

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

Vision ③

English for Schools

Teacher's Guide

پایه دوازدهم
دوره دوم متوسطه

دانلود سوالات آزمون

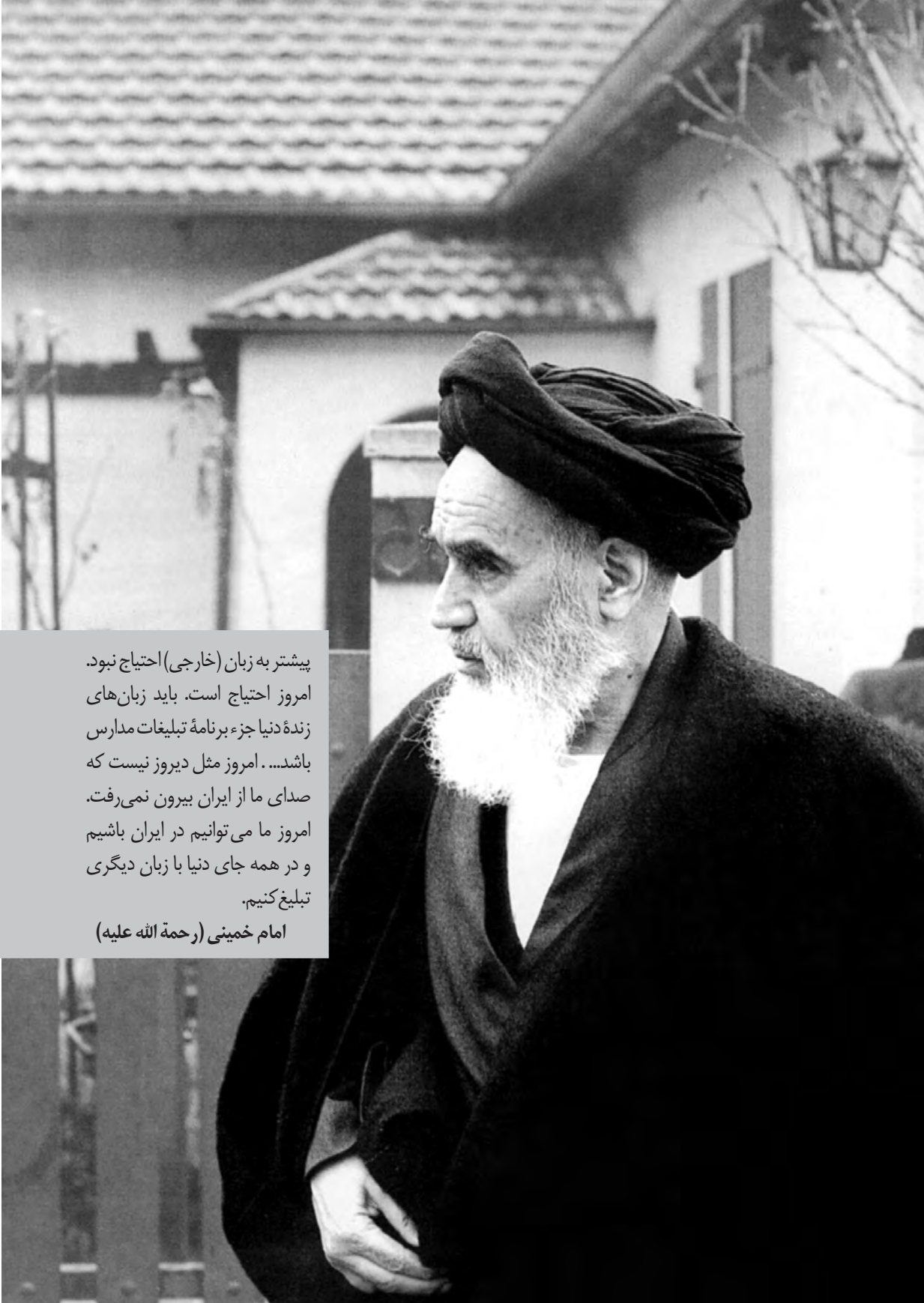
راهنمای کامل آزمون

وزارت آموزش و پرورش سازمان پژوهش و برنامه‌ریزی آموزشی



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تبلیغ کنیم.
امام خمینی (رحمة الله علیه)

کلیه حقوق مادی و معنوی این کتاب متعلق به سازمان پژوهش و برنامه‌ریزی آموزشی وزارت آموزش و پرورش است و هرگونه استفاده از کتاب و اجزای آن به صورت چاپی و الکترونیکی و ارائه در پایگاه‌های مجازی، نمایش، اقتباس، تلخیص، تبدیل، ترجمه، عکس برداری، نقاشی، تهیه فیلم و تکثیر به هر شکل و نوع، بدون کسب مجوز از این سازمان ممنوع است و متخلفان تحت پیگرد قانونی قرار می‌گیرند.



وَ مِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَخْتِلَافُ
السِّنِّكُمْ وَالْوَانِكُمْ، إِنَّ فِي ذَلِكَ لَآيَاتٍ لِلْعَالَمِينَ

روم، ۲۲

و از نشانه‌های قدرت خداوند، آفرینش آسمان‌ها و زمین و نیز
تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همه
اینها نشانه‌هایی از حکمت الهی برای دانشمندان نهفته است.

And of Allah's Signs of Power is the creation of the heavens and
the earth and also the variation of the languages and the color of
you people; verily, in all these are Signs for men of knowledge.

برگرفته از ترجمهٔ مرحومه دکتر طاهره صفارزاده

همکاران گرامی

خدای را شاکریم که کتاب حاضر که حاصل تلاش مؤلفان بسته آموزشی زبان انگلیسی پایه دوازدهم است، هم اکنون در دسترس شما قرار دارد. نکات اصلی که مد نظر مؤلفان در فرایند تهیه و تدوین بسته آموزشی بوده است به صورت مفصل در این کتاب آمده است. برخی از نکات به شرح زیر است:

همان طور که در حوزه تربیت و آموزش زبان های خارجی برنامه درسی ملی به صراحت ذکر گردیده است، رویکرد آموزش زبان های خارجی، رویکرد ارتباطی فعال و خودباورانه می باشد. در تبیین این رویکرد، لازم به ذکر است که دو ویژگی «فعال بودن» و «خودباوری داشتن» ویژگی هایی است که در رویکرد ارتباطی همواره و در همه سطوح مورد تأکید بوده است و از ابعاد اصلی و ذاتی رویکرد ارتباطی است. از آنجا که در رویکردهای پیشین آموزش زبان در کشور، کمتر به این دو بعد توجه می شد و فراگیران عمدتاً نقشی منفعل و پذیرا داشته و فاقد خودباوری و اعتماد به نفس فرهنگی و علمی کافی برای فراگیری و تولید زبانی بودند؛ لذا در تدوین حوزه یادگیری زبان های خارجی، این دو محور مورد توجه و تأکید قرار گرفته تا فراگیران ضمن کسب و حفظ خودباوری اعتقادی، فرهنگی و علمی به صورت فعال در کلاس درس ایفای نقش کنند.

رویکرد ارتباطی فعال خودباورانه، آموزش را براساس ارتباط می داند به طوری که فرد یادگیرنده از طریق ارتباط زبانی؛ با مخاطب یا مخاطبین به صورت فعال (نه منفعل) در ارتباط شرکت می کند و با اعتقاد و باور راسخ به مبانی اعتقادی و مذهبی، ملی، سیاسی، اجتماعی و اعتماد به نفس در فرایند ارتباط، ایفای نقش می کند.

آموزش زبان خارجی علاوه بر اهداف مرتبط با نیازهای شخصی زبان آموزان از قبیل دانش پژوهی، علاقه مندی به علم و آگاهی، خودباوری و دارا بودن عزت نفس، به درک، دریافت و انتقال میراث فرهنگی غنی میهن اسلامی مان کمک قابل توجهی می کند.

این مهارت همچنین منجر به درک و دریافت و انتقال دستاوردهای بشری، تعامل در سطح روابط میان فردی و برقراری ارتباط با سایر جوامع و دستاوردهای بشری در سطح منطقه ای و جهانی می گردد و می تواند در توسعه اقتصادی مانند گردشگری، تجارت، فناوری، توسعه علم و هوشیاری اجتماعی-سیاسی مؤثر باشد.

از آنجایی که هدف غایی نظام آموزش کشور تربیت نسلی موحد، مؤمن و معتقد به معاد و شکوفایی فطرت الهی دانش آموزان از طریق درک و اصلاح مداوم موقعیت آنان به منظور دستیابی به مراتبی از حیات طیبه است، آشنایی با دستاوردهای بشری و شناخت جایگاه کشورمان در عرصه بین المللی می تواند زمینه ساز و بسترآفرین تحقق این اهداف والا باشد.

