

- Emad:** Yes, they are natural air cooling systems and can be used instead of electrical air conditioners. This is another source of clean energy, isn't it?
- Father:** Yes, it is. An excellent type of clean energy!
- Emad:** Daddy, can we travel to Yazd this Norooz?
- Father:** That's OK with me. Let's check it with others.



## Questions

Answer the following questions orally.

1. Where are Emad and his father?
2. Has Emad ever traveled to Yazd?
3. What types of clean energy can you find in your city or village?



### Phase 2. Listening

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

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

- Where are they going?
- How many sources for producing electricity are mentioned by Emad?
- Why is Emad interested in Yazd?

2. Check students’ answers after listening.

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

### Phase 3. Post-listening

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

- Display: What are Emad and his father?
- Inference: Has Emad ever traveled to Yazd?
- Opinion gap: What types of clean energy can you find in your city or village?



**Don't** let students write their answers.

### Top-Down and Bottom-Up Listening Practices <sup>1</sup>

*Bottom-up processing* helps students recognize forms of a language (lexical and pronunciation features). To develop bottom-up processing, students could be asked to

- distinguish individual sounds, word boundaries, and stressed syllables
- identify thought groups
- listen for intonation patterns in utterances
- identify grammatical forms and functions
- recognize contractions and connected speech
- recognize linking words

*Top-down processing* relies on prior knowledge and experience to build the meaning of a listening text. To arrive at a meaning of a text, the listeners draw on their schemata. Top-down listening skills include

- listening for gist, main ideas, topic, and setting of the text
- listening for specific information
- sequencing the information
- prediction
- guessing
- inferencing

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<sup>1</sup> Adapted from [http://www.tesol.org/docs/books/bk\\_ELTD\\_Listening\\_004](http://www.tesol.org/docs/books/bk_ELTD_Listening_004)

## New Words and Expressions



### A. Look, Read and Practice.



Oil, coal and natural gas are three common fossil fuels.



The main sources of renewable energy are wind, water and sun.



Iran is rich in oil resources.

## 5. New Words and Expressions

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

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

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

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

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

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

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

**fossil fuels:** exemplification:

An obvious and technically achievable alternative to fossil fuel combustion is nuclear fission.

The Government was also strongly backing an international trading system for fossil fuel emissions.

Environmentalists would like to see fossil fuels replaced by renewable energy sources

**renewable energy:** parts of speech of 'renewable': renew (v.), renewal (n.), renewed (adj.)

**resources:** collocations of 'resource':

financial resources, inner resources, limited resources

natural resources, pool your resources, resource room/centre



The factory has polluted the river.



The new light bulbs consume  
less electricity.



My uncle often sits in the balcony,  
has a cup of coffee and reads a book.

**pollute:** parts of speech of ‘pollute’: pollution (n.), polluted (adj.), polluter (n.)

**consume:** collocations of ‘consume’, some nouns that can be combined with it:

alcohol, calorie, energy, fire, food, meal, product, propensity, water


**balcony:** synonym: terrace



### Vocabulary Learning Strategies (VLS): Part III

As it was mentioned before ‘consolidation strategies’ of vocabulary learning include four types of strategies, social, memory, cognitive and metacognitive strategies. Examples of these types of strategies are depicted in the following table.

	<b>Social Strategies</b>
	Study and practice meaning in a group
	Interact with native speakers
	<b>Memory Strategies</b>
	Study word with a pictorial representation of its meaning
	Image word’s meaning
	Connect word to a personal experience
	Associate the word to its synonyms and antonyms
	Use semantic maps
	Use ‘scales’ for gradable adjectives
	Group words together spatially on a page
	Use new word in sentences
<b>Consolidation Strategies</b>	Group words together within a storyline
	Study the spelling of a word
	Study the sound of a word
	Say new word aloud when studying
	<b>Memory strategies</b>
	Image word form
	Underline initial letter of the word
	Configuration
	Use keyword method
	Affixes and roots (remembering)
	Part of speech (remembering)
	Paraphrase the word’s meaning



**B. Read and Practice.**

**variety:** many different types of things or people

They do a variety of fitness activities.

**tide:** the rise and fall of the sea

Here you can see two high and two low tides each day.

**replace:** 1. to take the place of somebody or something

The factory replaced most of its workers with robots.

2. to put something back in the right place

She carefully replaced the china plate on the shelf.

**use up:** to finish something

Don't use up all the milk, we need some for breakfast.

**forever:** for all time

No one can live forever.

**demand:** the amount of a product or service that people want

Demand for organic food is increasing.

**convert:** to change in form or character

The sofa converts into a bed.

**absorb:** to take something in, especially gradually

Plants absorb carbon dioxide.

