

4. **Learn the Guide to Pronunciation.** If you immediately jump into using the dictionary without understanding the pronunciation guide, it can be difficult to figure it out.

5. **Read the Guide Words.** These are the two words at the top of each page that show the first and last entries on the page. These words will help you find the word you are looking for in the right letter section.

6. **Read the Definitions.** Once you find an entry, you can find the exact meaning of the word, its pronunciation, part of speech, synonyms, antonyms, and probably its origin.

7. **Look for Collocations.** Learning the meaning of a single word is not usually enough. Through sentence examples, try to learn 'words in combination' to expand your vocabulary.

Reading Strategy

Highlighting

One way to remember what you have read is to highlight important information. Use these guidelines for highlighting a text:

- Highlight the main ideas.
- Highlight the key points not minor details or less important information.
- Highlight phrases and parts of sentences instead of entire sentences.
- Do not highlight many sentences or too much of the text.

Reading Strategies

In this lesson students learn ‘*highlighting important information*’ while reading a text. This can be done by highlight markers or colored pencils/pens.



How to highlight¹

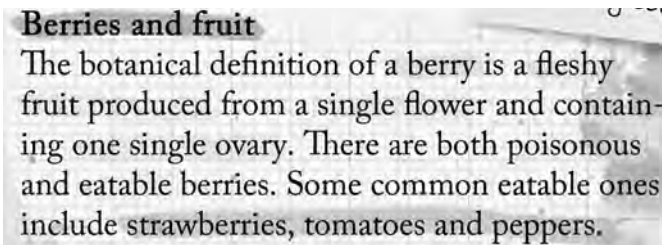
- Teach students tips on how to highlight.
- Do not use one single-colored highlighter
- Instead, try using several different colors
- Assign each color a specific purpose
- This creates a color coding system.
- Therefore, making your materials easier to understand and learn

EXAMPLE OF A SYSTEM

- **Pink**: titles and headlines
- **Blue**: terminology and vocabulary
- **Green**: definitions and explanations of terminology
- **Orange**: examples of the terminology

TIP: Use light colors when highlighting a lot of text

An Example:



Phase 3. Post-reading

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

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

1- Taken from www.pinterest.com

Reading Comprehension

- A. Read the following paragraph and highlight the most important information.

Sharks are not all the same. In fact, there are nearly 400 different kinds. Most sharks never attack people. Only a special group of sharks can be dangerous. They kill an average of forty people every year. Let's compare sharks with snakes. Snakes kill about 60,000 people every year. And let's not forget that people kill 25,000,000 sharks every year.

- B. Now go back to the 'Reading'. It claims that you can be familiar with useful information to use a dictionary more effectively. Highlight parts of the passage that support this claim.
-

- C. Read the 'Reading'. Generate questions with the following question starters and then answer them.

What

- 1)
- 2)

How

- 1)
- 2)

Where

- 1)
- 2)

7- Reading Comprehension

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

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

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

Activity A is a reading strategy practice that focuses on 'highlighting' strategy. The students should read the text and highlight the most important information. Students answer may vary. However, some important information of this short text can be:

sharks, 400, average of forty people, 60,000 people, 25,000,000

Activity B is a reading strategy practice that focuses on 'scanning and highlighting' strategies. The students should scan the text for important information about how to use a dictionary. Then they have to highlight different parts of the text.

Activity C is a reading strategy practice that focuses on 'question generation' strategy. The students should read the passage and generate questions with the given question starters and then answer their questions.

What

- 1- What is the best way to learn how to use a dictionary? Reading its introduction.
- 2- What are guide words? These are two words at the top of each page of the dictionary.

How

- 1- How can we learn the meaning of the words? By trying to learn words in combination (collocations).
- 2- How can we choose a good dictionary? By identifying our needs.

When

- 1- When should we learn pronunciation guide? Before looking the words up.
- 2- When can we find the meaning of a word? When we find the correct entry.

Vocabulary Development

WORD PART FAMILIES

One way to figure out the meaning of an unknown word is to look for its relationship with other words in the same family. Even if you cannot figure out the exact meaning, your understanding can be enough to allow you to read on. For example, in *this sentence*:

“We provide you with some helpful information on how to use a dictionary more effectively”

you can get an idea of the meaning of the word *effectively* by recognizing that it is related to the word *effect*.

In this technique which is also known as word attack, looking for word parts can help you read and understand the meaning of complicated words. When you recognize prefixes and suffixes and know what they mean, it will help you work out the meaning of many words you read.



8- Vocabulary Development

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

Objective(s): Introducing the importance of ‘word part families’ as well as ‘word attack’ as an efficient technique in figuring out the meaning of unknown words.

Teaching Procedure: First go through the Definition Box to introduce ‘word part families’ and ‘word attack’. It is better to practice the example provided in the Box. Then go through parts A and B.

Definition Box introduces the ‘word part families’. It also defines and exemplifies ‘word attack’.

