

Lesson 3

Art and Culture



Lesson 3: Art and Culture (81-107)

Get Ready

Introduction to the Lesson

Conversation

Shopping Handicrafts

New Words & Expressions

Learning Vocabulary of Reading

Reading

Art, Culture
and Society

Reading Strategy
(Recognizing
Reference Words)

Reading
Comprehension

Vocabulary Development

Antonyms

Grammar

Conditional Type I

See Also
(Past Participles)

Listening & Speaking

Talking about Conditions and Future Results

Pronunciation

Intonation of Conditional Sentences

Writing

Infinitives

What You Learned

Reviewing Lesson 3

General Objectives of this lesson

- Familiarizing students with the theme 'Art and Culture'.
- Making students aware of the value of art in life.
- Informing students of the the improtance of art and culture in understanding the world and communicating with people.

The Gantt Chart of the Lesson

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

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. The following Gantt Chart helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

The activities of each lesson are expected to be done in nine weeks. In each week there are three 45-minute sessions and a total of twenty-seven 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 1	Session 1 (45 min)	Impact Page	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 C o m p r e h e n s i o n Strategy	45			

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 3	Session 1 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 2 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 3 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
Week 4	Session 1 (45 min)	Workbook	45			
	Session 2 (45 min)	Vocabulary Development	45			
	Session 3 (45 min)	Workbook	45			
Week 5	Session 1 (45 min)	Grammar	45			
	Session 2 (45 min)	Grammar	45			
	Session 3 (45 min)	Workbook	45			
Week 6	Session 1 (45 min)	See Also	45			
	Session 2 (45 min)	Workbook	45			
	Session 3 (45 min)	Listening & Speaking	45			
Week 7	Session 1 (45 min)	Pronunciation	45			
	Session 2 (45 min)	Further Practice and Quizzes	45			
	Session 3 (45 min)	Writing	45			
Week 8	Session 1 (45 min)	Writing	10 35	✓	→	
	Session 2 (45 min)	Writing	45			
	Session 3 (45 min)	Workbook	45			
Week 9	Session 1 (45 min)	What You Learned	45			
	Session 2 (45 min)	Extra activities and Role Plays	45			
	Session 3 (45 min)	Overall Review	45			

LESSON 3

Two decorative dotted lines in a light gray color. One line starts on the left, curves upwards and to the right, passing behind the '3' in 'LESSON 3'. The other line starts on the left, curves downwards and to the right, also passing behind the '3'.

Art and Culture

Interesting Facts:

- Art increases brain's activity.
 - Art helps students learn math and science better.
 - Art makes people more creative and sociable.
 - There are at least 12 different meanings for the word 'art' in English.
-

1. The Title Page

Content: This is the first page of the lesson. It has four interesting facts about the main theme of this lesson 'art and culture'.

1. Art increases brain's activity.
2. Art helps students learn math and science better.
3. Art makes people more creative and sociable.
4. There are at least 12 different meanings for the word 'art' in English.

Objective(s): Title Page gives some factual information to students about 'art'.

Teaching Procedure: Ask students to read the facts one by one. Give them 1 minute and then ask them to tell you and the class their opinion about the facts. Ask them if they really find the facts interesting. If they have any problem with understanding the statements, you need to explain words or grammatical structures. Do not spend too much time on these statements. This section functions just as a warm-up activity.

You can also ask these questions in Persian:

۱. هنگام نقاشی کشیدن در ذهن شما چه می گذرد؟
۲. آیا استفاده از تصاویر و کارهای هنری در یادگیری مطالب درسی مفید است؟
۳. آیا کسی از بستگان شما هنرمند است؟ این فرد دارای چه ویژگی‌هایی است؟
۴. هنر در زبان فارسی چه معنایی را به ذهن متبادر می‌کند؟

Optional

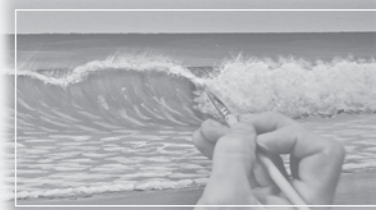
You may do the following activities as well.

A. Which of the following art activities helps learning more?

drawing: weaving: acting: singing:

B. Draw what comes to your mind when you see these words:

- | | | | | | |
|---------------|-------|-------|-------|-------|-------|
| 1. kindness | ..... | ..... | ..... | ..... | ..... |
| 2. nature | ..... | ..... | ..... | ..... | ..... |
| 3. hatred | ..... | ..... | ..... | ..... | ..... |
| 4. friendship | ..... | ..... | ..... | ..... | ..... |



2. The Impact Page

Content: It consists of four pictures related to the theme 'art and culture' and the related activities.

Caligraphy
Painting
Photography
Etching

Objective(s): It gives general background on the theme of the lesson. It also familiarizes students with different types of fine/visual art focusing on Persian art.

Teaching Procedure: Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings:

تصویر ۱: چه مهارت‌هایی در خطاطی مورد نیاز است؟
تصویر ۲: آیا با سبک‌های مختلف نقاشی آشنا هستید؟
تصویر ۳: چرا عکاسی یکی از شاخه‌های هنر است؟
تصویر ۴: قلم‌زنی، هنر کدام منطقه ایران است؟

Optional

You may do the following activities as well.

A. Look at the following pictures and match them with the school subjects that can be learned with their help.

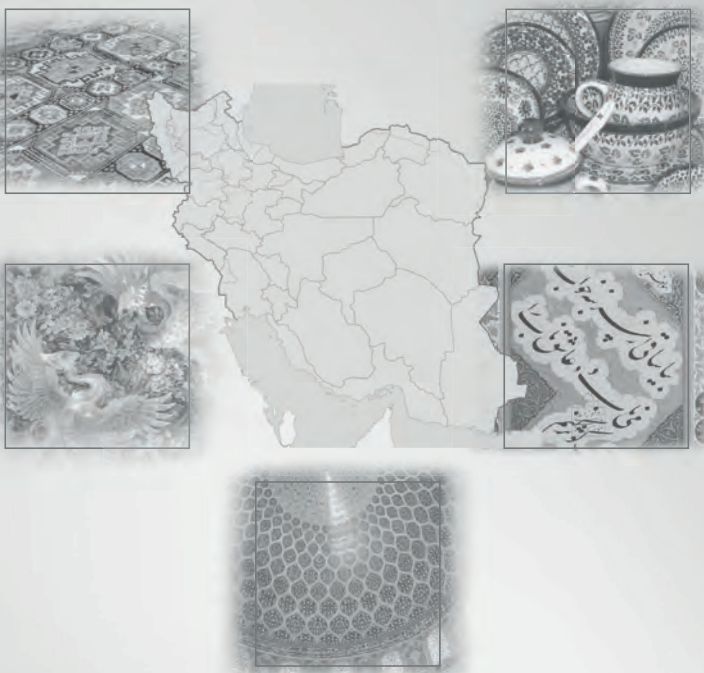
Physics, Biology, Theology, Literature, Math, Philosophy, Chemistry, English, Geography, History



B. What types of art activities do you do in your free time?

Get Ready

A. Look at the pictures. Mark two parts on the map of Iran where these artworks and crafts are made.



Now match the pictures with the following words.