قلمرو آموزش زبان‌های خارجی در برنامه درسی ملی، بر توانایی ارتباطی و حل مسئله تأکید دارد به گونه‌ای که فرد پس از آموزش قادر به ایجاد ارتباط فعال و خودباورانه با استفاده از تمامی مهارت‌های چهارگانه زبانی برای دریافت و انتقال معنا گردد. با در نظر داشتن منویات برنامه درسی ملی، به عنوان نقشه راه نظام آموزش کشور، محدوده آموزش زبان‌های خارجی، آشناسازی دانش‌آموزان با مهارت‌های ارتباطی (گوش کردن، سخن گفتن، خواندن و نوشتن) می‌باشد؛ به گونه‌ای که در دوره متوسطه دوم، دانش‌آموزان بتوانند متن‌هایی در حد متوسط را بخوانند و مفاهیم آنها را دریابند. در ضمن، توانایی نوشتن در حد یک مقاله کوتاه به زبان خارجی نیز در آنها تقویت شود و از توانایی‌های لازم برای استفاده از منابع در حد متوسط و برقراری ارتباط به یکی از زبان‌های خارجی را داشته باشد.

مجموعه کتاب‌های English for Schools که در قالب دو مجموعه سه جلدی، PROSPECT (پایه‌های هفتم تا نهم) و Vision (پایه‌های دهم تا دوازدهم) تألیف و منتشر گردیده است، مبتنی بر همین رویکرد و هدف‌گذاری می‌باشد. کتاب VISION 3 که برای پایه دوازدهم تحصیلی تألیف گردیده است، در امتداد منطقی پنج کتاب پیشین قرار دارد و در سه فصل کلی با عناوین زیر تألیف گردیده است:

۱- Sense of Appreciation

۲- Look it Up

۳- Renewable Energy

همان‌طور که از مضمون این فصول سه‌گانه برمی‌آید، تأکید و تمرکز محتوایی این کتاب بر حوزه روابط بین فردی در سطح اجتماع قرار گرفته است و حیطه مطالب در ادامه مسیر کتاب‌های پیشین، رشد محتوایی و زبانی یافته است.

کتابی که پیش رو دارید راهنمای تدریس کتاب VISION 3 است که با هدف آشنایی دبیران محترم درس زبان انگلیسی با اهداف و شیوه تدریس کتاب مذکور تنظیم گردیده است. این کتاب هم در سه فصل کلی تنظیم گردیده که هر فصل متناظر با یکی از فصول کتاب درسی است و علاوه بر ارائه روش تدریس دقیق و مفصل هر یک از بخش‌های کتاب درسی، مواردی همچون منطق حاکم بر هر بخش از کتاب، فعالیت‌های پیشنهادی برای غنی‌سازی روند تدریس و همچنین متن بخش‌های صوتی موجود در کتاب درسی را شامل می‌شود.

البته شایان ذکر است که روند تدریس ارائه شده در این کتاب راهنمای معلم که کاملاً منطبق با نظر مؤلفان کتاب درسی و همسو با رویکرد کلی آموزش زبان‌های خارجی در برنامه درسی ملی می‌باشد مانع و محدودکننده خلاقیت و نوآوری مبتنی بر نیازهای آموزشی متنوع و گسترده فراگیران در جای جای گستره پهناور میهن عزیزمان نیست؛ بلکه معرفی‌کننده روش استاندارد

آموزش منطبق با سیاست‌گذاری‌های کلان آموزشی و ارائه‌دهنده مسیری است برای مدیریت بهینه زمان و توان دبیران.

به منظور بهره‌گیری بیشتر از کتاب حاضر و بی‌نیاز شدن همکاران گرامی از به همراه داشتن کتاب درسی، کتاب حاضر به صورت تلفیق شده با کتاب درسی تنظیم گردیده است تا به این شکل، هم صفحه کتاب متناظر با مطالب کتاب راهنما در مقابل دیدگان خوانندگان باشد و هم دبیران محترم نیازی به همراه داشتن کتاب درسی و کتاب کار نداشته باشند.

خوشبختانه با همکاری و همدلی دبیران زبان انگلیسی سراسر کشور، تحول در آموزش زبان انگلیسی به خوبی مستقر گردید و تدریس کتاب‌های نونگاشت زبان انگلیسی نیز به شیوه‌ای مناسب در مدارس کشور در حال انجام است. این کتاب نیز گامی است در تقویت همین مسیر مبتنی بر همدلی و هم‌افزایی و از دبیران گرانقدر درس زبان انگلیسی پایه دوازدهم انتظار می‌رود با مطالعه و اجرای فرایند تدریس معرفی‌شده در این کتاب، ضمن آشنایی با روند استاندارد تدریس، کیفیت تدریس خود را هماهنگ با همکاران سراسر کشور غنا بخشند.

لازم به یادآوری است که مجموعه غنی و کاملی از منابع مورد نیاز همکاران از جمله فایل‌های تمامی اجزای بسته آموزشی، مجموعه دستورالعمل‌ها و آیین‌نامه‌های مربوطه و جدیدترین اخبار و اطلاعات مورد نیاز همکاران گرامی از طریق وب‌گاه گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی به نشانی زیر قابل دسترسی است:

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Lesson 1

Sense of Appreciation



Lesson 1: Sense of Appreciation (15-41)**Get Ready**

Introduction to the Lesson

Conversation

Talking about a Great Person

**New Words
& Expressions**

Learning Vocabulary of Reading

ReadingRespect your
ParentsReading Strategy
(Question
generation)Reading
Comprehension**Vocabulary
Development**

Collocations

Grammar

Passive Voice

See Also
(Tag questions)**Listening &
Speaking**

Eliciting Agreement and Signaling Uncertainty

Writing

Compound Sentences

**What
You Learned**

Review Lesson 1

General Objectives of this lesson

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

LESSON 1

Sense of Appreciation

Interesting Facts:

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

1. The Title Page

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

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

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

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

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

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



Optional

You may do the following activity as well.

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

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



2. The Impact Page

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

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

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

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

- تصویر ۱. چرا کوهنوردی یک ورزش تیمی است؟ در ورزش‌های تیمی افراد چگونه برای رسیدن به هدف خود و تیم خود به یکدیگر کمک می‌کنند؟
- تصویر ۲. مزایای گذراندن اوقات فراقت با افراد خانواده و خویشاوندان چیست؟
- تصویر ۳. چه دلیلی برای اهدای خون وجود دارد؟ چرا برخی از افراد با اיתار و از خود گذشتگی به دیگران کمک می‌کنند؟
- تصویر ۴. فرزندان در قبال پدر و مادر خود چه وظایفی دارند؟ اگر پدران و مادران ما در دوران سالخوردگی تنها بمانند چه بر سر آنها خواهد آمد؟



Optional

You may do the following activity as well.

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

- 1- One who is more beneficial to others, is the most loved by Allah. -*The Holy Prophet*
- 2- There are two ways to live a pleasant life, either in someone's heart or in someones's prayers -*Imam Ali (PBUH)*
- 3- To get the full value of joy, you must have someone to divide it with. -*Mark Twain*
- 4- There is more hunger for love and appreciation in this world than for bread. - *Mother Theresa*
- 5- We must find time to stop and thank the people who make a difference in our lives. -*John F. Kennedy*

Get Ready

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



Match the selected pictures with the following sentences.

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

3. Get Ready

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

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

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

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

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

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

Picture 1: 4

Picture 3: 1

Picture 2: 3

Picture 4: 4

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

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

B. Why are these people famous?

1. Rizali Khajavi

.....

2. Hassan Omidzadch

.....

3. Jabbar Baghcheban

.....

4. Abbas Babaei

.....

How do you feel when you read about these people?

.....

.....

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

☐ a polite

☐ a cruel

☐ some lazy

☐ two kind

☐ a loving

☐ some careful

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



Rizali Khajavi

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



Hassan Omidzadeh

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



Jabbar Baghcheban

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



Abbas Babaei

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

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

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



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

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

4. Conversation

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

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

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

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

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

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

■ نکات برجسته زندگی آقای دکتر محمد قریب
■ افرادی که دانش، جان و مال خویش را فدای آسایش هموطنان خود کردند و نقش آنها در پیشرفت کشور

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

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

Phase 1. Pre-listening

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



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

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

Phase 2- Listening

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

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

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

2- Check students’ answers after listening.

