

Lesson 1

Sense of Appreciation



Lesson 1: Sense of Appreciation (15–41)

Get Ready

Introduction to the Lesson

Conversation

Talking about a Great Person

New Words & Expressions

Learning Vocabulary of Reading

Reading

Respect your Parents Reading Strategy (Question generation) Reading Comprehension

Vocabulary Development

Collocations

Grammar

Passive Voice See Also (Tag questions)

Listening & Speaking

Eliciting Agreement and Signaling Uncertainty

Writing

Compound Sentences

What You Learned

Review Lesson 1

General Objectives of this lesson

- Familiarizing students with the theme ‘Sense of Appreciation’
- Making students aware of the value of kindness, helping other people, and respecting elders.
- Informing students of the importance of taking good care of their parents and listening to their advice.

LESSON 1

Sense of Appreciation

Interesting Facts:

- Helping others lowers blood pressure.
 - Kindness boosts energy and strength in elderly people.
 - Teenagers who help others are more successful in life.
 - Listening to the advice of older people improves our lives.
 - Taking care of grandchildren increases brain function and memory.
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1. The Title Page

Content: This is the first page of the lesson. It has five interesting facts about the main theme of this lesson: ‘sense of appreciation’.

- 1- Helping others lowers blood pressure.**
- 2- Kindness boosts energy and strength in elderly people.**
- 3- Teenagers who help others are more successful in life.**
- 4- Listening to the advice of older people improves our lives.**
- 5- Taking care of grandchildren increases brain function and memory.**

Objective(s): Title Page gives some factual information to students about ‘sense of appreciation’ and its important role in improving the quality of life.

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

You can also ask the following questions in English or Persian:

- ۱- کسی در این کلاس با پدریزگ یا مادریزگ خود زندگی می کند؟ چگونه به آنها احترام می گذارید؟
- ۲- چرا باید به نصیحت افراد با تجربه گوش کنیم؟
- ۳- چگونه می توانیم به پدر و مادر خود نشان دهیم که قدر زحمات آنان را می دانیم؟
- ۴- انتظار دارید دوستان شما با شما چگونه رفتار کنند؟ خود شما با دوستانتان چگونه رفتار می کنید؟



Optional

You may do the following activity as well.

Ask the students to check the statements that describe a grateful kid. Then talk about each description in the class.

- says ‘thank you’ when receiving a gift
- keeps nagging about the things his or her parents can’t afford to do
- is generous and helps others
- is selfish and self-centred
- cares about others especially weak and old people



2. The Impact Page

Content: It consists of four pictures related to the theme ‘sense of appreciation’ and the way people can have better lives by caring about each other.

- Helping and supporting each other
- Spending time together as a family
- Blood donation
- Taking care of elders

Objective (s): It gives general background on the theme of the lesson. It also shows different lifestyles people can live to experience better time with their families and friends. They may enjoy their lives by being thankful to their parents and showing kindness to others.

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

تصویر ۱. چرا کوهنوردی یک ورزش تیمی است؟ در ورزش‌های تیمی افراد چگونه برای رسیدن به هدف خود و تیم خود به یکدیگر کمک می‌کنند؟

تصویر ۲. مزایای گذراندن اوقات فراغت با افراد خانواده و خویشاوندان چیست؟

تصویر ۳. چه دلیلی برای اهدای خون وجود دارد؟ چرا برخی از افراد با ایشاره و از خود گذشتگی به دیگران کمک می‌کنند؟

تصویر ۴. فرزندان در قبال پدر و مادر خود چه وظایفی دارند؟ اگر پدران و مادران ما در دوران سالخوردگی تنها بمانند چه بر سر آنها خواهد آمد؟



Optional

You may do the following activity as well.

Ask students to read the following quotes, think about them and discuss their points in pairs/groups. Then ask them to share what they find interesting with the class.

1- One who is more beneficial to others, is the most loved by Allah. -*The Holy Prophet*

2- There are two ways to live a pleasant life, either in someone's heart or in someone's prayers -*Imam Ali (PBUH)*

3- To get the full value of joy, you must have someone to divide it with. -*Mark Twain*

4- There is more hunger for love and appreciation in this world than for bread. - *Mother Theresa*

5- We must find time to stop and thank the people who make a difference in our lives. -*John F. Kennedy*

Get Ready

A. Look at the following pictures and check (✓) appropriate behaviors.



Match the selected pictures with the following sentences.

