

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

Vision 2

English for Schools

Teacher's Guide

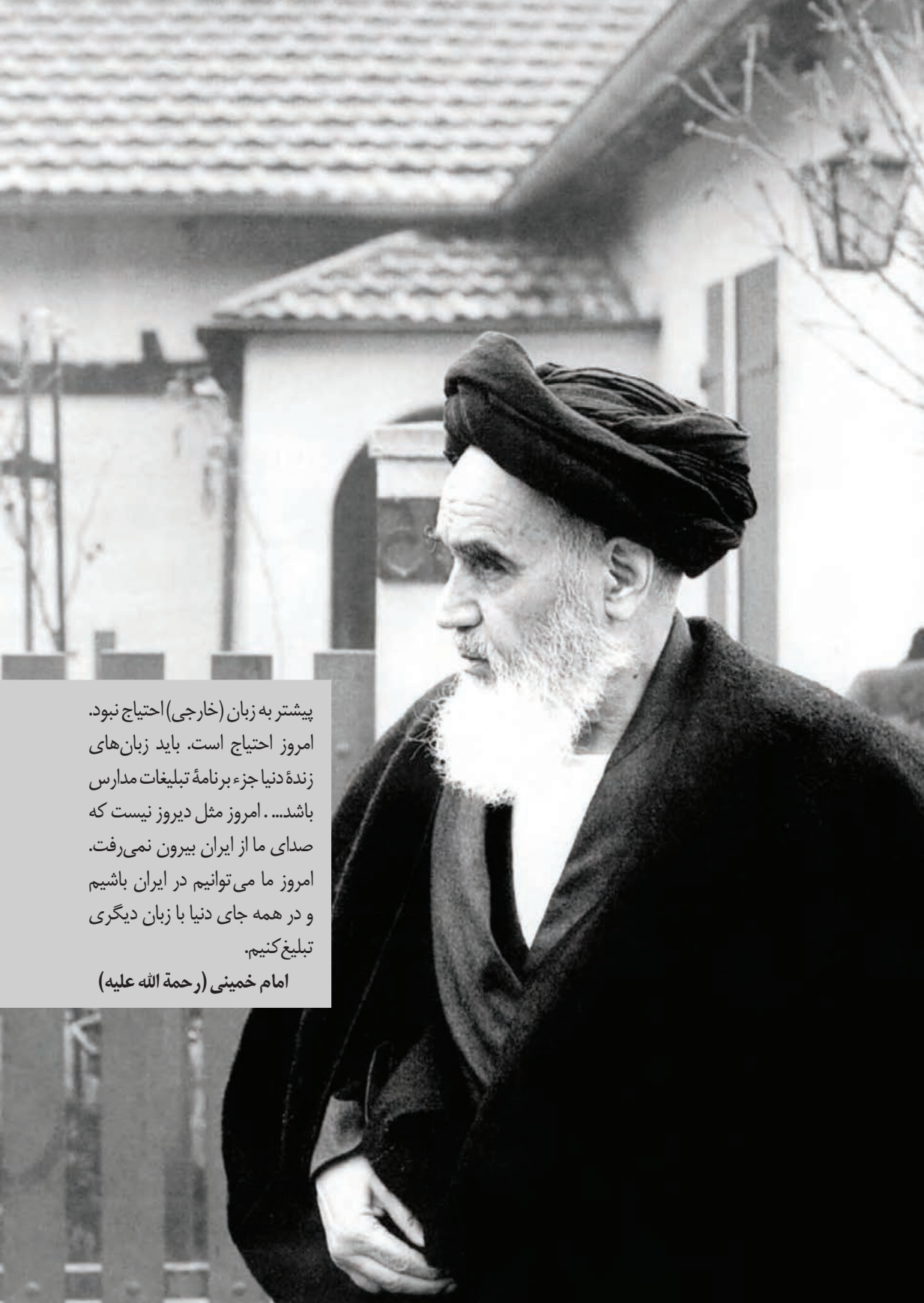
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دوره دوم متوسطه

دانلود سوالات آزمون

راهنمای کامل آزمون



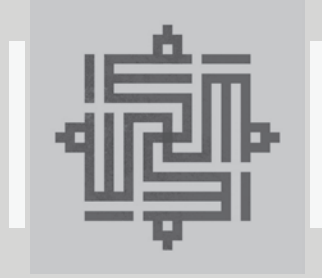
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پیشتر به زبان (خارجی) احتیاج نبود.
امروز احتیاج است. باید زبان‌های
زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس
باشد... امروز مثل دیروز نیست که
صدای ما از ایران بیرون نمی‌رفت.
امروز ما می‌توانیم در ایران باشیم
و در همه جای دنیا با زبان دیگری
تبلیغ کنیم.

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، ممنوع است و متخلفان تحت پیگرد قانونی قرار می‌گیرند.



وَ مِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ
السِّنَتِكُمْ وَالْوَانِكُمْ، إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

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 یازدهم 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 صنعت 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 بین‌المللی می‌تواند زمینه‌ساز 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 چهارگانهٔ زبانی برای دریافت و انتقال معنا گردد. با در نظر داشتن منویات برنامه درسی ملی، به عنوان نقشه راه نظام آموزش کشور، محدودهٔ 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 مقالهٔ 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 2 که برای پایه یازدهم تحصیلی تألیف گردیده است، در امتداد منطقی چهار کتاب پیشین قرار دارد و در سه فصل کلی با عناوین زیر تألیف گردیده است:

۱- Understanding People

۲- A Healthy Lifestyle

۳- Art and Culture

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 2 است که با هدف آشنایی دبیران محترم درس زبان انگلیسی با اهداف و شیوهٔ 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، جدول پیشنهادی زمان‌بندی آموزش، 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 پهن‌آور 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 یازدهم 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

Understanding People



Lesson 1: Understanding People (15-47)

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Reading

Languages of
the World

Reading
Strategy
(Scanning)

Reading
Comprehension

Vocabulary Development

Synonyms

Grammar

Countable and
Uncountable Nouns

See Also
(Numbers)

Listening & Speaking

Shopping, Asking and Answering about Prices
and Numbers

Pronunciation

Teen Numbers and Ten Numbers

Writing

Simple Sentences

What You Learned

Reviewing Lesson 1

General Objectives of this lesson

- Familiarizing students with the theme ‘Understanding People’
- Making students aware of the value of ‘language’ in the process of communication.
- Informing students of the importance of knowing and learning foreign languages.