- a** carpet
- b** pottery
- c** tilework
- d** painting
- e** calligraphy

3. Get Ready

Content: It has three activities: A, B, and C.

Objectives(s): Get Ready aims at familiarizing students with the theme of the lesson. It also aims at reviewing previously-learned words or presenting some new words related to the theme of the lesson.

Teaching Procedure: Go through activities A, B, and C. Introduce the theme of the lesson, art and culture by doing the activities.

Activity A consists of a task and a vocabulary exercise. The students should: (a) look at the pictures and mark two parts on the map of Iran where these artworks and crafts are made; (b) they have to match pictures with the given words.

picture 1: a

picture 5: c

picture 4: e

picture 3: b

picture 2: d

You may ask students to briefly talk about these pictures by asking the following questions:

- چرا گردشگران خارجی به فرش دستباف ایران علاقه‌مندند؟
- هنرمند نقاش چگونه با مخاطب خود ارتباط برقرار می‌کند؟
- چه هنرهایی در تزئین مکان‌های مذهبی در ایران به کار می‌رود؟

You may also ask students to do a mini research and find the English equivalents of the following types of art.

مجسمه سازی

تزیینات داخلی

فیلم سازی

عکاسی

سفالگری

B. Use the words in part A to complete the following sentences. Make the necessary changes.

1. I bought this beautiful _____ cup in Meibod.
2. The little boy was sleeping on the _____. It was soft and warm.
3. Can you read that _____? It seems to be one of Nezami's poems.
4. There is a collection of Farshchian's _____ in Astan Ghods Museum.
5. There are lots of _____ in Sheikh Lotfollah Mosque.



C. How do you feel when you look at an artwork?

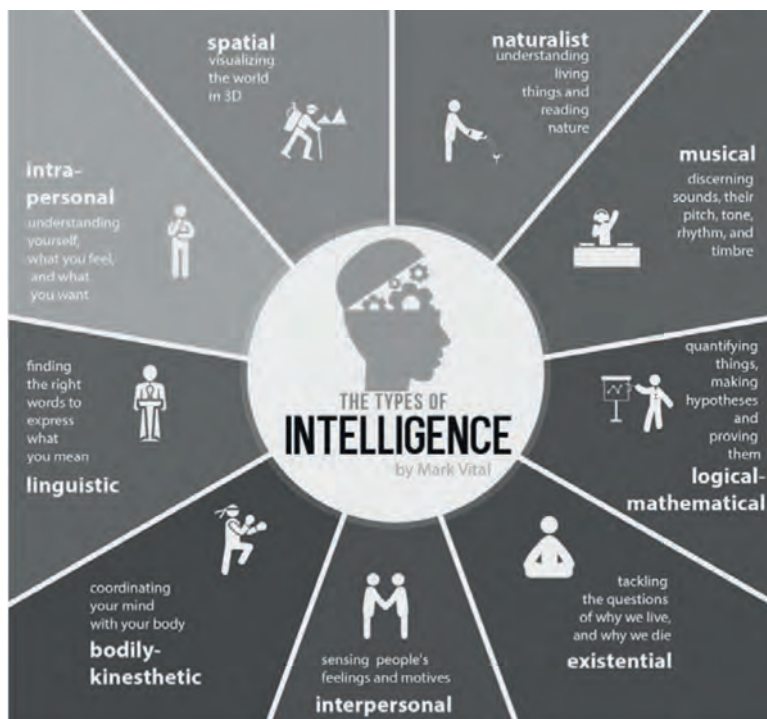
- | | |
|--|---|
| <input type="radio"/> happy and cheerful | <input type="radio"/> uncertain and worried |
| <input type="radio"/> bored and tired | <input type="radio"/> proud and hopeful |

Activity B is a vocabulary exercise. The students should use the words they learned in Part A in the sentences. They may need to make necessary changes.

- | | | |
|--------------|-------------|----------------|
| 1. pottery | 2. carpet | 3. calligraphy |
| 4. paintings | 5. tilework | |

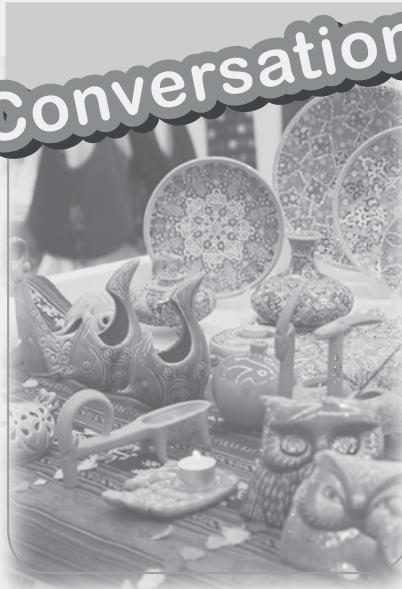
The role of art in intelligence

The relationship between art and intelligence has been a matter of conflict among scholars and researchers. One of the well-known models of intelligence that focuses on the role of art in intelligence is Howard Gardner's MIs (Multiple Intelligences). In this model, the artistic sides of people are considered as components of their intelligence (musical, spatial, bodily/kinesthetic, etc.).



Activity C is a task. It requires students to concentrate and share their feelings with others when they look at an artwork such as a painting, sculpture, or pottery.

Conversation



Listen to the conversation between Reza and a tourist.

Reza: How can I help you, sir?

Tourist: I am looking for some Iranian handicrafts.

Reza: Here you can find a range of Iranian hand-made products, from carpets to pottery and tilework, but we don't sell metalwork.

Tourist: I'd like to buy a Persian carpet, but it seems too expensive.

Reza: The price depends on its size. Instead, you can take an Isfahan Termeh or a Qashqai Gabbeh.

Tourist: Wow! How touching this Gabbeh is! How much is it?

Reza: It is 85 dollars. If you buy more than 100 dollars, you'll get a 20 percent discount. You can take this calligraphic tile for only 30 dollars.

Tourist: Well, I'll take both. Please pack them for me.

Reza: Yes, sure.

Tourist: Do you work for this shop? Who has made these beautiful items?

4. Conversation

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

The conversation of this lesson takes place in a souvenir gift shop between Reza and a foreign tourist who is visitng Iran.

Objective(s): The main function of Conversation is providing learners with ‘comprehensible input’. It also acts as the context of presenting new words/expressions and raises students’ awareness towards the structure presented in the lesson (conditional sentence type I).