1. Children should respect their parents.
2. We have to take care of elderly people.
3. Family members should listen to each other.
4. We can help many people by donating what they need.

3. Get Ready

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

Objective(s): ‘Get Ready’ aims at familiarizing students with the theme of the lesson. It also aims at reviewing 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, *sense of appreciation*, by doing the activities.

Activity A is a pedagogical task. The teacher has already introduced the topic to students. More questions can be asked in both English and Persian to arise students’ attention and interest to the topic ‘*sense of appreciation*’.

- Name 3 ways by which you can show your love to your parents?
- Why are old people precious members of the society?
- Is it respectful to shout at our teachers?

Now, the students should look at the pictures which are related to the theme of the lesson and match them with the sentences.

Picture 1: 4

Picture 3: 1

Picture 2: 3

Picture 4: 4

You may also ask students to talk in groups and think of ‘simple acts of kindness’ and ‘good deed’. Discuss their ideas in the class. See some examples below:

- 1- Take five minutes to send postcards to sick children who are fighting serious illnesses.
- 2- Encourage someone to pursue their dreams. And, help them achieve their goals.
- 3- Think of the amazing people in your life. Take an hour to write those people a letter telling them why they are awesome.
- 4- Contribute a small sum of money to grant a wish of a foster kid.
- 5- Pay for someone’s dinner.
- 6- Take flowers to the nursing station at a hospital -for the nurses.
- 7- If you see someone who looks lost and might need help with directions, don’t wait for him/her to ask you for help.
- 8- Allow your friends to help you. Let them enjoy performing an act of kindness.
- 9- Read books to your grandparents.
- 10- Buy presents for poor children before Norooz.

B. Why are these people famous?

1. Rizali Khajavi

2. Hassan Omidzadch

3. Jabbar Bagheban

4. Abbas Babaci

How do you feel when you read about these people?

C. Write appropriate nouns after the following adjectives. Then check (✓) the positive adjectives.

a polite

a cruel

some lazy

two kind

a loving

some careful

Activity B is a general information gap activity. The students should answer the questions about some Iranian heros. They may need to do a mini research about these people and then share their stories with the class.



Rizali Khajavi

Rizali Khajavi (Dehghan-e Fadakar) is known as a national hero and his story is taught in Iranian schools. In a cold winter, he took off his coat and tied it to a stick and set it on fire while running toward an express train screaming danger to draw the train driver's attention to the landslide. The driver managed to stop the train and a tragic accident was prevented.



Hassan Omidzadeh

Hassan Omidzadeh was a devoted teacher who worked in a primary school in a small village in the north of Iran. One day the school caught fire and his 30 students were stuck in the fire. He risked his own life to save the kids. He was severely burnt and struggled with the injuries of the burn wounds for many years. He passed away 15 years after the accident.



Jabbar Baghcheban

Jabbar Baghcheban is well known for opening the first Iranian kindergarten and the first deaf school for Iranian kids. He is the author of the book 'Method of Teaching the Deaf' in which he explained his unique method of teaching the deaf, known as 'oral hand alphabet system'. He devoted his life to speech training of Iranian deaf students. There are plenty of Baghcheban schools all across the country now for deaf kids.



Abbas Babaei

Abbas Babaei is known as one the greatest war heros of Iran. He was an Air Force pilot. During the Iran-Iraq war he took part in several successful missions to defend our country. Babaei was martyred when he was returning from one of his missions on the day of Ghorban Feast.

Activity C is a meaningful activity related to the grammatical points 'word order', 'collocations', and 'connotational meaning'. In this activity, the students practice the way adjectives are used before nouns while they should be careful about the words that are possible be used with each adjective. They should also distinguish positive and negative adjectives.

- a polite (conversation, society, way)
- a cruel (man, joke, world)
- some lazy (people, cats, boys)
- two kind (friends, people, teachers)
- a loving (family, mother, care)
- some careful (plans, drivers, students)

Conversation

take temperature,
physician, regard,
dedicated, spare no
pains, distinguished,
not surprisingly,
found

Word Bank



Sara has been in the Children's Medical Center for a week. She has caught a terrible flu. The doctor told her to stay there to get better. There is a photograph of an old man on the wall. While the nurse is taking her temperature, they start talking.

