

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

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

E. Read the following sentences and use passive voice with the given verbs in the parentheses.

1. Something (should/do) about global warming, or some types of animals will die out.
 2. The bill (must/pay) before leaving the restaurant.
 3. Some dangerous gases (may/produce) when garbage is burned.
 4. Wind (can/change) into electricity.
-

F. Pair up and talk about the things that can/may/should/must be done without mentioning the doer.

Example: Water can be converted into ice in cold weather.

1.
 2.
 3.
 4.
 5.
-

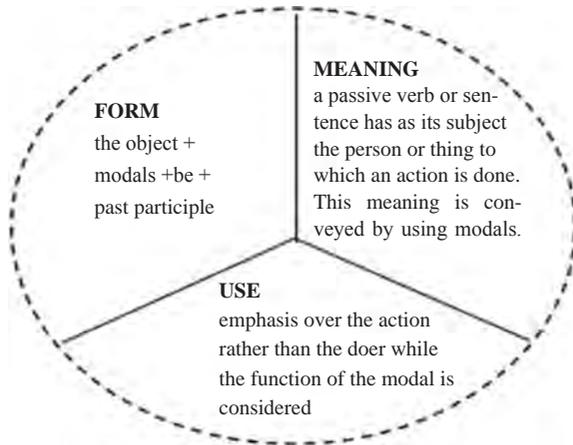
G. Go to part 'Grammar' of your Workbook and do A and B.

2- In semantic wedge, what a grammar construction means is dealt with.

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). This meaning is conveyed and expressed by the meaning of the used modal (should, would, could, must, etc.)

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

To put emphasis over the action rather than the doer while the function of the modal is considered .



Activity C encourages students to deduce how ‘passive voice is made with modals’.

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 ‘passive voices with modals’ and underline/highlight them: *cannot be replaced, can be replaced, might be used, can be converted, might be used, can be used*

Activity E is a structural practice with the aim of providing students with chances of focusing on forms. They have to fill in the blanks with appropriate forms of the verbs.

- 1- *should be done*
- 2- *must be paid*
- 3- *may be produced*
- 4- *can be changed*

Activity F is a communicative activity. The students should pair up and talk about actions that can/may/should/must/be done without mentioning the doer(s).

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

Past perfect tense

A. Read the following example sentences.

| | | |
|-------------------------|--------|--------------------|
| Joe had studied Chinese | before | he moved to China. |
|-------------------------|--------|--------------------|

| | | |
|---------------------------|--------|----------------------|
| She had never seen a bear | before | she went to the zoo. |
|---------------------------|--------|----------------------|

| | |
|--------------------------------------|---------|
| I knew I had seen that man somewhere | before. |
|--------------------------------------|---------|

| | |
|--|---------|
| The woman told me that she had worked in Isfahan | before. |
|--|---------|

| | | |
|------------------------------------|---------|-------------------|
| Everything in the garden was brown | because | it hadn't rained. |
|------------------------------------|---------|-------------------|

| | | |
|------------------------------|---------|----------------------|
| They gave me some money back | because | I had paid too much. |
|------------------------------|---------|----------------------|

| | |
|------------------------------|--|
| When I arrived at the party, | my grandparents had already gone home. |
|------------------------------|--|

| | |
|------------------------------|----------------------------|
| When I sent the book to her, | she had already bought it. |
|------------------------------|----------------------------|

B. Go to part 'Grammar' of your Workbook and do D.

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 ‘past perfect tense’. To teach this grammatical point, use the 3-dimensional grammar pie.