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

Phase 3- Post-listening

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

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



Don’t let students write their answers.

The cycle of SBI

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

Pedagogical stages

Metacognitive processes

Planning/predicting stage

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

Planning
and
directed
attention

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

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

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

Sara: Oh, what a great man he was!

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

Sara: Really?! That's interesting!



Questions

Answer the following questions orally.

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



Pedagogical stages

First listen: First verifications stage

After completing their predictions, they listened to the text for the first time. As they listened, they were asked to highlight their predicted words, phrases, and information if they were mentioned in the text as well as adding any other information they understood from the listening task.

Students discussed and compared their predictions and added information in pairs. They also identified their problem to concentrate more during the second listen.

Second listen: Second verification stage

Students listened to the text for the second time. This time they focused on details and what they did not succeed to understand during the first listening phase. They were asked to write down more detailed information and answer questions presented in the book.

After they finished the exercises, they discussed their answers and their success in comprehending the text with more details.

Third listen: Final verification stage

Students listened to the text for the third time to verify their understanding of the text and also to get the information they might have missed. After listening, students worked on the focused listening exercises that was provided in the book and discussed their answers.

Reflection stage

Students reflected on their experience in listening activity and shared their ideas about the task and the strategies that helped them to comprehend better. They also discussed what other strategies they will use for the next listening task.

Metacognitive processes

Monitoring,
evaluation, planning
and selective
attention

Selective attention,
monitoring, evaluating
and problem solving

Selective attention,
monitoring and
problem-solving

Evaluation, planning

Monitoring, evaluation
and problem solving

New Words and Expressions



A. Look, Read and Practice.



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



My grandfather feeds the pigeons in
the park every morning.



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



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

5. New Words and Expressions

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

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

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

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

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

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

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

shout: acting out

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

she is hard of hearing: translation: گوشش سنگین است

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

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

hug: exemplification:

We stood there crying and hugging each other.

She went to her daughter and hugged her tightly.

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



Ferdowsi was born in a village
near Toos.



My uncle went to his son and
hugged him.



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



Vocabulary Learning Strategies (VLS): Part I

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

Discovery strategies include two types of strategies:

- determination strategies
- social strategies.

Consolidation strategies have four types of strategies:

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

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

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

Part B, Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by definition and/or explanation and illustrative sentences. The students should read the definitions and illustrative sentences and understand the meaning of new words/expressions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of definitions and explanations. Other techniques can also be used such as:



B. Read and Practice.

burst into tears: to cry suddenly

Aida burst into tears when she saw her score.

repeatedly: many times

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

forgive: to stop being angry with someone

Mom forgave me for breaking the vase.

calmly: in a quiet way

He always speaks slowly and calmly.

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

I have kept a diary for twelve years.



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

burst into tears: acting out

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

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

diary: exemplification:

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

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



Optional

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

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

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

Reading



Respect your Parents

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

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

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

Today my little son was sitting on my lap, when a pigeon sat on the window. My son asked me what it was 15 times, and I replied to him all 15 times that it was a pigeon. I hugged him lovingly

each time when he asked me the same question again and again. I did not feel angry at all. I was actually feeling happy for my lovely child.

6. Reading

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

The ‘Reading’ of this lesson is a story. The story is about a mother and her son. The story reminds the readers of the role of parents in their lives and their unconditional love for their children.

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

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

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

Phase 1. Pre-reading

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

Phase 2. While-reading

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

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

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

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

Reading Strategy

Question generation

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

Follow these steps:

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

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

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

Reading Strategies

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

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

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

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

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

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

Phase 3. Post-reading

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

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

Reading Comprehension

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

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....

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

.....

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

- | | |
|----------------------------|-------|
| her (paragraph 1, line 2) | ..... |
| his (paragraph 2, line 5) | ..... |
| you (paragraph 3, line 2) | ..... |
| me (paragraph 4, line 5) | ..... |
| them (paragraph 5, line 6) | ..... |

7- Reading Comprehension

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

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

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

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

1- Where was the old woman sitting?

She was sitting on the sofa in her house.

2- What did the woman ask?

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

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

He burst into tears.

4- What was written in the diary?

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

5- What is the conclusion of this story?

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

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

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

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

her refers to 'the old woman'

his refers to 'the son'

you refers to 'the son'

me refers to 'the old woman'

them refers to 'parents'

Vocabulary Development

COLLOCATIONS

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

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

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

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



8- Vocabulary Development

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

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

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

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

Some Tips to Teach Collocations

- 1- Teach students the term “*collocation*” and the rationale for learning it. Once they know the rationale behind instruction, they become more motivated to learn.
- 2- Notice which words go together when giving out a new reading. Call students’ attention to key words and the words that “*go*” with them, and have them underline collocations. On any given page, for example, there is likely to be numerous collocates. Spend some time practicing and interacting with these collocations with each reading.
- 3- Contrast two words: For example: *make / do* Now list their collocates.
- 4- Extend it: Have students make a list of activities they need to accomplish that week, using “*make*” and “*do*.” This establishes some of the differences between the two words.
- 5- Matching exercises/completion exercises: have students complete a sentence with the correct collocation or match words to their collocates: *do homework, give a presentation.*
- 6- Surveys: have students survey their classmates about their activities, including verbs and their collocations, for example.
- 7- Have students practice the phrases you have targeted. Once students are explicitly taught “*make a mistake*” and “*do exercise*,” for example, have them practice these collocations.
- 8- Write a sketch/dialogue. Put some collocations on the board learned in previous books: e.g., “*regular exercise*,” “*healthy diet*,” etc. and have students create a dialogue in pairs and practice it.

Vocabulary Development

COLLOCATIONS

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

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

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

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



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

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

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

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

Optional

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

Grammar

A. Read the following text.



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

B. Read the following example sentences.

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

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

Content: It has seven parts: A to G.

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

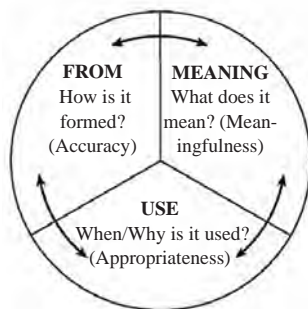


Figure 1- The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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

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

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

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

Activity B presents grammatical items in isolation. The teacher may

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

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

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

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

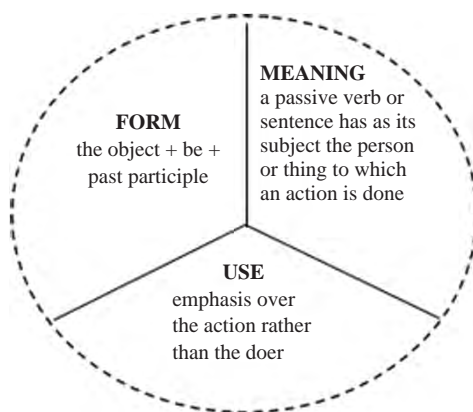
the subject (object of the active sentence)+ verb 'be' + past participle of the main verb

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

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

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

To put emphasis over the action rather than the doer



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

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

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

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

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

Example: The window was broken.

1.
2.
3.
4.
5.

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

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

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

Passive voices of Conversation are:

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

Passive voices of Reading are:

were born

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

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

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

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

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

See Also

Tag questions

A. Read the following example sentences.

Mina is happy, isn't she?

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

George wasn't hungry, was he?

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

They are going to Hamedan, aren't they?

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

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

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

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

10- See Also

Content: It has two parts: A and B.

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

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

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

1 In form wedge, introduce the forms:

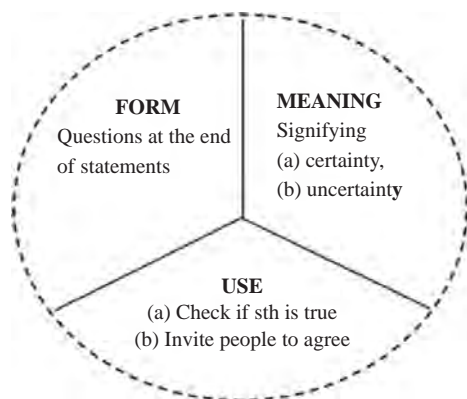
Question tags are added to the end of statements to turn them into questions.

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

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

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

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



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

Listening and Speaking

Speaking Strategy

Eliciting Agreement and Signaling Uncertainty

A. We use 'tag questions' for two reasons: **eliciting agreement (confirming facts)** and **signaling uncertainty**.

- Sam has not come to work. I've heard he's sick, isn't he?
- Oh, yes. He was not well yesterday.
- What's wrong with him?
- The doctors are checking his health condition.
- It isn't something serious, is it?
- I hope not.