Word-Attack

Word-attack technique helps students decode, pronounce, and understand unfamiliar words. It helps students attack words piece by piece or from a different angle. Model and instruct students:

Look for Chunks in the Word

- Look for familiar letter chunks. They may be prefixes, suffixes, endings, whole words, or base words.
- Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence?

Connect to a Word You Know

- Think of a word that looks like the unfamiliar word.
- Compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word.
- Use the known word in the sentence to see if it makes sense. If so, the meanings of the two words are close enough for understanding.

Reviewing common English prefixes and suffixes (noun, verb, adjective, adverb) in Vision 2 is helpful.

A. Look at the following sentences. Write down at least one other word you know that is related to the bold word.

- My job has become **increasingly** difficult.

.....

- He wasn't very **communicative** and kept to himself.

.....

- The police believe the fire was started **accidentally**.

.....

- The pollution is **endangering** the crops.

.....

- We searched **unsuccessfully** for a map of Kerman.

.....

B. Attack these words to figure out their meanings. Try to write down other words related to them. For example:

disconnection: **disconnect/ connection/ connect**

■ **unsystematically:**

■ **incomprehensible:**

■ **unexpectedly:**

■ **international:**

■ **unchangeable:**

Activity A asks students to use word attack technique to write down at least one related word for each specified word. Doing so, you may remind students to consider the common prefixes and suffixes and their functions as noun, verb, adjective and adverb makers.

- 1- increasingly: increasing/ increase
- 2- communicative: communicate/ communication/ communicatively
- 3- accidentally: accidental/ accident
- 4- endangering: danger/ endangered/ dangerous/ dangerously
- 5- unsuccessfully: unsuccessful/ successfully/ successful/ success

Activity B asks students to use this technique to figure out the meaning of each word. Then they are requested to write down other word parts. Remind students to specify the suffixes and prefixes, then determine their parts of speech.

- 1- unsystematically: un + system + atic+ ally بی هیچ نظمی / بدون روش مشخصی
unsystematic/ systematic/ systematically/ system
- 2- incomprehensible: in+ comprehend+ able غیرقابل فهم / غیر قابل درک
comprehensible/ comprehend/ comprehension
- 3- unexpectedly: un+ expect+ ed+ ly به شکلی غیرمنتظره / ناگهانی
expectedly/ expected/ expect/ unexpected
- 4- international: inter/ nation/ al بین‌المللی
internationally/ national/ nation/ nationally
- 5- unchangeable: un +change+ able تغییرناپذیر / ثابت
changeable/ change/ changeless/ unchanged

Grammar

A. Read the following text.



The first Persian dictionary which is still published was compiled more than 900 years ago. Lughat-e Fors was made by Asadi Tusi who was a famous poet in the 5th century. The list of entries has been arranged according to the final letters of the words. There are example sentences which were taken from poetry. The dictionary has synonyms and explanations that were used by young poets. This dictionary has been used widely by the poets who lived after Asadi Tusi. Many words have been added to the first dictionary which Asadi compiled. The dictionary has been published several times and is a valuable treasure of Persian language.

B. Read the following example sentences

The man plays golf. He lives at No. 10.	→	The man who plays golf lives at No. 10.
The woman is coming to dinner. You met her yesterday.	→	The woman who (m) you met yesterday is coming to dinner.
The cat lives near us. It was drinking milk.	→	The cat which lives near us was drinking milk.
I found the keys. I lost the keys yesterday.	→	I found the keys which I lost yesterday.

9- Grammar

Content: It has seven parts: A to G.

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

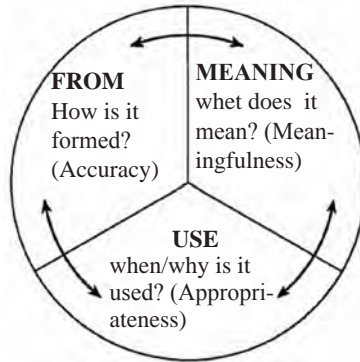


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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

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

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

Activity A is an input flooding activity

Activity B presents grammatical items in isolation. The teacher may

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

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework (Celce-Murcia and Larsen - Freeman, 1990, p. 4).

The man **who** plays golf lives at Nb. 10.

The man that plays golf lives at Nb. 10.

The woman **who(m)** you met yesterday is coming to dinner.

The woman that you met yesterday is coming to dinner.

The cat **which** lives near us was drinking milk.

The cat that lives near us was drinking milk.

I found the keys **which** I lost yesterday.

I found the keys that I lost yesterday.