1- In form wedge, introduce the forms:

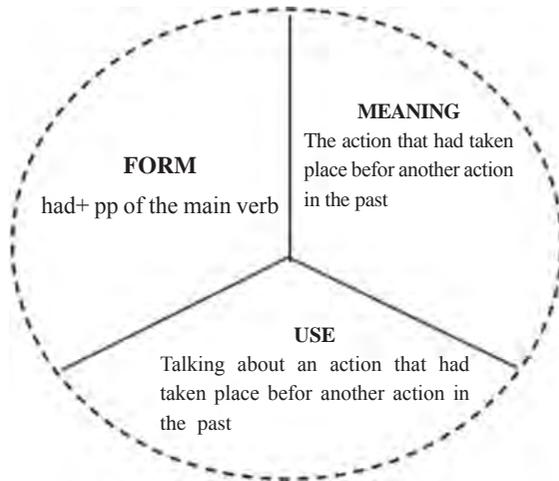
had + past participle of the main verb

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

The action that had taken place before another action in the past

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

Talking about an action that had taken place before another action in the past



Listening and Speaking

Speaking Strategy

Talking about an Activity before another Activity in the Past.

A. We use the 'past perfect tense' to talk about an event that happened before another event in the past.

- OK, Tell me about the picnic. What did you do?
- That was great, dad. We played volleyball and had a barbecue.
- Oh, come on! Did you do anything fun?
- Yeah, it was all fun. Before we played volleyball, we had taken some photographs.
- Great! Did you do anything in the afternoon?
- Oh, something interesting! After we had eaten lunch, we flew our kites. That was fantastic because we had made the kites ourselves!



You may use the following structures to talk about two activities in the past.

- Before I, I had
- After I had, I

11- Listening and Speaking

Content: It has two parts. Part A contextualizes the grammatical point introduced in the previous section in a dialog. Part B is a listening section with the same function as Part A although no conversation script is shown here, and students are asked to do a role-play.

Objective(s): The aim of this section is to help students receive further focus and practice on the use of past perfect tense while listening to three conversations and to help them produce sentences containing this structure appropriately.

Teaching Procedure: The teacher has already taught the grammar embedded in this section. Here the teacher needs to provide further situations for the students to practice the tense and help students produce sentences where past perfect is used.

To begin with, start with your own examples. Mention two past activities and then draw the students' attention to the one which occurred first.

| | |
|-----------------------------------|---------------------|
| Two activities in the past | Past perfect |
|-----------------------------------|---------------------|

| | |
|---------------------------------|---|
| Brushing teeth and going to bed | Before I went to bed, I had brushed my teeth. |
|---------------------------------|---|

| | |
|----------------------------|--|
| Going home and taking exam | After he had taken the exam, he went home. |
|----------------------------|--|

| | |
|-----------------------|--|
| Planting and watering | After we'd planted the trees, we watered them. |
|-----------------------|--|

| | |
|------------------------------|---|
| Graduating and feeling happy | Because they had graduated, they felt very happy. |
|------------------------------|---|

The next step is eliciting student output. Pair up students and ask them to think of two activities which they did in the past. Then ask them to use past perfect to refer to the activity which they did before the other one. Ask them to use simple past for the latter.

While the students are busy working together, the teacher can circulate while answering students' questions or helping them create appropriate statements. Afterward, ask selected pairs of students to present their example(s). This warm-up phase prepares students to listen to the first conversation.

In the listening phase, first ask students to close their books and be ready to listen to a short talk, where two friends are talking about past activities. Play the CD twice. During the first time ask students to listen to the dialog, while during the second time, ask them to repeat selected sentences.

Amir: Why didn't you go to the new restaurant last night?

Rasoul: We didn't want to. We had already tried the food there the weekend before.

Amir: Really? Did you like the food?

Rasoul: That was OK. We all ordered chicken with rice. I had never



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

Conversation 1



Had Rasool tried the restaurant sauce before?

Did Rasool go to the new restaurant alone?

Pair up and ask your friends to talk about what they did in the past before or after other actions. You may use the clues in the box.

| | | |
|-------------------|---------------|--------------|
| travel to Mashhad | borrow a book | spend money |
| catch cold | go home | leave Tehran |

Conversation 2



When had Samira and her friends gone to the museum?

