past** | **Past perfect** |
|---|---|
| Brushing teeth and going to bed | Before I went to bed, I had brushed my teeth. |
| Going home and taking exam | After he had taken the exam, he went home. |
| Planting and watering | After we'd planted the trees, we watered them. |
| Graduating and feeling happy | Because they had graduated, they felt very happy. |

The next step is eliciting student output. Pair up students and ask them to think of two activities which they did in the past. Then ask them to use past perfect to refer to the activity which they did before the other one. Ask them to use simple past for the latter.

While the students are busy working together, the teacher can circulate while answering students' questions or helping them create appropriate statements. Afterward, ask selected pairs of students to present their example(s). This warm-up phase prepares students to listen to the first conversation.

In the listening phase, first ask students to close their books and be ready to listen to a short talk, where two friends are talking about past activities. Play the CD twice. During the first time ask students to listen to the dialog, while during the second time, ask them to repeat selected sentences.

Amir: Why didn't you go to the new restaurant last night?

Rasoul: We didn't want to. We had already tried the food there the weekend before.

Amir: Really? Did you like the food?

Rasoul: That was OK. We all ordered chicken with rice. I had never

B. **Listen to the following conversations and answer the questions.**

**Conversation 1**



Had Rasool tried the restaurant sauce before? .....

Did Rasool go to the new restaurant alone? .....

Pair up and ask your friends to talk about what they did in the past before or after other actions. You may use the clues in the box.

| | | |
|---|---|---|
| travel to Mashhad | borrow a book | spend money |
| catch cold | go home | leave Tehran |

**Conversation 2**



When had Samira and her friends gone to the museum? .....

When did Samira's guests leave her home? .....

Pair up and ask your friends to talk about what they hadn't done before. You may use the clues in the box.

| | | |
|---|---|---|
| climb Damavand | apply for a job | pay a check |
| sing a song | go abroad | play futsal |

tasted their special sauce anywhere else.

Amir: Was it pomegranate sauce?

Rasoul: No. it wasn't. I had already tasted pomegranate sauce at home.

Amir: Was it expensive?

Rasoul: I think it was cheaper than the food we had tried in other restaurants.

1- Had Rasoul tried the restaurant sauce before?

*No, he hadn't tried it before.*

2- Did Rasoul go to the new restaurant alone? *No, he didn't.*

Now ask students to open their books and follow the lines while listening to the conversation once or twice more. Then get them to pair up and personalize the dialog. Here they are free to make changes in wishes and conditions.

Part B consists of two conversations, each followed by a role play activity. Students need to listen to each conversation and answer the questions.

Feel free to introduce new words before playing the CD.

Play the CD twice. In the first time – the listening phase – ask students to listen to each dialog and then answer the follow-up questions. In the second time – the transcription phase – play the CD while pausing after small chunks (meaningful, manageable chunks) so that students write what they hear. Alternatively, ask two students to transcribe the dialog on the board while other students cooperate in the completion of transcription.

Shila: What did you do on Thursday?

Samira: Oh, on Thursday Yeganeh and Kiana came over for dinner. We really missed you.

Shila: Thanks, but you wanted to go to the Museum of Holy Defense, didn't you?

Samira: Oh, Yes. Before we got home, we'd gone to the museum.

Shila: Was it the first time you went there?

Samira: No, I had already been there once.

Shila: Did your friends stay till midnight?

Samira: No. After we had had dinner, their mothers arrived and took them home.

1- When had Samira and her friends gone to the Museum?

*-They had gone there before they got home.*

2-When did Samira's guests leave her home? *They left her home before midnight.*

After each conversation, there is a role play activity. In this phase of speaking practice, pair up students and ask them to use the clues in the boxes to make new conversations which include the use of past perfect. Listen to student conversations and provide further feedback and examples.

# Writing

## Supporting sentences

In Lesson Two you got familiar with the paragraph format as well as the structure of a topic sentence. Now, two other components of a paragraph, namely supporting sentences and concluding sentence are introduced.

Supporting sentences come after the topic sentence. These sentences can:

- explain the idea in the topic sentence
- give reasons
- give examples
- tell a short story

**A. Read the following paragraphs.Cross out any sentences that do not support the topic sentences.**

Ants are strange insects. Like all insects, they have six legs. Each leg has three joints. Yesterday, I saw an ant. The legs of ants are very strong, which help ants run very quickly. I can run quickly too. If a man could run as fast for his size as an ant can, he could run as fast as a racehorse.

The new century has brought big changes in communication. Cell phones are small enough to carry in your pocket. Students should not use cell phones in schools. Videophones let you see the person you are talking to on the phone. But some people do not have such phones. Tiny hand-size computers know your favorite subjects. The Internet is everywhere.

## 12- Writing

**Content:** It has two Definition Boxes and seven activities (A to G).

**Objective(s):** In this lesson, Writing aims at helping students be familiar with 'supporting sentences' and 'concluding sentence'. The students are expected to distinguish them in a paragraph and also be able to write them for any topic.