C. Tell your teacher how 'relative clauses' are made.

D. Read the 'Reading' and underline all 'relative clauses'.



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

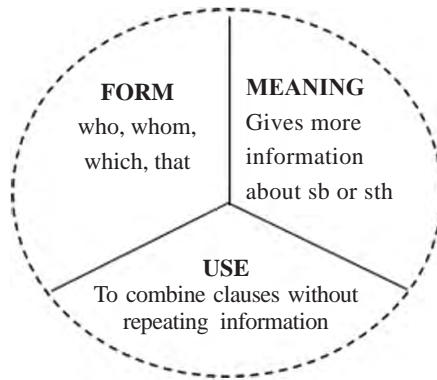
who, whom, which, that

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

Gives more information about someone or something.

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

To combine clauses without repeating information.



Activity C encourages students to deduce how ‘relative clauses’ are made. The teacher can write some examples on the board or read a text orally and ask students to notice ‘relative pronouns’.

Activity D is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to Reading, find all ‘relative clauses’ and underline/highlight them.

E. Read the following paragraph and fill in the blanks with 'who' or 'which'.

Mr. Sanders is a doctor lives in a city. He works in a village is near the city. Each morning he goes to the village and comes back home in the evening. Mr. Sanders usually catches the morning train enters the station at 7:30. The train he catches is not very crowded. There are some teachers and workers also work in the village. Mr. Sanders knows some of them. They sometimes talk about interesting things, like weather and sports. He often reads on the train. He reads books or newspapers he borrows from the stand in the station. Although his travel to the village takes around 45 minutes, he enjoys every minute of it. He is the type of guy likes to spend his time wisely.

F. Complete the following sentences. Then compare them with your friend.

Example: Rudaki who lived in the 4th century is a famous Persian poet.

1. Ostrich is a bird
2. Our English teacher
3. The notebook

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

Activity E is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the paragraph and fill in the blanks with ‘who’ or ‘which’.

who, which, which, which, who, which, which, who

Activity F is a communicative activity. The students should pair up and complete the sentences based on their general information.

- 1- Ostrich is a bird which *cannot sing or fly*.
- 2- Our English teacher *who is very young teaches very well*.
- 3- The notebook *which I bought last week is lost*.

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



Grammar Learning Strategies: Part I

There are certain types of strategies (cognitive, metacognitive, compensation, and socio-affective) that students can use in learning grammar. **Cognitive strategies** of learning grammar are:

- 1- Associating the new structure with the one already known.
- 2- Classify the new structure under a group of similar things (e.g. verbs, tenses, etc.)
- 3- Comparing the new structure with one’s own language by thinking of its equivalent in the source language.
- 4- Using the context/situation, the dialogue, or the picture in order to understand the meaning of the new structure.
- 5- Examining the parts of the new structure.
- 6- Trying to infer the rules about the structure.
- 7- Taking note when the teacher explains the new structure.
- 8- Using one’s own language to write the rules of a new structure.
- 9- Underlining, using different colors or capital letters to emphasize the important parts of grammar rules and explanations.
- 10- Draw charts for learning grammar rules.
- 11- Saying a new grammar structure to oneself several times in order to memorize it.
- 12- Reviewing the grammar structures regularly.
- 13- Doing grammar exercises out of the class.
- 14- Use grammar books in order to review or better understand new grammar structures.
- 15- Remember a new grammar structure by thinking of its location in the book (e.g. in the picture or in the dialogue), in one’s notebook, or on the board.
- 16- Remembering a new grammar structure by thinking of the context/situation it was used in.
- 17- Practicing a new grammar structure in speaking or writing.
- 18- Repeating the correct form, when the teacher corrects grammar mistakes .

See Also

Conditional sentences (Type II)

A. Read the following example sentences.

If the old man had his glasses, he could read the paper.

They would be healthier if they lived in a village.

If it got warmer, they would travel to the north.

John could fix the car if he were home.

If my mother were here, I would ask her for help.

I would buy a house if I were you.

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

10. See Also

Content: It has two parts: A and B.

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

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

Part A presents some examples of 'Conditional Sentence Type II'. To teach this grammatical point, use the 3-dimensional grammar pie.

1 In form wedge, introduce the forms:

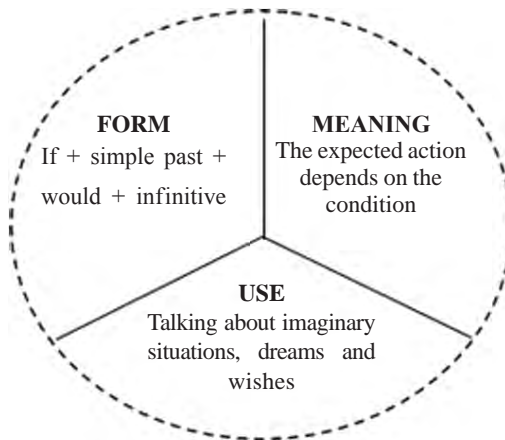
If + simple past + would + infinitive

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

The expected action depends on the condition. The condition specified in the clause is not actual but is a condition that is currently being imagined

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

Talking about imaginary situations, dreams, wishes. It is possible but very unlikely, that the condition will be fulfilled.