When did Samira's guests leave her home?

Pair up and ask your friends to talk about what they hadn't done before. You may use the clues in the box.

| | | |
|----------------|-----------------|-------------|
| climb Damavand | apply for a job | pay a check |
| sing a song | go abroad | play futsal |

tasted their special sauce anywhere else.
 Amir: Was it pomegranate sauce?
 Rasoul: No. it wasn't. I had already tasted pomegranate sauce at home.
 Amir: Was it expensive?
 Rasoul: I think it was cheaper than the food we had tried in other restaurants.

1- Had Rasoul tried the restaurant sauce before?

No, he hadn't tried it before.

2- Did Rasoul go to the new restaurant alone? *No, he didn't.*

Now ask students to open their books and follow the lines while listening to the conversation once or twice more. Then get them to pair up and personalize the dialog. Here they are free to make changes in wishes and conditions.

Part B consists of two conversations, each followed by a role play activity. Students need to listen to each conversation and answer the questions.

Feel free to introduce new words before playing the CD.

Play the CD twice. In the first time – the listening phase – ask students to listen to each dialog and then answer the follow-up questions. In the second time – the transcription phase – play the CD while pausing after small chunks (meaningful, manageable chunks) so that students write what they hear. Alternatively, ask two students to transcribe the dialog on the board while other students cooperate in the completion of transcription.

Shila: What did you do on Thursday?

Samira: Oh, on Thursday Yeganeh and Kiana came over for dinner. We really missed you.

Shila: Thanks, but you wanted to go to the Museum of Holy Defense, didn't you?

Samira: Oh, Yes. Before we got home, we'd gone to the museum.

Shila: Was it the first time you went there?

Samira: No, I had already been there once.

Shila: Did your friends stay till midnight?

Samira: No. After we had had dinner, their mothers arrived and took them home.

1- When had Samira and her friends gone to the Museum?

-They had gone there before they got home.

2-When did Samira's guests leave her home? *They left her home before midnight.*

After each conversation, there is a role play activity. In this phase of speaking practice, pair up students and ask them to use the clues in the boxes to make new conversations which include the use of past perfect. Listen to student conversations and provide further feedback and examples.

Writing

Supporting sentences

In Lesson Two you got familiar with the paragraph format as well as the structure of a topic sentence. Now, two other components of a paragraph, namely supporting sentences and concluding sentence are introduced.

Supporting sentences come after the topic sentence. These sentences can:

- explain the idea in the topic sentence
- give reasons
- give examples
- tell a short story

A. Read the following paragraphs. Cross out any sentences that do not support the topic sentences.

Ants are strange insects. Like all insects, they have six legs. Each leg has three joints. Yesterday, I saw an ant. The legs of ants are very strong, which help ants run very quickly. I can run quickly too. If a man could run as fast for his size as an ant can, he could run as fast as a racehorse.

The new century has brought big changes in communication. Cell phones are small enough to carry in your pocket. Students should not use cell phones in schools. Videophones let you see the person you are talking to on the phone. But some people do not have such phones. Tiny hand-size computers know your favorite subjects. The Internet is everywhere.

12- Writing

Content: It has two Definition Boxes and seven activities (A to G).

Objective(s): In this lesson, Writing aims at helping students be familiar with ‘supporting sentences’ and ‘concluding sentence’. The students are expected to distinguish them in a paragraph and also be able to write them 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 ‘supporting sentences’ and introduces its main four functions: 1) explaining the idea in the topic sentence, 2) giving reasons, 3) giving examples, 4) telling a short story.

Activity A asks students to read the paragraphs, find the true supporting sentences and cross out the sentences which do not support the topic sentence.

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

1- Ants are strange insects. Like all insects, they have six legs. Each leg has three joints. ~~Yesterday, I saw an ant.~~ The legs of ants are very strong, which help ants run very quickly. ~~I can run quickly too.~~ If a man could run as fast for his size as an ant can, he could run as fast as a racehorse.

