

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

Vision 1

English for Schools

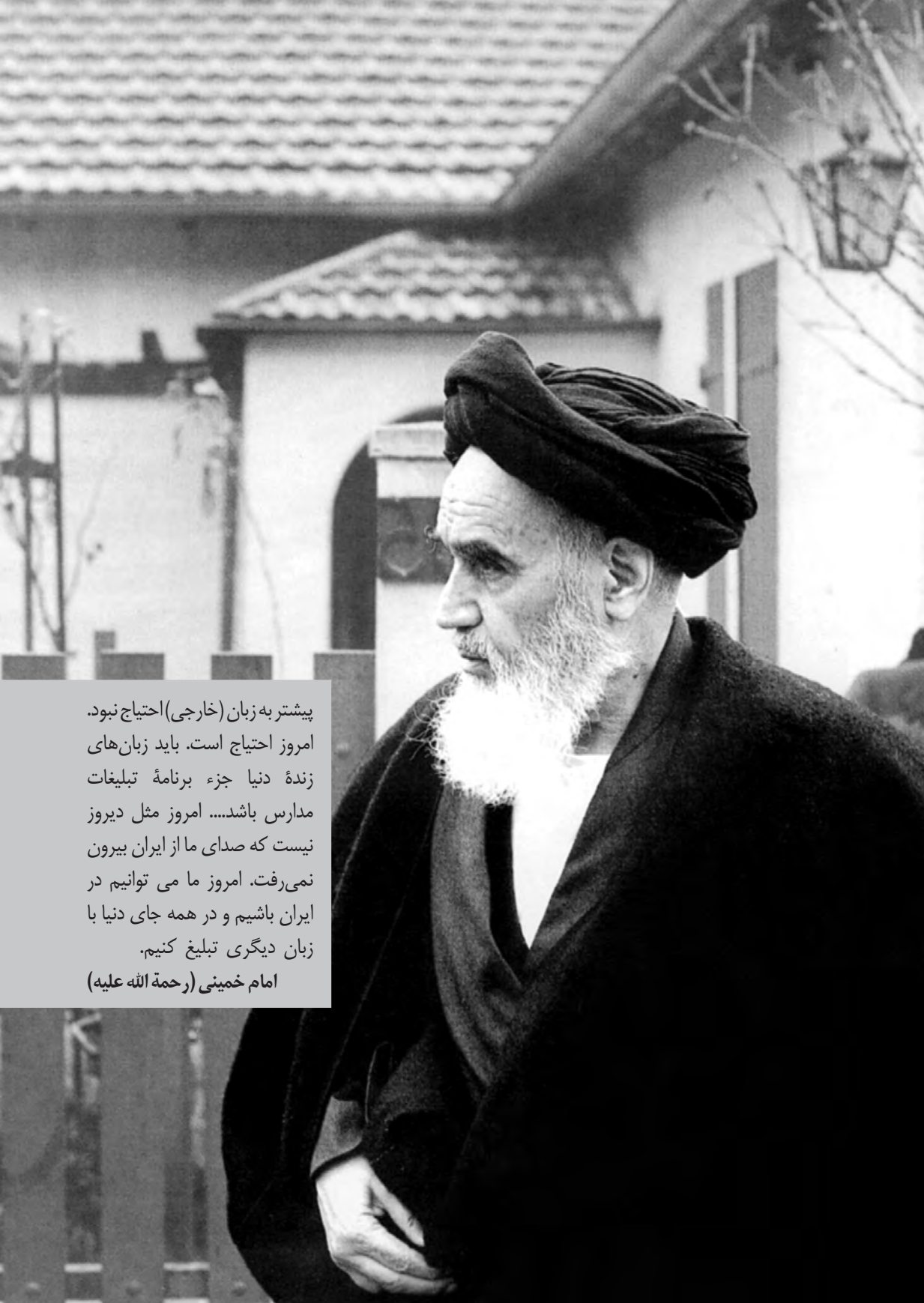
پایه دهم
دوره دوم متوسطه

Teacher's Guide

۱۳۹۵



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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 به صورت چاپی و الکترونیکی و ارائه در پایگاه‌های مجازی، نمایش، اقتباس، تلخیص، تبدیل، ترجمه، عکس برداری، نقاشی، تهیه فیلم و تکثیر به هر شکل و نوع، بدون کسب مجوز ممنوع است و متخلفان تحت پیگرد قانونی قرار می‌گیرند.



وَ مِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَخِلَافُ
السِّنِّتِكُمْ وَالْوَانِكُمْ، إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

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.

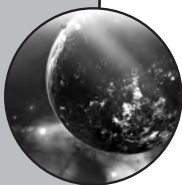
And of Allah's Sign of Power is the creation of the heavens and
the earth and also the variation of the languages and the color of
you people; verily, in all these are Signs for men of knowledge.

برگرفته از ترجمهٔ مرحومه دکتر طاهره صفارزاده

Contents



Lesson 1: Saving Nature 8



Lesson 2: Wonders of Creation 70



Lesson 3: Value of Knowledge 132



Lesson 4: Traveling the World 188

Lesson 1

Saving Nature



Lesson 1: Saving Nature (15-41)

Get Ready

Introduction to the lesson

Conversation

Visiting the Museum of the Nature and Wildlife

New Words & Expressions

Learning vocabulary of Reading

Reading

Endangered Animals

Reading
Comprehension

Grammar

Future tense (will)

See also
(be going to)

Listening & Speaking

Talking about schedules/plans

Pronunciation

Falling intonation

Writing

Noun | Singular & plural Types of nouns |
noun markers

What You Learned

Reviewing Lesson 1

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	10	✓	→	→
		Questions and Answers	35			
		Get Ready (Parts A & B)	35			
	Session 2 (45 min)	Conversation (Word Bank + Conversation)	45			
Week 2	Session 3 (45 min)	Review and Quizzes	45			
	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			

LESSON 1

Saving Nature

We made from water every living thing

Al-Anbia 30

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 مورد حفظ محیط زیست چیست؟
۲. ما چه وظیفه ای در قبال محیطی که در آن زندگی می کنیم داریم؟
۳. اگر فضاهاى 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. 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 ..... | ..... | ..... |

۱. و جعلنا من الماء كل شيء حي



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 رودخانه‌ها کم آب شده‌اند؟
- تصویر ۲:** چرا بشر این میزان زباله تولید می‌کند؟ با زباله‌ها باید چه کرد؟ چگونه می‌توان از تولید این حجم زباله جلوگیری کرد؟
- تصویر ۳:** وظیفه‌ی ما در قبال منابع ملی مانند جنگل‌ها چیست؟ چگونه می‌توان از حوادثی مانند آتش سوزی در مراتع و جنگل‌ها جلوگیری کرد؟
- تصویر ۴:** چرا زمین روز به روز گرم‌تر می‌شود؟ آیا با از بین بردن منابع موجود در زمین حیوانات از بین می‌روند؟ 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

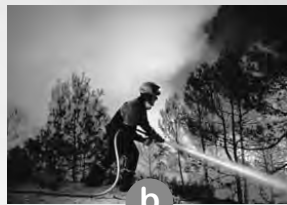
2. You may relate the theme of this lesson to what students have learned previously. They are already familiar with the following themes:

talking about health problems, talking about a place, talking about weather, talking about health and injuries, helping others, doing voluntary work

Get Ready

Part One

A. Match the pictures with phrases.



☐ putting out the fire

☐ hurting the animals

☐ cutting trees

☐ helping the injured animals

B. Which is good for nature? Which is bad?



.....
.....



.....
.....

3. Get Ready

Content: It has two parts: Part One and Part Two.

Objective(s): Get Ready aims at familiarizing students with the theme of the lesson (Part One). It also aims at reviewing previously-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 به حال 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
helping the injured animals



hurting the animals
cutting trees

They can add to the list:

■ آلوده کردن رودخانه ها
■ ریختن آشغال در طبیعت
■ شکار حیوانات کمیاب یا در حال انقراض
■ مصرف بی رویه آب

Part Two

A. Match the pictures with the words.



a goat
a whale

a wolf
a cat

a panda
a leopard

an elephant
a duck



B. Can you divide the above animals into two groups? How?

Group 1

.....

.....

.....

.....

Group 2

.....

.....

.....

.....

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؟

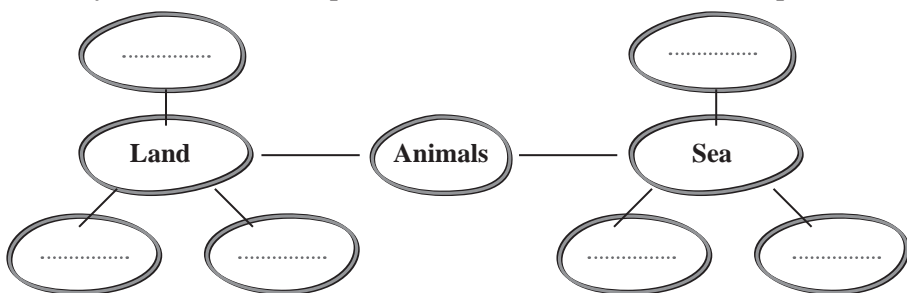
Activity B is a task. It requires students to think; and then group animals based on their similarities. One way to do this is putting animals in 'Farm' and 'Wild' groups.

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.



Conversation



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?



4. Conversation

Content: Conversation page has a picture, Word Bank, Introduction, Conversation, and Questions.