Listening and Speaking

Speaking Strategy

Talking about Imaginary Situations

A. We use 'conditional type II' to talk about imaginary situations.

- Oh look! It is raining so heavily.
- What would you do if it weren't raining?
- Hmm... if it were sunny, I would go to the park. I am really bored.
- We can play one of our thinking games, instead.
- We could play 'Smart Kid' if Sina were home.
- This one is also fun. Let's try it.



You may use the following to talk about imaginations, hopes, and wishes.

- What would you do if you were me?
- What would you do if you had wings?
- What would you do if you were a university student?



B. Listen to the following conversations and answer the questions.

Conversation 1



Where does Mina live?

Why hasn't Zoreh invited Mina yet?

Pair up and ask your friends about the things they want to do today, but they cannot. You may use the clues in the box.

If it weren't so cold,

If you did your homework sooner,

If your father came home earlier,

If I had enough money,

Conversation 2



What did Bijan want to buy?

Why didn't Bijan tell Mehran about the problem?
.....

Pair up and ask your friends what they would do if they were you. You may use the clues in the box.

study harder do daily exercise be more careful learn French

Part B consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, *talking about imaginary situations*

Conversation 1

Zohreh: This weekend is my birthday. I have invited everyone but Mina.
Maryam: Why not? If I were you I would certainly invite her. As far as I know you were close friends at school.
Zohreh: Yes. But she has moved to another neighborhood. If I had her address, I would invite her.
Maryam: What a pity! If I knew that sooner, I could help you.
Zohreh: How?
Maryam: I could check it with my sister. She is her mother's friend.
Zohreh: Can you call her now?
Maryam: Unfortunately, she is not available till next Wednesday. Sorry.

1. Where does Mina live? *She lives in another neighborhood.*
2. Why hasn't Zohreh Invited Mina yet? *Because she does not have her address.*

Conversation 2

Bijan: Are you okay?
Mehran: I'm thinking about something.
Bijan: What's wrong?
Mehran: I have saved some money to buy a new mobile phone. But one of my friends is in trouble and needs some money. What would you do, if you were in my shoes?
Mehran: What is his problem?
Bijan: I could tell you about it, if it weren't a secret. But it's an emergency.
Mehran: Ok. If I were you, I would give him the money. A friend in need, is a friend indeed.

1. What does Bijan want to do with his money? *He wants to buy a new mobile phone.*
2. Did Bijan tell Mehran about the problem? Why not? *No, he did not, because it was a secret.*

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

Writing

Paragraph

What is a paragraph?

A paragraph is a group of sentences about one idea. A paragraph can (1) give us information, (2) tell us an opinion, (3) explain something to us, or (4) tell us a short story. Every sentence in a paragraph is about the same idea. When you want to write about a new idea, begin a new paragraph.

Paragraph format

Paragraphs have a special shape. In each paragraph, the sentences are grouped together. They come one after another. Remember that sentences in a paragraph start with a capital letter and end with a period (.), question mark (?) or exclamation point (!).



12. Writing

Content: It has two Definition Boxes and four activities (A to D).

Objective(s): In this lesson, Writing aims at helping students be familiar with the concept and structure of a paragraph. The students are expected to distinguish it and its types. They are also expected to find topic sentence in a paragraph and also be able to write it for any topic.

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

Definition Box 1 presents a simple definition of ‘paragraph’ and introduces its main four types. It also introduces the format or special shape of a paragraph.

What is a Paragraph?

A paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same *topic*. All of the sentences explain the writer’s main idea about the topic. When the writer wants to write about a new main idea, he/she begins a new paragraph.

A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say.

In academic writing, a paragraph has a *topic sentence* that directly tells the reader the main idea. The other sentences in the paragraph, called supporting sentences, give more information about the topic. They add specific details and explanations. In academic English, the topic sentence is usually (but not always!) first or last. (Zemach and Islam, 2007)

An Effective Paragraph:

- presents a single idea
- begins with a topic sentence that makes this single idea evident
- contains support in form of sentences that convey this single idea
- is strategically organized to maintain flow
- maintains your writing’s objective
- informs and entertains your reader about your writing’s overall idea.

A. Look at the examples below. Choose the one which has the right shape for a paragraph.

Oceans and Lakes

Oceans and lakes have much in common, but they are also quite different.

Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water.

Lakes are usually surrounded by land, while oceans are what surround continents.

Both have plants and animals living in them.

The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life.

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Activity A asks students to choose the one which has the right shape or format of a paragraph. Based on the information provided for the paragraph format in Definition Box 1, in any paragraph, the sentences are grouped together. They come one after another. Every sentence starts with a capital letter and ends with a period, question mark or exclamation point. Therefore, only the second one has the right shape for a paragraph.

Essential Elements of a Paragraph

There are four essential elements that an effective paragraph should consistently contain: unity, coherence, a topic sentence, and sufficient development.