More examples:

- He's really generous, isn't he?
- They are going to leave here, aren't they?
- This cannot be true, can it?

11. Listening and Speaking

Content: It has two parts, A and B.

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

Teaching Procedure: The teacher should review the grammatical structure of this lesson (‘tag questions’) by reminding students of the three dimensions of each structure (form, meaning, function). The emphasis should be put on the function of the structure and how it can be used for different purposes in spoken language. Following that, the teacher should draw students’ attention to the speaking strategy of this lesson:

Eliciting agreement and signaling uncertainty

Then the teacher goes through Parts A and B.

Part A is a short conversation. Both speakers use tag questions for certain reasons. The teacher should draw students’ attention to the intonation contour of each tag questions to help them identify the function of each tag.

A: Sam has not come to work. I heard he’s sick, isn’t he? (*asking for agreement*)

B: Oh, yes. He was not well yesterday

A: What’s wrong with him?

B: The doctors are checking his health condition.

A: It isn’t something serious, is it? (*signifying uncertainty*)

B: I hope not.

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

Go through more examples at the bottom of the page. Explain how the strategy is used in each example and the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how ‘tag questions’ are used in spoken language to elicit agreement and signal uncertainty



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

Conversation 1



Why is Amin busy these days?

What does Behzad think about health?

Pair up and ask your friends some questions that elicit agreement or confirm facts. You may use the topics in the box.

weather, future job, a place to live

Conversation 2



Where are they going?

Why does Mina prefer chess?

Pair up and ask your friends some questions that signal uncertainty. You may use the topics in the box.

future plans, health condition, problems

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, *eliciting agreement and signaling uncertainty*.

Conversation 1

Behzad: How's everything, Amin? You seem to be busy these days, don't you?

Amin: I'm OK Behzad. I'm working on a new project. I'm really tired.

Behzad: But your health is really important, isn't it?

Amin: I know. But what about work, money, responsibility, ...? We need to consider them all, don't we?

Behzad: Yes, but health is on top of everything.

1- Why is Amin busy these days? *He is working on a new project.*

2- What does Behzad think about health? *Health is the most important thing of all.*

Conversation 2

Roya: We are going to the gym on Friday. Will you come with us, Mina?

Mina: I don't think so.

Roya: You don't like sports, do you?

Mina: Actually, I don't know. I think it depends on the type of sport.

Roya: You Prefer team sports more, don't you?

Mina: Well, it seems to be OK. But honestly, I like less active sports like chess.

Roya: Oh, I see.

1- Where are they going? *They are going to the gym.*

2- Why does Mina prefer chess? *Because she likes less active sports.*

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

Compound Sentences

We have learned that every sentence must have at least one subject and one verb. Such a sentence is called a **simple sentence**. A sentence with more than one subject, more than one verb and a connecting word such as **and**, **or**, **but** or **so** is called a **compound sentence**.

(1) Addition

'and' shows similar activities or feelings



I get up early in the morning.



I make an omelet myself.

I get up early in the morning, and I make an omelet myself.

12 – Writing

Content: It introduces compound sentences and its four common types: Addition, Contrast, Choice and Result. It has also six activities (A to F).

Objective(s): In this lesson, Writing aims at helping students learn compound sentences and distinguish them from simple sentences. The students are expected to comprehend and produce them easily.

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

Definition Box presents a simple definition of ‘compound sentence’ and introduces the main connecting words which form such sentences. In the following, for each type, one example is given and illustrated.

Part one introduces the first type of compound sentence: Addition.

- _ Focus students’ attention on the illustrations and sentences.
- _ Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is ‘and’.
- _ Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.

Optional

- _ At this point, you may want to write some simple sentences on the board. You can also try to solicit examples from the class. Then ask them to change them to compound sentences of this type.
- _ You may also ask two volunteers to write down compound sentences of this type on the board and others compare them.
- _ You may also write some compound sentences of this type on the board and ask students to turn them into simple sentences.

(2) Contrast

'but' shows a contrast or difference



The book was boring.



Tom had to read the book.

The book was boring, but Tom had to read it.

A. Complete the following sentences with 'and' or 'but'.

- 1) We went to the park yesterday, we had a wonderful time.
- 2) Behnam's family went to the zoo last week, they did not enjoy it.
- 3) Susan has a pink dress, she never wears it.
- 4) Kate saw Sofia, she didn't speak to her.
- 5) My English class is really enjoyable, I have a lot of homework.

Part two introduces the second type of compound sentence: Contrast.

- _ Focus students' attention on the illustrations and sentences.
- _ Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'but'.
- _ Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.



Optional

- _ At this point, you may provide students with some simple sentences. You can also try to solicit examples from the class. Then ask them to change them to compound sentences of this type.
- _ You may also ask two volunteers to write down compound sentences of this type on the board and others compare them.
- _ You may also write some compound sentences of this type on the board and ask students to turn them into simple sentences.

Activity A asks students to complete the sentences with 'and' or 'but'.

- _ 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_ and
- 2_ but
- 3_ but
- 4_ but
- 5_ but

(3) Choice

'or' shows two choices



You should do your homework.



You should wash the dishes.

You should do your homework, or you should wash the dishes.

(4) Result

'so' shows that the second sentence is the result of the first one



Saeed studied hard for the exam.



Saeed passed the exam.

Saeed studied hard for the exam, so he passed it.

Part three introduces the third type of compound sentence: Choice.

- _ Focus students' attention on the illustrations and sentences.
- _ Ask students to read the two simple sentences.
- _ Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'or'.
- _ Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.



Optional

- _ At this point, you may also ask two volunteers to write down some compound sentences of this type on the board and let others compare them.
- _ You may also write some compound sentences of this type on the board and ask students to turn them into simple sentences.

Part four introduces the fourth type of compound sentence: Result.

- _ Focus students' attention on the illustrations and sentences.
- _ Ask students to read the two simple sentences.
- _ Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'so'.
- _ Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.



Optional

- _ At this point, you may provide students with some simple sentences. You can also try to solicit examples from the class. Then ask them to change them to compound sentences of this type.
- _ You may also write some incomplete compound sentences of this type on the board and ask students to complete them.
- _ You may provide students with two related pictures and ask them to write at first two simple sentences, then a compound sentence.

B. Complete the following sentences with 'or' or 'so'.

- 1) My mother doesn't like fast food, she doesn't eat any.
- 2) I go out tonight, I take a rest.
- 3) We can eat our lunch at the restaurant, we can have it at home.
- 4) That dictionary is expensive, I can't buy it.
- 5) This dress is not comfortable, she rarely wears it.

NOTE

- 1- Use a comma before and, or, but and so when you combine two sentences.
- 2- You can replace the repeated nouns with suitable pronouns.



Activity B asks students to complete the sentences with ‘or’ or ‘so’.

- _ Ask students to do this activity individually.
- _ 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_ so

2_ or

3_ or

4_ so

5_ so

Note deals with two points:

- 1_ In writing compound sentences, don’t forget to use a comma (,) before the connecting words.
 - 2_ Replacing the repeated nouns with suitable pronouns is preferable.
- _ To emphasize these two points, you can refer to the examples again and check them as follows:

* I get up early in the morning, and I make an omelet myself.

* The book was boring, but Tom had to read **it**.

* You should do your homework, or you should wash the dishes.

* Saeed studied hard for the exam, so **he** passed **it**.

- _ As an extra activity, you may ask students to read the sentences of the activities A and B again and say what nouns were replaced by pronouns.

C. Combine the two sentences with 'and', 'but', 'or' or 'so'.

1) Joseph is very busy today. He cannot watch TV.

2) My brother has a lot of books. He never reads them.

3) We should do a lot of homework. We don't have enough time.

4) Sepideh likes spaghetti. Her grandmother hates spaghetti.

5) You can buy this coat. You can buy those shoes.

D. Complete the sentences.

1. I like learning Chinese, but

2. These shoes are not comfortable, so

3. You must study well, and

4. I like swimming, but

5. You can install a mobile dictionary, or

Activity C asks students to combine the two simple sentences to make a compound sentence. Have students read the directions. Then ask them to read each one carefully and write a compound sentence. You may go round the class and choose a different student to read each number. Ask the rest of the class to check the answer and say if it is OK- and make corrections if it is not.

- 1_ Joseph is very busy today, so he cannot watch TV.
- 2_ My brother has a lot of books, but he never reads them.
- 3_ We should do a lot of homework, but we don't have enough time.
- 4_ Sepideh likes spaghetti, but her grandmother hates it.
- 5_ You can buy this coat, or you can buy those shoes/ You can buy this coat, and you can buy those shoes.