The conversation of this lesson takes place in the Museum of Nature and Wildlife. Maryam is a student who is visiting the museum. 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)
- 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 طبیعی حیوانات، علت مراقبت از حیوانات، گیاهان و منابع طبیعی مانند آب‌های 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*.

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.

New Words and Expressions



A. Look, Read and Practice.



We live on **Earth**.



A tiger is a wild animal.



I went to Golestan Forest last year.



They are destroying the jungle.



The Persian lion died out about 75 years ago.

5. New Words and Expressions

Content: It has three parts: Part One, Part Two, Part and Three.

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 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: acting out, explanation, introducing collocations: *destroy forests/houses/enemies/cities*

Die out: explanation, translation = منقرض شدن

Pay attention: exemplification: *Pay attention to what I say*

Natural: giving antonym: *natural # man-made*

Plain: pictures, maps, examples: *Moghan Plain*

Hope: exemplification: *She hopes to finish her work soon.*



Pay attention!
Don't swim here.



Tooran is the **natural** home
of the Persian zebra.



Moghan Plain is a nice place in
the North-west of Iran.



They **hope** to save the
injured animal.



B. Read and Practice.

a few: not many; a small number of things or people

There are *a few* Iranian cheetahs.

human: a person

All *humans* must take care of nature.

instead: in place of someone or something else

There's no coffee. Would you like a cup of tea *instead*?

future: the time after now

Everyone needs to plan for the *future*.

C. Go to Part III of your Workbook and do A and B.

Part Two, Read and Practice, presents abstract words (the words that are not easily shown with pictures) by definition and/or explanation and illustrative sentences. The students should read the definitions 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:

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 'instead' 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.



Pay attention!
Don't swim here.



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of the Persian zebra.



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future: the time after now

Everyone needs to plan for the *future*.

C. Go to Part III of your Workbook and do A and B.

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.



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 cognitively 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.

Reading



Endangered Animals

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 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.



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.

Reading



Endangered Animals

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 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.



- 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.

Reading Comprehension

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.

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 questions.

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.

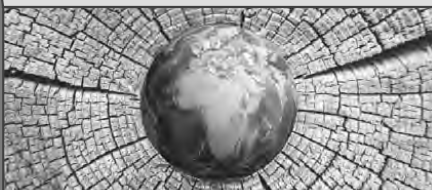
Another thing you can do is protecting the natural home of the endangered animals. When you keep the nature clean and safe, the animals will live longer. Protecting the trees of jungles is also helpful. If you live in a village, you need to be very careful about the hunters who come to your village to 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.

Grammar

A. Read the following texts.



Tomorrow I **will travel** to Africa. I **will go** to a hot and dry country. I **will stay** in a hotel near a lake. I **will travel** to many places and visit people and animals. I **will learn** many things there.



Nowadays, many people are taking care of nature. They pay more attention to our world. Hopefully, we **won't lose** any plants and animals and we **will have** enough food in the future. The animals **won't lose** their natural homes and they **will live** longer. In this way, we **will have** a happy life.

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 (Larsen-Freeman, 2014, p. 258) (See figure 1).

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.

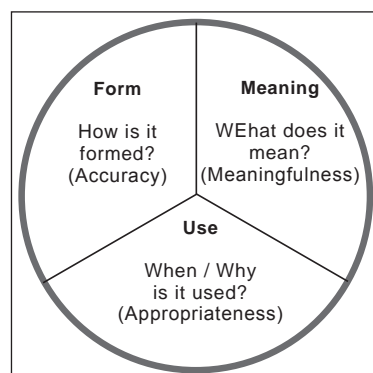


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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.

B. Read the following examples.

Affirmative

I You He She We They	will	save nature.
-------------------------------------	------	--------------

- Alice and Kate will go to the library tomorrow.
- Ted will fly to Australia next Monday.

Negative

I You He She We They	will not (won't)	destroy nature.
-------------------------------------	---------------------	-----------------

- The children will not play in the yard.
- I won't be here tomorrow.

Question

Will	you he she it they	go to the mountain?
------	--------------------------------	---------------------

- Will our family buy a new car next year?
- Will Reza have an exam on Monday?

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).

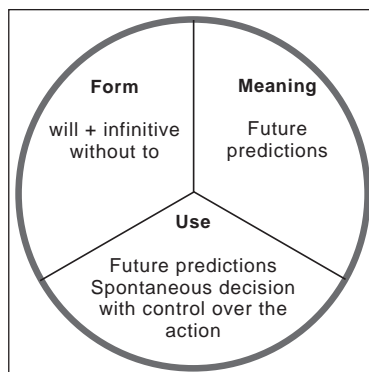
‘Simple Future Tense with will’ has the meaning of strong predictions, that is an action to take place at some definite future tense time: Joel will take the exam next month.

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.



C. Tell your teacher how 'simple future' is made.

D. Read the reading passage on page 22 and underline all 'future verbs'.

E. Read the following paragraph and choose the best verb forms.

Alfredo is an Italian tourist. He **lives/will live** in Rome. He **likes/will like** to travel and see different places of the world. He **takes/will take** photos especially from animals. Next month, he and his wife **travel/will travel** to Iran. They **go/will go** to Tooran Plain to see animals. They are hopeful to see Persian zebra, Iranian cheetah, Persian leopard and gazelle. After two weeks, they **visit/will visit** some beautiful cities in Iran.



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

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 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

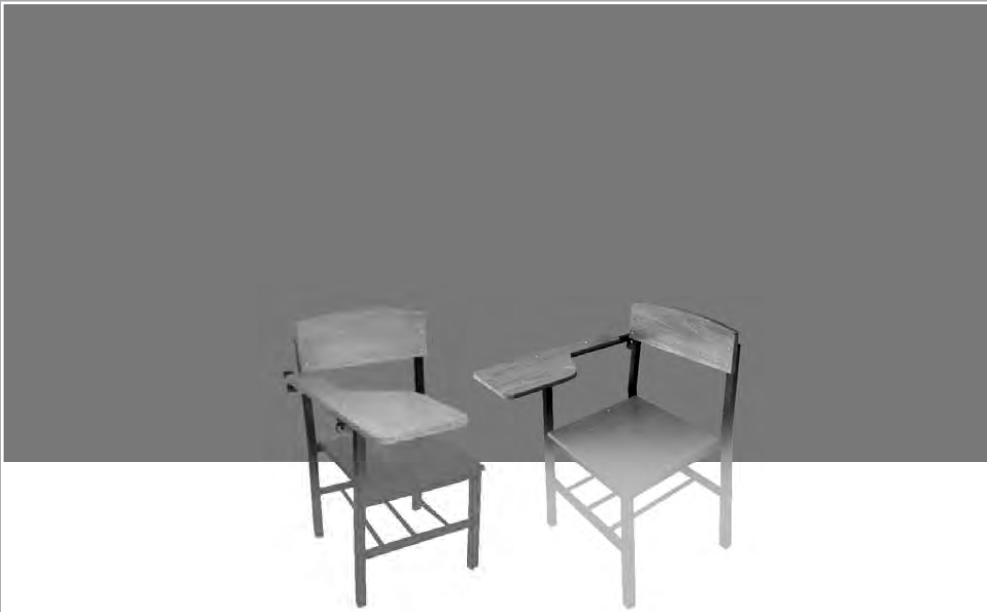
You may also ask students some wh- questions based on texts of page 24.

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?



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.

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.

See Also



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		
You			
We	are	going to play	tomorrow.
They			
He	is		
She			

B. Go to Part II of your Workbook and do D.

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):

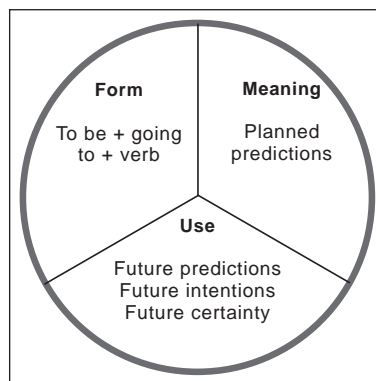
Belinda is going to be 40 next year.

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).

Listening and Speaking

Speaking Strategy

Talking and asking about
schedules/plans

A. You may use 'future tense' to ask someone about their plans or talk about your own plans.

- What are you going to do this weekend?
- I am going to go to Golestan Forest.
- Are you going to visit a museum?
- No, I am going to go out and enjoy wildlife.



You may use the following patterns to ask and answer about the future plans.

What will you do? / What are you going to do?

I will ... / I am going to ...

Where will you go? / Where are you going to go?

I will go ... / I'm going to go to ...

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.



B. Listen to the following conversations and check the correct answer.

Conversation 1



- | | | |
|----------------------------|---------------------------------|-------------------------------|
| 1. Alice is going to go to | Australia <input type="radio"/> | Brazil <input type="radio"/> |
| 2. Alice will visit | people <input type="radio"/> | museums <input type="radio"/> |

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 <input type="radio"/> | go out <input type="radio"/> |
| 2. His family will | go to Shiraz <input type="radio"/> | go with him to Varamin <input type="radio"/> |

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

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.

Pronunciation



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. ↘

**When you ask for or give new information,
use falling intonation.**

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



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.

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.

2. Listening discrimination:

- Read sentences in Part A twice, once with a falling intonation and once with a rising intonation. -Ask students to tap 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.