Unity

In order for a paragraph to maintain a sense of unity, the paragraph must focus solely on a single idea, point, or argument that is being discussed. Therefore, the paragraph should not begin to stray and develop new ideas. If you begin to write sentence that wander from the paragraph’s main idea, then it is time to start a new paragraph.

Coherence

Coherence is more commonly referred to as the flow of your writing. When a paragraph flows, the reader will be able to understand the main idea that you have presented. How can you ensure that your paragraph maintains a flow? Well, after presenting your main idea in your topic sentence, each sentence following must build upon each other in an organized manner. After writing your paragraph, go back and read aloud what you have written to make sure your ideas are clearly presented. If they are, you have developed a coherent paragraph!

Topic Sentence

The topic sentence is the most important part of your paragraph; it tells the reader the general idea of your paragraphs and should essentially “hook” them into wanting to read more! The topic sentence helps to provide a “general summary” for your paragraph. A reader should encounter the topic sentence and have a general idea of what the paragraph will continue to discuss.

Sufficient Development

Now that your paragraph has a topic, it is essential that this topic be sufficiently developed. Do not limit yourself to a set number of sentences. Yes, your paragraph should not be too short or too long, but it should be an appropriate length to flesh out the entirety of your paragraph’s idea. A reader should not be left with questions after a sufficiently development paragraph. In order to achieve this, you can provide examples, cite work, provide necessary definitions, describe, analyze, and organize your ideas.

The topic sentence

Many English paragraphs include a 'topic sentence'. This sentence which mostly comes at the beginning of a paragraph tells the reader:

the topic + the idea about that topic or an explanation of the topic

For example:

Topic sentence 1: My sister and I respect our parents all the time.
topic idea

Topic sentence 2: A cheetah is a wild animal from the cat family.
topic explanation

B. Look at the topic sentences from paragraphs you have seen in Vision 2. Find the topic and the idea or explanation of the topic.

- 1) Language is a system of communication.
 - 2) About fifty percent of the world's languages have fewer than 5000 speakers.
 - 3) Bad habits and addiction can be harmful to health.
 - 4) Art is what people create with imagination and skill.
 - 5) Handicrafts are good examples of the art and culture of a country.
-

Definition Box 2 introduces the topic sentence. This sentence which usually comes at the beginning of a paragraph consists of *topic+ the idea about the topic* or *an explanation of the topic*. The teacher is expected to go through this section, present the definition and the information provided and then explain the examples. At this point, you may want to write a few simple sentence examples on the board.

Activity B as a recognition exercise asks students to find the topic and the idea or explanation of the topic. You may:

- Ask students to work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.

1. *Language* is a system of communication.
2. *About fifty percent of the world's languages* have fewer than 5000 speakers.
3. *Bad habits and addiction* can be harmful to health.
4. *Art* is what people create with imagination.
5. *Handicrafts* are good examples of the art and culture of a country.

* Say students that:

1) A good topic sentence should include either of the following:

- one clear topic
- an explanation or an idea about the topic.

2) A good topic sentence should not be:

- too board (too much to write about)
- too narrow (not enough to write about)

Optional

As an extra activity, you can ask students to find the topic of the sentence and the main idea of the following examples.

- Cooking requires a number of different skills.
- Graduating from high school is important for many different reasons.
- The **topic sentence** is important for good academic and business writing.

HINT

The topic sentence is usually the first or sometimes the last sentence, but it can be any sentence in the paragraph.

Read the following paragraphs. First find the topic sentence, then circle the topic, and underline the explanation or idea about the topic.



1. Ants are found everywhere in the world. They make their home in buildings, gardens, etc. They live in anthills. Ants are very hardworking insects. Throughout the summers they collect food for the winter season. Whenever they find a sweet on the floor, they stick to the sweet and carry it to their home. Thus, in this way, they clean the floor. Ants are generally red and black in colour. They have two eyes and six legs. They are social insects.



2. The stars are tiny points of light in the space. On a clear night we can see around 2,000 to 3,000 stars without using a telescope. Stars look tiny in the sky because they are far away from the Earth. In ancient times the sky watchers found patterns of stars in the sky.

Hint reminds students that the topic sentence is usually the first or sometimes the last sentence, but it can be any sentence in the paragraph.

Activity C asks students to read the paragraphs, find the topic sentence, circle the topic and underline the explanation or idea about the topic.

Say students that although the topic sentence can be located anywhere in a paragraph, in academic writing, it is usually located at the beginning of each paragraph.

1. *Ants* are found everywhere in the world.
2. *The stars* are tiny points of light in the space.
3. *An online dictionary* is one that is available on the Internet or World Wide Web and is accessed through a Web browser using a computer or a mobile device, primarily by typing a term into a search box on the site.
4. *A hearing device* is available for some people suffering from hearing loss.