The Gantt Chart of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don’t have time to write a detailed one. The following Gantt Chart helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

The activities of each lesson are expected to be done in nine weeks. In each week there are three 45-minute sessions and a total of twenty-seven 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 1	Session 1 (45 min)	Impact Page	10	✓	→	→
		Questions and Answers				
		Get Ready (Parts A & B)	35			
	Session 2 (45 min)	Conversation (Word Bank + Conversation)	45			
Week 2	Session 3 (45 min)	Review and Quizzes	45			
	Session 1 (45 min)	New words & Expressions	45			
	Session 2 (45 min)	Workbook	45			
	Session 3 (45 min)	Reading + Reading Comprehension Strategy	45			

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 3	Session 1 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 2 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 3 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
Week 4	Session 1 (45 min)	Workbook	45			
	Session 2 (45 min)	Vocabulary Development	45			
	Session 3 (45 min)	Workbook	45			
Week 5	Session 1 (45 min)	Grammar	45			
	Session 2 (45 min)	Grammar	45			
	Session 3 (45 min)	Workbook	45			
Week 6	Session 1 (45 min)	See Also	45			
	Session 2 (45 min)	Workbook	45			
	Session 3 (45 min)	Listening & Speaking	45			
Week 7	Session 1 (45 min)	Pronunciation	45			
	Session 2 (45 min)	Further Practice and Quizzes	45			
	Session 3 (45 min)	Writing	45			
Week 8	Session 1 (45 min)	Writing	10 35			
	Session 2 (45 min)	Writing	45			
	Session 3 (45 min)	Workbook	45			
Week 9	Session 1 (45 min)	What You Learned	45			
	Session 2 (45 min)	Extra activities and Role Plays	45			
	Session 3 (45 min)	Overall Review	45			

LESSON 1

Understanding People

Interesting Facts:

- There are about 7000 languages in the world.
 - Most Languages of the world have no written form.
 - The Holy Quran is available in more than 100 languages.
 - One language dies about every fourteen days.
 - Deaf people use sign language to communicate.
-

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 'understanding people'.

1. There are about 7000 languages in the world.
2. Most languages of the world have no written form.
3. The Holy Quran is available in more than 100 languages.
4. One language dies about every fourteen days.
5. Deaf people use sign language to communicate.

Objective(s): Title Page gives some factual information to students about 'language and communicating with people'.

Teaching Procedure: 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 words 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 these questions in Persian:

۱. به نظر شما «زبان» چیست؟
۲. اگر انسان نمی‌توانست از زبان استفاده کند، چگونه با دیگران ارتباط برقرار می‌کرد؟
۳. شما با چه زبان‌هایی آشنایی دارید؟
۴. مادر و پدر شما با چه زبان‌هایی آشنا هستند؟

Optional

You may do the following activities as well.

A. Do you know how the following animals communicate with each other?

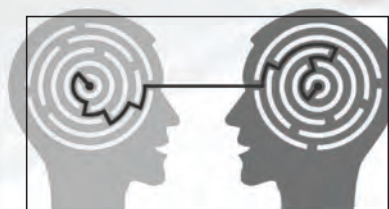
bees:

dolphins:

ants:

B. Write at least 3 words you remember when you see the following words:

- | | | | | | |
|-------------|-------|-------|-------|-------|-------|
| 1. English | ..... | ..... | ..... | ..... | ..... |
| 2. Japanese | ..... | ..... | ..... | ..... | ..... |
| 3. Arabic | ..... | ..... | ..... | ..... | ..... |
| 4. German | ..... | ..... | ..... | ..... | ..... |



2. The Impact Page

Content: It consists of four pictures related to the theme 'language' and the way people communicate with each other.

- Different languages
- Sign Language
- Communicating thoughts
- Traffic signs

Objective(s): It gives general background on the theme of the lesson. It also familiarizes students with different realizations of language and the possible means of communication: signs, body language, and written/oral symbols.

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

تصویر ۱: نام چند زبان را در این تصویر می‌توانید بیابید؟ آیا می‌دانید مردم چه کشورهایی به این زبان سخن می‌گویند؟

تصویر ۲: آیا تا به حال کسی را در حال استفاده از زبان اشاره دیده‌اید؟ آیا متوجه شدید افراد درباره‌ی چه چیزی گفتگو می‌کردند؟

تصویر ۳: به غیر از استفاده از زبان چه روش‌هایی برای تبادل اندیشه وجود دارد؟

تصویر ۴: با کدام یک از علائم راهنمایی و رانندگی در این تصویر آشنا هستید؟ معنی هر علامت چیست؟

Optional

A. Ask students to think about different means of communication. Write them on the blackboard and group them based on the type of media (oral, written, computer-mediated, etc.).



B. Ask students to draw very simple pictures to show the following adjectives: angry, happy, surprised, sick, sad, bored, excited

Get Ready

A. Look at the map. Choose six countries and write their languages.



- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |

Are you familiar with any of the above languages? If yes, circle them.

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, understanding people by doing the activities.

Part One of Get Ready has two activities: A and B.

Activity A is a pedagogical task. The students should look at the map and choose six countries whose languages are known to them. They have to write the name of the countries and their languages in the provided spaces. Then they have to circle the languages they are familiar with.

- | | |
|------------------------|--------------------------|
| 1. Russia, Russian | 2. China, Chinese |
| 3. Iraq, Arabic | 4. Saudi Arabia, Arabic |
| 5. Bangladesh, Bengali | 6. India, Hindi, English |

You may ask students to briefly talk about these languages by asking the following questions:

- به نظر خودتان چند واژه عربی می‌دانید؟
- آیا به راحتی به زبان انگلیسی صحبت می‌کنید؟
- آیا می‌دانید زبان اردو چگونه زبانی است؟

You may also ask students to do a mini research and find the official languages of Asian countries:

- | | |
|--|--|
| A Afghanistan, Armenia, Azerbaijan | O Oman |
| B Bahrain, Bangladesh, Bhutan, Brunei | P Pakistan, Palestine, Philippines |
| C Cambodia, China, Cyprus | Q Qatar |
| G Georgia | R Russia |
| I India, Indonesia, Iran, Iraq | S Saudi Arabia, Singapore, South Korea, Sri Lanka, Syria |
| K Kazakhstan, Kuwait | T Taiwan, Tajikistan, Thailand, Timor-Leste, Turkey, Turkmenistan |
| J Japan, Jordan | U United Arab Emirates, Uzbekistan |
| L Laos, Lebanon | V Vietnam |
| M Malaysia, Maldives, Mongolia, Myanmar | Y Yemen |
| N Nepal, North Korea | |

B. Match the signs with their meanings. There is one extra sentence.



1.



2.



3.



4.



5.