Activity D asks students to complete the sentences in their own words.

- _ Have students focus their attention on the connecting words.
- _ Remind students that the answers may be different.
- _ Check answers with the class. For example, have a few students to read their answers for each one to the class, and choose the best ones.



Optional

- _ Give each student three blank index cards.
- _ Divide the classroom into two teams.
- _ Tell each student to write one simple sentence on each card.
- _ Write each one of the seven coordinating conjunctions on index cards and invite one person from each team to the front of the classroom.
- _ Fan out the four connecting word cards you wrote in your hand so that the students can't see what's on them and allow each student to choose one.
- _ Each student then runs back to their team and tries to make as many compound sentences as they can by combining the simple sentences their teammates wrote and the coordinating conjunction card they chose.
- _ After one minute, have students read their sentences aloud and give one point for each correctly formed compound sentence.
- _ Repeat the process as many times as necessary.
- _ The team who created the most compound sentences correctly wins.

E. Write five real compound sentences about yourself, your family or friends.

1.
2.
3.
4.
5.

F. Go back to the Reading. Find three simple and three compound sentences. Underline the subjects and circle the verbs.

1.
 2.
 3.
-
1.
 2.
 3.

Activity E asks students to write five compound sentences about themselves, their family and friends.

After ten to fifteen minutes, you may ask at least two volunteers to write down their sentences on the board and others compare them, or ask more students how many compound sentences they were able to write. Identify which ones are correct and explain incorrect ones.

Activity F, as a recognition exercise, asks students to go back to the Reading. Find three simple and three compound sentences. Then underline the subjects and circle the verbs.

– Remind students that ‘who’ or ‘what’ the sentence speaks about is called the **subject** and what the sentence says about the subjects is called the **verb**.

FANBOYS:

And, but, for, nor, or, so, and yet—these are the seven coordinating conjunctions. To remember all seven, you might want to learn one of these acronyms:

FANBOYS

**** For** shows reason or purpose (sometimes **because** can be used instead)

I go to the library, **for** I love to read.

While the word “so” introduces the “effect” part of a cause-and-effect relationship, the word “for” introduces the cause.

**** Nor** shows a non-contrasting, negative idea. Adds more negativity.

He didn’t return my calls, **nor** did he respond to any of my texts.

While “and” is used to join two positive items together, the conjunction “nor” is used to pair two negative items. It’s found either with the word “not” or with the word “neither.”

Note the word inversion that often accompanies this conjunction.

**** Yet** also shows contrast or exception.

He had been crying all day, **yet** the man made him laugh.

The conjunction “yet” is very similar to “but.” It means something like “nevertheless” or “but at the same time.”

Don’t get this conjunction mixed up with the other usage of the word “yet.”

For example:

■ *Did she call you back **yet**?*

■ *Is your roommate awake **yet**?*



A. Listen to the first part of an interview.

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

a. Why is knowing about the experience of our parents important?

.....

b. Why are our parents our first teachers?

.....

2. Listen again and write down three important points mentioned.

B. Now read the rest.

Yet another important thing is our heritage and culture. We have much to learn from our parents regarding our heritage, to be proud of our past. This heritage and history brings a sense of belonging. Most importantly, it brings us a sense of identity of our past and the responsibility to protect it for our future generations. What I can add at the end is the role of our parents' morals, values, and principles in our lives. Our elders have either learned, created or have been brought up with a set of morals, values and principles in their lives. Our elders want the best for us and they are willing to tell us what set of rules and guidelines have made them successful, and hopefully, peaceful.

3. Underline all 'passive tenses'. Make three questions about the important points. Then answer them.

C. Work in pairs. Ask and answer.



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

Objective(s): What You Learned aims at providing students with ‘fluency activities’ and gives 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 an interview and fill in the blanks.

Dr. Asadi is answering this important question: “why is it important to care for our elders?” I think first of all we need to remember that they are our mothers and fathers, and our first teachers. They teach us how to love, how to care, how to give, how to forgive, and how to accept. Second, elders have more knowledge and wisdom than any one of us. They’ve come so far and they’ve learned so much, we have a responsibility to learn from that wisdom. But the most important thing is their experience. We may or may not know of all the ups and downs they’ve faced in life but they’ve definitely gained experience that is worth respecting and learning from. Our elders may hide much pain from us because they don’t want us to feel the pain, the least we can do is appreciate them for all they’ve gone through and learn from their insight into situations.

- 1_ a. We can learn from their experience.
 b. They teach how to love, how to care, how to give, how to forgive, and how to accept.
- 2_ a. Our parents are our first teachers. b. We have to learn from their wisdom. c. We have to respect our parents.

Part B is a reading task. The students should read the rest of the interview. Then they have to underline all ‘passive coices’. *have been brought up*

They need to make three questions about the important points of this passage and answer them.

- 1_ Why is our heritage important? It brings a sense of belonging.
- 2_ What should we do about our culture and heritage? We have to protect them for our furture generations.
- 3_ What do our parents do for us? They are willing to tell us what set of rules and guidelines have made them successful.

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

A: How can we learn from our parents in our lives? B: We should learn from their wisdom.

A: How important is it to protect our culture for our next generation? B: It brings a sense of belonging and identity.

A: Why are our parents our blessing? B: They want the best for us and are willing to tell us what set of rules and guidelines have made them successful.

Lesson 2

Look it Up!



Lesson 2: Look it Up! (43-69)

Get Ready

Introduction to the Lesson

Conversation

Talking about Dictionaries

New Words & Expressions

Learning Vocabulary of Reading

Reading

How to Use a Dictionary	Reading Strategy (Highlighting)	Reading Comprehension
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Vocabulary Development

Word Part Families

Grammar

Relative Clauses	See Also (Conditional sentences: Type II)
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Listening & Speaking

Talking about Imaginary Situations

Writing

Paragraph

What You Learned

Review Lesson 2

General Objectives of this lesson

- Familiarizing students with the theme ‘how to use dictionaries’
- Making students aware of the value of reference books such as dictionaries, encyclopedias, and thesauruses.
- Informing students of different types of dictionaries and the way they can use them for academic purposes such as learning a foreign language.

LESSON 2

Look it Up!

Interesting Facts:

- The first Persian dictionary was compiled around 1000 years ago.
 - The largest dictionary in the world took 134 years to complete (from 1864 to 1998).
 - Around 4,000 new words are added to the English dictionary every year.
 - The size of the smallest dictionary in the world is about 27×18 mm¹ which needs to be read with a magnifying glass.
-

1. Read it as: Twenty-seven by eighteen millimeters

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 ‘dictionaries and their uses’.

1. The first Persian dictionary was compiled around 1000 years ago.
2. The largest dictionary in the world took 134 years to complete (from 1864 to 1998).
3. Around 4,000 new words are added to the English dictionary every year.
4. The size of the smallest dictionary in the world is about 17x18 mm which needs to be read with a magnifying glass.

Objective(s): Title Page gives some factual information to students about ‘dictionaries’.

Teaching Procedure: Ask students to read the facts one by one. Give them one minute and 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. compiled, magnifying glass) 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- سه فرهنگ لغت معتبر زبان فارسی را نام ببرید.
- ۲- سه فرهنگ لغت معتبر زبان انگلیسی را نام ببرید.
- ۳- چه مواقعی از فرهنگ لغت زبان فارسی استفاده می‌کنیم؟ چه مواقعی از فرهنگ لغت زبان انگلیسی استفاده می‌کنیم؟
- ۳- آیا می‌دانید چه فرقی بین امکانات فرهنگ‌های لغت چاپی و برخط وجود دارد؟



Optional

You may do the following activities as well.

A. Ask the students to go to their school library (if there is any) and check what type(s) of dictionaries they have. Ask them to read their reports in the class.

B. Bring some pocket dictionaries to the class and distribute them among groups of students. Ask them to look up certain words in the dictionary. Write the following checklist on the board and ask students to check which item exists in the dictionary they have. Ask them to share their answers with the class.

- | | | |
|------------|------------------------|-----------------|
| ■ meaning | ■ the history of words | ■ pronunciation |
| ■ antonyms | ■ parts of speech | ■ collocations |
| ■ proverbs | ■ pictures | ■ abbreviations |



2. The Impact Page

Content: It consists of four pictures related to the theme ‘dictionaries’ and their usefulness for language learners.

- Looking up the words
- Using mobile dictionaries
- Monolingual dictionaries of different languages
- The entry of a monolingual dictionary

Objective(s): It gives general background on the theme of the lesson. It also portrays the way different types of dictionaries can be used by language learners or any person who needs information about the words of a language.