Six Points Leading to a Successful Topic Sentence

1. Write Your Central Idea in Clear Words:

As your topic sentence is the very first line holding the entire paragraph, it should be expressed in a clear way which should directly link your topic without being **difficult to read** or **understand**. The topic sentence is bound to contain your topic and your opinion on that topic with the **controlling idea**.

2. Grip the Readers Mind

The most fascinating quality about the topic sentence is that it grasps the reader's attention the very instant it is read. Give them the blow of challenging questions related to your topic they would love to answer. The most effective way to let the topic sentence play its role is to barge the reader directly into action.

3. Keep Your Topic Sentence Short and Crisp

The topic sentence should convey your intention regarding the specific topic. Don't make the reader hunt for your intentions. This is done when you keep your topic sentence short and clear. By taking this wise decision while writing your opening sentence, you will be able to keep a continuous flow of the paragraph.



3. An online dictionary is one that is available on the Internet or World Wide Web and is accessed through a Web browser using a computer or a mobile device, primarily by typing a term into a search box on the site. Online dictionaries offer immediate, direct access through large databases to a word's spelling and meanings, plus a host of information, including its spellings, pronunciation, and origin, etc.



4. A hearing device is available for some people suffering from hearing loss. This device uses a magnet. Like other aids, it converts sounds into vibrations and transmits them directly to the magnet, and then to the inner ear, producing a clearer sound. The device helps those with a hearing loss caused by infection or other problems in the middle ear.

D. Write a topic sentence for the following items.

- 1) sport
- 2) writing
- 3) forest
- 4) smoking
- 5) firefighters
- 6) Avicenna
- 7) clean energy
- 8) Persian Gulf

4. Formulate a Convincing Opinion

The whole body or structure of your paragraph is proved by the topic sentence. That is why, the topic sentence should be clearly chosen as it will be portray your thinking and beliefs supported by adhesive evidence.

5. Make Sure You Don't Talk in Vague Words

Even if your writing sounds extraordinary by filling up the topic sentence with extremely impressive vocabulary words showing excellence and strength but if your topic sentence is not clear then all your efforts are pointless. Your topic sentence would sound confused and forced. Keep your topic sentence clear, sweet and innocent.

6. Don't Discuss Something You are Unable to Handle Later

If you are making a statement in the topic sentence, you should be able to carry it intelligently in the whole paragraph. Whether you are depicting opinions, facts or both, you should hold the ability to clearly analyze them in your paragraph controlled by the topic sentence. Never burden your topic sentence with random material that you won't intend to explain further.

.....
Activity D asks students to write a topic sentence for the given words.

- Ask students to pay attention again to the guidelines presented for writing a strong topic sentence.
- Let students work individually to do this activity.
- Have a few students to write their answers on the board and others compare them.
- Choose the best ones.



A. Listen to the first part of a report.

1. Answer the following questions.

- a. What would you do if you had a time machine now?

.....

- b. Would you live in a jungle if you were allowed to?

.....

2. Listen again and take note of three questions you hear.

B. Now read the rest.

Have you ever thought of superhuman? What abilities would you like to have if you had superhuman powers? Some may say, "I would like to fly if I had superhuman powers." Others may say, "I would like to be very strong to help people." Some may say, "I would like to be invisible or read people's minds." What about you? Would you like to be able to do these? Think of being an astronaut; where would you like to go?

3. Underline 'if clauses'.

C. Work in pairs. Ask and answer.



13. What you learned

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

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

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

Part A is a listening task. Students should listen to the first part of a report. Sometimes it is fun to think about things that will never happen. We can ask ourselves questions that don’t have any real answers. For instance, we can think: what would I do, if had a time machine to travel with right now? Some people may say: I would visit the past, if I had that machine. Or I would visit the future to see the world and people of the future. Maybe you have thought about this: What would I do, if I had this ability to talk to animals? What would I say? Some people would prefer to talk with cats or birds, but some would not like the idea. They would feel frightened!

1. a. (Answers may vary) I would travel to the future.
b. (Answers may vary) No, I surely would not. I like living in a city.

Part B is a reading task. The students should read the rest of the interview. Then they have to underline all ‘*if clauses*’.

- What abilities would you like to have if you had superhuman powers?
- Some may say I would like to fly, if I had superhuman powers.
- I would like to be very strong to help people.
- I would like to be invisible or read people’s minds.
- Would you like to be able to do these? Where would you like to go?
- I would go to Mars and see if any one lives there.
- Where would you travel to?

Part C is a role play. Ask students to take role and practice. (Answers may vary)

A: Would you like to fly?

B: Yes, I would like to fly, if I had superhuman powers.

A: What would you do if you found some money?

B: I would give it to the lost-and-found.

A: Would you like to travel to other planets if you were an astronaut.

B: Yes, I would like to travel to Mars.