- Sara: Excuse me, who is that man in the picture?
- Nurse: Oh, don't you know him? Have you ever heard of Dr. Mohammad Gharib?
- Sara: I guess I have only seen his name in my English book, but I'm not sure about it.
- Nurse: Dr. Gharib was a famous physician.
- Sara: Oh,... can you tell me a little about his life?
- Nurse: Dr. Gharib was born in Tehran in 1288. After receiving his diploma, he went abroad to study medicine. In 1316 he became a physician and then came back to his homeland. In 1347 this center was founded by Dr. Gharib and one of his close friends.
- Sara: Really? I didn't know that.
- Nurse: Dr. Gharib was also a generous man. He spared no pains

4. Conversation

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

The conversation of this lesson takes place in the Children's Medical Center. Sara has caught a terrible flu and is hospitalized in this medical center. She is talking to the nurse who is taking her temperature.

Objective(s): The main function of Conversation is providing learners with '*comprehensible input*' and preparing them to produce '*comprehensible output*'. It also functions as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (active/passive voice).

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

- **Using real objects (realia):** a thermometer
- **Showing pictures or photos:** a physician
- **Using gestures or acting out:** take temperature
- **Definition:** regard
- **Giving synonyms/antonyms:** dedicated
- **Exemplification:** spare no pains, distinguished
- **Translation:** not surprisingly

Then ask students to look at the picture and read the introduction of Conversation to have some ideas about what they are going to hear. You may make a PowerPoint slide presentation about Dr. Gharib or show an excerpt of his TV series. You may talk about the following things in the class:

- نکات بر جسته زندگی آقای دکتر محمد فریب
- افرادی که دانش، جان و مال خویش را فدای آسایش هموطنان خود کردند و نقش آنها در پیشرفت کشور

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening, listening, and post-listening*. Other alternative models, such as Strategy Based Instruction (SBI), can also be used to teach the Conversation.

The cycle of pre-listening, listening, post-listening

Phase 1. Pre-listening

The aim of the pre-listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text" (Goh, 2014, p. 84). Different types of activities can be used in this phase such as brainstorming, researching, reading, viewing pictures, watching movies, and discussing. The students can find plenty of information about Dr. Gharib's life by searching library resources or internet websites.

Conversation

take temperature,
physician, regard,
dedicated, spare no
pains, distinguished,
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Word Bank



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- Sara: Excuse me, who is that man in the picture?
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- Sara: Really? I didn't know that.
- Nurse: Dr. Gharib was also a generous man. He spared no pains

Phase 2- Listening

The goal of listening part is ‘comprehension’. Therefore’ students are expected to rely on their bottom-up/top-down processing ability to understand the aural input. The students have to keep their books **closed**. In listening phase:

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

- Why is Sarah in hospital?
- Where did Dr. Gharib study?
- What kind of person Dr. Gharib was?

2- Check students’ answers after listening.

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

Phase 3- Post-listening

The students should answer the questions written below Conversation **orally**. Three types of questions are asked:

- Display: When was Dr. Gharib born?
- Inference: Why was Dr. Gharib regarded as a kind physician?
- Opinion gap: Have you seen Dr. Gharib TV series?



Don’t let students write their answers.

The cycle of SBI

Metacognitive listening instruction is a practice-based model of teaching listening. Below you can find Vandergrift and Tafaghdtari’s (2010) cycle of teaching listening. The effectiveness of this model on Iranian language learners’ development of listening comprehension has been verified (Rahimi & Katal, 2013).

Pedagogical stages

Metacognitive processes

Planning/predicting stage

Students were informed about the topic (e.g., Psychology: Optimism and Pessimism) and the type of the text they were going to hear (e.g., college lecture on optimism and pessimism). This was done by providing students with texts, pictures, or discussions. After students got enough information about what they were going to hear, they were asked to predict and write down what words and phrases they might hear and what information might be presented to them. This step was done through brainstorming, students’ collaborative interaction, and teachers’ scaffold.

Planning
and
directed
attention

to cure sick children. He was very friendly and helpful to poor families. Not surprisingly, he was regarded as a dedicated physician.

Sara: It's a pity! I didn't know such a great man.

Nurse: He was known as a distinguished university professor, too. The first Persian textbook on children's diseases was written by him. He taught medicine to thousands of students.

Sara: Oh, what a great man he was!

Nurse: By the way, it might be interesting to know that your physician was one of Dr. Gharib's students!

Sara: Really?! That's interesting!



Questions

Answer the following questions orally.