Writing

Noun

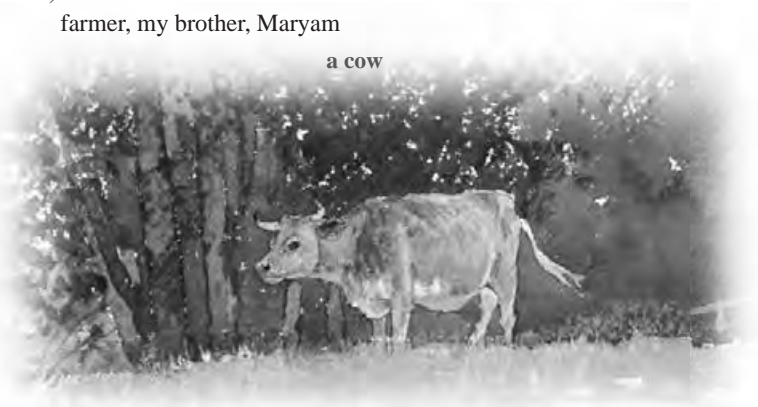
A noun names something.

A noun is a person, an animal, a place, a thing or an idea.

1) A Person or an Animal

farmer, my brother, Maryam

a cow



2) A Place

school, cinema, sea

a park



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



3) A Thing

computer, apple, car

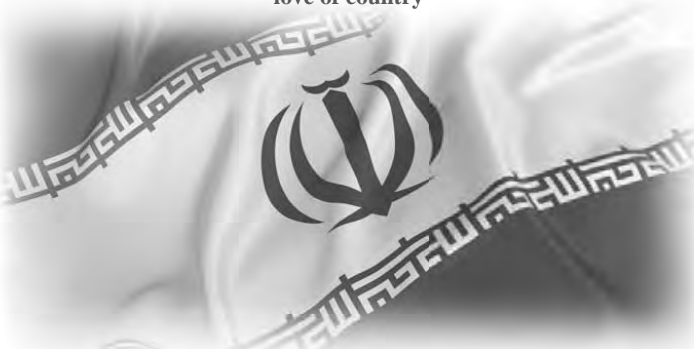
a book



4) An Idea

pain, attention, danger

love of country



- 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.

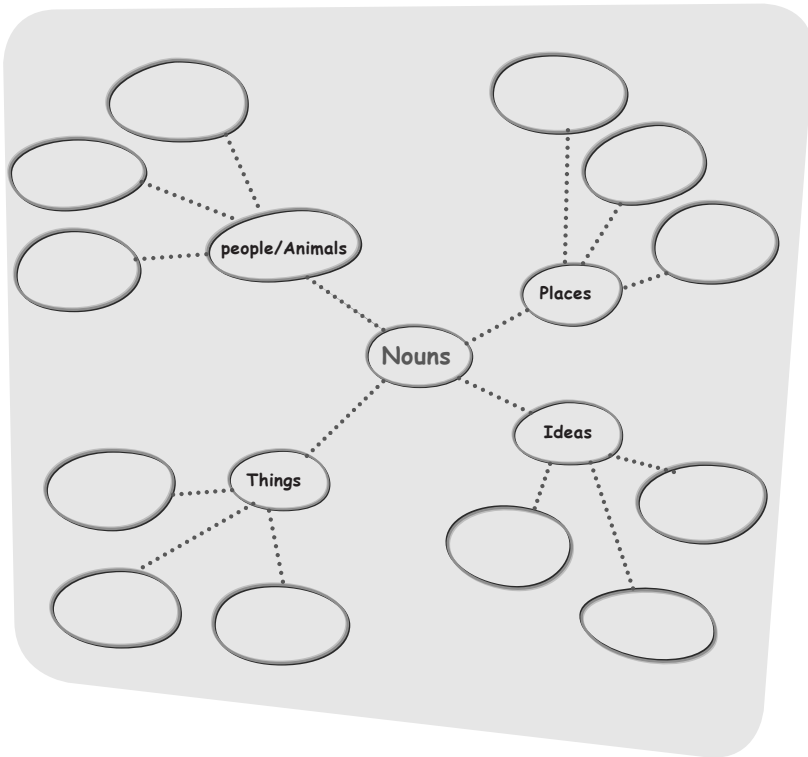
- A person/An animal:
- A place:
- A thing:
- An idea:

- 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 a 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

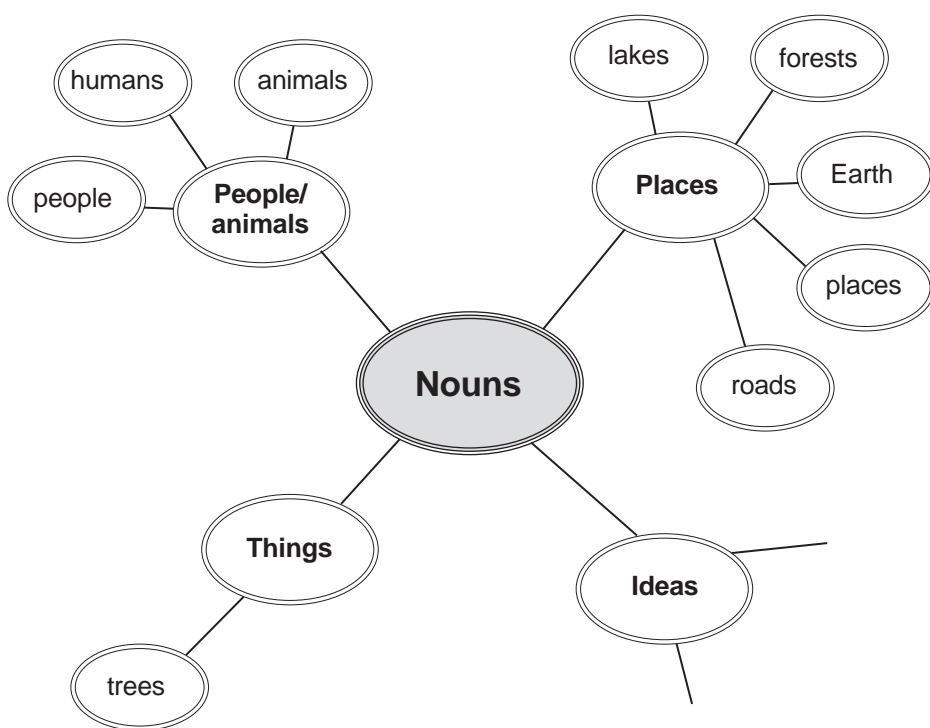
A. Read the second paragraph of the reading passage on page 22. find the nouns and write them in the correct circles of the word web. You can add more circles.



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:





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
<hr/>						
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)

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 blank 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

Types of Nouns

Common nouns / Proper nouns

1) Common nouns

boy



tree



bear



2) Proper nouns

Avicenna



Damavand



Milad Tower



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 Three presents two types of nouns, namely a) common and b) proper. Three examples are provided for each type along with illustrations.

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 recognition 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

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.

Part Four presents a list of words including articles, determiners, demonstrative pronouns, and possessive 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 recognition 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.



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.



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.

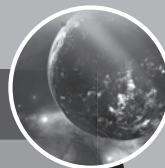
A: Do you need a safe place to live?

B: Yes, of course.

Lesson 2

Wonders of Creation

Lesson 2: Wonders of Creation (43-69)



Get Ready

Introduction to the lesson

Conversation

Visiting Iranian National Observatory

New Words & Expressions

Learning vocabulary of Reading

Reading

A Wonderful Liquid

Reading
Comprehension

Grammar

Adjectives

See also
(comparative and
superlative adjectives)

Listening & Speaking

Asking about details

Pronunciation

Rising intonation

Writing

Adjective | Kinds of adjectives | Place of
adjectives | Spelling hints

What You Learned

Reviewing Lesson 2

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 interesting facts about humans and other creatures Allah has created.