2- The new century has brought big changes in communication. Cell phones are small enough to carry in your pocket. ~~Students should not use cell phones in schools.~~ Videophones let you see the person you are talking to on the phone. ~~But some people do not have such phones.~~ Tiny hand-size computers know your favorite subjects. The Internet is everywhere.

The concluding sentence

The last sentence in a paragraph is often a concluding sentence. This sentence repeats the idea of the topic sentence.

Remember: Not all paragraphs have concluding sentences.

B. Read the following paragraphs. Which one has a concluding sentence?

Horses are farm animals. They are usually black, grey, white and brown in color. They carry people and goods from one place to another. They have long legs, which are very strong. They can easily run long distances. Horses usually move in herds. They live in a stable. They are very useful farm animals.

Energy is important. Without it, we would have a harder time because most of our activities like cooking a dinner, heating a house, lighting a street, keeping a hospital open, running a factory all require energy. It is thus at the heart of everybody's life.

Elephant is the largest animal to walk the Earth. An elephant can carry a load of 1200 pounds¹. They eat 300 pounds of food a day. An elephant baby can weigh 200 pounds at birth. Elephants can live up to 70 years.

1. 1 pound = 454 grams

Definition Box 2 introduces the concluding sentence. This sentence which comes at the end of a paragraph repeats the idea of the topic sentence. The teacher is expected to go through this section and present the definition and the information provided.

Activity B as a recognition exercise asks students to read the paragraphs and choose the concluding sentence. Remind students that not all paragraphs have concluding sentences.

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

1- Horses are farm animals. They are usually black, grey, white and brown in color. They carry people and goods from one place to another. They have long legs, which are very strong. They can easily run long distances. Horses usually move in herds. They live in a stable. They are very useful farm animals.

2- Energy is important. Without it, we would have a harder time because most of our activities like cooking a dinner, heating a house, lighting a street, keeping a hospital open, running a factory all requires energy. It is thus at the heart of everybody's life.

3- Elephant is the largest animal to walk on Earth. An elephant can carry a load of 1200 pounds. They eat 300 pounds of food a day. An elephant baby can weigh 200 pounds at birth. Elephants can live up to 70 years.

C. Unscramble the following sentences. Then write them in correct order to form a paragraph.

- 1) In order of distance from the Sun, the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.
- 2) The Solar System consists of the Sun, Moon and Planets.
- 3) The Sun is at the centre of the Solar System and these planets revolve around it.
- 4) The Sun is the largest member of the Solar System.



.....

.....

.....

.....

.....

Activity C. First asks students to unscramble the sentences and then arrange them in a paragraph.

- Ask students to read the directions.
- After ten minutes ask two volunteers to write down their answers on the board.
- Let others compare them.

- 1- The Solar System consists of the Sun, Moon and Planets.
- 2- The Sun is the largest member of the Solar System.
- 3- In order of distance from the Sun, the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.
- 4- The Sun is at the centre of the Solar System and these planets revolve around it.

The Solar System consists of the Sun, Moon and Planets. The Sun is the largest member of the Solar System. In order of distance from the Sun, the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. The Sun is at the centre of the Solar System and these planets revolve around it.



Optional

As an extra activity, you may choose some seen or unseen paragraphs. First scramble them. Then ask students to unscramble them.

D. Below are sentences from a paragraph in the wrong order. Decide if the sentences are topic sentences (T), supporting sentences (S), or concluding sentence (C).

..... a) Trees are very valuable.

..... b) They also cause rain.

..... c) They take carbon dioxide from the atmosphere and fill it with oxygen.

..... d) In short, the trees are the best friends of man.

..... e) They supply us with many necessary things of everyday life.



.....

.....

.....

.....

.....