1. When was Dr. Gharib born?
2. Why was Dr. Gharib regarded as a kind physician?
3. Have you seen Dr. Gharib TV series?



Pedagogical stages	Metacognitive processes
First listen: First verifications stage	Monitoring, evaluation, planning and selective attention
After completing their predictions, they listened to the text for the first time. As they listened, they were asked to highlight their predicted words, phrases, and information if they were mentioned in the text as well as adding any other information they understood from the listening task.	
Students discussed and compared their predictions and added information in pairs. They also identified their problem to concentrate more during the second listen.	
Second listen: Second verification stage Students listened to the text for the second time. This time they focused on details and what they did not succeed to understand during the first listening phase. They were asked to write down more detailed information and answer questions presented in the book.	Selective attention, monitoring, evaluating and problem solving
After they finished the exercises, they discussed their answers and their success in comprehending the text with more details.	Selective attention, monitoring and problem-solving
Third listen: Final verification stage Students listened to the text for the third time to verify their understanding of the text and also to get the information they might have missed. After listening, students worked on the focused listening exercises that was provided in the book and discussed their answers.	Evaluation, planning
Reflection stage Students reflected on their experience in listening activity and shared their ideas about the task and the strategies that helped them to comprehend better. They also discussed what other strategies they will use for the next listening task.	Monitoring, evaluation and problem solving

New Words and Expressions



A. Look, Read and Practice.



Hamid sits on the sofa and watches TV all the time.



My grandfather feeds the pigeons in the park every morning.



Dad really shouted at me when I didn't do my homework.



We have to speak louder, because my grandmother is hard of hearing.

5. New Words and Expressions

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

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

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

Part A, Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions. Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary. Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

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

sofa: a toy sofa, pictures of different types of sofas

pigeons: collocations of ‘pigeon’: *carrier pigeon, clay pigeon shooting, homing pigeon, peigeon fancier*

shout: acting out

collocations of ‘shout’: *shout at sb, shout sth to sb, shout for, shout in (pain, anger, etc.)*

she is hard of hearing: translation: گوشش سنگین است

was born: collocations of ‘be born’: *be born in, be born at, be born on, be born into/to/of sth,*

be born with sth, be born deaf/blind, be born lucky/unlucky

hug: exemplification:

We stood there crying and hugging each other.

She went to her daughter and hugged her tightly.

lap: collocations of lap: *on sb’s lap, in sb’s lap*



Ferdowsi was born in a village
near Toos.



My uncle went to his son and
hugged him.



My little sister sits on my
mother's lap all the time.



Vocabulary Learning Strategies (VLS): Part I

VLS is considered as a special type of language learning strategies defined as “the planned approaches that a word learner takes as an agent of his or her own word learning” (Zimmerman, 2014, p. 297). There are different models and taxonomies for VLSs. One of the most frequently used and cited ones is Schmitt’s taxonomy of VLS (1997). This taxonomy has been developed based on Oxford’s (1990) learning strategy system. Schmitt’s taxonomy is divided into two major categories: *discovery strategies* and *consolidation strategies* and includes a variety of strategies that learners may use to learn vocabulary.

Discovery strategies include two types of strategies:

- determination strategies
- social strategies.

Consolidation strategies have four types of strategies:

- social strategies,
- memory strategies,
- cognitive strategies,
- metacognitive strategies.

Teachers are advised to teach the students how to use these strategies. The basic components of direct explanation of strategies are:

- 1- an explicit description of the strategy and when and how it should be used
- 2- teacher and/or student modeling of the strategy in action
- 3- collaborative use of the strategy in action
- 4- guided practice using the strategy with gradual release of responsibility
- 5- independent use of the strategy (Duke & Pearson, 2002, pp. 208-210)

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

 **B. Read and Practice.**

burst into tears: to cry suddenly

Aida burst into tears when she saw her score.

repeatedly: many times

I've told Mohsen repeatedly to talk politely to his teachers.

forgive: to stop being angry with someone

Mom forgave me for breaking the vase.

calmly: in a quiet way

He always speaks slowly and calmly.

diary: a book in which you record your thoughts or feelings or what has happened every day.

I have kept a diary for twelve years.



C. Go to Part 'Vocabulary' of your Workbook and do B and C.

burst into tears: acting out

forgive: collocations of ‘forgive’: *forgive sb for doing sth, forgive myself/yourself, you’re forgiven, forgive me*

calmly: parts of speech of ‘calmly’: *calm (adj), calm (v.), calm (n.)*

diary: exemplification:

*During his illness, David kept a diary, which his family hopes to publish.
I decided to keep a diary of our trip to Toronto.*

Part C. includes practices from Students’ Workbook. Do the activities in the order of their appearance in the Workbook, as they are graded based on their difficulty level.