**Teaching Procedure:** The teacher is expected to go through each section and first present the definitions and the information provided and then do the exercises.

**Definition Box 1**- presents a simple definition of 'supporting sentences' and introduces its main four functions: 1) explaining the idea in the topic sentence, 2) giving reasons, 3) giving examples, 4) telling a short story.

**Activity A** asks students to read the paragraphs, find the true supporting sentences and cross out the sentences which do not support the topic sentence.

- Ask students to work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.

1- Ants are strange insects. Like all insects, they have six legs. Each leg has three joints. ~~Yesterday, I saw an ant.~~ The legs of ants are very strong, which help ants run very quickly. ~~I can run quickly too.~~ If a man could run as fast for his size as an ant can, he could run as fast as a racehorse.

2- The new century has brought big changes in communication. Cell phones are small enough to carry in your pocket. ~~Students should not use cell phones in schools~~. Videophones let you see the person you are talking to on the phone. ~~But some people do not have such phones.~~ Tiny hand-size computers know your favorite subjects. The Internet is everywhere.

## The concluding sentence

The last sentence in a paragraph is often a concluding sentence. This sentence repeats the idea of the topic sentence.

Remember: Not all paragraphs have concluding sentences.

**B. Read the following paragraphs. Which one has a concluding sentence?**

Horses are farm animals. They are usually black, grey, white and brown in color. They carry people and goods from one place to another. They have long legs, which are very strong. They can easily run long distances. Horses usually move in herds. They live in a stable. They are very useful farm animals.

Energy is important. Without it, we would have a harder time because most of our activities like cooking a dinner, heating a house, lighting a street, keeping a hospital open, running a factory all require energy. It is thus at the heart of everybody's life.

Elephant is the largest animal to walk the Earth. An elephant can carry a load of 1200 pounds[1]. They eat 300 pounds of food a day. An elephant baby can weigh 200 pounds at birth. Elephants can live up to 70 years.

1. 1 pound = 454 grams

**Definition Box 2** introduces the concluding sentence. This sentence which comes at the end of a paragraph repeats the idea of the topic sentence. The teacher is expected to go through this section and present the definition and the information provided.

**Activity B** as a recognition exercise asks students to read the paragraphs and choose the concluding sentence. Remind students that not all paragraphs have concluding sentences.

- Ask students to work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.

1- Horses are farm animals. They are usually black, grey, white and brown in color. They carry people and goods from one place to another. They have long legs, which are very strong. They can easily run long distances. Horses usually move in herds. They live in a stable. <u>They are very useful farm animals.</u>

2- Energy is important. Without it, we would have a harder time because most of our activities like cooking a dinner, heating a house, lighting a street, keeping a hospital open, running a factory all requires energy. <u>It is thus at the heart of everybody's life.</u>

3- Elephant is the largest animal to walk on Earth. An elephant can carry a load of 1200 pounds. They eat 300 pounds of food a day. An elephant baby can weigh 200 pounds at birth. Elephants can live up to 70 years.

C. **Unscramble the following sentences. Then write them in correct order to form a paragraph.**

1) In order of distance from the Sun, the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

2) The Solar System consists of the Sun, Moon and Planets.

3) The Sun is at the centre of the Solar System and these planets revolve around it.

4) The Sun is the largest member of the Solar System.



**Activity C.** First asks students to unscramble the sentences and then arrange them in a paragraph.

- Ask students to read the directions.
- After ten minutes ask two volunteers to write down their answers on the board.
- Let others compare them.

1- The Solar System consists of the Sun, Moon and Planets.

2- The Sun is the largest member of the Solar System.

3- In order of distance from the Sun, the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

4- The Sun is at the centre of the Solar System and these planets revolve around it.

The Solar System consists of the Sun, Moon and Planets. The Sun is the largest member of the Solar System. In order of distance from the Sun, the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. The Sun is at the centre of the Solar System and these planets revolve around it.

 **Optional**

As an extra activity, you may choose some seen or unseen paragraphs. First scramble them. Then ask students to unscramble them.

D. **Below are sentences from a paragraph in the wrong order. Decide if the sentences are topic sentences (T), supporting sentences (S), or concluding sentence (C).**

..... a) Trees are very valuable.

..... b) They also cause rain.

..... c) They take carbon dioxide from the atmosphere and fill it with oxygen.

..... d) In short, the trees are the best friends of man.

..... e) They supply us with many necessary things of everyday life.



**Activity D** is similar to Activity C, but asks students to find its topic sentence, supporting sentences and concluding sentence.

- Ask students to work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.
- Ask two volunteers to write down their answers on the board.
- Let others compare them.

a) Trees are very valuable.
b) They supply us with many necessary things of everyday life.
c) They take carbon dioxide from the atmosphere and fill it with oxygen.
d) They also cause rains.
e) In short, the trees are the best friends of man.