Teaching Procedure: First present the words in the Word Bank.

New words can be presented using different techniques including:



Collocations: **depend on**

Using gestures or acting out: **How touching!**

Definition: **discount**

Showing pictures or photos: **product**

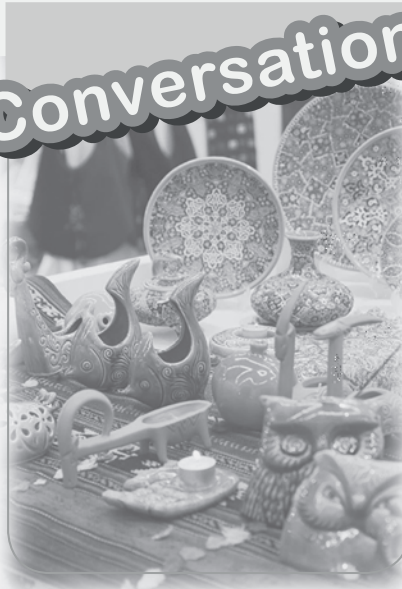
Exemplification: **pack**

Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show the picture of artists and craftsmen and craftswomen or artworks.

You may talk about the following things in the class:

- نقش هنر در فرهنگ
- نقش هنر در روابط بین‌المللی
- نقش هنر در کسب و کار ملی و بین‌المللی

Conversation



Listen to the conversation between Reza and a tourist.

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Reza: Here you can find a range of Iranian hand-made products, from carpets to pottery and tilework, but we don't sell metalwork.

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Tourist: Well, I'll take both. Please pack them for me.

Reza: Yes, sure.

Tourist: Do you work for this shop? Who has made these beautiful items?

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of pre-listening, while-listening, and post-listening.

Phase 1. Pre-listening

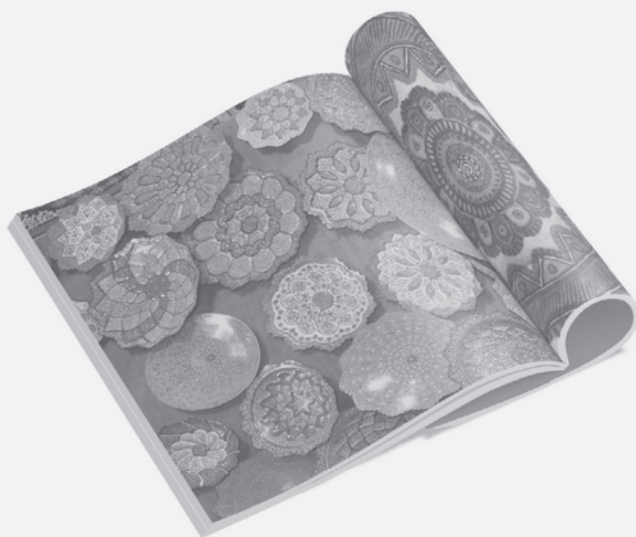
Different types of activities can be used in this phase such as:

- brainstorming: asking students to brainstorm and list the artworks they have at home or they have seen in their cities/villages
- researching: ask students to find facts about the type of artworks the people in their cities/villages make
- reading: provide students with some short texts about Persian arts

Reza: Actually, it is my father's workshop and store. I work here after school. All my family members work here to help our family business.

Tourist: Well done! How lucky you are to work in such a lovely shop. I really appreciate the culture and art of Iran.

Reza: Thank you very much. If you are interested in knowing more about our products, you can check this booklet.



Questions

Answer the following questions orally.

1. What did the tourist buy?
2. Are all Persian handicrafts expensive?
3. What is the most famous handicraft of your city or village?



The art of carpet weaving in Iran originated more than 2,500 years ago. Persian carpets and rugs were initially woven as articles of necessity to cover the floors of nomadic tribesmen, giving them protection from the cold and damp. The natural progression of the skill and craft involved in the creation of these works of art has been passed down from generation to generation over the centuries throughout periods of peace, invasion and war. As international trade developed, the variety of patterns and designs grew.

In 1949 Russian archaeologists discovered the oldest known knotted Persian carpet in the Pazyryk valley, in Siberia. Dating back to the 5th century BC, the Pazyryk carpet is a fine example of the skill which existed and has been developed and refined over the centuries among Persians. The carpet survived over two millennia preserved in the frozen weather, and is now the showpiece of the Hermitage Museum of St. Petersburg in Russia. The intricacy of this rug suggests that even at this early date, the art of carpet weaving had progressed well beyond simple rugs designed for practical purposes among Persians.

- viewing pictures: make slide shows of artistic activities
- watching movies: show a movie about the history of Persian art
- discussing: ask students to talk about art and culture

Phase 2. While-Listening

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:

- How much is the Qashqai Gabbeh?
- Do they sell metal work?
- Does the tourist find the shop interesting?

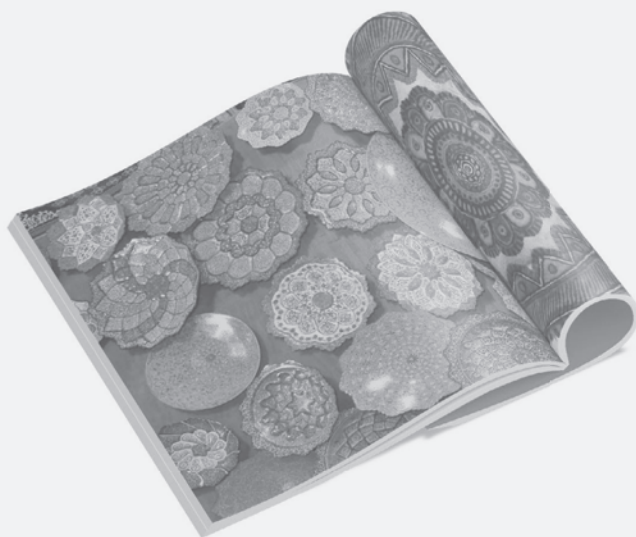
2. Check students' answers after listening.

3. If necessary, replay the audio for students to check their answers.

Reza: Actually, it is my father's workshop and store. I work here after school. All my family members work here to help our family business.

Tourist: Well done! How lucky you are to work in such a lovely shop. I really appreciate the culture and art of Iran.

Reza: Thank you very much. If you are interested in knowing more about our products, you can check this booklet.



Questions

Answer the following questions orally.

1. What did the tourist buy?
2. Are all Persian handicrafts expensive?
3. What is the most famous handicraft of your city or village?



Phase 3. Post-listening

The students should answer the questions written below Conversation orally.

Three types of questions are asked:

- **Display:** What did the tourist buy?
- **Inference:** Are all Persian handicrafts expensive?
- **Opinion gap:** What is the most famous handicraft of your city or village?



Don't change the order of activities.

New Words and Expressions



A. Look, Read and Practice.



My aunt bought a decorative wall clock.