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

**Consolidation Strategies**

Use cognates in study  
Learn the words of an idiom together  
Use physical action when learning a word Use semantic feature grids

**Cognitive Strategies**

Verbal repetition  
Written repetition  
Word lists Flash cards  
Take notes in class Use the vocabulary section in your textbook  
Listen to tape of word lists  
Put English labels on physical objects  
Keep a vocabulary notebook

**Metacognitive Strategies**

Use English-language media (songs, movies, etc.)  
Testing oneself with word tests  
Use spaced word practice  
Skip or pass new word Continue to study word over time

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

- variety:** proverb: Variety is the spice of life
- tide:** collocations of 'tide': cut off by tide, rising tide, the tide is in/out
- replace:** parts of speech of 'replace': replacement (n.), replaceable (adj)
- use up:** exemplification:  
She's used up all the hot water.
- forever:** synonym: for good, always
- demand:** collocations of 'demand': demand sth of sb, demand that, demand to know, see, etc.
- convert:** parts of speech of 'convert': converter (n.), convertible (adj.)
- absorb:** parts of speech of 'absorb': absorption (n.), absorbent (n.), absorbing (adj)

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



# Reading

## Earth for our Children

Energy is the ability to do work. It can take a variety of forms: mechanical, electrical, chemical, and nuclear. To produce any type of energy, the resources of the earth are used. The main resources of the earth are fossil fuels such as natural gas, oil, and coal.

We get most of our energy from these fossil fuels, but this is harmful to the environment. Fossil fuels are nonrenewable and cannot be replaced easily. Once we use them up, they're gone forever. They are not clean as they pollute water or air.

In recent years, scientists try to use other types of energy resources. They call them clean energy resources because they do not pollute the earth. Clean energy is renewable. It is made from resources that can be replaced, like wind, water, sunshine, tides, and plants. When renewable energy resources are used, the demand for fossil fuels is reduced.

The most common type of clean energy is the solar power. Solar energy is produced by the radiation that reaches the earth. People have used the sun as a heat source for thousands of years. Iranians, for instance, use special designs and arrangements of windows, balconies and yards to get the most sunshine. Different types of materials might also be used in building the houses. This keeps people warm during cold seasons and cool during hot days of the year.

Nowadays, solar energy can be converted into other forms of energy, such as heat and electricity. Solar energy might be used for heating water and air in homes,



## 6. Reading

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

*The reading of this lesson is a general information passage. The passage gives some information about different forms of energy. It also introduces renewable energies and discusses their applications in our daily life.*

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

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

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

#### *Phase 1. Pre-reading*

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

#### *Phase 2. While-reading*

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

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

- Name some forms of energy.
- How do you know fossil fuels are not clean?
- What happens if we replace fossil fuels with clean sources of energy?

buildings, or swimming pools. Maybe you've seen buildings or houses with big shiny panels on the roof. These are solar collectors that collect heat by absorbing sunlight and producing solar power. Also, solar energy can be used in generating electricity to provide power for watches, highway signs, houses and even space stations.

Clean energy resources are widely used in many countries to keep cities and villages clean. As a result, fewer fossil fuels are consumed each year and they are saved for the future generations.

## Reading Strategy

### Note taking

Learning to take good notes is very important. Good notes can help you remember and review a text you have read. There is no magic formula to taking notes when reading. You have to find out what works best for you. However, the following guidelines are suggested:

- ◆ Be sure to include all the important ideas and examples.
- ◆ Write only important words, not complete sentences.
- ◆ Use abbreviations and symbols.

You can write your notes in the margins or on a separate page. For example, the notes of the following paragraph were taken as follows:

To have a healthier lifestyle, people need to do certain things. First they should check their general health. Measuring blood pressure and heartbeat is the most important thing to do. They also need to check their family health history. In this way, they understand if anyone in the family has had a special illness.

Healthier lifestyle  
1) checking general health: blood pressure & heartbeat  
2) checking family health history

## Reading Strategies

In this lesson students learn ‘note taking’ while reading a text. This can be done by writing important notes of a passage in the margin of the paper or on a separate paper/notebook.



### The Cornell Note-taking System<sup>1</sup>

The Cornell note-taking system (also Cornell Method, or Cornell Way) is a note-taking system developed by Walter Pauk, an education professor at Cornell University, in 1940s. This is how Cornell note-taking system works: *First*: Prepare your notepaper by creating a two-column table. The left-hand column should take up about 1/3 of your writing space, leaving the remaining 2/3 for recording information. At the end of the paper keep a space for summary of your notes. Use only one side of each sheet of notepaper.

*Then*:

**1. Record:** During the lecture/reading, use the note-taking column to record the notes using telegraphic sentences.

**2. Questions:** As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.



**3. Recite:** Cover the note-taking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.

**4. Reflect:** Reflect on the material by asking yourself questions, for example: “What’s the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What’s beyond them?”