Optional

One fun way to learn and remember new words is playing games. You may design your own games or use the ones available to teach and practice new words.

Some interesting games are as follows. Do a mini research on the Internet to see how each game can be used to teach and practice words.

- Scrabble
- Last man standing
- Pictionary
- Charades
- 20 objects
- Word bingo

Reading

Respect your Parents

On a spring morning, an old woman was sitting on the sofa in her house. Her young son was reading a newspaper. Suddenly a pigeon sat on the window.

The mother asked her son quietly, "What is this?" The son replied, "It is a pigeon". After a few minutes, she asked her son for the second time, "What is this?" The son said, "Mom, I have just told you, "It's a pigeon, a pigeon". After a little while, the old mother asked her son for the third time, "What is this?" This time the son shouted at his mother, "Why do you keep asking me the same question again and again? Are you hard of hearing?"

A little later, the mother went to her room and came back with an old diary. She said, "My dear son, I bought this diary when you were born". Then, she opened a page and kindly asked her son to read that page. The son looked at the page, paused and started reading it aloud:

Today my little son
was sitting on my lap,
when a pigeon sat on
the window. My son
asked me what it was
15 times, and I replied
to him all 15 times
that it was a pigeon.
I hugged him lovingly
each time when he
asked me the same
question again and
again. I did not
feel angry at all. I
was actually feeling
happy for my lovely
child.

6. Reading

Content: Reading page has a picture, a title, and a Reading Strategy Box. The ‘Reading’ of this lesson is a story. The story is about a mother and her son. The story reminds the readers of the role of parents in their lives and their unconditional love for their children.

Objective(s): The main function of Reading is providing learners with ‘comprehensible input’. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students’ awareness towards the structure presented in the lesson (active/passive voice). Further, it gives students the pleasure of reading a story in English.

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

The cycle of pre-reading, while-reading, post-reading

Phase 1. Pre-reading

Pre-reading activities “provide a reader with the necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose of reading and building a knowledge base necessary for dealing with the content and the structure of material” (Ringler & Weber, 1984, p.70). The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

Phase 2. While-reading

The goal of reading is ‘understanding the gist of meaning’. Therefore’ the students are expected to efficiently integrate both bottom-up and top-down processes to comprehend the written input. *The students should read silently and emphasis on oral reading should be avoided.*

The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- What was the young man doing?
- What did the old woman see?
- What was written in the diary?

Suddenly the son burst into tears, hugged his old mother and said repeatedly, "Mom, mom, forgive me; please forgive me." The old woman hugged her son, kissed him and said calmly, "We must care for those who once cared for us. We all know how parents cared for their children for every little thing. Children must love them, respect them, and care for them".

Reading Strategy

Question generation

Question generation is a reading comprehension strategy whereby readers ask and answer meaningful questions about the important points or main ideas of a text. Using this strategy, students ask and answer their own questions rather than only answering questions provided by the book or the teacher.

Follow these steps:

1. Read the text.
2. Find the important points or main ideas.
3. Make a question for each point or idea.
4. Answer the questions.

Common question starters along with their possible answers are as follows:

Question Starter	Possible Answer
Who	Person
What	Object, Description or Process
Where	Location
When	Time
Why	Reason
How	Quantity, Process or Description

ABC
P
J
N
B
M
C
D
A
U
K
I
V
C
F
T
E
R
G
Y
B
V
R
D
Z
S

JHJKJHGHHLMN

VOP
CK
O
R
W
X
D
L
K

Reading Strategies

In this part students learn how to use ‘reading strategies’. “Reading strategies have been theorized in relation to levels of reading processes and to reading skills as consciously chosen actions that activate effective processing” (Efler & Finkbeiner, 2007, p.189).

- those mental processes that readers consciously choose to use in accomplishing reading tasks (Cohen, 1986).
- the comprehension processes that readers use in order to make sense of what they read (Brantmeier, 2002).
- generally deliberate activities undertaken by active learners, many times to remedy perceived cognitive failure (Mokhtari & Reichard, 2002).
- an action (or a series of actions) that is employed in order to construct meaning (Kletzien, 1991).