Trees are very valuable (TS). They supply us with many necessary things of everyday life (SS). They take carbon dioxide from the atmosphere and fill it with oxygen (SS). They also cause rains (SS). In short, the trees are the best friends of man (CS).



**Optional**

As an extra activity, you may choose some seen or unseen paragraphs. First scramble them. Then ask students to unscramble them. Find the topic sentence, supporting sentences and the concluding sentence.

**E. Now you are going to write a paragraph about 'Learning a New Language'. Follow the steps:**

◆ Try to write a good topic sentence.

.....

◆ Generate at least three supporting sentences.

.....

.....

.....

◆ Write a good concluding sentence.

.....

◆ Now organize them to form a paragraph.

.....

.....

.....

.....

.....



**Activity E** as a writing exercise asks students to follow the stages of writing a paragraph. Review the structure of a paragraph, its components and encourage students to follow it step by step to write a paragraph on the topic.

- Have students work individually.
- Check answers with the class.
- Introduce the best ones.

**Process of Writing a Paragraph:**

1- Compose your topic sentence. Think of a topic and a controlling idea that will narrow the topic enough to support it well in one paragraph.

2- Brainstorm supporting ideas. Choose 2 - 6 supporting ideas that do a good job supporting your topic sentence.

3- Write your paragraph in topic outline form as follows. Don't actually write sentences in the outline, except for the topic sentence.

**Topic sentence:**

A. Supporting idea 1.

1-

2-

3-

B. Supporting idea 2.

1-

2-

3-

C. Supporting idea 3.

1-

2-

3-

**Concluding sentence:**

4- Put your supporting ideas in a logical order.

5- Think of a concluding sentence.

6- Write your paragraph using sentences. Use the coherence strategies to make your paragraph easy to follow.

**F. Using the following pictures, write a paragraph about 'Sport':**









.....

.....

.....

.....

.....

**Activity F** as a writing exercise asks students to write a paragraph about 'sport'. Four pictures are provided to guide them.

- Ask students to read the directions.
- Focus their attention on the pictures.
- Remind them that writing a paragraph involves choosing a good topic sentence.
- Using the guidelines provided, ask students to follow the steps of writing a paragraph.
- As they do, walk in the class and help them.
- Have students work individually.
- Let them have enough time.
- Try to check all paragraphs and correct them.
- Choose the best ones.

G. **Look at the following picture and then write a paragraph to describe it.**



**Activity G** as a writing exercise asks students to write a paragraph about 'IRAN'.

- Ask students to read the directions.
- Focus their attention on the picture.
- Remind them that writing a paragraph involves choosing a good topic sentence.
- Using the guidelines provided, ask students to follow the steps of writing a paragraph.
- As they do, walk in the class and help them.
- Have students work individually.
- Try to check all paragraphs and correct them.

Remind the students that an Effective Paragraph:

- presents a single idea.
- begins with a topic sentence that makes this single idea evident.
- contains support in form of sentences that convey this single idea.
- is strategically organized to maintain flow.
- maintains your writing's objective.
- informs and entertains your reader about your writing's overall idea.

**A. Listen to the first part of a story.**

**1. Answer the following questions based on what you've just heard.**

a. How was the street at night?

.....

b. Had the man experienced such a thing before?

.....

**2. Listen again and take note of 'past perfect tenses'.**

---

**B. Now read the rest.**

He was one of our clients. He had come to our office two or three times before. The last time he was there, he was so upset. He was worried because he had lost his documents. Everyone in the office tried to help him. They started to look for his suitcase. Finally, he remembered that he had left his suitcase in his car! He apologized for his anger and left. I haven't seen him since then.

**3. Scan the text and list 'past perfect tenses'.**

.....

.....

---

**C. Work in pairs. Ask and answer.**



## 13- What you learned

**- Content:** It has three parts: A, B, and C.

**- Objective(s):** What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned in this lesson.

**-Teaching Procedure:** Go through each part and work on activities.

**Part A** is a listening task. Students should listen to the first part of a story.

Last night I left work late at around 9 pm. When I came out of the office, most people had already gone home. The street was very dark and quiet. I hadn't experienced such a thing before. While I was walking, a car pulled over. I looked at the driver. I was sure I had seen this man before. I wondered: Who can it be? He waved at me and came out of the car. He asked if he could drive me home. Suddenly I remembered.

1-

a. Very dark

b. No, he hadn't experienced such a thing before.

2- had already gone, hadn't experienced, had seen

**Part B** is a reading task. The students should read the rest of the story. Then they have to underline all *'past perfect tenses'*.

had come, had lost, had left

**Part C** is a role play. Ask students to take role and practice.

A: Had the man lost his suitcase in the office?

B: No, he hadn't.

A: Did the man apologize?

B: Yes, he apologized at the end.

A: Have you ever forgotten doing something?

B: (Answer may vary). Yes, once I forgot to bring my lunch to school.

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