Iran is a vast country in Southwest Asia.



Iranian craftsmen and craftswomen are hard-working people.

5. New Words and Expressions

Content: It has three parts: Part A, Part B, Part C.

Objectives(s): This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

Teaching Procedure: Go through each part and present the words using appropriate techniques.

Part A Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

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

decorative: parts of speech: décor (n.), decoration (n.), decorate (v.), decorator (n.)

vast : synonym: vast = huge

craftsmen/craftswomen: Exemplification: The original designs were made by highly skilled craftsmen (craftswomen)



He is weaving a rug.



Gold and silver are valuable metals.



Each person's fingerprint is unique.



The animal diversity of Lorestan is amazing.

Words related to art

In the following, you find some useful words related to the theme of this lesson. You don't need to teach these words, you may use them in the process of teaching different parts of the lesson.

- A** abstract, airbrush, animation, architecture, art gallery, artist, artistic, artwork
- B** brightness, brush
- C** calligraphy, canvas, cartoon, carve, ceramics, cave drawing, chalk, clay, collage, color, colored pencils, compass, contrast, craft, crayon, create, creativity
- D** decorate, decorative, design, draw, drawing
- E** erase, eraser, etching, exhibit, exhibition
- F** film, form, frame
- G** gallery, glass, graffiti, graphic design, graphite
- H** hammer
- I** illustrate, illustration, image, ink
- L** landscape, line, liner brush
- M** masterpiece, mechanical pencil, media, medium, mixed media, model, mosaic, museum
- O** oil paint
- P** paint, paintbrush, painter, painting, paint roller, palette, palette knife, paper, pastel, pen, pencil, perspective, photo, photograph, portfolio, portrait, portray, poster, pottery, print, printing
- R** realism, ruler
- S** scale, screen printing, sculpt, sculptor, sculpture, secondary color, shade, silk screen, sketch, sketchbook, stonecutting, style
- T** template, textile arts, tone, tools, tube
- V** varnish, video, visual
- W** watercolor, waterscape, wax, wheel, wood, wood carving, woodcut, woodcut print, wood engraving



B. Read and Practice.

custom: traditional or usual things that people do in an area

My uncle is interested in old local *customs*.

identity: Who or what a person or a thing is

The policeman is searching for the *identity* of that man.

reflect: to show something

This poem *reflects* the poet's love of nature.

humankind: all people

The World Wars have been really bad for *humankind*.

appreciate: : to value somebody or something

Each *society* *appreciates* its art and culture.



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

Part B, Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by 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:

custom : collocation: local/ancient/French/Persian custom

identity : collocation: national/cultural/social identity
identity crisis

reflect : parts of speech: reflection (n.), reflective (adj.), reflector (n.)

humankind: **translation**: بشر

appreciate: Exemplification: All the bad weather here makes me appreciate home.

Part C includes practices from Students' Workbook, Part II. The activities of vocabulary in Workbook are designed based on first practice, then produce.



Don't change the order of activities.

Practice:

Selecting: **Part A.** Read the 'text' and find antonyms for the following words.

Part B. One odd out.

Production:

Part C. Match the columns and write the correct forms of the words.

Part D. Scan the 'text' for the suffixes of -ing and -ly.

Part E. Complete the following verbs with a suitable noun.

Reading



Art, Culture and Society

Art is what people create with imagination and skill. As a part of culture, it shows the way of life and identity of a nation and reflects the history of a society. In fact, the history of humankind is the history of art. If we want to know a country or a nation well, we should study its art.

Handicrafts are good examples of the art and culture of a country. By handicrafts, we mean making decorative items in a skillful way using our hands. Each country and culture has its own handicrafts.

Making and selling handicrafts are good ways to help a country's economy and introduce its culture to other nations. Many people of the world produce handicrafts and sell them to tourists. In some Asian countries a part of the country's income comes from making and selling handicrafts.

Iran has a five-thousand-year-old history of artistic works and handicrafts including pottery, painting, calligraphy, rugs and carpets,

etc. If you travel across Iran, you'll get back home with excellent handicrafts as souvenirs for your family and friends.



6. Reading

Content: Reading page has a picture, a title, and a Reading Strategy Box.

The reading of this lesson is about art, culture and society. It talks about how art and culture are related to the history and social structure of different nations.

Objective(s): The main function of Reading is providing learners with ‘comprehensible input’. It also acts as the context of practicing newly learned words/expressions and raises students’ awareness towards the structure presented in the lesson (conditional sentence type I). Further, it provides students with some factual information about art, culture, and society.

Teaching Procedure: There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of pre-reading, while-reading, and post-reading.

Phase 1. Pre-reading

The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

Phase 2. While-reading

The students should read silently and emphasis on oral reading should be avoided. The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- What is art?
- How can art help the economy of a country?
- Why are Iranian artists famous?

Reading



Art, Culture and Society

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etc. If you travel across Iran, you'll get back home with excellent handicrafts as souvenirs for your family and friends.



You may also ask students to use the reading strategies scanning and skimming they have learned in Lessons 1 and 2 while they are reading the text. To help them do that, you may ask some questions whose answers are found by scanning/skimmming the text.

Examples:

- What is the main idea of paragraph 3?
- Scan the text for the word 'Persian' and underline the nouns that are used after it.
- Scan the text and find the name of two provinces of Iran.

Iranian art is also quite famous all around the world. There are very excellent collections of Persian art in many important museums of the world. If we want to name countries with richest art and cultural diversity, Iran is among them. Persian art is famous in the world for reflecting moral and social values of Iranian people and the natural beauty of this vast country.

Iranian craftsmen and craftswomen are famous for producing very unique artworks from wood, metal and other simple materials around them. Many people of the world appreciate the art and skill of a young Iranian girl who weaves a beautiful silk carpet in a small village of Azarbaijan or Kordestan. When tourists buy Persian rugs or carpets, they take a part of Iranian art and culture to their homelands.

Reading Strategy

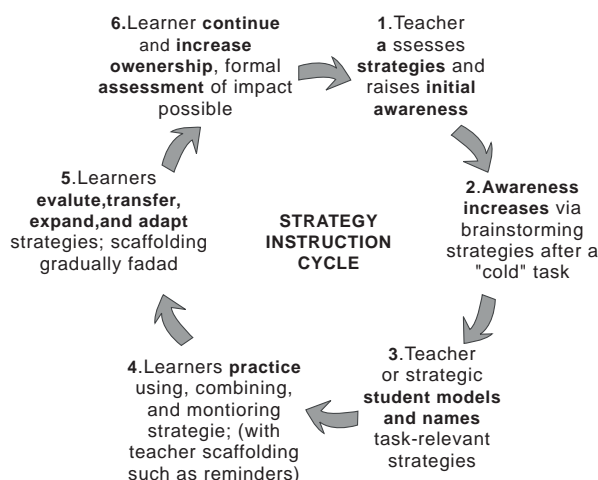
Recognizing Reference Words

We use reference words instead of repeating the names of people, places, ideas, or other things. Follow these steps to find reference words.