Therefore, using reading strategies in the process of reading helps language learners read faster and more efficiently. In fact, being aware of language learning strategies and using them in doing language tasks define who ‘good language leaners’ are. Several taxonomies of reading strategies exist; however, the most frequently used strategies are *scanning, skimming, finding referents, note taking, guessing meaning from the context, and organizing notes into tables and charts*.

In this lesson students learn ‘*how to generate questions*’ while reading a text. In other words they learn how to ask and answer meaningful questions about important points or main ideas of a text in the process of reading it.

The students can use ‘question starters’ to generate questions. In this text, for example, the following questions can be generated while the students are reading the story.

Question Starter	Possible Answer
1- When did the story take place?	On a spring morning
2- What sat on the window?	A pigeon
3- How many times did the woman ask the question?	Three times
4- Where did the mother go?	To her room
5- What did she bring?	A diary

Phase 3. Post-reading

Post-reading helps teachers check if students understood the main idea of the text and its relationship with the author’s purpose. In this respect, students should be able to explain the main idea of the text and ask and answer questions about the content they just read.

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

Reading Comprehension

A. Read the passage. Generate at least five questions with the question starters and then answer them.

1.

2.

3.

4.

5.

B. Skim the 'Reading'. Write its main idea.

.....

C. Read the 'Reading'. Find what these words refer to.

her (paragraph 1, line 2)

his (paragraph 2, line 5)

you (paragraph 3, line 2)

me (paragraph 4, line 5)

them (paragraph 5, line 6)

7- Reading Comprehension

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

Objective(s): Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy known as 'question generation'.

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

Activity A is a reading strategy practice that focuses on 'question generation' strategy. The students should read the text and generate at least 5 questions with question starters and then answer them.

1- Where was the old woman sitting?

She was sitting on the sofa in her house.

2- What did the woman ask?

She saw a pigeon and asked: "What is this?"

3- What did the man do after reading his mother's diary?

He burst into tears.

4- What was written in the diary?

It was about the childhood of the young man, his curiosity and his mother's patience in answering his questions.

5- What is the conclusion of this story?

Children should love their parents, respect them and care for them.

Activity B is a reading strategy practice that focuses on 'skimming'. The students should skim the text and write its main idea.

Children should love their parents, respect them and care for them.

Activity C is a reading strategy practice that focuses on 'finding referents'. The students should read the passage and find the referents of the given pronouns.

her refers to 'the old woman' **his** refers to 'the son' **you** refers to 'the son'
me refers to 'the old woman' **them** refers to 'parents'

Vocabulary Development

COLLOCATIONS

A collocation is two or more words that often go together. Collocations tell us which words can come before or after other words. These combinations just sound 'right' to native speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound 'wrong'.

- fast food but *quick meal*. It would not be normal to say ~~quick food~~ or ~~fast meal~~.
- strong wind but *heavy rain*. It would not be normal to say ~~heavy wind~~ or ~~strong rain~~.
- make a mistake but *do exercise*. It would not be normal to say ~~do mistake~~ or ~~make exercise~~.

Or in the *Reading*, you can see the following collocations:

- read a newspaper (NOT ~~study~~ a newspaper)
- sit on the sofa (NOT sit ~~at~~ the sofa)
- hard of hearing (NOT ~~difficult~~ of hearing)



8- Vocabulary Development

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

Objective(s): Introducing ‘collocation’ as an important concept in language learning.

Teaching Procedure: First go through the Definition Box to introduce ‘collocations’. You may write some familiar combinations on the board or it is better to practice the examples provided in the Box. Then go through parts A and B.

Definition Box defines and exemplifies ‘collocations’. Tell students that collocation, or how words occur together in speech and writing, is an important part of speaking fluently and writing effectively. To be able to produce native-like speech and writing, they need to know which words work together well. The Box provides nine examples which three of them are taken from the Reading. Read and practice the examples. Ask students to make some sentences using the collocations.

Some Tips to Teach Collocations

1- Teach students the term “*collocation*” and the rationale for learning it. Once they know the rationale behind instruction, they become more motivated to learn.

2- Notice which words go together when giving out a new reading. Call students’ attention to key words and the words that “*go*” with them, and have them underline collocations. On any given page, for example, there is likely to be numerous collocates. Spend some time practicing and interacting with these collocations with each reading.

3- Contrast two words: For example: *make / do* Now list their collocates.

4- Extend it: Have students make a list of activities they need to accomplish that week, using “*make*” and “*do*.” This establishes some of the differences between the two words.