- (a) There is a parking lot around.
- (b) Turn off your mobile phone.
- (c) Please be quiet.
- (d) Keep off the grass.
- (e) You are near a restaurant.
- (f) Do not swim here.

C. Number the following activities from 1 to 6 according to how frequently you do them when you learn a foreign language.

☐ Reading storybooks

☐ Watching movies

☐ Listening to the news

☐ Surfing the net

☐ Talking to foreigners

☐ Writing letters or emails

Activity B is a matching exercise. The students should match the signs with their meanings. In this way, they will become familiar with a different way of communication, that is using signs.

1. b

2. a

3. f

4. e

5. d

While doing this exercise, you may ask students to think more deeply about each sign. Then ask them which elements in each sign helped them understand the meaning.



Activity C is a task. It requires students to think; and then number the activities from 1 to 6 according to how frequently they do the activities when they learn a foreign language. This activity makes students aware of four macro language skills (listening, speaking, reading and writing); and their role in learning a foreign language.

Optional

You may ask students to make small groups of 4 and then brainstorm about the activities they do (or can do) to improve the following language macro/micro skills:

Listening: Listening to the CD of this book, listening to the news

Speaking: role plays, interviews

Reading: reading stories, websites, signs

Writing: writing letters, emails, messages, notes

Vocabulary: making a vocab book, flash cards, posters

Grammar: reading grammars, doing different types of exercises

Pronunciation: recording one's speech, playing it back and asking others for their feedback; reading about English pronunciation

Conversation

besides,
mother tongue,
experience,
absolutely, fluently,
to be honest,
point

Word Bank



Babak Saberian is a translator who works for IRIB¹. Today, he is hosting Meysam in his office. Meysam is a high school student. He is interviewing Mr. Saberian for his school project.

Meysam: Thank you Mr. Saberian for inviting me to your office.

Mr. Saberian: You're welcome!

Meysam: I heard you know three languages. Is that right?

Mr. Saberian: Well, actually four languages.

Meysam: Four! Really?! What languages do you know?

Mr. Saberian: Besides my mother tongue, Persian, I know English, French and Russian well.

Meysam: Interesting! And when did you learn them?

Mr. Saberian: I began learning English at school when I was thirteen. Then I began learning French in a language institute when I was fifteen. And I learned Russian when I was a university student in Moscow.

1. Islamic Republic of Iran Broadcasting

4. Conversation

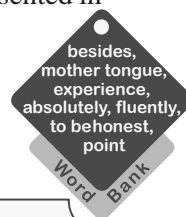
Content: Conversation page has a picture, Word Bank, Introduction, Conversation, and some Questions.

The conversation of this lesson takes place in the office of a translator, Babak Saberian, who works for IRIB . Meysam is a student who is interviewing Mr. Saberian for his school project.

Objective(s): The main function of Conversation is providing learners with 'comprehensible input'. It also acts as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (countable/uncountable nouns).

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

New words can be presented using different techniques including:



- Using real objects (realia)
- Showing pictures or photos
- Using gestures or acting out
- Board drawings: drawing the images on the board
- Definition: giving concise dictionary definition(s)
- Giving synonyms/antonyms
- Describing a scene/situation
- Using flashcards (commercial, teacher-made)
- Using wallcharts or posters (commercial, teacher-made)
- Exemplification: providing collocations, examples, illustrative sentences
- Word mapping: making word maps by the help of superordinate words
- Translation: giving Persian equivalents

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 and show the pictures of some famous translators or masterpieces that have been translated from other languages into Persian or from Persian to other languages.

You may talk about the following things in the class:

- اهمیت دانستن چند زبان
- مترجمان بزرگ ایرانی و اهمیت کار آنان در انتقال فرهنگ اسلامی- ایرانی به کشورهای دیگر

- Meysam:** Can you use all of them fluently?
- Mr. Saberian:** I know all of them well, but I use English more.
- Meysam:** OK. Do you think language learning should start as early as possible?
- Mr. Saberian:** My experience says interest and hard work are really more important than age.
- Meysam:** Hmm... that's an important point. May I know what your favorite language is? English, French, or Russian?
- Mr. Saberian:** To be honest, I enjoy using them all, but my favorite language is absolutely my mother tongue!



Questions

Answer the following questions orally.

1. Where does Mr. Saberian work?
2. Was Mr. Saberian living in a foreign country when he was 13?
3. How many languages do you know?



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:** asking students to brainstorm and list important skills a translator needs
- **researching:** ask students to find interesting facts about translation and translated works
- **reading:** provide students with some short texts about translation, multilingualism, etc.

Translation is the communication of meaning from one language (the source) to another language (the target). Translation refers to written information. If translation is done orally, it is called interpretation. The purpose of translation is to convey the original tone and intent of a message, taking into account cultural and regional differences between source and target languages.

- **viewing pictures:** make slide shows or find pictures of famous translators
- **watching movies:** show a movie about bilingualism/multilingualism and the value of knowing different languages
- **discussing:** ask students to talk about the languages they (or their families) know; and the positive aspects of multilingualism

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 Mr. Saberian?
 - Does Mr. Saberian know Chinese?
 - What is Mr. Saberian’s favorite language?

- Meysam:** Can you use all of them fluently?
- Mr. Saberian:** I know all of them well, but I use English more.
- Meysam:** OK. Do you think language learning should start as early as possible?
- Mr. Saberian:** My experience says interest and hard work are really more important than age.
- Meysam:** Hmm... that's an important point. May I know what your favorite language is? English, French, or Russian?
- Mr. Saberian:** To be honest, I enjoy using them all, but my favorite language is absolutely my mother tongue!



Questions

Answer the following questions orally.

1. Where does Mr. Saberian work?
2. Was Mr. Saberian living in a foreign country when he was 13?
3. How many languages do you know?



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:** Where does Mr. Saberian work?
- **Inference:** Was Mr. Saberian living in a foreign country when he was 13?
- **Opinion gap:** How many languages do you know?



Don't let students write their answers.

New Words and Expressions



A. Look, Read and Practice.



Mazandaran is one of the best farming regions of Iran.



Asia is the largest continent of the world.



Does water really exist on Mars?



Spanish is Diego's native language.



Dictionary prices range from \$5 to \$15.

5. New Words and Expressions

Content: It has three parts: Part One, Part Two, Part Three.

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 One, 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:

region: the map of your province. The teacher can show different provincial cities, regions, rivers, jungles, and mountains.

continent: a globe, the map of the world

exist: parts of speech: existence, existent, existential

native: giving antonym: native# non-native, foreign

range: translation = حد فاصل، حدود



Rice is the most popular food in Iran.