- Read the text.
- Look out for common reference words like 'it, they, them, this, those, that, etc'.
- Look at sentences nearby especially the former ones to find what they refer to.

Reading Strategies

In this lesson students learn ‘to recognize reference words’. While reading a paragraph the readers may face a number of reference words (e.g., pronouns) the writer has used to develop the idea and to avoid repetition. Recognizing reference words helps readers understand the meaning better and faster (Rahimi, 2009). In order to teach ‘recognizing reference words’, you need to follow the Oxford’s cycle (Oxford, 2011, p. 184):



You may review different types of English pronouns students have learned previously to help them apply this strategy more efficiently.

Subject Pronouns	Object Pronouns	Possessive Pronouns	Reflexive Pronouns
I	me	mine	myself
you	you	yours	yourself
he	him	his	himself
she	her	hers	herself
it	it	its	itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

Reading Comprehension

A. Read the *Reading*. Use the above strategy to find what these words refer to.

1. it (paragraph 1, line 2):
 2. its (paragraph 2, line 3)
 3. them (paragraph 3, line 3)
 4. them (paragraph 5, line 4)
 5. they (paragraph 6, line 6)
-

B. Scan the *Reading* to find the following information.

1. What does art reflect?
 2. How can we help the economy of our country?
 3. Why is Persian art famous?
-

C. Read the following sentences. Find each idea in the *Reading* and then write the number of the paragraph that discusses it.

1. Making and selling handicrafts help a country's economy.
Paragraph
2. Many people in the world value the art and skill of Iranian artists.
Paragraph
3. Handicrafts can show the art and culture of a nation. Paragraph

Phase 3. Post-listening

Post-reading activities are organized in next section labeled Reading Comprehension.

7. Reading Comprehension

Content: It has three parts: parts A, B, and C.

Objective(s): Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'recognizing reference words'.

Teaching Procedure: After silent reading and teaching how to use reading strategy 'recognizing reference words', the teacher may give students some time to work on parts A, B, and C.

Activity A is a reading strategy practice that focuses on recognizing reference words in the text. The students should read the Reading again and find what the given pronouns refer to in the given paragraphs.

1. **it** in paragraph 1, line 2 refers to '**art**'
2. **its** in paragraph 2, line 3 refers to '**each country**'
3. **them** in paragraph 3, line 3 refers to '**handicrafts**'
4. **them** in paragraph 5, line 4 refers to '**countries**'
5. **they** in paragraph 6, line 6 refers to '**tourists**'

Activity B is a reading strategy practice that focuses on scanning. The students should scan the Reading and find the given information.

1. It reflects the history of a society
2. Making and selling handicrafts are good ways to help a country's economy
3. Persian art is famous in the world for reflecting moral and social values of Iranian people and the natural beauty of this vast country.

Activity C is a reading strategy practice that focuses on 'skimming'. The students should read the sentences and find their ideas in the Reading.

1. Paragraph 3
2. Paragraph 5
3. Paragraph 2

Vocabulary Development

ANTONYMS

Antonyms are words that have opposite meanings. Sometimes antonyms are very different words, for example 'true' and 'false' or 'hot' and 'cold'. Other times, they are made by adding or changing prefixes or suffixes, for example, 'like' and 'dislike' or 'careful' and 'careless'. Learning antonyms is a good way to develop our vocabulary.

A. Write a word in each blank that is the opposite of the words in the left column.



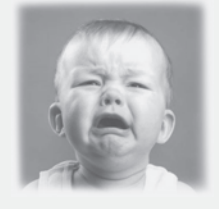
cold



fast



happy



8. Vocabulary Development

Content: It has a Definition Box, and three activities: A, B, and C.

Objective(s): Introducing antonyms in English language.

Teaching Procedure: First go through the Definition box to introduce antonyms. You may write some familiar words on the board and ask students to find their antonyms.

Examples: sad/happy big/small
 kind/cruel careful/careless

Then Go through parts A, B, and C.

Definition Box 1 defines and exemplifies antonyms.

Activity A is a completion exercise. The students (a) should look at the pictures on the right, (b) read the words, (c) find the opposite of the words, and (d) write them in the left columns besides the correct picture.

1. cold: picture 1, hot
2. fast: picture 2, slow
3. happy: picture 3, sad (upset)

Optional

You may ask students to do the following activities in the class.

A. Ask students to look around the class and find words that have opposite meanings and make sentences with them. To emphasize the contrast, the students may use 'but' between the sentences.

The blackboard is black but the whiteboard is white.

Amir is happy but Mohsen is unhappy.

My bag is small but Sima's bag is big.

Roya's pencil is long but Sahar's pencil is short.

B. Ask students to act out the following opposite adjectives.

happy/unhappy

relaxed/nervous

bored/interested

calm/nervous

B. Two of the words in each group are antonyms. Find them.

- a) start/ finish/ decrease/ produce
- b) quickly/ sadly/ greatly/ slowly
- c) rise/ move/ reflect/ fall
- d) cheap/ famous/ expensive/ interesting

C. Look back at the *Reading* to find synonyms and antonyms for the words.

- a) In paragraph 1, find a synonym for 'reflect':
- b) In paragraph 3, find an antonym for 'buy':
- c) In paragraph 5, find a synonym for 'well-known':
- d) In paragraph 6, find an antonym for 'ugly':



Activity B is a vocabulary exercise. The students should find two words in each group that are antonym.

(a) start/finish

(b) quickly/slowly

(c) rise/fall

(d) cheap/expensive

Activity C is a vocabulary/strategy exercise. The students should look back at the Reading, scan the text and find synonyms/antonyms of the given words.

(a) show

(b) sell

(c) famous

(d) beautiful

Optional

You may design some games to practice synonyms and antonyms.

Example: Ask students to make flashcards and post them on the board. Ask students to come to the board and match the cards of synonyms or antonyms.



Grammar

A. Read the following text.



Our neighbor is a craftsman. I love his beautiful artworks. Whenever I see his works, I say to myself, "when I grow up, I will become an artist like him". One day he told me: "Amir, are you really interested in art? **If** you enjoy art, you will become a good artist. Most people like art, but some do not understand it. **If** you do not see any special thing in a pottery, you won't appreciate its value. **If** you do not appreciate the value of art, you cannot become a successful artist. You will just make things. **If** you really like art, you will need two things in the future: education and experience. Study hard, work hard, and create things to make people happy."

9. Grammar

Content: It has seven parts, from A to G.

Objective(s): The main goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen-Freeman, 2014, p. 258). As a result, the three components of Freeman’s pie chart will focus on form, meaning, and use (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).