The Gantt Chart of the Lesson

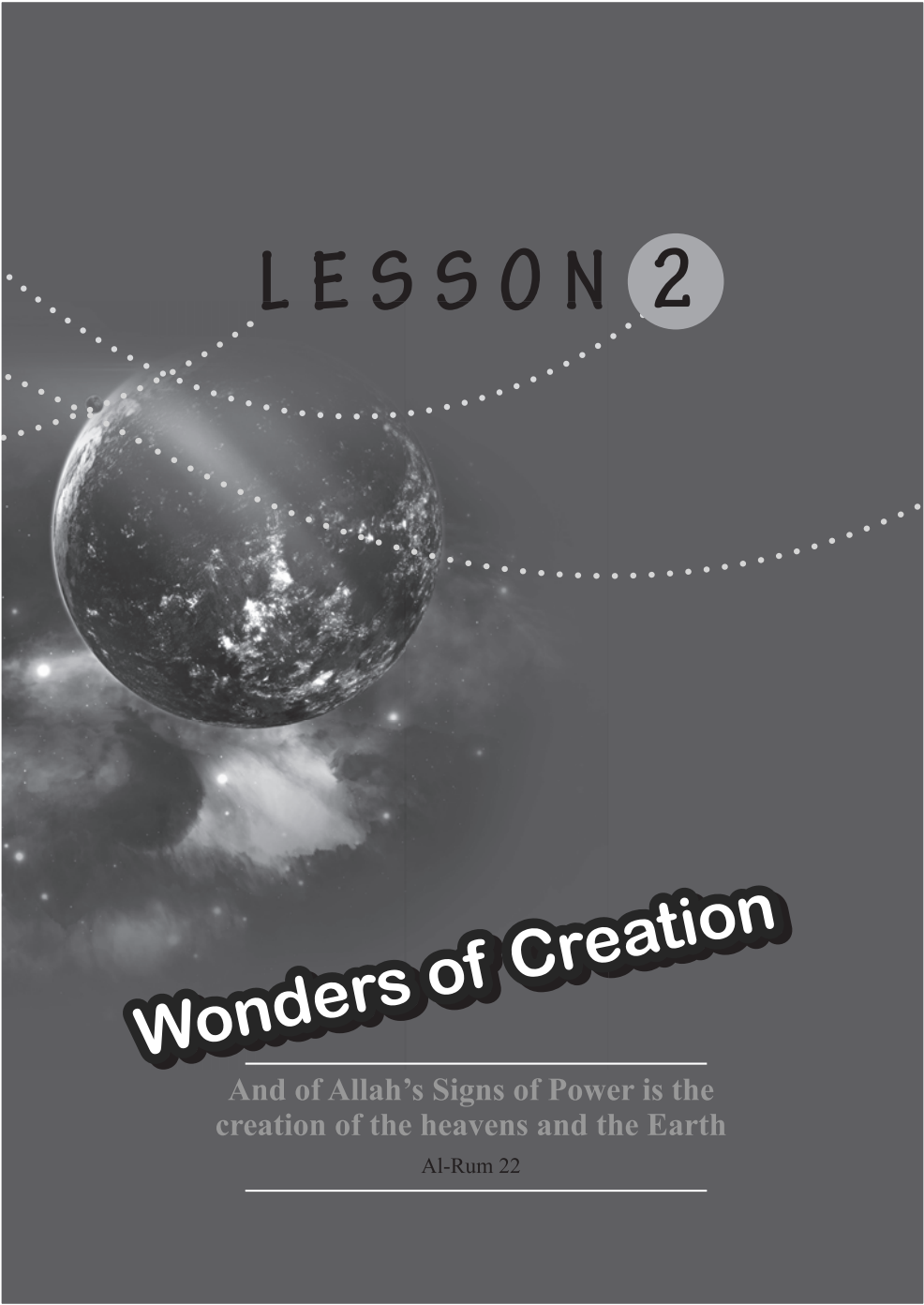
A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

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	10	✓	→	→
		Questions and answers				
		Get Ready (Parts A & B)	35			
	Session 2 (45 min)	Conversation (Word Bank + Conversation)	45			
Week 2	Session 3 (45 min)	Review and Quizzes	45			
	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	Session1 (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	Session1 (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			



LESSON 2

Wonders of Creation

And of Allah's Signs of Power is the
creation of the heavens and the Earth

Al-Rum 22

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 Signs of Power is the creation of the heavens and the Earth¹

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', 'creation', 'heavens' or 'Earth'. One possible way is to translate all of them and give the literal 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 universe 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 شگفتی‌های 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 اندام‌های مختلف (مغز، قلب، کلیه) فکر کرده اید؟

Optional

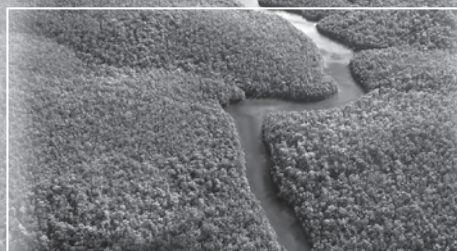
You may do the following activities as well.

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 | ..... | ..... |
| 4. flower | ..... | ..... |



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 کهکشان‌ها چه می‌دانید؟ آیا دوست دارید به فضا سفر کنید؟ چه چیزی در فضا شما را شگفت زده می‌کند؟

تصویر ۲: قلب انسان چگونه کار می‌کند و ما را زنده نگه می‌دارد؟

تصویر ۳: آیا می‌دانید رودخانه آمازون از چند کشور می‌گذرد؟ آیا می‌دانید رودخانه آمازون یکی از ۷ عجایب طبیعی آمریکای جنوبی است؟ فکر می‌کنید 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 Everest, 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, dolphins, cactus

Students are already familiar with the following adjectives:

funny, fast, slow, endangered, nice, interesting, beautiful, dangerous, wild, domestic, small

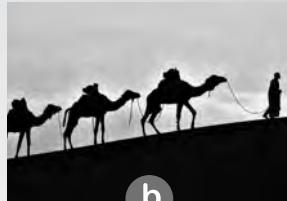
Get Ready

Part One

A. Match the pictures with sentences.



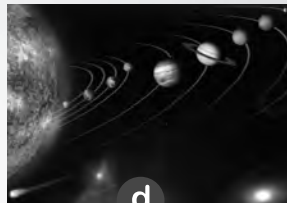
a



b



c



d

☐ Planets go around the Sun.

☐ Ants are amazing animals.

☐ Our body is a wonderful system.

☐ Camels can live without water for a long time.

B. Which one is more interesting for you? Order the words based on your interest.

Camels

Ants

Planets

Body

.....

.....

.....

.....

3. Get Ready

Content: It has two parts: Part One and Part Two.

Objective(s): Get Ready aims at familiarizing students with the theme of the lesson (Part One). It also aims at reviewing previously-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 کار کردن و غذا جمع کردن مورچه‌ها دقت کرده‌اید؟
- به نظر شما شتر چگونه می‌تواند 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.

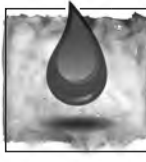
camels > planets > body > ants

They can add other things to the list:

- موریانه‌ها و پروانه‌ها
- گیاهان دانه‌دار
- دنیای اعماق اقیانوس‌ها
- دلفین‌ها و نهنگ‌ها

Part Two

A. Match the pictures with the words.



ring

heart

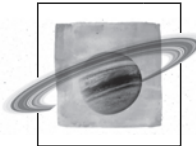
blood

moon

observatory

telescope

microscope



B. Put the above words into the following groups.

Sky

.....

.....

.....

.....

Body

.....

.....

.....

.....

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 students 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 correct 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.



Conversation



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?



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
- Board drawings: drawing the images on the board
- 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.

You may talk about the following things in the class:

- رصدخانه‌های ایران از قدیم تا کنون
- کهکشان راه شیری
- سفر انسان به سیارات دیگر

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 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.

New Words and Expressions



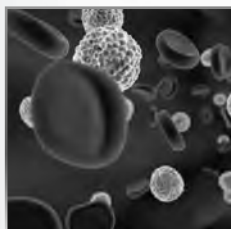
A. Look, Read and Practice.



Water is a type of **liquid**



There are some **drops** of paint on his shirt



Blood cells are red and white.



About one **thousand** people live in this village.



There are many different types of **microbes**.



Doing **daily** exercise is useful for everyone.

5. New Words and Expressions

Content: It has three parts: Part One, Part Two, and Part Three.

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: 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: exemplification: Microbes cause diseases.

doing daily exercise: acting out, showing pictures

clear: giving antonym: clear # not colored, dirty; translation= شفاف

pump: exemplification: 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 definition and/or explanation and illustrative sentences. The students should read the definitions and illustrative sentences and understand the meaning of new words/expressions.



Gahar 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.

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:

healthy: showing two pictures: one, a happy and healthy kid and one, a sick kid

defend: introducing collocations: defend one's country/honor, defend oneself 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: Providing 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 definitions
- 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 and sequencing:** 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.

Reading



A Wonderful Liquid

The human body is a real wonder. It is sometimes good to think about our body and how it works. Our body is doing millions of jobs all the time.

One of the most important parts of the body is blood. The heart pumps this red liquid around the body. This keeps us healthy and alive.

More than half of blood is plasma. This is a clear and yellow liquid. It carries red and white cells. There are millions of red blood cells in one small drop of blood. They carry oxygen round the body and collect carbon dioxide from body parts. There are thousands of white cells in a drop of blood. They are bigger than red cells. They defend our body against microbes.

This wonderful liquid is a great gift from Allah. We can thank Allah by keeping our body healthy. One way to do that is eating healthy food and doing daily exercises. Another way is to donate our blood to those who need it.

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 interesting facts and detailed information 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:

Reading



A Wonderful Liquid

The human body is a real wonder. It is sometimes good to think about our body and how it works. Our body is doing millions of jobs all the time.

One of the most important parts of the body is blood. The heart pumps this red liquid around the body. This keeps us healthy and alive.

More than half of blood is plasma. This is a clear and yellow liquid. It carries red and white cells. There are millions of red blood cells in one small drop of blood. They carry oxygen round the body and collect carbon dioxide from body parts. There are thousands of white cells in a drop of blood. They are bigger than red cells. They defend our body against microbes.

This wonderful liquid is a great gift from Allah. We can thank Allah by keeping our body healthy. One way to do that is eating healthy food and doing daily exercises. Another way is to donate our blood to those who need it.

- 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.

Reading Comprehension

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.

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*.

Reading Comprehension

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.

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!

Grammar

A. Read the following texts.



The Nile is **the longest** river on Earth. It is **more than** 6,000 kilometers. It is an **important** river for African people. It gives water to people and animals. There are other rivers in Africa but they are not **as important as** the Nile. These rivers aren't very **long**. They are **useful** for people of villages and **small** cities.



We live in a **wonderful** world. All around us there are **amazing** things like **small** and **big** animals; **long** rivers; **dark** jungles; **tall** mountains; and **different** people and nations. This world is like a **strange** book. We need to read it carefully. Then we can find many **great** things in our world.

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 (Larsen-Freeman, 2014, p. 258) (See figure 1).

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.