Lesson 3

Renewable Energy



Lesson 3: Renewable Energy (71-99)

Get Ready

Introduction to the Lesson

Conversation

Talking about Wind Turbines

New Words & Expressions

Learning Vocabulary of Reading

Reading

Earth for our
Children

Reading Strategy
(Note taking)

Reading
Comprehension

Vocabulary Development

Proverbs

Grammar

Passive Voice with Modals

See Also
(Past perfect tense)

Listening & Speaking

Talking about an Activity before
another Activity in the Past

Writing

Supporting & Concluding Sentences

What You Learned

Review Lesson 3

General Objectives of this lesson

- Familiarizing students with the theme ‘renewable energy’.
- Making students aware of the value of the natural resources of the earth and the way people can keep them for the future generations.
- Informing students of different types of clean energy resources, the way they are produced, and their advantages over fossil fuels.

LESSON 3

Renewable Energy

Interesting Facts:

- The first wind machine was used in ancient Persia around 300 BC¹.
- One wind turbine can produce enough electricity to power 300 homes.
- Renewable energy sources create three times more jobs than fossil fuels.
- Albert Einstein² won the Nobel Prize in 1921 for his experiments with solar power.

1. Before Christ: Used after a date to show that it was before the birth of Christ.

2. English pronunciation: /'aɪnstam/

1. The Title Page

Content: This is the first page of the lesson. It has four interesting facts about the main theme of this lesson ‘renewable energy’.

1. The first wind machine was used in ancient Persia around 300 BC.
2. One wind turbine can produce enough electricity to power 300 homes.
3. Renewable energy sources create three times more jobs than fossil fuels.
4. Albert Einstein won the Nobel Prize in 1921 for his experiments with solar power.

Objective(s): Title Page gives some factual information to students about ‘renewable and clean energies’.

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

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

- ۱- انرژی چیست؟ با چه منابع تولید انرژی آشنا هستید؟
- ۲- آیا می دانید انرژی های تجدیدپذیر چه نوع انرژی هستند؟
- ۳- فکر می کنید ذخایر نفت و گاز ایران تا چند سال آینده تأمین کننده نیازهای مردم ایران است؟
- ۴- نسل آینده ما چگونه نیازهای خود به انرژی را برآورده خواهند کرد؟



Optional

You may do the following activities as well.

A. Ask the students to make groups of three or four. Then ask them to brainstorm and list the disadvantages of using fossil fuels.

B. Write some clean energy resources on the board (or make a sldieshow). Then ask students to think about the ways they can be used for producing energy.





2. The Impact Page

Content: It consists of four pictures related to the theme ‘renewable energy’ and the disadvantages of using fossil fuels. .

- Cooling towers of a power plant
- A refinery
- A polluted day in Tehran
- Greenspace/ a jungle

Objective(s): It gives general background on the theme of the lesson. It also portrays the way using fossil fuels pollutes our planet and damage our health. The first three pictures guide the readers to the last one to emotionally make students aware of the value of greenspaces and natural resources.

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

Picture 1. Do you know how cooling towers help generating electricity in power plants?

Picture 2. What types of pollutions do refineries cause?

Picture 3. Can you name some sources of air pollution in metropolitans like Tehran?

Picture 4. What is the role of greenspaces in reducing the air pollution?



Optional

You may do the following activity as well.

Introduce different forms of energy. Make a worksheet like the one below.

Leave the column **Example** blank. Ask students to complete it.

POTENTIAL ENERGY		
Energy Form	Energy Due to	Example
Chemical	Kind and arrangement of small particles	Flashlight battery
Nuclear	Structure of atom's nucleus	Atomic energy
KINETIC ENERGY		
Energy Form	Energy Due to	Example
Heat	Random motion of small particles	Warmth surrounding a car's engine
Sound	Ordered periodic motion of small particles	Sound from a headphone
Radiant	Bundles of photons	Sunlight
Mechanical	Motion of large pieces of matter	Movement of car's wheels

Get Ready

A. Match the pictures with energy sources.



a. wind

b. water

c. sunshine

d. plants

Now fill in the blanks with the above words.

1. Some scientists are working on producing electricity from
This way, while the plant is growing, electricity is produced.
2. Hydropower or power is produced as a result of falling or running water.
3. Solar energy or the energy that comes from can be used to heat, cool, and light our homes and schools.
4. Wind turbines convert the kinetic energy in the into mechanical power.

3. Get Ready

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

Objectives(s): Get Ready aims at familiarizing students with the theme of the lesson. It also aims at presenting some new words related to the theme of the lesson, renewable energies.

Teaching Procedure: Go through activities A, B, and C. Introduce the theme of the lesson, *renewable energies*, by doing the activities.

Activity A is a meaningful activity. The teacher has already introduced some sources of renewable energies. Now the students see some pictures and then read some sentences related to those statements to understand the topic more deeply.

1. Picture 1, d. plants
2. Picture 4, b. water
3. Picture 2, c. sunshine
4. Picture 1, a. wind



Optional

You may do the following activity as well.