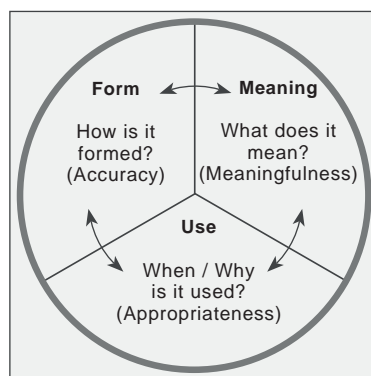


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

Therefore, the teaching of grammar starts with Activity A and ends with Activity G.

Activity A is an input flooding activity. In this section one text is provided with lots of examples of the grammatical structure ‘conditional sentence type I’. The vocabulary of the text is controlled and students are supposed to just read the text and notice the new structure, ‘conditional sentence type I’.

Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

B. Read the following examples.

If you study hard,
If my friends come,
If Reza goes to Rey,

you will pass the exams.
I will become happy.
he will visit the bazaar.

I'll phone you
You'll hurt yourself
Maryam will get a prize

if I have time.
if you jump into the river.
if she answers the question correctly.



C. Tell your teacher how 'conditional sentences' are made.

D. Read the *Conversation* and underline all 'conditional sentences'.

Activity B presents grammatical items in isolation. The teacher may

- Explain the tables briefly.
- Ask students to go through the examples written in the tables.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework.

1. In form wedge, you need to tell students how a particular construction is put together.

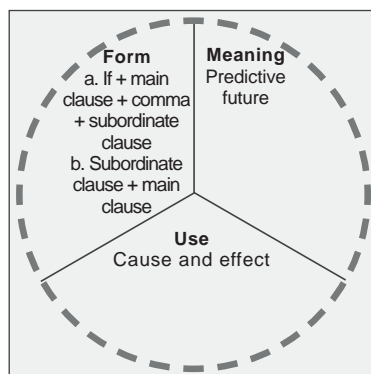
a. If + main clause + comma + subordinate clause

b. Subordinate clause + if + main clause

2. In semantic wedge, what a grammar construction means is dealt with. Conditional sentence type I means:

Predictive future, a condition exists and an outcome is predicted

3. In Pragmatic wedge, the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text conditional sentence type I fulfills cause and effect function / predicting.



Activity C encourages students to induce the way ‘conditional sentence type I’ is made.

Activity D is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to the Reading, find all ‘conditional sentences type I’ and underline them. The students can use highlighters to do this activity as well.

- Ask students to take a red pencil or highlighter.
- Ask them to underline/circle present perfect tenses.

Conditional sentences of the Reading are:

If we want to know a country or a nation well, we should study its art.

If you travel across Iran, you’ll get back home with excellent handicrafts as souvenirs for your family and friends.

If we want to name countries with richest art and cultural diversity, Iran is among them.

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

I sometimes think about my future job. I want to have a job to help the people of my country. When I (grow up / will grow up), I (become / will become) a teacher. I will work hard and help children. If I (teach / will teach) well, my students (learn / will learn) many things. If they (study / will study) hard, they (become / will become) successful in their lives. They can have good jobs in the future. They may become teachers, nurses, farmers, and artists. If my students (become / will become) successful, I (feel / will feel) happy and satisfied. This helps people to have a happier life.



F. Pair up and talk about the things you will do or will happen in the following conditions.

1. If it rains tomorrow,
2. If I study hard for my exams,
3. If we go to Noshahr this Friday,
4. If I eat so much junk food,
5. If I get a good mark,

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

Activity E is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the text and choose the correct forms of verbs.

grow up/will become/teach/will learn/study/will become/become/will feel

Conditional Sentence Type I

Different forms, meanings, and functions of conditional sentence Type I are summarized in the following table. As you may notice, in Vision 3 just ‘predictive future’ is focused on.

Form(s)	Meaning(s)	Function(s)
a. If + main clause + comma + subordinate clause b. Subordinate clause + main clause c. Inversion d. pro-forms (using if so or if not instead of if clause).	Factual: a. Generic: scientific texts, both verbs simple present If you boil water, it vaporizes. b. Habitual: habitual relationship (informal), both verbs simple present or past If I wash the dishes, Sally dries them. C. Implicit inference: time-bound relationships, occur with modals If smog can be licked in LA, it can be licked anywhere. d. Explicit inference: If someone’s at the door, it must be Peter. e. Future (predictive) conditional sentences: prediction scale: Will, be going to: certain Should: probable May: possible stronger than might Might: possible weaker than may	Type I The most frequent ones: -Generic -Future -Explicit inference

Activity F is a communicative activity that asks students to talk about the things they will do or will happen in the given conditions. The students are required to use ‘conditional sentence type I’ in their conversations.

Activity G provides students with more exercises. The students have to refer to their Workbook, Part III (Grammar), and do parts A and B.

Part A is a structural activity. The students should fill in the blanks with the correct forms of the verbs, using ‘conditional sentence type I’.

Part B is a communicative activity. The students should complete the sentences based on their personal experiences or opinions. They need to use ‘conditional sentences type I’.

See Also

Past participles

Read the following examples.

Amir is **bored** with his present job.

Mina **got amused** by the story.

I'm totally **confused**. Would you please explain it again?

He often **gets depressed** about his weight.

I'm so **excited** that we're going to Yazd.

To tell the truth, I **was frightened** to death.

I've always **been interested** in football.

They **were greatly surprised** at the news.

I'm **tired** of watching television; let's go for a walk.

9. Grammar

Content: It has one table with examples.

Objective(s): The aim of this part is teaching another grammatical point briefly and to the point.

Teaching Procedure: Go through the table and teach the structure based on the 3-dimensional model of teaching grammar.

See Also focuses on introducing some frequent and useful ‘past participles as adjectives’. To teach this grammatical point, use the 3-dimensional grammar pie.

1. In form wedge, introduce the form:

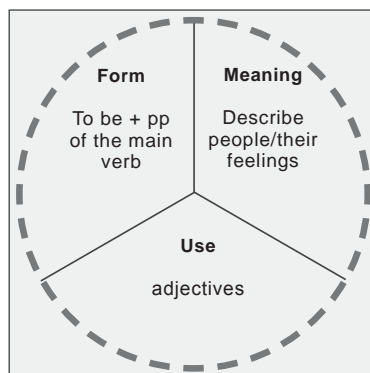
To be + past participle of the main verb

2. In semantic wedge, introduce the meaning of ‘past participles’. Past participles as adjectives

describe people and/or their feelings

3. In Pragmatic wedge, Explain the function of ‘past participles’:

They function as adjectives to show how people are, feel or think.



Listening and Speaking

Speaking Strategy

Talking about conditions and future results



A. We use 'will' with 'if' to talk about what will happen in the future if certain conditions are met at the present time.