Today, less than 40 percent of people live in villages.



Imagine you are traveling in space.



Scientists say that by 2050, wind power can meet the needs of the world.



We are living in the twenty-first century.



Our teacher tried to explain the new word by means of sign language.

popular: collocations: popular belief/culture/music/view/song/opinion

percent: exemplification:

a 10% increase in house prices

a company with a 40% stake in the project

imagine: parts of speech: imagination, imaginary, imaginable

meet the needs of: Exemplification:

The service is provided to meet the needs of sick people.

The company says it is unable to meet the needs of the workers.

century: explanation: a 100 year

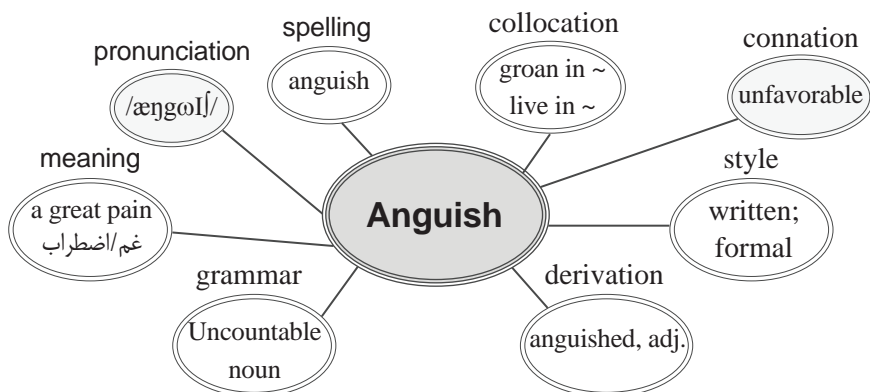
by means of: translation: به وسیله؛ به واسطه

What does knowing a new word mean?

When students learn a word they have to internalize a group of related facts about that word including (Rahimi, 2009, p. 63):

- the written form (spelling)
- the spoken form (pronunciation)
- meaning(s)
- grammatical structure
- derivations
- collocation
- style
- connotation
- idiomatic meaning

In the following example, the word ‘anguish’ is identified through all levels involved in this word.





B. Read and Practice.

society: a large group of people who live together

We live in an Islamic *society*.

ability: the physical or mental power or skill to do something

Human's *ability* to talk makes him different from animals.

vary: to be different from each other

In some cities, prices *vary* from shop to shop.

make up: to form a thing, amount or number

China *makes up* 18% of the world's population.

despite: without taking any notice of

I enjoy the weekend, *despite* the bad weather.



C. Go to Part II of your Workbook and do A and B.

Part Two, 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:

society : parts of speech: social, sociable, socialize

ability : collocation: athletic/musical/artistic ability

vary : exemplification: Flowers vary in color and size.

Test scores vary from school to school.

make up: translation: تشکیل دادن

despite: exemplification: She went to Spain despite the fact that her doctor had told her to rest.

Part Three includes practices from Students' Workbook, Part II. The activities of vocabulary in Workbook are designed based on first practice, then produce.



Don't change the order of activities.

Practice:

1. **Selecting:** recognizing words and making choices amongst them. Part A. One odd out.

2. **Matching:** recognizing words, pairing them with a visual representation, translation, synonym/antonym, definition, and collocation. Part B. Match columns A and B.

3. **Sorting:** sorting words into different categories. Part C. Put the words in three groups considering their meanings. Part D. These words are 'hello' in six different languages. Match the words with the maps and name their languages.



B. Read and Practice.

society: a large group of people who live together

We live in an Islamic *society*.

ability: the physical or mental power or skill to do something

Human's *ability* to talk makes him different from animals.

vary: to be different from each other

In some cities, prices *vary* from shop to shop.

make up: to form a thing, amount or number

China *makes up* 18% of the world's population.

despite: without taking any notice of

I enjoy the weekend, *despite* the bad weather.



C. Go to Part II of your Workbook and do A and B.

Production

Producing: completing or creating sentences with new words. Part E. Fill in the blanks with the given words. Make the necessary changes.



Please don't ask students to make English sentences with the new words before doing activities A to D. Teaching and learning new words should be done in 3 consecutive phases:

1. Presenting the words,
2. Practicing the words, and
3. Producing the words.

Therefore, it would be cognitively challenging for students to make English sentences with new words, if they have not had enough time to practice these words before.

Reading



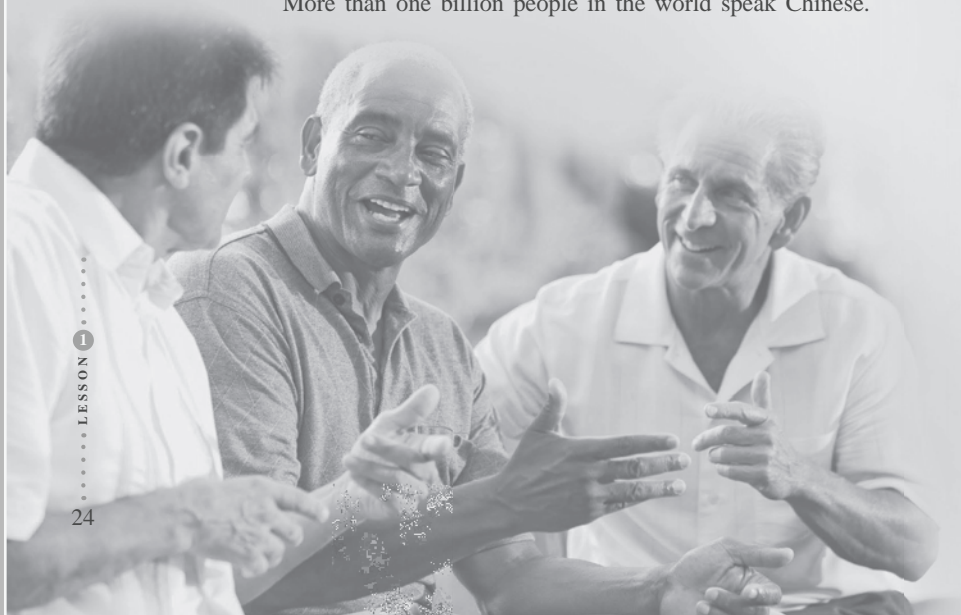
Languages of the World

Language is a system of communication. It uses written and spoken forms. People use language to communicate with each other in a society. They exchange knowledge, beliefs, wishes, and feelings through it.

Languages vary greatly from region to region. They are so different that a person may not understand the language of someone from another region, country or continent. It is not surprising to hear that today about 7000 languages exist in the world. There are more than 2000 languages in Africa, 1000 in the Americas, more than 2250 in Asia, about 230 in Europe, and more than 1300 in Oceania.