Show the picture of **Samsø Island in Denmark**, one of the greenest areas of the world. Discuss the energy resources they can see in the picture.



B. Draw a circle around renewable energy sources.



C. This picture shows six ways you can save energy. Place the letter next to the correct description.



- 1. Close the door behind you so the cold or warm air doesn't go out.
- 2. If you're the last person to leave the room, turn off the TV.
- 3. Trees can lower the cooling costs of your home.
- 4. Using a dishwasher saves much more water than hand washing.
- 5. LED light bulbs use 75% less energy and last 10 times longer than string light bulbs.
- 6. Let your computer monitor go to sleep or turn it off to save more energy.

Activity B is a meaningful activity. The students should look at the pictures and circle renewable energy sources.



Activity C is a meaningful activity. The students should look at the picture and understand the situation. Then they have to match the statements with the pictures.

1. B 2. A 3. E 4. C 5. D 6. F

 **Optional**

You may ask students to do the following task and make an anemometer. Help them with English.

How can you measure wind energy?

Some places have a lot of wind and others don't. For example, places that are higher or more open usually have stronger winds. Before you bought or built a windmill, you would want to be sure that your location had enough wind. But how can you measure the wind?

An **anemometer** is used to measure wind energy. You sometimes see them at airports.

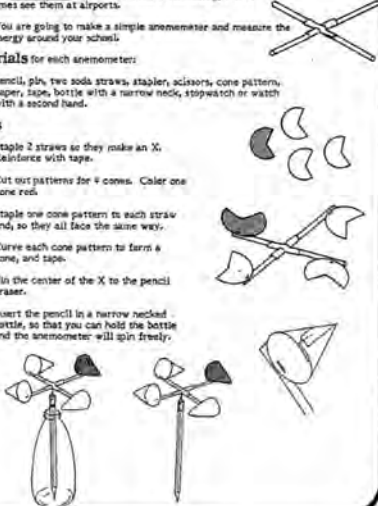
You are going to make a simple anemometer and measure the wind energy around your school.

Materials for each anemometer:

pencil, pin, two soda straws, stapler, scissors, cone pattern, paper, tape, bottle with a narrow neck, stopwatch or watch with a second hand.

Steps

1. Staple 2 straws so they make an X. Reinforce with tape.
2. Cut out patterns for 4 cones. Color one cone red.
3. Staple one cone pattern to each straw end, so they all face the same way.
4. Curve each cone pattern to form a cone, and tape.
5. Pin the center of the X to the pencil eraser.
6. Insert the pencil in a narrow necked bottle, so that you can hold the bottle and the anemometer will spin freely.





Conversation



Emad and his father are traveling to Guilan. On the way, in Manjeel, Emad sees huge wind turbines.

- Emad:** Daddy, look at those big fans!
- Father:** They are actually wind turbines.
- Emad:** Wind turbines?
- Father:** Yes, wind turbines are used to produce electricity from wind power.
- Emad:** I know electricity can be produced from water and sunlight. How might it be generated from wind?
- Father:** Well, a wind turbine works the opposite of a fan. Instead of using electricity to make wind, a turbine uses wind to make electricity. It is a type of clean energy.
- Emad:** These wind turbines remind me of what I read about using wind power in Yazd's buildings.
- Father:** You mean wind towers?

4. Conversation

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

The conversation of this lesson takes place on the road. Emad is traveling to Guilan with father. On the way, in Manjeel they see some wind turbines and Emad starts asking questions about them.

Objective(s): The main function of Conversation is providing learners with ‘comprehensible input’ and preparing them to produce ‘comprehensible output’. It also functions as the context of presenting new words/expressions.

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

- **Parts of speech:** generate: generator (n.), generation (n.)

- **Synonym:** opposite = reverse

- **Exemplification:** blow:

A cold breeze was blowing hard.

It was blowing from an easterly direction.

Outside, the weather was blowing a gale.

- **Definition:** remind: to make someone remember something that they must do.

OR Collocations: Let me remind you!, remind sb of sth, remind sb that, remind sb about/of sth,

- **Realia:** air conditioner (referring to the AC of the class)

Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may talk about the following things in the class:

- Students’ general knowledge of research and development in the field of renewable energy in Iran
- What they have read in their science textbooks about clean energy
- If they, as the future generation of Iran, are willing to replace fossil fuels with clean energy Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening*, *listening*, and *post-listening*. You focus on both bottom-up and top- down practices during or after this cycle.

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

Phase 1. Pre-listening

The aim of the pre-listening stage is to “prepare learners to listen by using activities that focus on the content of the text and/or the language in the text” (Goh, 2014, p. 84). Different types of activities can be used in this phase such as brainstorming, researching, reading, viewing pictures, watching movies, and discussing. The students can find plenty of information about clean energy in their science textbooks, magazines, websites, etc. dictionaries by searching library resources or internet websites.