- We want to buy a new store.
- Really, what for?
- We want to make and sell more pottery work.
- I've heard people are really interested in your work.
- Yeah, if everything goes well, we will open the new store in June.



You may use the following to talk about conditions and future results.

If everything goes well, I will.....

If all goes well, they will

If our plans work, we will.....

11. Listening and Speaking

Content: It has two parts, A and B.

Objective(s): The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, ‘conditional sentence type I’.

Teaching Procedure: The teacher should review the grammatical structure of this lesson (conditional sentence type I) by reminding students of the three dimensions of the structure (form, meaning, function). The emphasis should be put on the predictive function of ‘conditional sentence type I’ and how it can be used to talk about the present conditions and future results. Following that, the teacher should draw students’ attention to the speaking strategy of this lesson:

Talking about conditons and future results

Then the teacher goes through Parts A and B.

Part A is a short conversation in which ‘conditional sentence type I’ is used to talk about the present conditions and future results.

The related structures used are:

If everything goes well, we will open the new store in June.

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page.

Then explain how the strategy is used in sample dialogues. Present other sample dialogues, if necessary, and ask students to notice how ‘conditional sentence type I’ is used to talk about the present conditions and the future results.

B. Listen to the following conversations and fill in the blanks.

Conversation 1



1. They are going to
2. If all goes well,

Pair up and ask your friends about the things they have to do now to achieve something in the future. You may use the verbs in the box.

become a doctor in the future, go to Marivan in Norooz,
buy a new computer next year

Conversation 2



1. Mohammad is going to
2. Amir is going to

Pair up and ask your friends about the things they have to do now to achieve something in the future. You may use the verbs in the box.

take part in charity, study Physics, visit historical sites of Hamedan

Part B consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then fill in the blanks. The aim of this practice is making students aware of the speaking strategy, talking about future results.

Conversation 1

Mohadeseh: We are planning to have an exhibition of Persian art in Paris.
Pardiss: Wow! I'm amazed to hear that.
Mohadeseh: It's really cool, but, not so simple. There are lots of things to do.
Pardiss: When is it going to be?
Mohadeseh: If all goes well, we will have the exhibition next spring.
Pardiss: Good! If you need me, I will be honored to help.
Mohadeseh: Oh yes, when we prepare our first plans, we will certainly call you.

1. They are going to have an exhibition of Persian art in Paris.
2. If all goes well, they will have the exhibition next spring.

Conversation 2

Mohammad: Did you see the notice of science Olympiad?
Amir: Yes, there will be an exam next summer.
Mohammad: Are you going to participate in it?
Amir: I'm studying hard now. If everything goes well, I will take part in it.
Mohammad: Is a difficult exam?
Amir: No, but it needs a lot of hard work.
Mohammad: Can I be a part of it, too?
Amir: Yes, if you are interested in that, I will help you.
Mohammad: Oh, yes. I would love that. Thank you very much.

1. Mohammad is going to try the science Olympiad.
2. Amir is going to help Mohammad.

After each conversation, there is a role play activity. Here, the students have to pair up and use the clues in the boxes to make new conversations. They are required to use the taught strategy.

Pronunciation



A. Listen to the following sentences. A part of the sentence has a rising intonation, another part of it has a falling intonation.

1. If I get the money, ↗ I will buy a new mobile phone. ↘
2. We'll get to school late ↗ if the bus does not come on time. ↘
3. If the kids answer the questions, ↗ the teacher will give them a prize. ↘
4. You'll get a good job ↗ if you work hard. ↘

Both rising and falling intonations are used in conditional sentences.

B. Listen to the sentences and draw upward or downward arrows for rising and falling intonations.

1. If it snows, people will drive carefully.
2. If I earn enough money next year, I will buy a new car.
3. She will pass the exam if I help her.
4. If you eat healthy food, you will live longer.

11. Pronunciation

Content: It has two parts: A and B.

Objective(s): Pronunciation aims at presenting ‘the intonation contour of conditional sentence type I’. The students should be able to both recognize and produce intonation contours in oral conversations.

Teaching Procedure:

1. Description and analysis

- Play the audio of Part A.
- Ask students to listen to the CD several times.
- Then briefly explain the rules:

Both rising and falling intonations are used conditional sentences.

2. Listening discrimination:

-Read the sentences in Part B. Ask students to draw upward or downward arrows for rising and falling intonations.

1. If it snows, people will drive carefully. ↘
2. If I earn enough money next year, I will buy a new car. ↘
3. She will pass the exam if I help her. ↘
4. If you eat healthy food, you will live longer. ↘

3. Controlled practice:

-Read sentences in Part A and Part B and ask students to repeat them after you.

4. Guided practice:

Ask students to read sentences in Part A and Part B with appropriate intonation contours.

5. Communicative practice:

Ask students to pair up and make conversations to personalize the sentences of parts A and B.

Writing

Infinitives



To learn a language can be interesting.

Hamed wants to learn a language.

An infinitive is the 'to' form of a verb, for instance, the infinitive form of 'study' is 'to study'.

Infinitive as Subject

You can use an infinitive as the subject of a sentence:

■ To smoke is very bad for everyone.

But its gerund form is more natural:

■ Smoking is very bad for everyone.

Infinitive as Object

We can also use infinitives as an object of a sentence.

■ I like to watch this movie.

■ She wanted to buy an Iranian handicraft.

12. Writing

Content: Writing has two parts, three activities (A to C), and one Hint.

Objective(s): In this lesson, Writing aims at helping students understand the structure of infinitives and its functions and types. Since having a strong knowledge of this structure as a common one in English language will better equip students to write more naturally, the students are expected to master it well. Thus, they are expected to be able to identify its types and usages.

Teaching Procedure: The teacher is expected to go through each section and first present the definitions and the information provided, then do the exercises.

- **Part One** presents a simple definition of ‘infinitive’, its structure and then deals with its first type, namely ‘infinitive as subject’.

- At this point, you can write the two examples on the board.

- **To learn** a language can be interesting.

- Hamed wants **to learn** a language.

- Focus students’ attention on the examples.

- Say students that infinitive is formed by the to+ verb.

- Regarding its first type, you can add this example too.

- **To smoke** is very bad for everyone.

- Now ask students to use the guideline presented in Lesson One for identifying the subject.

- They will find that ‘to learn’ and ‘to smoke’ are subjects.

- Now, remind them that as subject, using gerunds is more natural than using infinitives.

- Thus, the followings are more suitable:

- **Learning** a language can be interesting.

- **Smoking** is very bad for everyone.

Writing

Infinitives



To learn a language can be interesting.

Hamed wants to learn a language.

An infinitive is the 'to' form of a verb, for instance, the infinitive form of 'study' is 'to study'.

Infinitive as Subject

You can use an infinitive as the subject of a sentence:

■ To smoke is very bad for everyone.