5- Matching exercises/completion exercises: have students complete a sentence with the correct collocation or match words to their collocates: *do homework, give a presentation*.

6- Surveys: have students survey their classmates about their activities, including verbs and their collocations, for example.

7- Have students practice the phrases you have targeted. Once students are explicitly taught “*make a mistake*” and “*do exercise*,” for example, have them practice these collocations.

8- Write a sketch/dialogue. Put some collocations on the board learned in previous books: e.g., “*regular exercise*,” “*healthy diet*,” etc. and have students create a dialogue in pairs and practice it.

Vocabulary Development

COLLOCATIONS

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Activity A is a matching exercise. The students should find two words making a collocation. Since these collocations are taken from the Conversation, the students should not look back at it.

- 1- feel well
- 2- take temperature
- 3- go abroad
- 4- spare no pains
- 5- not surprisingly
- 6- by the way
- 7- burst into tears

Activity B is a writing exercise. Using the above collocations, students should write sentences.

- Have students work individually to write sentences.
- Check answers with the class.
- Invite volunteers to read the answers.
- Introduce the best sentences.

Optional

- You can select some paragraphs or sentences from Vision 1 or 2 and ask students to identify the collocations.
- As an extra activity, you can do the followings:
 - 1- Make up gap-fills based on authentic texts, particularly deleting verbs from verb + noun collocations.
 - 2- Get the students to carry out prediction exercises, using a kind of word association technique. You could reveal a text gradually (using an overhead projector) and get the students to predict the next word or phrase.
 - 3- Ask the students to brainstorm nouns on a particular subject, perhaps for a writing task. Then get them to suggest verbs and adjectives that collocate with those nouns, then adverbs with the verbs, thus building up a number of lexically dense collocational fields.

Grammar

A. Read the following text.



Hafez is known to be as one of the most famous Persian poets of all time. He was born sometime between the years 1310 and 1337 A.D¹. in Shiraz. In his childhood, he received religious education. He is called Hafez because he learned the Holy Quran by heart. Hafez is mostly remembered for a special type of poetry that is called Ghazal. Emotions and ethics are used in Ghazals a lot. The collection of his poems is called Divan. It has been translated into countless languages including German, English and French. Hafez is known to be the inspiration for many poets and authors around the world.

B. Read the following example sentences.

Active	Passive
She makes pancakes every morning.	Pancakes are made every morning.
Ali broke the window yesterday.	The window was broken yesterday.
They have fixed the cars.	The cars have been fixed.
Alexander Fleming discovered penicillin.	Penicillin was discovered by Alexander Fleming.
Scientists find solutions to problems.	Solutions to problems are found by scientists.
Doctors have made a new medicine to cure cancer.	A new medicine has been made by doctors to cure cancer.

1. Anno Domini: Used after a date to show that it is after the birth of Christ.

Content: It has seven parts: A to G.

Objective (s): The main goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar “with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics” (Larsen-Freeman, 1990, p. 4). In this framework, the three components of Freeman’s pie chart will focus on form, meaning, and use (Larsen-Freeman, 2014, p. 258) (See figure 1).

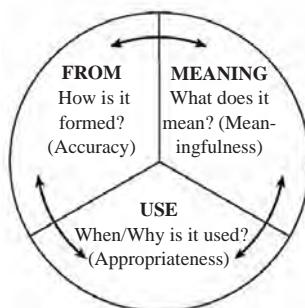


Figure 1- The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

Teaching Procedure: The procedure of teaching grammar follows what comes below:

New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

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

Activity A is an input flooding activity. In this section there is a passage with many examples of the grammatical structure ‘passive voice’. The vocabulary of the texts is controlled and students are supposed to just read each text and *notice* the new structure. All instances of the grammatical structure are bold. Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

Activity B presents grammatical items in isolation. The teacher may

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

The teacher is recommended to follow the three-dimensional model of teaching

Grammar

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Doctors have made a new medicine to cure cancer.	A new medicine has been made by doctors to cure cancer.

1. Anno Domini: Used after a date to show that it is after the birth of Christ.

grammar based on communicative framework (Celce-Murcia and Larsen-Freeman, 1990, p. 4).

1 In form wedge, overt lexicogrammatical patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text should be included.