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

Picture 1. How frequently do language learners check dictionaries and find the meaning of words?

Picture 2. Is it easy to work with a mobile dictionary? Why or why not?

Picture 3. Have you ever checked a monolingual dictionary? What type(s) of information can you find in such dictionaries?

Picture 4. Do you have an English dictionary? If yes, tell us something about it. If not, what type of dictionary do you like to have?



Optional

You may do the following activity as well.

Make a slide show of one page of an abridged (a learners’ dictionary for instance) and one page of an unabridged dictionary. Show both to students. Ask them to answer these questions:

1. What is the main difference between these two dictionaries.
2. Which dictionary has more information?
3. Which dictionary is easier to use?
4. Which dictionary is more useful for a foreign language learner?
5. Which dictionary is more useful for a native speaker of English?

Get Ready

A. Match pictures with dictionary types.



I. A monolingual dictionary

II. A bilingual dictionary



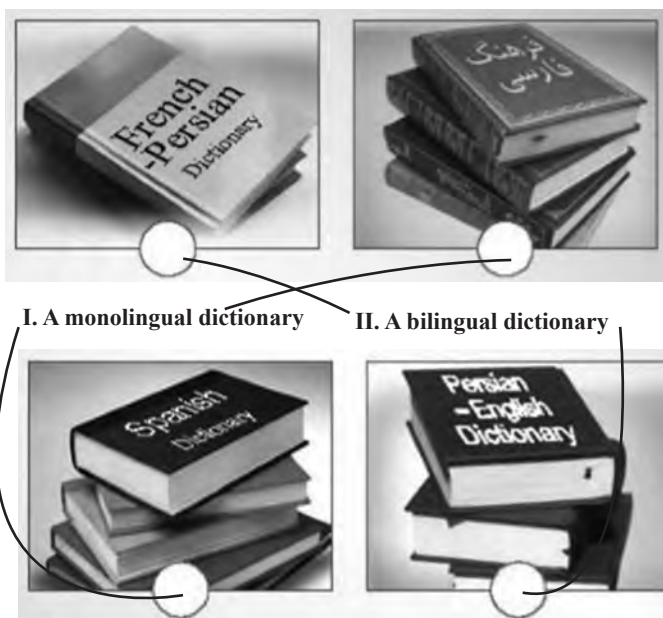
3. Get Ready

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

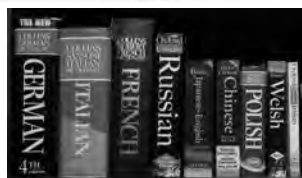
Objective(s): Get Ready aims at familiarizing students with the theme of the lesson. It also aims at presenting some new words related to the theme of the lesson.

Teaching Procedure: Go through activities A, B, and C. Introduce the theme of the lesson, how to use dictionaries, by doing the activities.

Activity A is a pedagogical task. The teacher has already introduced some types of dictionaries to students. Now the students learn two basic types of dictionaries: monolingual and bilingual dictionaries. The students should know the differences between these two types of dictionaries and their uses. First ask them to match pictures with dictionary types.



Then you may show more pictures of different types of dictionaries and talk about their uses in the class.



B. Check which type of dictionary you use in the following situations.

Dictionary Types Situation	An English- Persian dictionary	A Persian- English dictionary	An English dictionary
1. Translating an English poem			
2. Finding the meanings of 'quit'			
3. Searching for the word 'ساختمان' in English			
4. Looking up the adjective of 'destroy'			
5. Looking up the Persian meaning of "actions speak louder than words"			

C. Check what types of information you cannot find in an English dictionary.

- ☐ English meaning
- ☐ Persian meaning
- ☐ pronunciation
- ☐ stories and poems
- ☐ word types (verb, noun, adjective, etc.)
- ☐ synonyms and antonyms

Activity B is a meaningful activity. The students should read 5 situations and decide what type of dictionary they may use to fulfill their needs in such situations.

Situation \ Dictionary Types	An English-Persian dictionary	A-Persian-English dictionary	An English dictionary
1. Translating an English poem	✓		✓
2. Finding the synonyms of 'quit'			✓
3. Searching for the word ساختمان in English		✓	
4. Looking up the adjective of 'destroy'			✓
5. Looking up the Persian equivalent of "actions speak louder than words"	✓		

Activity C is a meaningful activity. The students should check the types of information that can be found in an English dictionary. You may show them an excerpt of an English dictionary to make this activity more understandable.

elbow room noun [U] 1 enough space around you so that you are comfortable 2 the freedom to do what you want, without other people annoying you

elder¹ /ˈeldə(r)/ adj [only before noun] ★ older than someone, especially someone in your family: *The elder son works on a farm.* + **elder brother/sister** advice from my elder brother a. **the elder** the person who is older, especially of two people in the same family: *The elder of the two had lost his job as a teacher.*

elder² /ˈeldə(r)/ noun [C] [usually plural] 1 someone in your family or community who is older than you: *We were always taught to respect our elders.* 1a. an older and more experienced member of a group or organization who gives advice and makes decisions: *a council of village elders* + *He had the support of party elders.* 1b. a member of a Christian church or other religious organization who is not a priest but who is in a position of authority 2 a small tree with black berries (=small round fruits)

PHRASE **be sb's elder** to be older than someone, especially someone in your family: **be 10 years/3 months etc sb's elder** *She was ten years my elder, though she looked a lot younger.* + **be sb's elder by 10 years/three months etc** *Sharon was her twin's elder by just 20 minutes.*

excerpt from the Macmillan
English Dictionary



Conversation



Majid is going to choose a suitable dictionary for his English class. He is talking to his English teacher during the break.

- Majid:** Excuse me Mr. Iranmehr, I wonder if you could help me.
- Mr. Iranmehr:** Sure. How can I help you?
- Majid:** I'd like some information about a good English dictionary.
- Mr. Iranmehr:** Oh, well. Have you ever used a dictionary?
- Majid:** Actually, I haven't. But I've heard that using a good dictionary can really help me learn English better.
- Mr. Iranmehr:** That's right. First, I recommend a learner's dictionary.
- Majid:** What is a learner's dictionary?
- Mr. Iranmehr:** It is designed for foreign students. It also helps them learn English better.
- Majid:** Is there only one type of it?

4. Conversation

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

The conversation of this lesson takes place in the classroom. Majid is asking his English teacher, Mr. Iranmehr, some questions about a suitable dictionary for the Iranian learners of English as a Foreign Language.

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.

- **Collocations:** recommend: *recommend that, recommend doing sth, recommend sb for sth, recommend sth for sth/sb, recommend sth to sb*
- **Synonym:** I suppose = I guess
- **Antonym:** elementary # advanced
- **Exemplification:** intermediate: *This book is for intermediate learners of English.*
- **Antonym:** advanced # elementary
- **Realia:** app (of a mobile phone), PC (Personal Computer), smart phone

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’ experiences of using any type of dictionary
- The dictionaries that are available in book stores or the school library
- Online dictionaries and their authenticity

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 may also teach advanced students to become more self-directed listeners, by certain types of activities.

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 dictionaries by searching library resources or internet websites.

- Mr. Iranmehr: No, in fact dictionaries have different types, levels, and sizes.
- Majid: What type do you suggest?
- Mr. Iranmehr: I suppose a monolingual dictionary is more suitable for you, because you can find word information in English.
- Majid: And what about levels?
- Mr. Iranmehr: Well, there are usually three levels: elementary, intermediate and advanced. For you as a high school student, an elementary one is OK.
- Majid: Do I need a small size one?
- Mr. Iranmehr: Yes, a pocket dictionary. You can carry it wherever you go.
- Majid: Oh, it's very good. And hmm..., is it expensive?
- Mr. Iranmehr: No, such dictionaries are not expensive. By the way, you can use a free online dictionary, too. And also there are some free dictionaries for PCs and apps for smart phones.
- Majid: Thanks, that's a good idea, but I'd like to use a pocket dictionary!

Questions

Answer the following questions orally.

1. What type of dictionary does Mr. Iranmehr recommend?
2. What factors do you consider when you want to choose a dictionary?
3. What type of dictionary do you often use?



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:

- What is Majid asking for?
- How many levels are there for learners’ dictionaries?
- Why is a monolingual dictionary more useful for Majid?

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 type of dictionary does Mr. Iranmehr recommend?
- Inference: What factors do you consider when you want to choose a dictionary?
- Opinion gap: What type of dictionary do you often use?



Don’t let students write their answers.