Native speakers of these languages range in number from very large, with hundreds of millions of speakers, to very small, with fewer than 10 speakers. The most popular language in the world is Chinese.

More than one billion people in the world speak Chinese.



6. Reading

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

The reading of this lesson is about languages of the world. It talks about the live languages across the five continents and endangered languages of the world.

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 (countable/uncountable nouns). Further, it provides students with some factual information about the status of the languages of the world.

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.

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.

- Why do people use language?
- How many people speak Chinese?
- What is ‘an endangered language’?

Interestingly, English has fewer native speakers than Chinese, but there are about one billion learners of English all around the world. They learn English as an international language.

About fifty percent of the world's languages have fewer than 5000 speakers. In the beginning of the twenty-first century, 204 languages had fewer than 10 speakers and 344 languages had between 10 and 99 speakers. The 548 languages with fewer than 99 speakers make up nearly 8 percent of the world's languages. We call them 'endangered languages'. As the speakers of such languages grow old and die, their languages will die, too.

All languages are really valuable, despite their differences. Every language is an amazing means of communication that meets the needs of its own speakers. It is impossible to imagine the world without language. Therefore, we should respect all languages, no matter how different they are and how many speakers they have.

Reading Strategy

Scanning

You can scan a reading passage to look for and find specific information quickly such as a number, a name, a word, or a phrase.

Follow these steps to scan:

- Make a clear picture in your mind of the information you are looking for.
- Look for that information.
- Move your eyes quickly across the text. Don't read every word. When you find the information, stop, read the sentence and mark the information.

Reading Strategies

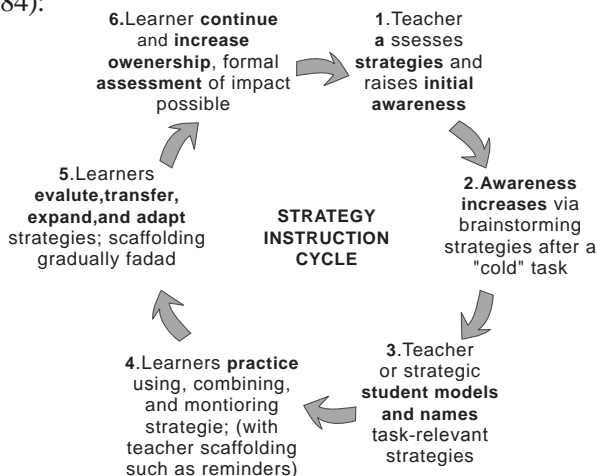
In this part students learn how to use ‘reading strategies’. “Reading strategies have been theorized in relation to levels of reading processes and to reading skills as consciously chosen actions that activate effective processing” (Efler & Finkbeiner, 2007, p. 189). Reading strategies can refer to (Shafiei Ebrahimi, 2012, p. 101):

- 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 scan a text’. Scanning is going “through a text very quickly to find specific pieces of information in its content” (Rahimi, 2009, p. 97).

In order to teach ‘scanning’, you need to follow the following cycle (Oxford, 2011, p. 184):



Reading Comprehension

A. Scan the passage for the following numbers. Match them with the information. There is one extra number.

- a. 548 b. 2250 c. 8 d. 1300 e. 204

1. The number of languages with speakers fewer than 10
2. The percent of endangered languages
3. The number of languages with speakers fewer than 99
4. The number of languages in Oceania

B. Scan the passage for the proper nouns.

- a) The language with more than one billion learners:
- b) The continent with one thousand languages:
- c) The language with the largest number of native speakers:

C. Scan the passage and answer the following questions.

- a) How many languages are there in the world?
- b) What is the number of endangered languages?
- c) Which continent has the largest number of languages in the world?

D. Read the sentences; put T for true and F for false. If a sentence is false, correct it.

- a) Through languages, people can exchange only knowledge. T ☐ F ☐
- b) When a language has no speaker, it dies out. T ☐ F ☐
- c) Only a few languages can meet the needs of their own speakers. T ☐ F ☐

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.

7. Reading Comprehension

Content: It has four parts: parts A, B, C, and D.

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

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

Activity A is a reading strategy practice that focuses on numbers. The students should scan the text for the given numbers (a to e) and then match them with the statements.

1. e

2. c

3. a

4. d

Activity B is a reading strategy practice that focuses on proper nouns. The students should scan the text for proper nouns.

a. Chinese

b. Americas

c. Chinese

Activity C is a reading strategy practice that focuses on comprehending the text. The students should read the passage and answer the questions.

a. about 7000

b. 548

c. Asia

Activity D is a True/False activity. Students should read each statement and check T for 'true' and F for 'false' statements.

a. F

b. T

c. F

Vocabulary Development

SYNONYMS

Synonyms are words with similar meanings, for example, 'hard' and 'difficult'; or 'begin' and 'start' are synonyms. Learning synonyms is a good way to develop our vocabulary.

A. Write the words that mean the same under the picture where they belong.

small
fast

powerful
tiny

quick
simple

strong
easy



B. Two of the words in each group are synonyms. Find them.

- | | |
|---------------------------------|---------------------------------|
| a) amazing/ probable/ wonderful | b) seek/ search for/ exercise |
| c) quit/ live/ give up | d) fortunately/ luckily/ really |

C. Look back at the *Reading* to find synonyms for the words.

- In paragraph 2, find a synonym for 'largely':
- In paragraph 4, find a synonym for 'nearly':
- In paragraph 5, find a synonym for 'to form':
- In paragraph 6, find a synonym for 'to think of':

8. Vocabulary Development

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

Objective(s): Teaching students some points on (a) the way words are made in English language and (b) how they are related to each other.

Teaching Procedure: First go through the Definition box to introduce ‘synonyms’. You may write some familiar words on the board and ask students to find their synonyms.

Examples: angry/upset sad/unhappy jungle/forest

Then Go through parts A, B, C, and D.

Definition Box defines and exemplifies ‘synonyms’.

Activity A is a matching exercise. The students should find two words that are synonym and write them under the related picture.

Pic 1. quick/fast Pic 2. easy/simple Pic 3. strong/powerful
Pic4. small/tiny

Activity B is a selecting exercise. The students should find two words that are synonym.

a. amazing/wonderful b. seek/search for c. quit/give up
d. fortunately/luckily

Activity C is a scanning exercise. The students should scan the passage and find synonyms of the given words.

a. greatly b. about c. make up d. imagine

How Are Words Learned and Remembered?