Activity D is similar to Activity C, but asks students to find its topic sentence, supporting sentences and concluding sentence.

- Ask students to work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.
- Ask two volunteers to write down their answers on the board.
- Let others compare them.

- a) Trees are very valuable.
- b) They supply us with many necessary things of everyday life.
- c) They take carbon dioxide from the atmosphere and fill it with oxygen.
- d) They also cause rains.
- e) In short, the trees are the best friends of man.

Trees are very valuable (TS). They supply us with many necessary things of everyday life (SS). They take carbon dioxide from the atmosphere and fill it with oxygen (SS). They also cause rains (SS). In short, the trees are the best friends of man (CS).



Optional

As an extra activity, you may choose some seen or unseen paragraphs. First scramble them. Then ask students to unscramble them. Find the topic sentence, supporting sentences and the concluding sentence.

E. Now you are going to write a paragraph about 'Learning a New Language'. Follow the steps:

◆ Try to write a good topic sentence.

.....

◆ Generate at least three supporting sentences.

.....

.....

.....

◆ Write a good concluding sentence.

.....

◆ Now organize them to form a paragraph.

.....

.....

.....

.....

.....



Activity E as a writing exercise asks students to follow the stages of writing a paragraph. Review the structure of a paragraph, its components and encourage students to follow it step by step to write a paragraph on the topic.

- Have students work individually.
- Check answers with the class.
- Introduce the best ones.

Process of Writing a Paragraph:

- 1- Compose your topic sentence. Think of a topic and a controlling idea that will narrow the topic enough to support it well in one paragraph.
- 2- Brainstorm supporting ideas. Choose 2 - 6 supporting ideas that do a good job supporting your topic sentence.
- 3- Write your paragraph in topic outline form as follows. Don't actually write sentences in the outline, except for the topic sentence.

Topic sentence:

A. Supporting idea 1.

- 1-
- 2-
- 3-

B. Supporting idea 2.

- 1-
- 2-
- 3-

C. Supporting idea 3.

- 1-
- 2-
- 3-

Concluding sentence:

- 4- Put your supporting ideas in a logical order.
- 5- Think of a concluding sentence.
- 6- Write your paragraph using sentences. Use the coherence strategies to make your paragraph easy to follow.

F. Using the following pictures, write a paragraph about 'Sport':



.....

.....

.....

.....

.....

G. Look at the following picture and then write a paragraph to describe it.



.....

.....

.....

.....

.....

.....



A. Listen to the first part of a story.

1. Answer the following questions based on what you've just heard.

a. How was the street at night?

.....

b. Had the man experienced such a thing before?

.....

2. Listen again and take note of 'past perfect tenses'.

B. Now read the rest.

He was one of our clients. He had come to our office two or three times before. The last time he was there, he was so upset. He was worried because he had lost his documents. Everyone in the office tried to help him. They started to look for his suitcase. Finally, he remembered that he had left his suitcase in his car! He apologized for his anger and left. I haven't seen him since then.

3. Scan the text and list 'past perfect tenses'.

.....
.....

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 story. Last night I left work late at around 9 pm. When I came out of the office, most people had already gone home. The street was very dark and quiet. I hadn’t experienced such a thing before. While I was walking, a car pulled over. I looked at the driver. I was sure I had seen this man before. I wondered: Who can it be? He waved at me and came out of the car. He asked if he could drive me home. Suddenly I remembered.

1-

- a. Very dark
- b. No, he hadn’t experienced such a thing before.

2- had already gone, hadn’t experienced, had seen

Part B is a reading task. The students should read the rest of the story. Then they have to underline all ‘*past perfect tenses*’.

had come, had lost, had left

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

A: Had the man lost his suitcase in the office?

B: No, he hadn’t.

A: Did the man apologize?

B: Yes, he apologized at the end.

A: Have you ever forgotten doing something?

B: (Answer may vary). Yes, once I forgot to bring my lunch to school.

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