**5. Review:** Spend at least ten minutes every week reviewing all your previous notes. If you do, you’ll retain a great deal for current use, as well as, for the exam.

#### *Phase 3. Post-reading*

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

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

<sup>1</sup> Taken from <http://Isc.cornell.edu/notes.html>

# Reading Comprehension

A. Use the information in the 'Reading' to complete the notes. Then compare your notes with your classmates' notes.

.....  
.....  
.....  
.....

---

B. Go back to the 'Reading' and try to take notes on the basis of the guidelines:

.....  
.....  
.....  
.....

---

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

1. it (paragraph 1, line 1) .....
2. them (paragraph 2, line 3) .....
3. them (paragraph 3, line 2) .....
4. these (paragraph 5, line 5) .....
5. they (paragraph 6, line 3) .....

## 7. Reading Comprehension

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

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

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

**Activity A** is a reading strategy practice that focuses on 'note taking' strategy. The students should read the text and take note of important information. Then they have to organize their notes in the given space and compare them with those of their friends.

**Activity B** is a reading strategy practice that focuses on 'note taking' strategies. The students should scan the text, follow the guidelines and take note of important points of the text.

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

1. 'it' refers to the word 'energy'
2. 'them' refers to 'fossil fuels'
3. 'them' refers to 'energy resources'
4. 'these' refers to 'big shiny panels'
5. 'they' refers to 'fossil fuels'

# Vocabulary Development

## PROVERBS

A proverb is a short well-known sentence that gives practical advice about life. Proverbs surround us every day. Whether at home, work, school, or during a conversation with a friend, the likelihood of hearing a proverb is high. For example, the following common proverbs in English have common equivalents in Persian.

English Proverb	Meaning	Persian Proverb
God helps those who help themselves	Don't just wait for good things to happen to you. Work hard to achieve your goals.	از تو حرکت از خدا برکت
The early bird catches the worm	You should wake up and start work early if you want to succeed.	سحر خیز باش نا کامروا باشی



## 8. Vocabulary Development

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

**Objective(s):** Introducing ‘Proverb’ as an important component in language learning.

**Teaching Procedure:** First go through the Definition Box to introduce ‘Proverbs’. You may practice the examples provided in the Box or provide students with some familiar proverbs in Persian and their equivalents in English. Then go through parts A and B.

**Definition Box** defines and exemplifies ‘proverbs’. Say students that proverb, as a short well-known sentence giving practical advice about life or a short saying in general use, held to embody a general truth, is an important part of English learning. The Box provides two examples. Read and practice them.

### Some Tips to Teach Proverbs

- Deal with proverbs as and when they crop up in their contexts, such as in reading and listening tasks or when you use one naturally in class.
- Group the sayings by topic and introduce in conjunction with other activities around the topic.
- Use visuals and pictures to help learners remember them. For example, draw a bird in the hand and two in the bush.
- Do some matching activities. For example, give students five proverbs that have been cut in half and get them to match them up.
- Ask students if any of the proverbs translate directly into Persian. Most of the time students will know a similar expression in Persian and it can help them to remember them if they compare the differences between English and Persian.
- Put them into context. Try to use situations when people actually use the expressions and get students to create dialogues or role-play and to use a few of the proverbs to reinforce the meaning.
- Explain to students that it may be more useful for them to be able to understand the expressions when they hear them than to be able to produce them.
- Don’t overload students with too many at a time. One or two is probably a good number for one class.



**A. Match the following proverbs with their meanings and then write their equivalents in Persian.**

English Proverb	Meaning	Persian Proverb
1. Birds of a feather flock together	a) When two people cooperate with each other, they come up with better ideas.	
2. Actions speak louder than words	b) When you get money quickly, like by winning it, it's easy to spend it or lose it quickly as well.	
3. Practice makes perfect	c) When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders.	
4. Too many cooks spoil the broth	d) You soon forget people or things that are no longer visible or present.	
5. Easy come, easy go	e) People like to spend time with others who are similar to them.	
6. Two heads are better than one	f) Just saying that you'll do something doesn't mean much. Actually doing it is harder and more meaningful.	
7. Don't count your chickens before they hatch	g) You have to practice a skill a lot to become good at it.	
8. Out of sight, out of mind	h) Your plans might not work out, so don't start thinking about what you'll do after you succeed. Wait until you've already succeeded, and then you can think about what to do next.	