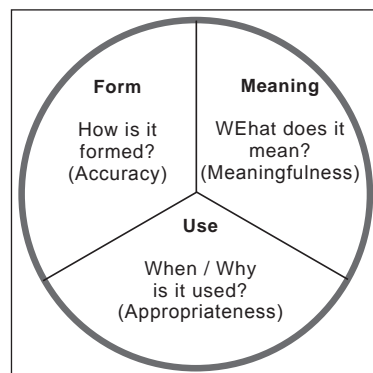


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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.

B. Read the following examples.

Adjectives

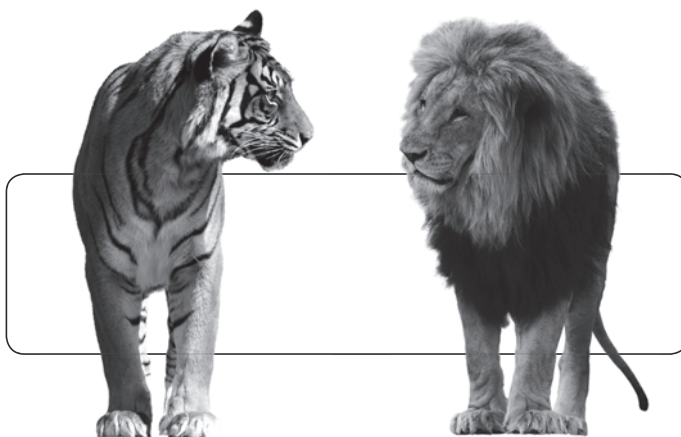
Look at the	blue	sky!
I just watched an	interesting	movie.
They are	amazing	people.
He works with	powerful	computers.

- 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.



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.

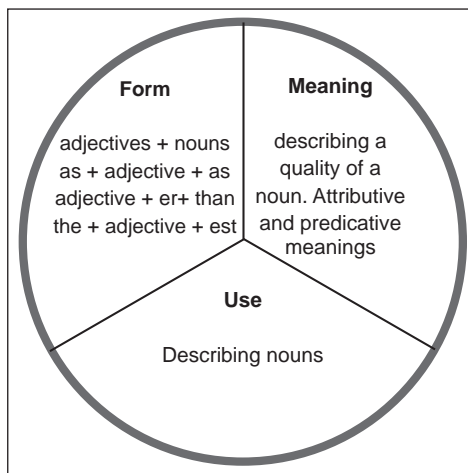
That girl is nice.

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 adjectives:

- **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.



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'.

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

E. Look at the pictures and choose the best sentence.

1. ☐ This is a modern car.
☐ This is an old car.



2. ☐ Our house is the smallest of all.
☐ Our house is as small as their houses.



3. ☐ David is taller than his father.
☐ David is as tall as his father.



4. ☐ The blue pencil is longer than the yellow pencil.
☐ The yellow pencil is as short as the blue pencil.



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			



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.

IRREGULAR

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

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:

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 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.

See Also

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
is
is

expensive.
more expensive than
the most expensive

silver.
metal of the world.

B. Go to Part II of your Workbook and do D.

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 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

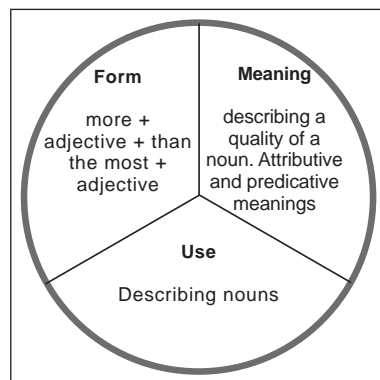
2 In semantic wedge, review what you taught in presenting the meaning of the main grammatical point, adjectives. Mention some examples with multiple-syllable adjectives:

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. Part B provides a structural activity to practice adjectives with irregular comparative and superlative forms.

Listening and Speaking

Speaking Strategy Asking about details

A. You may use adjectives to describe something or ask about details such as the quality, size, age, and color.

- How was the movie?
- It was very interesting. I am going to watch it again.
- Was it an old film?
- Yeah, actually it was black and white.



You may use the following patterns to ask and answer about details.

How is (was).....? It is (was) interesting, beautiful, nice, ...
What color is it? It is black, white, yellow,.....
Was it a modern house? Yes, it was. (No, it was an old house).

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.



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.

my best friend, apple, our school,
our English teacher, Boostan Park,
pepper

Box 1

small, green, yellow, medium,
fresh, red, kind, careful, neat,
nice, beautiful, long, helpful

Box 2

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 wasn't.

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.

Pronunciation



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? ↗

When you check information,
use rising intonation.

B. Go to Part VI of your Workbook and do it.

11. Pronunciation

Content: It has 3 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 tap 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. ↘



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.



4. Guided practice:

Ask students to personalize and role play the conversation.

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)

Writing

Adjective

An adjective describes a noun. It gives more information in terms of such elements:

1) Quality/ Opinion

nice - neat - boring

a beautiful flower



2) Size

small - tall - short

a big cat



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:

3) Age

young - new - modern

an old tree



4) Color

black - red - dark

a blue sky



- 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.

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'.

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:

Place of Adjectives

Adjectives usually come

1) before a noun:

an interesting planet
two small moons
red cells

2) after the verb be:

Human body is amazing.
She was so happy.
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.

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 sentences carefully and complete them with appropriate adjectives.

1. funny
2. cloudy
3. careful
4. golden

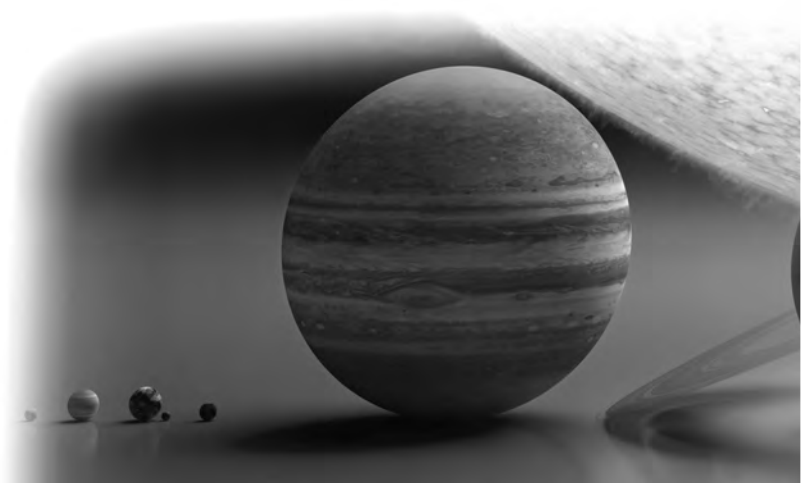
Optional

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.

Spelling Hint
Look at the following adjective forms:

Adjectives	Comparative	Superlative
hot big red	hotter bigger redder	the hottest the biggest the reddest
easy cloudy happy	easier cloudier happier	the easiest the cloudiest the happiest



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

Positive	Comparative	Superlative
noisy		
		thinnest
	sadder	
fat		
	prettier	

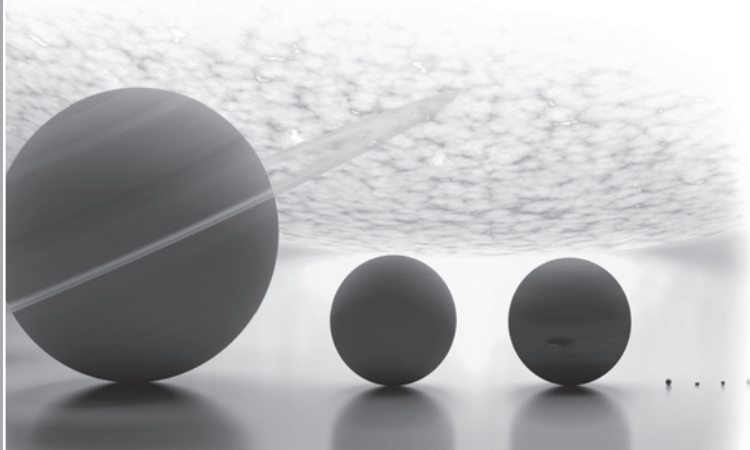
C. Write the comparative and superlative forms of each adjective.

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.



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.

- smaller
- best
- the most dangerous
- the deepest
- more expensive

Optional!

You may ask students to refer to the adjectives of Prospect Series and change them into their comparative and superlative forms.



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.

Is our brain an amazing organ?

What type of food is good for our brain?

Tell me two interesting things about our brain.



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).

Lesson 3

The Value of Knowledge



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

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	10	✓	→	→
		Questions and answers	35			
		Get Ready (Parts A & B)	35			
	Session 2 (45 min)	Conversation (Word Bank + Conversation)	45			
Week 2	Session 3 (45 min)	Review and Quizzes	45			
	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	Session1 (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	Session1 (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			

LESSON 3



The Value of Knowledge

Seek knowledge
from the cradle to the grave

Holy Prophet (PBUH)¹

1. Peace Be Upon Him

1. The Title Page

Content: This is the first page of the lesson. One of the Holy Prophet's (PBUH) most famous hadith is included here:

Seek knowledge from the cradle to the grave¹

Al-Anbia 30

Objective(s): Title Page shows the images of some Iranian great names (from left to right): Omar Khayyam, Saadi Shirazi, Farabi, and Avenic², 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 translation of the hadith. Yet, another way is reading the hemistich: ز گهواره 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 importance 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 Tabatabaei (Ayatollah), Saeid Kazemi Ashtiani (Dr.), Sepideh Kashani, Ali Mohammad Hagh Shenasi (Dr.), Simin Daneshvar, Mohammad Gharib (Dr.)