Vocabulary is simply defined as “all the words that someone knows or uses” (Longman Dictionary of Contemporary English, 2010). Vocabulary is one of the most important components of language as “without vocabulary nothing can be conveyed” (Wilkins, 1990). Research shows that language learners can acquire vocabulary through both incidental and deliberate vocabulary instruction. One way to reinforce learning new words is teaching the ways words are made in a language and how they are related to each other including but not limited to teaching parts of speech, affixation, collocation, proverbs and idiomatic meaning, relationship between words (synonyms, antonyms, homophones, etc.), etc. Vocabulary instruction should always be reinforced with vocabulary practice and exposure.

Grammar

A. Read the following texts.



An endangered language is **a language** that has very **few speakers**. Nowadays, **many languages** are losing their native speakers. When a language dies, the knowledge and culture disappear with it. **A lot of endangered languages** are in Australia and South America. Some of them are in Asia and Africa. The number of live languages of the world is around 7000, and many of them may not exist in the future. **Many researchers** are now trying to protect endangered languages. This can save **lots of information** and cultural values of people all around the world.



There are many uncountable words for food in English. Native speakers often use words such as 'a bag of', 'two slices of', or 'a piece of' with uncountable nouns. This usually happens when they go shopping. They may ask for **two bottles of water**, **a bag of sugar**, **a loaf of bread**, or **two kilos of meat**. In a coffee shop, they may order **a cup of tea**, **a piece of cake**, or **a glass of juice**. If a foreign learner uses uncountable words wrongly, English speakers may not understand them well. So when you learn English, be very careful about this important point.

9. Grammar

Content: It has seven parts, from A to G. It also has a Hint section.

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).

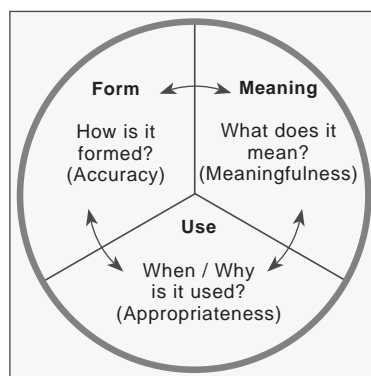


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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 two texts are provided with lots of examples of the grammatical structure ‘countable and uncountable nouns’. 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. The focus of text one is on countable and uncountable nouns. The focus of text two is on using measure words with uncountable words. Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

B. Read the following examples. Compare the columns.

Singular countable	Plural countable	Uncountable
a car	two/ three/ four cars	— traffic

Singular countable	Plural countable	Uncountable
a book	some / many books	some/ much information
a bird	lots of/ a lot of birds	lots of/ a lot of chicken soup
a man	few/ a few men	little/ a little bread

Questions	Answers		
How many cars are there in the street?	There are	two three four some many	cars.
How many books do you need?	I need	lots of a lot of a few few	books.
How much information does your teacher need?	She needs	some much lots of a lot of	information.
How much bread is there in the kitchen?	There is	a little little	bread.

Activity B presents grammatical items in isolation. The teacher may

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

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).

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.

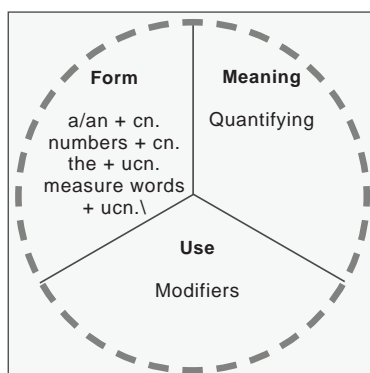
a/an + singular countable noun
numbers + plural countable nouns
the + uncountable nouns/countable nouns
measure words + uncountable nouns

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).

Articles, numbers and measure words quantify nouns.


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).

A/an, and numbers are used as modifiers of countable and uncountable nouns





Measure words with uncountable nouns

a bottle of		two, three, ... bottles of	water
a cup of		two, three, ... cups of	tea, coffee
a glass of		two, three, ... glasses of	water, juice
a bag of		two, three, ... bags of	rice, sugar
a piece of		two, three, ... pieces of	cake, paper
a slice of		two, three, ... slices of	melon, banana
a kilo of		two, three, ... kilos of	meat, rice
a loaf of		two, three, ... loaves of	bread



The hint is about the measure words that can be used with uncountable nouns. There are many measure words in English. They are used with uncountable words. You need to teach the point that ‘uncountable nouns cannot be plural’; however, measure words that come before uncountable nouns can be used with numbers and thus can be plural.

Milk

A bottle of milk

Two bottles of milk

To teach this hint, ask students to go through each row and understand the type of measure words that can be used with certain types of nouns (e.g., liquids, food, fruit, etc.). Then ask students to provide you with more examples that can be used with these measure words.



Do not teach extra measure words

Problems with countable and uncountable nouns

Usually it is easy to see whether a noun is countable or uncountable. Obviously, house is normally a countable noun, and sand is not. But it is not always so clear: Compare a journey (countable) and travel (uncountable); a glass (countable) and glass (uncountable); vegetables (countable) and fruit (uncountable). While the rules will help, to know exactly how a particular noun can be used, it is necessary to check in a good dictionary (Swan, 2009, p. 148).

It is important to know that with certain uncountable nouns-especially nouns referring to human emotions and mental activity- we often use a/an when we are limiting their meaning in some way (Swan, 2009, p. 150).

She has always had a deep distrust of strangers.

That child shows a surprising understanding of adult behavior.

My parents wanted me to have a good education.

You’ve been a great help.

I need a good sleep. (ibid)

C. Tell your teacher how different ‘countable’ and ‘uncountable nouns’ are.

D. Underline all ‘countable and uncountable nouns’ in *Reading*.

E. Choose appropriate words to complete the following sentences.

1. The students need to read (many/much) books about history.
 2. Please buy (a loaf of/a bottle of) bread for breakfast.
 3. Children should drink (a lot of/a few) milk.
 4. We did not have (much/many) visitors this week.
 5. Could you please bring me (a glass of/a piece of) water?
-

F. Pair up and ask and answer the following questions.

1. How many books did you read in summer?
2. How much milk do you drink each day?
3. How much money do you save each month?
4. How many pencils do you have in your bag?

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



Activity C encourages students to induce the ‘differences between countable and uncountable nouns’. The teacher can write more examples on the board; or read a text orally and ask students to notice the way ‘countable and uncountable nouns’ are used with articles, numbers, and measure words.

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 ‘countable and uncountable nouns’ and underline them. The students can use highlighters to do this activity as well.