**Activity A** asks students to match the proverbs with their meanings, then write their Persian equivalents.

English Proverb	Meaning	Persian Proverb
1. Birds of a feather flock together	a) People like to spend time with others who are similar to them.	کبوتر با کبوتر باز با باز، کند هم جنس با هم جنس پرواز
2. Actions speak louder than words	b) Just saying that you'll do something doesn't mean much. Actually doing it is harder and more meaningful.	دوصد گفته چون نیم کردار نیست
3. Practice makes perfect	c) You have to practice a skill a lot to become good at it.	کار نیکو کردن از پرکردن است
4. Too many cooks spoil the broth	d) When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders.	آشپز که دو تا شد آش یا شور میشه یا بی نمک
5. Easy come, easy go	e) When you get money quickly, like by winning it, it's easy to spend it or lose it quickly as well.	بادآورده را باد می برد
6. Two heads are better than one	f) When two people cooperate with each other, they come up with better ideas.	هر سری عقلی دارد.
7. Don't count your chickens before they hatch	g) Your plans might not work out, so don't start thinking about what you'll do after you succeed. Wait until you've already succeeded, and then you can think about what to do next.	جوجه را آخر پاییز می شمارند
8. Out of sight, out of mind	h) You soon forget people or things that are no longer visible or present.	از دل برود هر آنکه از دیده برفت

**B. Write the Persian equivalents for the following English proverbs.**

1. Cut your coat according to your cloth.

.....

2. A burnt child dreads the fire.

.....

3. Kill two birds with one stone.

.....

4. Don't look a gift horse in the mouth.

.....



**Activity B** asks students to write their Persian equivalents.

- Ask students to work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.
- Have a few students read their answers for each item to the class, and have students with the same answer raise their hands.

1. Cut your coat according to your cloth.	پایت را اندازه گلیمت دراز کن
2. A burnt child dreads the fire.	آدم مارگزیده از ریسمان سیاه و سفید می ترسه
3. Kill two birds with one stone.	با یک تیر دو نشان زدن
4. Don't count a gift horse in the mouth.	دندان اسب پیشکشی را نمی شمارند

As an extra activity, you can practice these common proverbs:

1. Absence makes the heart grow fonder	Being away from someone or something for a period of time makes you appreciate that person or thing more when you see them or it again.
2. Beauty is in the eye of the beholder	What is "beautiful" is different for each person.
3. Better late than never	It's better to finish something late than to never do it at all.
4. Cleanliness is next to godliness	It's good to be clean. God is clean, and you should be too.
5. Don't judge a book by its cover	Don't judge someone or something by appearance alone.
6. Don't put off until tomorrow what you can do today	If you can do something today, do it. Don't wait until tomorrow; don't procrastinate.
7. Laughter is the best medicine.	When you're in a difficult situation, laughing can make it easier to get through that situation.
8. People who live in glass houses should not throw stones	Don't criticize someone if you're not perfect either; don't be a hypocrite.
9. The grass is always greener on the other side	People always want what they don't have.
10. There is no place like home	Your home is the most comfortable place in the world.

# Grammar

## A. Read the following text.



Did you know that the things nobody needs can be used to produce electricity, heat or fuel? Changing waste to energy can be considered one of the most helpful ways to save the resources of the earth. Because garbage can be changed directly into a liquid fuel, it can be used in cars, trucks, buses and airplanes. To do that, garbage should be collected and taken to a landfill by workers. People may be paid for voluntary garbage delivery as well. It is important to know that not all types of waste can be used to produce fuel. Some materials may give off harmful gases in the process. Therefore, people should be informed of this danger and warned about the possible harms.

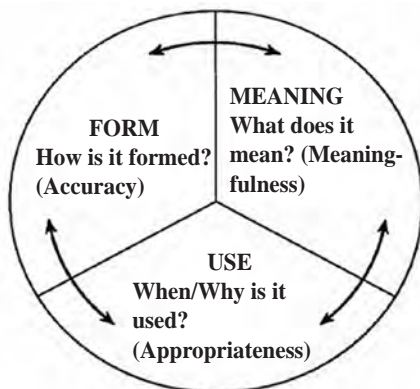
## B. Read the following example sentences.

The principal should call the parents.	The parents should be called (by the principal).
The cook may make a fish salad for dinner.	A fish salad may be made for dinner (by the cook).
People must obey the traffic rules.	The traffic rules must be obeyed (by everyone).

## 9. Grammar

**Content:** It has seven parts: A to G.

**Objective(s):** The main goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen-Freeman, 2014, p. 258). Therefore, the three components of Freeman’s pie chart that focuses on form, meaning, and use (Larsen-Freeman, 2014, p. 258) would be applied to teach grammar in Vision 3 (See figure 1).



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

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

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

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

**Activity A** is an input flooding activity.

**Activity B** presents grammatical items in isolation. The teacher may

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

Then teacher follows the 3-dimensional model of teaching grammar based on communicative framework (Celce-Murcia and Larsen-Freeman, 1990, p. 4). to teach the grammar of this lesson:

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

**the subject (object of the active sentence)+ modals (should, would, could, must, etc.) +‘be’ + past participle of the main verb**