B. Ask students to read the following names. Then ask them to find the name of their inventors/discoverers:

dishwasher, refrigerator, photocopier

۲. شیخ‌الرئیس ابوعلی سینا یا پورسینا

۱. اَطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ



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 می‌دهند؟

تصویر ۲: چرا به کتابخانه مراجعه می‌کنیم؟

تصویر ۳: در پالایشگاه چه کارهایی انجام می‌گیرد؟

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 Hashtroudy, width, length, height, Omar Khayyam, etc.)

Bilology: (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, etc.)

Physics: (such as movement, light, electricity, mechanics, Prof. Hessabi, energy, heat, Marie Curie, etc.)

2. You may ask students to give as many as people that may work in the following places:

Hospital: (such as doctors, nurses, chemists, pharmacists, radiologists, etc.)

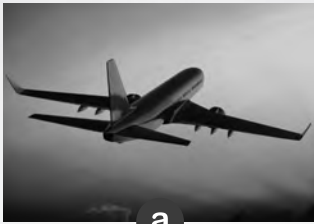
Factory: (such as engineers, workers, operatives, technicians, researchers, etc.)

University: (professors, researchers, students, librarians, etc.)

Get Ready

Part One

A. Match the pictures with sentences.



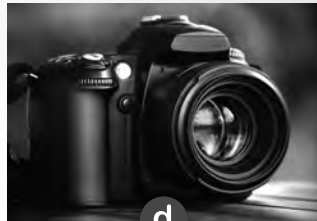
a



b



c



d

- ☐ This gives us an easier life when there is no light.
- ☐ People use this to talk with someone in another place.
- ☐ We use this to take and keep pictures very easily.
- ☐ This helps us travel very fast to far places.

3. Get Ready

Content: It has two parts: Part One and Part Two.

Objective(s): Get Ready aims at familiarizing students with the theme of the lesson (Part One). It also aims at reviewing previously-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:

- This helps us travel very fast to far places.
- This gives us an easier life when there is no light.
- People use this to talk with someone in another place.
- 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

1. 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)

B. Can you order the devices based on the time of their making?

	a	b	c
Camera			
Light bulb			
Telephone			
Airplane			

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

Part Two

A. Match the pictures with the words.



- ☐ scientists
- ☐ a laboratory
- ☐ a building

B. Choose an appropriate adjective for each word above.

modern

Iranian

old

Part Two of Get Ready has two activities: A and B.

Activity A 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 ساختمان‌ها همکاری می‌کنند؟
- فکر می‌کنید چه تفاوتی بین آزمایشگاه‌های تحقیقاتی قدیمی و جدید وجود دارد؟
- تحقیقات دانشمندان هسته‌ای ایرانی در چه زمینه‌هایی است؟

Activity B is a vocabulary activity. It requires students 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

1. You may ask students to read the following descriptions and then guess 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)

Conversation



medicine, famous,
build,
Believe me!
Cool!

Word Bank



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 Razi¹ 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?



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 = interesting*
- Exemplification: *There'll be trouble when they find out about this, believe 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 الکلی کیست؟
- رصدخانه مراغه را چه کسی ساخت؟

Conversation



medicine, famous,
build,
Believe me!
Cool!

Word Bank



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 Razi¹ 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. 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?

Conversation



medicine, famous,
build,
Believe me!
Cool!

Word Bank



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 Razi¹ 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?



2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

Phase 3. 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.

New Words and Expressions



A. Look, Read and Practice.



Melika tries hard to learn English.



Babak is an energetic boy.



The students do experiments
in the school laboratory.



Children grow up
rapidly.

5. New Words and Expressions

Content: It has three parts: Part One, Part Two, and Part Three.

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 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: exemplification: The teacher showed students how to do simple experiments.

grow up: exemplification: What do you want to be when you grow up?

doing research: exemplification: 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



She is doing research
on blood cells.



He has the flu and feels weak.



No success is possible
without hard work.



Edison invented
the first light bulb.

Part Two, Read and Practice, presents abstract words (the words that are not easily shown with pictures) by definition and/or explanation and illustrative sentences. The students should read the definitions 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. Then present words with the help of definitions and explanations.

Other techniques can be used to teach new words of this part:

solve: showing the picture of a student trying to solve a math problem

develop: introducing collocations: develop idea/plan/knowledge/
relationship/skill/strategy/theory/technology

belief: introducing the word family of 'belief' such as: believe (v.), believer (n.), believable (adj.)

quit/give up: providing some more examples 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 up so easily.

thousands of: exemplification: They have helped thousands of injured animals.

Part Three 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.

Reading



No Pain No Gain^۱

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.

۱. نابرده رنج گنج میسر نمی شود.

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?

Reading



No Pain No Gain^۱

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.

۱. نابرده رنج گنج میسر نمی شود.

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 Comprehension

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.

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.

Grammar

A. Read the following texts.

Tahereh Saffarzadeh was an Iranian writer, translator and thinker. When other kids **were** still **playing** outside, she learned reading and reciting the Holy Quran at the age of 6. As a young student, she **was working** very hard to learn new things. She also **was writing** poems at that time. She published her first book while she **was still studying** in the university. She got interested in translating the Holy Quran when she **was studying and teaching** translation. She published her translation of the Holy Quran in 1380. Saffarzadeh passed away in 1387.



Alexander Fleming was a great researcher. He **was doing research** in his laboratory in winter 1928. He **was trying** to find a new medicine to save people's lives. He found a new medicine when he **was working** on antibiotics. This was the amazing penicillin. Many other doctors **were** also **working** on this medicine in those days. They helped the first patient with penicillin in 1942 when the flu **was getting around**.

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 (Larsen-Freeman, 2014, p. 258) (See figure 1).

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.

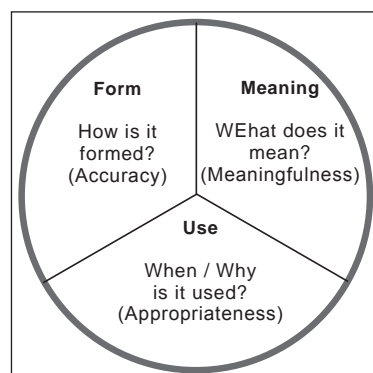


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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.

B. Read the following examples.

Affirmative

I He She The computer	was	working on a difficult problem	at 4. when the power went out.
We You 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 He She The computer	wasn't	working on a difficult problem	at 4. when the power went out.
We You 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 B presents grammatical items in isolation. The teacher may:

- Explain the tables briefly.
- 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:

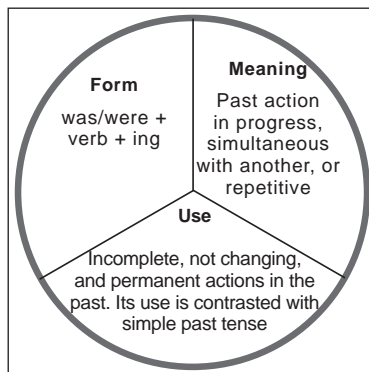
He left when I came in.

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)



Interrogative

Was	I he she the computer	working on a difficult problem	at 4?
Were	we you they		when the power went out?

- Was Mahsa doing her homework when her mother called?
- Were they talking when the teacher came in?



C. Tell your teacher how 'past progressive' is made.

D. Read the conversation on page 76 and underline all 'past progressive verbs'.

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 the 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)

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.

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 my 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.

See Also

A. Read the following examples with 'reflexives'.

I		myself.
You		yourself.
Zahra		herself.
Amir		himself.
The computer	did the experiment	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	
You	yourself	
Zahra	herself	
Amir	himself	
The computer	itself	did the experiment
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.

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.

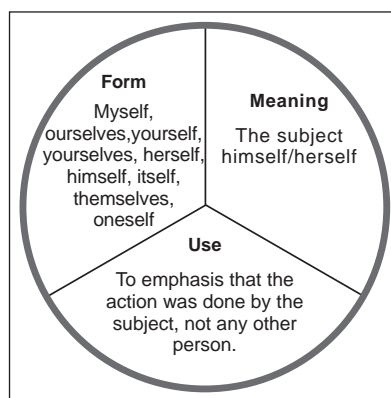
1 In form wedge, introduce the form:

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).

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)?

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.



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

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 Miss. 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.

Pronunciation



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**.

When you want to put special emphasis on something, you say it more strongly.

11. Pronunciation

Content: 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 tap 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.

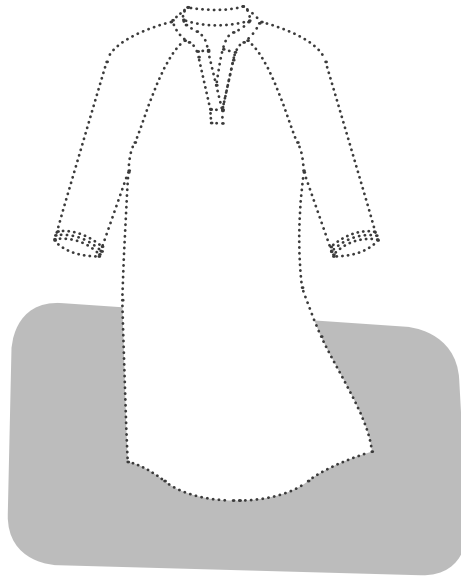
B: **No**, we **don't**. We have an exam on **Monday**.