- Ask students to take a red pencil or highlighter.
- Ask them to

Underline/circle countable/uncountable nouns or

Countable and uncountable nouns of the Reading are:

Countable nouns: a system, a society, beliefs, wishes, feelings, region, a person, country, continent, languages, speakers, learners, differences

Uncountable nouns: knowledge

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 modifiers/ quantifiers for countable and uncountable nouns.

1. many 2. a loaf 3. a lot of 4. many 5. a glass of

Activity F is a communicative activity. The students should pair up and ask and answer the questions based on their personal opinion.

Activity G provides students with more exercises. The students have to refer to their Workbook, Part III (Grammar), and do two types of activities:

Part A is a meaningful activity. The students should look at the pictures and complete the sentences based on what they see.

Part B is a structural activity. The students should use appropriate ‘measure words’ with the given words.

See Also

A. Read the examples and see how numbers are used before nouns.

Numbers	Nouns
a/one	car
an/one	apple
two, three, four, five, six, seven, eight, nine, ten	tables
eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen	chairs
twenty, twenty-one, twenty-two,, twenty-nine	students
thirty, thirty-one, thirty-two,, thirty-nine	trees
forty, forty-one, forty-two,, forty-nine	horses
fifty, fifty-one, fifty-two,, fifty-nine	books
sixty, sixty-one, sixty-two,, sixty-nine	boxes
seventy, seventy-one, seventy-two,, seventy-nine	children
eighty, eighty-one, eighty-two,, eighty-nine	bags
ninety, ninety-one, ninety-two,, ninety-nine	men

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 focuses on (a) how articles a/an are used before singular countable nouns; (b) how numbers from 2 to 99 are used before plural (both regular and irregular) countable nouns; and (c) how numbers from one hundred to several billions are used with plural (both regular and irregular) countable nouns. To teach this grammatical point, use the 3-dimensional grammar pie.

1. In form wedge, introduce the forms:

a/an + singular countable nouns

numbers from 2-100 + plural countable nouns (both regular and irregular plurals)

numbers from 100 to 1,000,000,000 + plural countable nouns (both regular and irregular plurals)

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

Numbers quantify nouns

A book

Two books

99 books

100 books

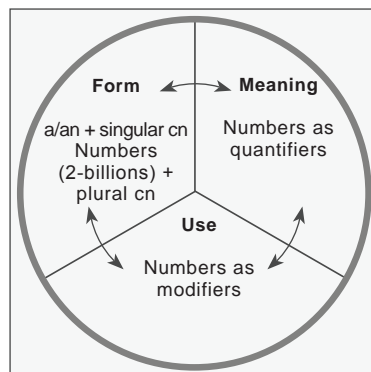
1,000 books

1,000,000 books

1,000,000,000 books

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

articles a/an and numbers are used for counting and function as modifiers of nouns



Numbers	Nouns
one hundred, two hundred, three hundred,	languages
one thousand, two thousand, three thousand, four thousand,	birds
one million, two million, three million,	cells
one billion, two billion, three billion,	dollars

B. Read the examples and see how numbers are used before adjectives + nouns.

Numbers	Adjectives	Nouns
a /one	small	car
a /one	red	apple
an /one	interesting	movie
two,, ninety-nine	beautiful	trees
two hundred,, ten billion	Canadian	dollars



Teach students to be careful with the way numbers 100 to billion are used before nouns. They have to notice the fact that hundred, thousand, and billion are not plural before plural nouns, although numbers larger than 2 are added before them.

Two *hundred* languages

Five *thousand* birds

Three *billion* cells

Part B focuses on how numbers are used before adjectives + nouns.

Points to be taught here are:

1. The form of adjectives does not change before singular or plural nouns.
That is, adjectives cannot be plural.
It is a big building.
They are big buildings.
2. The use of *a/an* before the combination of adjective + nouns is dependent on the initial sound of the adjective. If it is a consonant, the students should use article *a*; if it is a vowel, they have to use article *an*.
It is a comic book.
It is an interesting book.

Listening and Speaking

Speaking Strategy

Shopping, asking and answering about prices and numbers

A. You may use 'how much' to ask about prices. You may use 'how many' to ask about numbers.

- May I help you?
- Yes, please. I'm looking for some birthday candles.
- How many candles do you need?
- I need 12 birthday candles.
- You can find different types of candles over there.
- Um... How much are those?
- 20 000 Tomans.
- What about these?
- 10 000 Tomans.
- I think I'll take these. Here you are.
- Thank you.



You may use the following patterns to ask about prices and numbers.

- How much do/does cost?
- How much is it?
- How much are they?
- How many are there?

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, 'countable and uncountable nouns'.

Teaching Procedure: The teacher should review the grammatical structure of this lesson ('countable and uncountable nouns') 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 everyday talks (e.g. 'quantifying and modifying'). Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

Shopping, asking and answering about prices and numbers

Then the teacher goes through Parts A and B.

Part A is a short conversation in which 'how many/how much' are used to ask about prices and numbers.

The related structures used are:

I'm looking for some birthday candles.

How many candles do you need?

I need 12 birthday candles.

How much are these?

20,000 Tomans

10,000 Tomans

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

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page.

Then explain how the strategy is used in the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how 'countable/uncountable nouns and how many/how much' are used in shopping.



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

Conversation 1



1. The boy wants
2. How many words does the first dictionary have?

Pair up and ask at least two questions about the prices of things you or your friends have in your/their bags. You may use the words in the box.

pen, pencil, eraser, pencil-sharpener, ruler, notebook

Conversation 2



1. How much is a ticket?
2. How many tickets does she want?

Pair up and ask about the numbers of things you or your friends have. You may use the words in the box.

sisters, brothers, uncles, aunts, books, pens, pencils

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, shopping, asking and answering about prices and numbers.

Conversation 1

A: How much is this English-to-Persian dictionary?

B: It is 30 000 Tomans.

A: Oh, that's very expensive.

B: But it is a very good dictionary.

It has more than 15 000 words.

A: Do you have a smaller and cheaper one? ... How much is that?

B: That's a good one, too. It is 25 000 Tomans. Do you want to take a look at it?

A: Yes, please.

1. An English-to-Persian dictionary.

2. It has more than 15 000 words.

Conversation 2

A: How much is the ticket?

B: It is 4 dollars. How many tickets do you want?

A: Fifteen tickets please.

B: Just a moment. Here are your tickets, 60 dollars please.

A: How much?

B: 60 dollars.

A: Ok, can I pay with my credit card?

B: Yes, sure.

1. It is 4 dollars.

2. Fifteen tickets.

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.