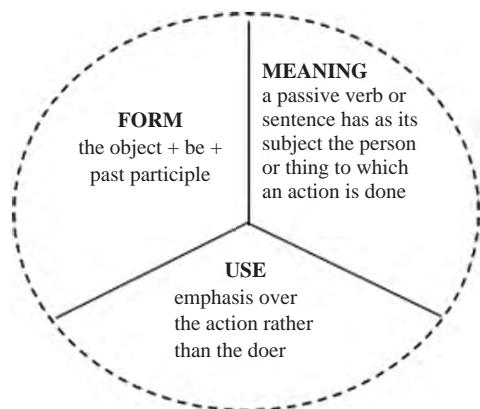
the subject (object of the active sentence) + verb 'be' + past participle of the main verb

2 In semantic wedge, what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition for a preposition like *down*, for instance), or it may be grammatical (e.g., the conditional states both a condition and an outcome or result).

Passive voice denotes the relationship between a subject and a verb in which the subject receives the action of the verb, or the verb forms which show this relationship (Cambridge English Dictionary).

3 In Pragmatic wedge, the use of the language in context is introduced. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co-text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction).

To put emphasis over the action rather than the doer



C. Tell your teacher how 'passive voice' is made.

D. Read the Conversation and underline all 'passive voices'.

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

Many products (are developed/developed) each year. Light bulb, camera, airplane, and telephone (were invented/invented) by scientists and inventors. Laptops, smart phones, and tablets (were made/made) by lots of work. But not all products (are developed/developed) by hard work. Some inventions (were created/ are created) by accident or scientists' mistakes. Penicillin, for instance, (was discovered/were discovered) quite accidentally when Alexander Fleming (was working/ was worked) on bacteria. Microwave oven also (was invented/invented) during a scientist's experiment on energy. More interestingly, some tools and technologies (are not made/do not make) by scientists at all. Some like dishwashers and computer games (were made/made) by ordinary people like workers, housewives and school students.

F. Pair up and talk about the things that happened in the past without mentioning the doer.

Example: The window was broken.

1.

2.

3.

4.

5.

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

Activity C encourages students to deduce how ‘passive voice’ is made. The teacher can write some examples on the board or read a text orally and ask students to notice active and passive voices.

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

Passive voices of Conversation are:

was founded, was regarded, was known, was written,

Passive voices of Reading are:

were born

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

are developed, were invented, were made, are developed, were created, was discovered, was working, was invented, are not made, were made.

Activity F is a communicative activity. The students should pair up and ask and answer some questions in the past without mentioning the doer.

- 1- When was your homework done yesterday? It was done at 8 o’clock.
- 2- What was made for the dinner? A cheese omelet was made for the dinner.
- 3- Where was your bag put? It was put in my room.

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

See Also

Tag questions

A. Read the following example sentences.

Mina is happy, isn't she?

He's writing an email, isn't he?

George wasn't hungry, was he?

The girls were weaving a carpet, weren't they?

They are going to Hamedan, aren't they?

His father won't buy a new car, will he?

The boys have broken the window, haven't they?

Your sister has passed the exam, hasn't she?

B. Go to Part 'Grammar' of your Workbook and do C.

10- See Also

Content: It has two parts: A and B.

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

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

Part A presents some examples of ‘tag questions’. To teach this grammatical point, use the 3-dimensional grammar pie.

1 In form wedge, introduce the forms:

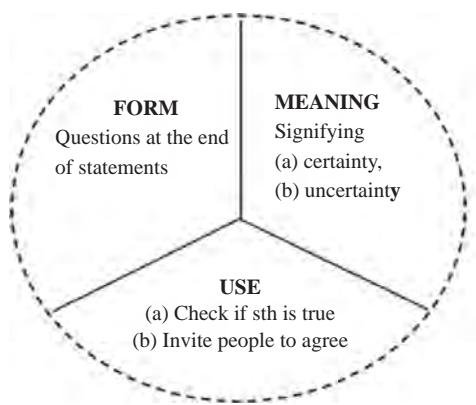
Question tags are added to the end of statements to turn them into questions.

2 In semantic wedge, present the meaning of a/an, and numbers

Tag questions signifying (a) certainty and (b) uncertainty

3 In Pragmatic wedge, the use of the language in context is addressed.

Tag questions are used in spoken language, to (a) check if something is true, or (b) invite people to agree with the speaker.



N.B. Don’t forget to teach appropriate intonation contours of tag questions to signify certainty and uncertainty. If a tag question is used to check the truth of something, it is uttered with a *rising intonation*. If a tag question is used to invite people to agree with the speaker, it is uttered with a *falling intonation*.