A: But tomorrow **is** Monday.



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.

- 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 emphatic stress.

Examples:

1. This is **my** ruler.
2. She wasn't **here**.
3. The teacher was **very angry**.
4. I hate **banana**.

Writing

Verb

A verb is a word that expresses an action or a state of being.

1) Action verbs:

The verbs that express an action. For example:

He is writing a letter.



The children went to school
by bus yesterday.



My brother drinks milk every day.



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

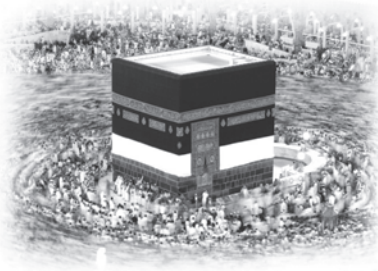
From Prospect 3:

burn, hurt, change, text, get on, send, donate, exchange, love, know

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'.

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.

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.

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 their 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



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.



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.

Lesson 4

Traveling the World

Lesson 4: Traveling the World (97-119)



Get Ready

Introduction to the lesson

Conversation

Finding a good tourist destination

New Words & Expressions

Learning vocabulary of Reading

Reading

Iran: A True Paradise

Reading
Comprehension

Grammar

Modals

See also
(Prepositions)

Listening & Speaking

Asking about obligations and necessities

Pronunciation

Rising intonation

Writing

Adverb | How to make -ly adverbs |
Irregular adverbs

What You Learned

Reviewing Lesson 4

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	10	✓	→	→
		Questions and answers (Get Ready (Parts A & B	35			
		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			

LESSON 4



Traveling the World

Travel in the Earth
and see how He makes the first creation

Al-Ankabut 20

1. The Title Page

Content: 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 creation¹
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 necessary.

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 necessary.

The Alps, The Louvre, Red Square, The Great Wall, Venice, The Great Mosque of Cordoba

۱. قُلْ سِيرُوا فِي الْأَرْضِ فَانظُرُوا 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 each. They have to give you and the class reasonable explanations.

Loot Desert, Persian Gulf, Golestan Forest, Moghan Plain, Karun River, Shahr-e Rey, Mashhad

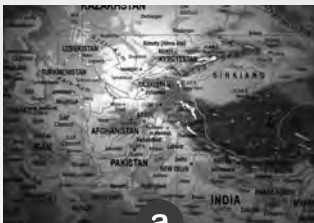
2. You may ask students to do a mini research and find two interesting things about the culture and/or people of the following countries.

Portugal, Tajikistan, Oman, Italy, Indonesia, Syria

Get Ready

Part One

A. Match the pictures with sentences.



a



b



c



d

- ☐ Everyone needs this to travel abroad.
- ☐ Asia has many tourist attractions.
- ☐ You may go to this place to buy air or train tickets.
- ☐ You can check the destinations on this in the airport.

3. Get Ready

Content: It has two parts: Part One and Part Two.

Objective(s): Get Ready aims at familiarizing students with the theme of the lesson (Part One). It also aims at reviewing previously-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 attractions.
- 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 جاذبه‌های توریستی در آسیا می‌شناسید؟
- معمولاً آژانس‌های مسافرتی چه خدماتی به مسافران می‌دهند؟
- به نظر شما چرا برای مسافرت به خارج از کشور به گذرنامه نیاز است؟
- به نظر شما تعطیلات تابستان برای مسافرت بهتر است یا تعطیلات عید نوروز؟ چرا؟

Optional

You may ask students to go through the following provinces/continents and choose a hypothetical holiday destination.

Chahar Mahal Bakhtiari
Hormozgan
Lorestan
Guilan

Asia
Europe
Africa
America

B. Which place do you want to visit? Do you know where they are located?



Iran

Italy

Spain

France

Egypt



Brazil



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 Egypt. There are many of them in Egypt. They are the tombs of Egyptian kings, pharaohs. They made pyramids 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.

Part Two

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.

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 activity. It requires students 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:

Conversation



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?



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



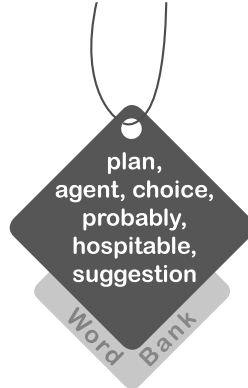
- Showing pictures or photos: a travel agent
- Using gestures or acting out: hospitable; introducing collocations: hospitable people, host, climate
- Definition: suggestion: an idea or a plan that someone mentions
- Providing word families: choice, choose
- Giving synonyms: probably=possibly
- Exemplification: 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 می‌شود؟
- برای انتخاب مقصد مناسب برای سفر چه نکاتی را در نظر می‌گیرید؟

Conversation



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.

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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?



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.

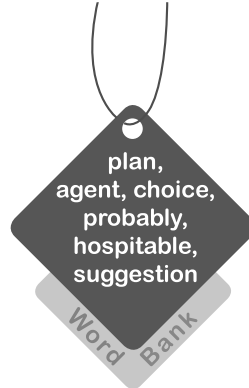
- **viewing pictures:** make a PowerPoint slide show (or ask students to do that) and show them some popular places of the world.
- **watching movies:** show a movie about historical sites.
- **watching movies:** show a movie about traveling or best places to go around Iran.
- **discussing:** ask students to talk about a controversial subject: 'Traveling at home or abroad?'

Phase 2. Pre-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?

Conversation



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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?



2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

Phase 2. Pre-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.

New Words and Expressions



A. Look, Read and Practice.



Mehrabad is one of the first international airports of Iran.



There are more than 100 pyramids in Egypt.



Ancient wind towers of Iran are attractive for tourists.

1000 000 000

Around one billion people live in India.



Camels can travel across hot and dry deserts with little food and water.

5. New Words and Expressions

Content: It has three parts: Part One, Part Two, and Part Three.

Objective(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.*



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.

C. Go to Part III of your Workbook and do A and B.

Part Two, Read and Practice, presents abstract words (the words that are not easily shown with pictures) by definition and/or explanation and illustrative sentences. The students should read the definitions and illustrative sentences and understand the meaning of new words and 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 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.

Reading

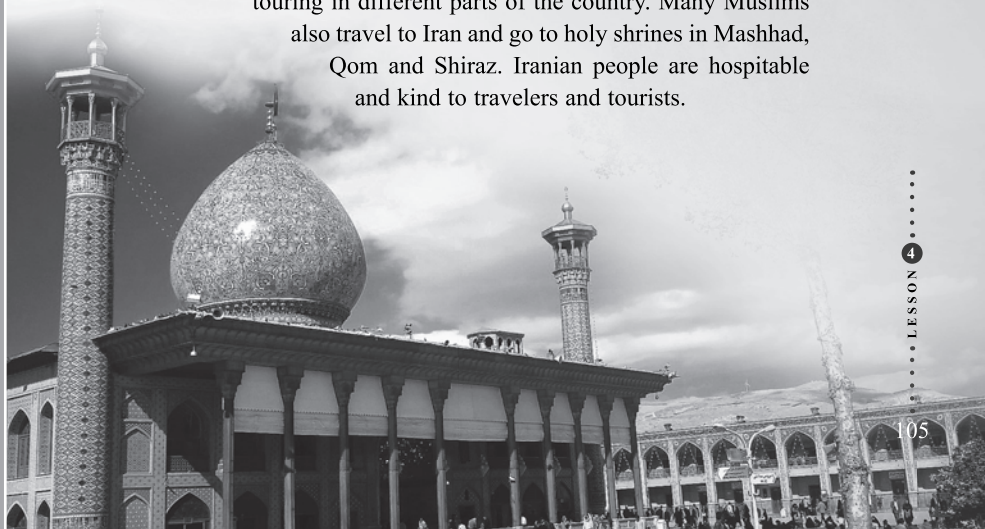


Iran: A True Paradise

Every year, about one billion tourists travel around the world. Tourism is traveling for entertainment, health, sport or learning about the culture of a nation. Tourism can be domestic or international. Domestic tourists travel to different parts of their own country. International tourists travel abroad.

Some countries attract a lot of tourists every year. Egypt is one of the oldest countries of Africa. It is famous for its wonderful pyramids. France, Italy and Spain are three beautiful European countries. They attract many tourists from other parts of the world. Brazil, Peru and Chile are in South America. They are famous for their ancient history and amazing nature.

In Asia, Iran is a great destination for tourists. This beautiful country is a true paradise for people of the world. Each year, many people from all parts of the world visit Iran's attractions. Iran is a four-season country and tourists can find a range of activities from skiing to desert touring in different parts of the country. Many Muslims also travel to Iran and go to holy shrines in Mashhad, Qom and Shiraz. Iranian people are hospitable and kind to travelers and tourists.



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?