But its gerund form is more natural:

■ Smoking is very bad for everyone.

Infinitive as Object

We can also use infinitives as an object of a sentence.

■ I like to watch this movie.

■ She wanted to buy an Iranian handicraft.

- **Part two** introduces the second type of infinitives, namely ‘infinitive as object’.

- At this point, you can write the two examples on the board.

■ I like **to watch** this movie.

■ She wanted **to buy** an Iranian handicraft.

- Focus students’ attention on the examples.

- Ask students to use the guideline presented in Lesson One for identifying the subject.

- They will find that the infinitives are objects.

After some verbs we use infinitives. The most common ones are:

choose
decide
want
promise
forget
wait

expect
remember
try
attempt
agree
learn

A. Complete the following sentences with the gerunds or infinitives of the verbs in the box.

learn leave make give catch turn off

- 1) I went home after _____ the school.
- 2) I have decided _____ Spanish.
- 3) We can't learn English without _____ mistakes.
- 4) Mahboobeh bought some flowers _____ to her mother.
- 5) Remember _____ the lights.
- 6) I ran fast _____ the bus.



- Now say that while, as noted in the previous lesson, we use gerunds after some verbs, after some verbs, the infinitive is used.

- First you can read the verbs and then provide the students with some examples as follows:

■ I forgot to call you.

■ He attempts to do his homework well.

- Now you can ask the stronger students to give some examples.

Activity A asks students to complete the sentences with appropriate gerunds and infinitives.

- Have students read the directions and work individually.

- Remind students that after some verbs and also after the prepositions, the gerund is used.

- Have students also focus their attention on the spelling of gerunds.

- Check answers with the class.

1- leaving

2- to learn

3- making

4- to give

5- to turn off

6- to catch

As an extra activity, you can ask students to complete the following sentences in their own words:

- I promise

- Finally, my mother agreed.....

- Her grandmother decided

- Our teacher wants



We make negative infinitives with *not + to + verb*.

- I told the children *not to make* so much noise.
- My dad tries *not to forget* the phone numbers.

We can use infinitives after some adjectives.

- She became happy *to see* her classmate after ten years.
- Ali was really sad *to leave* us soon.



Hint deals with two important points.

1) The negative form of the infinitives is introduced as follows: ‘

not+to+verb’

- You can read the examples or write them on the board.
- Focus students’ attention on the negative structure.
- For more practice, you can write some examples and ask students to make them negative.

2) The use of infinitives after some adjectives is introduced.

- You can read the examples or write them on the board.
- Focus students’ attention on the structure of ‘adj + infinitive’.
- For more practice, you can add some examples.



- Remember that infinitives come after some certain adjectives. They are as follows:

amazed / amazing/ angry/ astonished/ astonishing/ awkward/ brave/ careless/
clever/ cowardly/ crazy/ delighted/ difficult/ disappointed/ disgusted/
easy/ extraordinary/ funny/generous/glad/ happy/ hard/ honest/ horrified/
impossible/ kind/ nice/ odd/ pointless/ relieved/ ridiculous/ rude/ sad/ selfish/
silly/ sorry/ strange/ stupid/ surprised/ wicked/ wise.

Some other common adjectives are:

careful

certain

glad

shocked

sorry

amazed

ashamed

fortunate

lucky

surprised

B. Using five adjectives from the above, write five sentences with infinitives about yourself.

1.

2.

3.

4.

5.

C. Read the *Reading* and find all gerunds and infinitives.



- Read the common adjectives provided here.
- You can use some of the adjectives to make some sentences as:
- It's amazing to see you again.
- I am ashamed not to call you.
- He is really glad to meet his teacher.

Or ask students to use the adjectives provided and make sentences with them.

- Allow them to compare answers in pairs before it is checked with the class.
- Have a few students read their answers.

Go to Part V of Workbook. Ask students to do the exercise B.

Activity B is a writing exercise. Have students work individually to write sentences. Check answers and introduce the best ones.

Go to Part V of Workbook. Ask students to do the exercises A and C.

Activity C as a recognition exercise asks students to find all gerunds and infinitives in the Reading.

- Have students read the directions and work individually.
- Check answers with the class.
- Gerunds: making, selling, reflecting, producing.
- Infinitives: to know, to name

Go to Part V of Workbook. Ask students to do the exercise D.



A. Listen to the first part of a report.

1. Fill in the blanks based on what you've just heard.

Art is helpful

People can make

2. Listen again and take note of all 'if clauses'.

B. Now read the rest.

Art can improve people's physical, mental, and emotional wellness. If people use their art skills in a right way, they will be able to communicate their feelings. They will understand their family and friends better. Art can help people have better relationship with each other. The power of art decreases the risk of many illnesses such as heart attack. If people practice art, they will get along with their stress and enjoy the pleasure of making artwork. You can try this by drawing simple things or making simple objects. You will see its power!

3. What does 'their' in line 2 refer to? What does 'its' in the last line refer to?

4. Underline all 'conditional sentences'.

C. Work in pairs. Ask and answer.

Can everyone make artwork?



How does art help us understand our family?



Have you ever visited an art gallery?



13. What you learned

Content: It has three parts, A, B, and C.

Objective(s): What You Learned aims at providing students with ‘fluency activities’ and giving students the opportunity to put together whatever they have learned.

Teaching Procedure: Go through each part and work on activities.

Part A is a listening task. Students should listen to a report and fill in the blanks.

Art is not just something beautiful. There is so much power in art. Recent studies show that art is helpful for curing diseases. If sick people practice art, their health condition gets better. Art does not need any special ability and everyone can make artworks with simple things like pencils, chalk, and paint. If sick people communicate their feelings with simple artworks, their stress and pains will decrease.

1. Art is helpful in curing the sick.

People can make simple artworks to communicate their feelings.

2. If sick people practice art...

If sick people communicate their feelings with simple artworks...

Part B is a reading task. The students should read the rest of the report. Then they have to recognize reference words and scan the text to find all ‘conditional sentences’.

3. **their** in line 2 refers to ‘**people**’. **its** in the last line refers to ‘**art**’.

4. If people use their art skills in a right way....

If people practice art, they will get along with their stress and...

Part C is a role play. Ask students to take role and practice.

A: Can everyone make artwork?

B: Sure, everyone can do that.

A: How does art help us understand our family?

B: We can understand their feelings.

A: Have you ever visited an art gallery?

B: Yes/No



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

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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معلمان محترم و صاحب نظران گرامی می توانند نظر اصلاحی خود را درباره مطالب این کتاب از

طریق نامه به نشانی تهران - صندوق پستی ۱۵۸۷۵/۴۸۷۴ - گروه درسی مربوط و یا پیام نگار (Email)

talif@talif.sch.ir ارسال نمایند.

دفتر تالیف کتاب های درسی عمومی و متوسطه نظری