Self-directed listening

Your students can become more self-directed listeners by following the guideline below (Goh, 2014, p. 89). The effectiveness of self-directed listening on Iranian language learners’ development of listening comprehension has been verified (Rahimi & Nezaad, 2018).

Setting my listening goal

Why did I choose this recording?

What is my goal?

To achieve my goals, how many times do I plan to listen/ view this recording?

Why?

- Mr. Iranmehr: No, in fact dictionaries have different types, levels, and sizes.
- Majid: What type do you suggest?
- Mr. Iranmehr: I suppose a monolingual dictionary is more suitable for you, because you can find word information in English.
- Majid: And what about levels?
- Mr. Iranmehr: Well, there are usually three levels: elementary, intermediate and advanced. For you as a high school student, an elementary one is OK.
- Majid: Do I need a small size one?
- Mr. Iranmehr: Yes, a pocket dictionary. You can carry it wherever you go.
- Majid: Oh, it's very good. And hmm..., is it expensive?
- Mr. Iranmehr: No, such dictionaries are not expensive. By the way, you can use a free online dictionary, too. And also there are some free dictionaries for PCs and apps for smart phones.
- Majid: Thanks, that's a good idea, but I'd like to use a pocket dictionary!

Questions

Answer the following questions orally.

1. What type of dictionary does Mr. Iranmehr recommend?
2. What factors do you consider when you want to choose a dictionary?
3. What type of dictionary do you often use?



Preparing to listen

What do I know about this topic?

What difficulties do I expect?

What type of information can I expect to hear?

What words can I expect to hear? (Use a dictionary , if necessary).

What strategies should I use when I encounter these difficulties?

Evaluating my listening

Was this recording what I expected?

Was I able to make use of my prior knowledge about the topic?

Did I achieve my goal?

Am I satisfied with what I have understood? Why?

Was my listening plan useful?

What difficulties did I face?

Were my strategies useful?

New Words and Expressions



A. Look, Read and Practice.



Try to avoid foods that contain a lot of fat.



I circled the dictionary entry for the word 'purpose'.

4 Be 9.012	5 B 10.811	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999
12 Mg 24.305	13 Al Aluminum 26.982	14 Si Silicon 28.086	15 P Phosphorus 30.974	16 S Sulfur 32.06
20 Ca 40.078	21 Sc 44.956	22 Ti 47.88	23 V 50.942	24 Cr 52.00

C is the symbol for carbon.

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 the 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:

contain: parts of speech of ‘contain’: *container (n.), containment (n.)*
entry: image of a page of a dictionary
symbol: parts of speech of ‘symbol’: *symbolize (v.), symbolic (adj.), symbolism (n.)*



I.R. stands for Islamic Republic.



Mehran couldn't figure out what the teacher was talking about.

stand for: exemplification:

I don't think we even knew what the O stood for; perhaps he lied about it.

What does UN stand for? The United Nations

Figure out: collocations of 'figure out': *figure out how/what/why etc.*

exemplification:

Can you figure out how to do it?

If I have a map, I can figure it out.

Don't worry, we'll figure something out (=find a way to solve the problem).



Vocabulary Learning Strategies (VLS): Part II

As it was mentioned before 'discovery strategies' of vocabulary learning include two types of strategies, determination strategies and social strategies. Examples of these types of strategies are depicted in the following table.

Discovery Strategies	
	Determination Strategies
	Analyze part of speech
	Analyze affixes and roots
	Check for L1 cognate
	Analyze available pictures or gestures
	Guess from textual context
	Bilingual dictionary
	Monolingual dictionary
	Word lists
	Flash cards
	Social strategies
	Ask teacher for an L1 translation
	Ask teacher for paraphrase of synonym or new word
	Ask teacher for a sentence including the new word
	Ask classmates for meaning
	Discover new meaning through group work activity



B. Read and Practice.

combination: an arrangement in a particular order

From the letters X and Y, we can get two combinations:
XY and YX.

introduction: the part at the beginning of a book that gives a general
idea of what it is about

This book has only a two-page introduction.

effectively: in a way that is successful and achieves what you want

If you know how to study more effectively, you'll be
able to learn more.

arrange: to put things in a neat, attractive, or useful order

We'll need to arrange the chairs around the table.

jump into: to suddenly decide to do something

I did not read the introduction and jumped into the
next part.



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

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:

combination: collocations of ‘combination’: *combination of, in combination (with sth)*

introduction: parts of speech of ‘introduction’: *introduce (v.), introductory (adj.)*

effectively: parts of speech of ‘effectively’: *effect (n.), effect (v.), effectively (adv.), effectual (adj.)*

arrange: parts of speech of ‘arrange’: *arrangement (n.), arranged (adj.), arranger (n.)*

jump to: exemplification:

There may be a simple explanation. Let's not jump to conclusions.

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



Optional

Another fun way to learn and remember new words is using Picture Dictionary. There are many ways you can use Picture Dictionaries in your class. Two ways are mentioned here. Find other ways to develop activities using Picture Dictionary.

1. Story Starting: Ask students to choose one scene from their picture dictionary or as particular page to write about what they see there. They might write about people, objects, or actions.
2. Getting the message across: When students want to talk about a specific topic, they sometimes need certain words they do not know or remember. Ask them to adjust their talk with a specific page of the picture dictionary and use the thematic words of the page to talk about a specific topic.

Reading



How to Use a Dictionary

A good dictionary gives the user information about words such as spellings, pronunciations and definitions. It also gives examples of how to use the words in sentences correctly. Therefore, it is essential to know how to use a dictionary. In this lesson, we provide you with some helpful tips on how to use a dictionary effectively.

1. **Choose the Right Dictionary.** There are many different types of dictionaries such as learner's dictionaries, general dictionaries, picture dictionaries, etc. Therefore, first identify your needs. Without choosing the right one you cannot meet your language needs.

2. **Read the Introduction.** The best way to learn how to use your dictionary effectively is to read its introduction. This section explains issues like how entries are arranged, what information is offered in entries and what abbreviations and pronunciation symbols are used throughout the entries.

3. **Learn the Abbreviations.** Different types of abbreviations are often used in the definitions for a word. This can be confusing if you do not know what the abbreviations stand for.



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 instruction on how to use a dictionary. Seven key points are mentioned including: 1. Choose the right dictionary, 2. Read the introduction, 3. Learn the abbreviations, 4. Learn the guide to pronunciation, 5. Read the guide words, 6. Read the definitions, and 7. Look for collocations

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 (relative pronouns). Further, it gives students instruction how to use a dictionary.

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.

- What does a good dictionary contain?
- What types of dictionaries are mentioned in Reading?
- Why is it important to know the abbreviations?

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

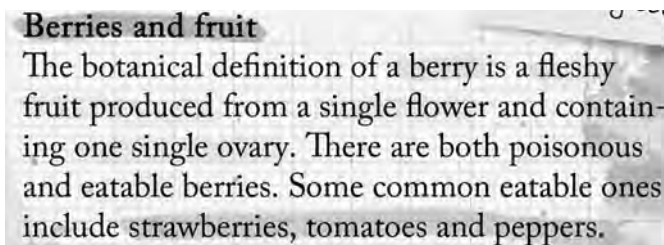
- Teach students tips on how to highlight.
- Do not use one single-colored highlighter
- Instead, try using several different colors
- Assign each color a specific purpose
- This creates a color coding system.
- Therefore, making your materials easier to understand and learn

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 بین المللی
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).

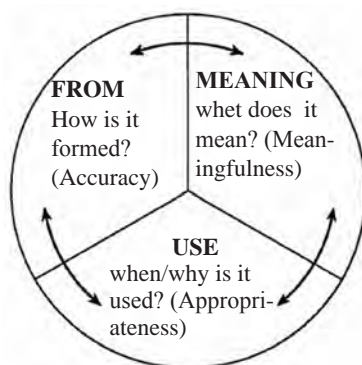


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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 No. 10.	The man that plays golf lives at No. 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.