Reading

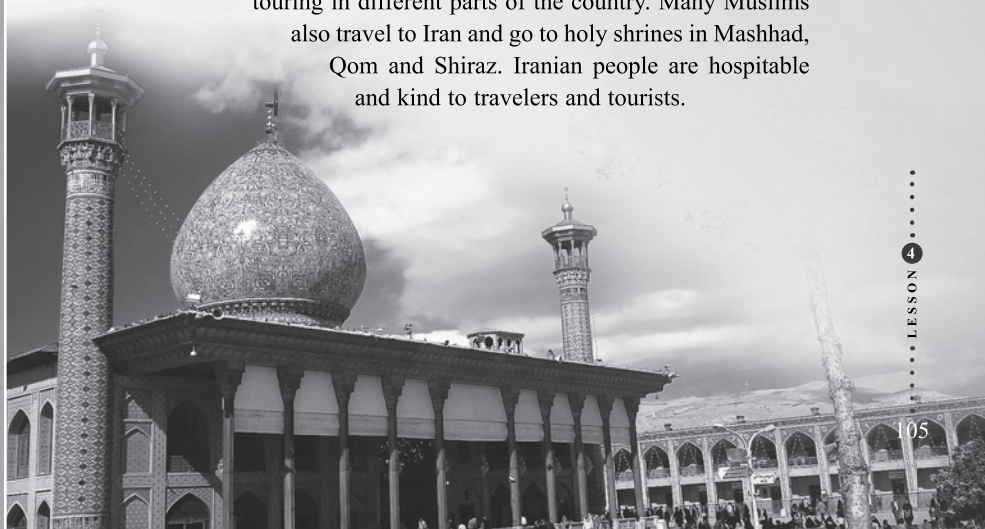


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Every year, about one billion tourists travel around the world. Tourism is traveling for entertainment, health, sport or learning about the culture of a nation. Tourism can be domestic or international. Domestic tourists travel to different parts of their own country. International tourists travel abroad.

Some countries attract a lot of tourists every year. Egypt is one of the oldest countries of Africa. It is famous for its wonderful pyramids. France, Italy and Spain are three beautiful European countries. They attract many tourists from other parts of the world. Brazil, Peru and Chile are in South America. They are famous for their ancient history and amazing nature.

In Asia, Iran is a great destination for tourists. This beautiful country is a true paradise for people of the world. Each year, many people from all parts of the world visit Iran's attractions. Iran is a four-season country and tourists can find a range of activities from skiing to desert touring in different parts of the country. Many Muslims also travel to Iran and go to holy shrines in Mashhad, Qom and Shiraz. Iranian people are hospitable and kind to travelers and tourists.



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.

Reading Comprehension

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.

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.*

Reading Comprehension

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 ☐
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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.

Optional

You can do Part I of Workbook in class. The students should read the following text and then answer its questions.

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.

Grammar

A. Read the following texts.

When people are going abroad, they **must do** many things. They **must get** passports and visas. Most often, they **should go** to the Police to get passports. They **should go** to the embassy of foreign countries to get visas. They **should also become** familiar with their destination before their trip. They **can do** that by buying books, reading booklets, or visiting websites. This **may take** their time. But it **can help** them a lot. They **may buy** tickets and book hotels online. Or they **may ask** a travel agency to do that for them. When everything is ready, they **can leave** the country safely and enjoy their trips.



As a tourist, we **should be** careful about our behavior in a foreign country. We **must not break** any rule if we want to have a good and safe trip. We **may not like** a part of the host's culture, but we **should be** polite to people and their values. We **should not say** bad things about their food, dresses, or ceremonies. We **can talk** to other people and try to understand them. We **should also protect** nature and the historical sites of that country. We **must not hurt** animals or plants. We **should not write** anything on buildings. Our good behavior **can give** a good image of our country to other people. They **may want** to come and see our country soon!

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 (Larsen-Freeman, 2014, p. 258) (See figure 1).

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.

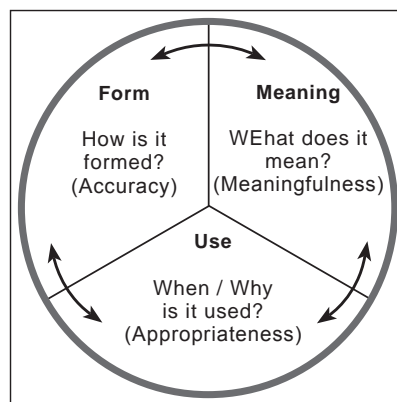


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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.

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.

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.

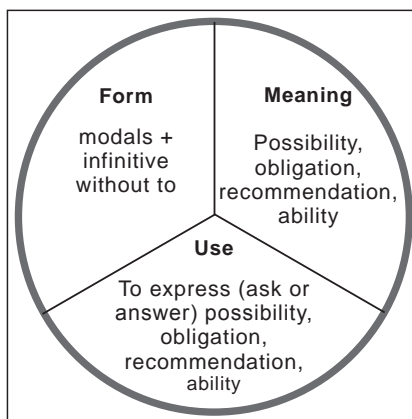
can/may/must/should + verb

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.



Interrogative

Can	I	
	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.

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, 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.

See Also

A. Read the following examples with 'prepositions'

Prepositions of Time

in
the morning / the afternoon / the evening
September / Shahrivar
(the) spring / summer/fall/winter
Norooz
holiday
2016/ 1395

at
8 o'clock
night / noon
midnight / midday
sunrise / sunset

on
Wednesday / Friday
Monday morning / Tuesday evening
vacation

B. Go to Part II of your Workbook and do D.

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.

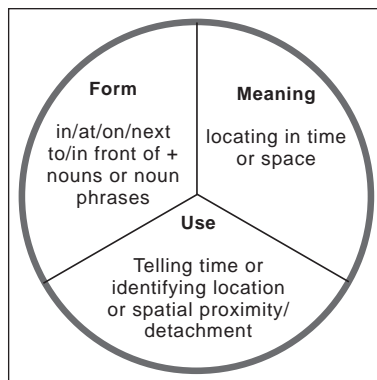
Prepositions of time locate objects in time.

Prepositions of place locate objects in space.

3 In pragmatic wedge, explain the function of prepositions of time and place:

Prepositions 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).

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.

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.



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

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 by 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: Miss, may I go out?

B: What's the problem?

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.

Pronunciation



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.

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 tap 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.

Pronunciation



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.

- 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 falling 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, **spaghetti** 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?

Writing

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.

Bahar is a careful driver.

The woman looked / was happy.

Ali is polite.

We can learn this language easily.

She drives carefully.

She spoke happily.

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.

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,

How to Make -ly Adverbs

Most adverbs are formed by adding -ly to an adjective (slow → slowly):

quick → quickly

real → really

but:

Adjectives ending in -y change to -ily

angry → angrily

easy → easily

Adjectives ending in -ble change to -bly

possible → possibly

probable → probably

B. Change the following adjectives to adverbs:

polite:

loud:

comfortable:

wonderful:

quiet:

hungry:

cruel:

interesting:

actual:

suitable:

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

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.

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



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?

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 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?

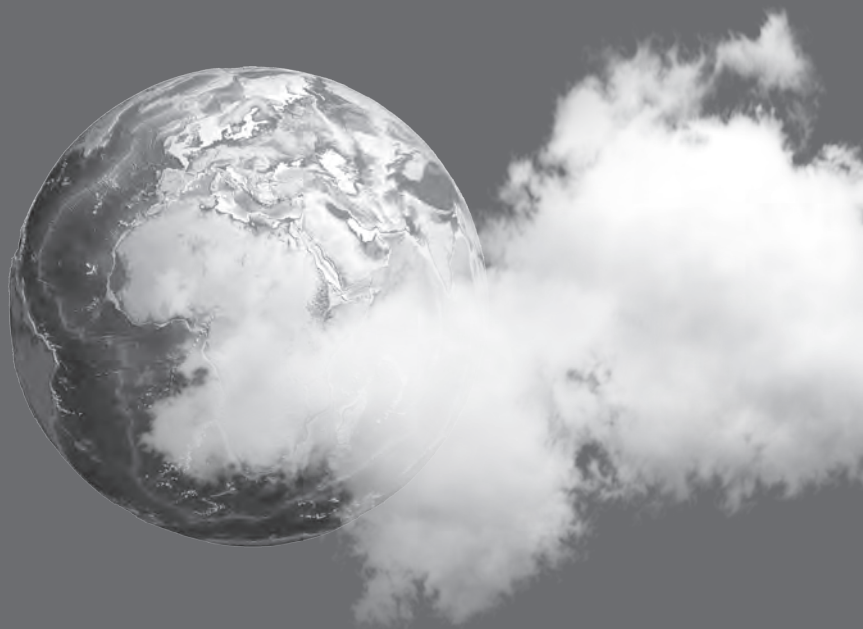
B: They are usually expensive.

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.







Ministry of Education of Islamic Republic of Iran
Organization for Educational Research and Planning (OERP)

Authors:

Seyyed Behnam Alavi Moghaddam
(Faculty member of OERP)

Reza Kheirabadi
(Faculty member of OERP)

Mehrak Rahimi
(Faculty member of Shahid Rajaee Teacher Training University)

Hossein Davari
(Faculty member of Damghan University)

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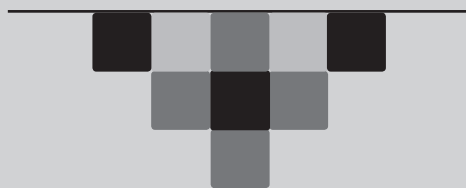
کتاب دانش آموز

کتاب کار

کتاب معلم

لوح فشرده دانش آموز

لوح فشرده معلم



معلمان محترم و صاحب نظران گرامی می توانند نظر اصلاحی خود را درباره مطالب این کتاب از طریق نامه به نشانی تهران- صندوق پستی ۴۸۷۴/۱۵۸۷۵- گروه دسی مربوط و یا پیام نگار (Email) talif@talif.sch.ir ارسال نمایند.

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