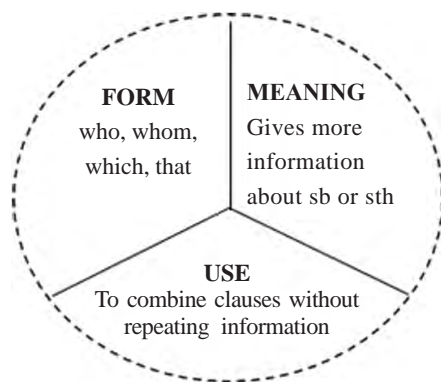
who, whom, which, that

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:

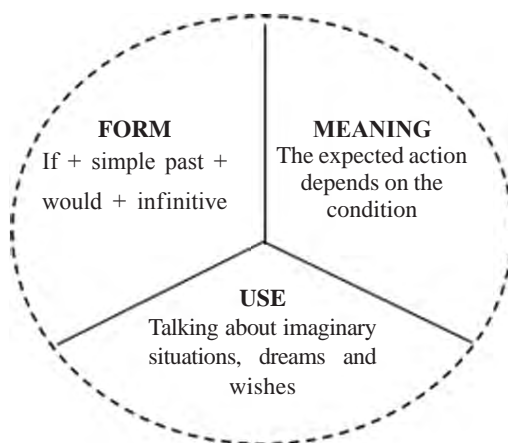
If + simple past + would + infinitive

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?

11. Listening and Speaking

Content: It has two parts, A and B.

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

Teaching Procedure: The teacher should review the grammatical structure of this lesson (Conditional Sentence type II’) by reminding students of the three dimensions of each structure (form, meaning, function). The emphasis should be put on the function of the structure and how it can be used for different purposes in spoken language. Following that, the teacher should draw students’ attention to the speaking strategy of this lesson:

Talking about imaginary situations

Then the teacher goes through Parts A and B.

Part A is a short conversation containing ‘Conditional Sentence type II’.

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

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

Go through more examples at the bottom of the page. Explain how the strategy is used in each example and the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how ‘Conditional Sentence II’ is used in spoken language to talk about imaginary situations.



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?

.....

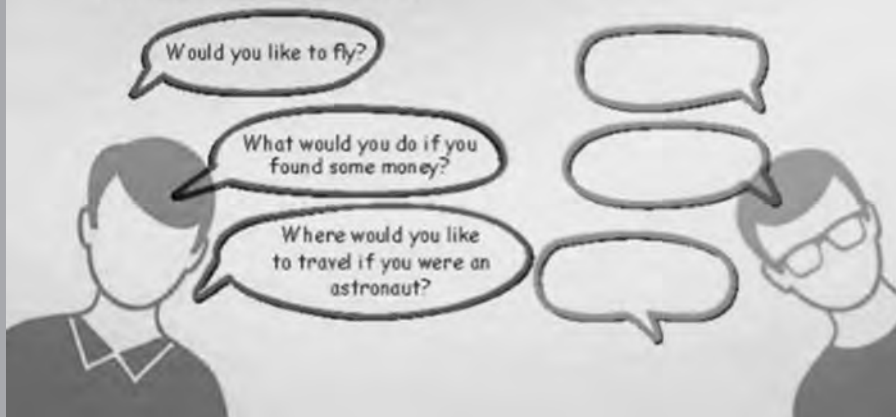
2. Listen again and take note of three questions you hear.

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 I 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 slideshow). 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.

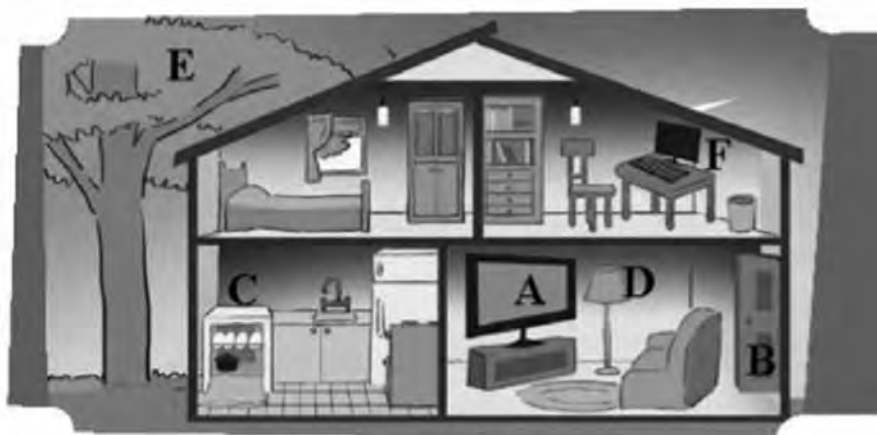
Show the picture of **Samsø Island in Denmark**, one of the greenest areas of the world. Discuss the energy resources they can see in the picture.



B. Draw a circle around renewable energy sources.

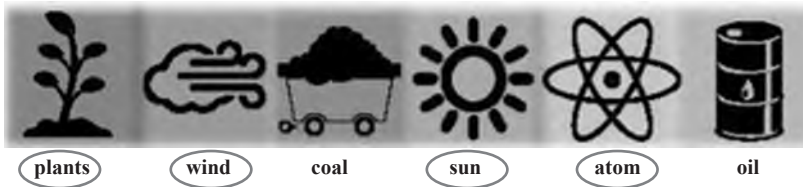


C. This picture shows six ways you can save energy. Place the letter next to the correct description.



- 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 and, 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.

- 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 ¹

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

¹ Adapted from 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.

Consolidation Strategies	Social Strategies
	Study and practice meaning in a group
	Interact with native speakers
	Memory Strategies
	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
	Group words together within a storyline
	Study the spelling of a word
	Study the sound of a word
	Say new word aloud when studying
	Memory strategies
	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 System¹

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.

¹ 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 تا 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).

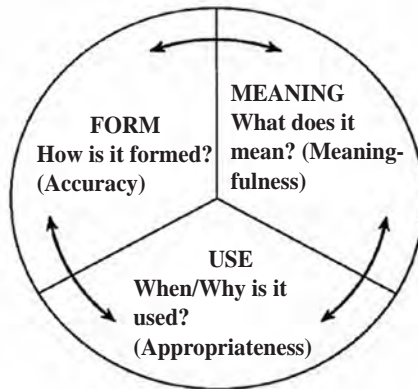


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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

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.
-

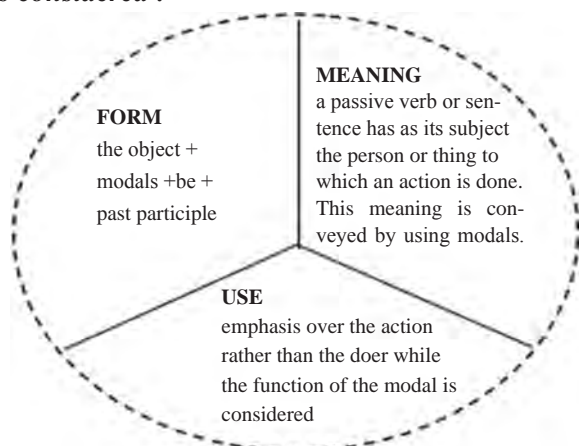
G. Go to part 'Grammar' of your Workbook and do A and B.

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:

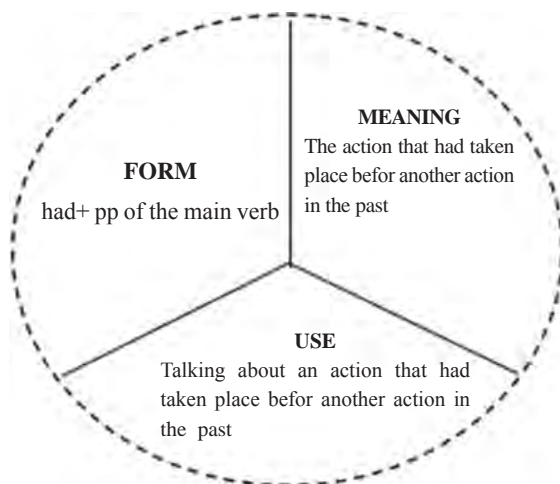
had + past participle of the main verb

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.



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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':



.....

.....

.....

.....

.....

Activity F as a writing exercise asks students to write a paragraph about ‘sport’. Four pictures are provided to guide them.

- Ask students to read the directions.
- Focus their attention on the pictures.
- Remind them that writing a paragraph involves choosing a good topic sentence.
- Using the guidelines provided, ask students to follow the steps of writing a paragraph.
- As they do, walk in the class and help them.
- Have students work individually.
- Let them have enough time.
- Try to check all paragraphs and correct them.
- Choose the best ones.

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



.....

.....

.....

.....

.....

Activity G as a writing exercise asks students to write a paragraph about ‘IRAN’.

- Ask students to read the directions.
- Focus their attention on the picture.
- Remind them that writing a paragraph involves choosing a good topic sentence.
- Using the guidelines provided, ask students to follow the steps of writing a paragraph.
- As they do, walk in the class and help them.
- Have students work individually.
- Try to check all paragraphs and correct them.

Remind the students that 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. 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.

Had the man lost his suitcase in the office?

Did the man apologize?

Have you ever forgotten doing something?

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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