Pronunciation



A. 'Ten numbers' (ten, twenty, thirty, ...) have strong stress on their first part. Listen and repeat.

• •

twenty

thirty

forty

fifty

• •

sixty

seventy

eighty

ninety



B. 'teen numbers' have strong stress on 'teen'.

• •
■ She is almost thirteen.

• •
■ Did you say eighty or eighteen?

11. Pronunciation

Content: It has two parts: A and B.

Objective(s): Pronunciation aims at presenting ‘stress patterns of ten and teen numbers’. The students should be able to both recognize and produce these patterns in oral conversations.

Teaching Procedure: In order to teach pronunciation based on CLT, five steps will be followed as shown in the following table: (Celce-Murcia, Brinton, & Goodwin, 2010, p. 45).

Phase	DESCRIPTION
1	DESCRIPTION AND ANALYSIS - oral and written illustrations of how the feature is produced and when it occurs within spoken discourse
2	LISTENING DISCRIMINATION - focused listening practice with feedback on learners' ability to correctly discriminate the feature
3	CONTROLLED PRACTICE - oral reading of minimal-pair sentences, short dialogues, etc., with special attention paid to the highlighted feature in order to raise consciousness
4	GUIDED PRACTICE - structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the special feature
5	COMMUNICATIVE PRACTICE - less structured, fluency-building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances

1. Description and analysis

- Play the audio of Parts A and B.
- Ask students to listen to the CD several times.
- Then briefly explain the rules:

Rule 1: Ten numbers have strong stress on their first part.

Rule 2: Teen numbers have strong stress on ‘teen’.

2. Listening discrimination:

Read the following list and ask students to tap on their desks once when they hear ten numbers, and twice when they hear teen numbers.

thirteen, fifteen, sixty, eighty, seventeen, eighteen, ninety

Pronunciation



A. 'Ten numbers' (ten, twenty, thirty, ...) have strong stress on their first part. Listen and repeat.

• •

twenty

thirty

forty

fifty

• •

sixty

seventy

eighty

ninety



B. 'teen numbers' have strong stress on 'teen'.

■ She is almost thirteen.

■ Did you say eighty or eighteen?

3. Controlled practice:

Read numbers in Part A and sentences in Part B and ask students to repeat them after you.

4. Guided practice:

Ask students to read numbers in Part A and sentences in Part B with appropriate stress patterns.

5. Communicative practice:

Ask students to answer the following questions. They have to be careful about the stress of ten and teen numbers.

1. How old are you?
2. How old is your mother?
3. How old is your father?

Writing

Simple Sentences

In English, every simple sentence must have at least a subject and a verb. Such a sentence is called a 'simple sentence'. Who or what the sentence speaks about is called the **subject**. What the sentence says about the subject is called the **verb**. In the following sentences, the subject is underlined once and the verb twice.

Mahan is sleeping.



12. Writing

Content: Writing has three Definition Boxes, eight activities (A to H), and three Hints.

Objective(s): Writing aims at helping students move from letters and words to meaningful sentences and thus becoming familiar with components of English sentences. In this lesson, Writing aims at helping students understand the structure of simple sentences as well as being able to write them. Since having a strong knowledge of simple sentences will better equip students to learn and comprehend other sentence varieties, the students are expected to master them well. Thus, first they are expected to be able to distinguish simple sentences from other sentences such as compound ones, then be able to find subject, verb and object in such sentences, and finally be able to write them.

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 ‘simple sentence’ and introduces its two main elements, namely subject and verb. Four examples of simple sentences are given and illustrated.
Read the examples and check the subjects and the verbs.

- At this point, you may want to write a few simple sentence examples on the board. You can also try to solicit examples from the class.

- Zahra likes math.
- Shayan feels tired.
- The board is white.
- My classmate came late.

- Now ask students to underline the subjects and double underline the verbs.

Optional

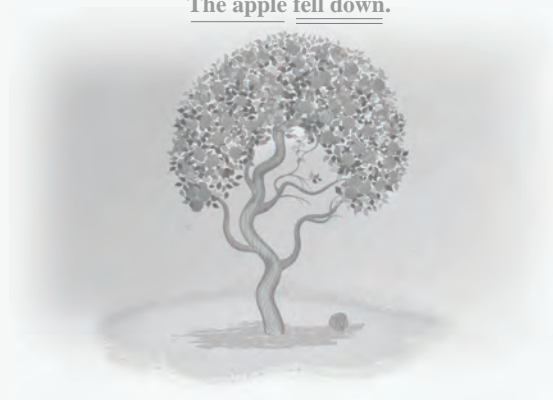
Say a page number of the book aloud. Each student should then turn to that page and find all of the simple sentences he or she can identify.

After a few minutes you may ask two volunteers to write down the sentences on the board and others compare them, or ask the class how many simple sentences they were able to find. Work through each answer as a class, identifying which ones are simple sentences and explaining any incorrect responses.

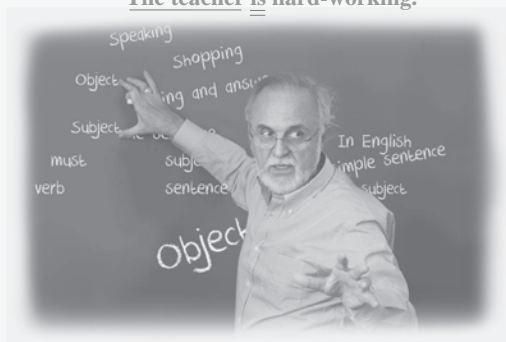
The bird does not sing.



The apple fell down.



The teacher is hard-working.



Optional

Since most of the sentences in New Words & Expressions are simple sentences, you can select some of them and ask students to identify their subjects and verbs.

For example, the following sentences might be suitable:

- Asia is the largest continent of the world.
- Dictionary prices range from \$5 to \$15.
- We are living in the twenty-first century.

Also, you can select some simple sentences from Vision 1, students are familiar with:

- We live on Earth.
- They are destroying the jungle.
- Blood cells are red and white.
- The heart pumps blood.
- Children grow up rapidly.
- Edison invented the first light bulb.
- Alice is studying Persian language and culture.

It is also important to remind students that simple does not necessarily mean short. You may provide students with such sentences.

This guideline introduces the way that students can identify the subject in sentences.

Read it and explain the examples. To practice more you can ask students to do such an activity:

1) To find a subject, ask who or what the sentence is about. Your answer is the subject.

- Who is the first sentence about? Mahan
- What is the second sentence about? The bird
- What is the third sentence about? The apple
- Who is the fourth sentence about? The teacher



Remember that the 'subject' of a sentence is a 'noun' (any person, place, or thing) or a pronoun. A **pronoun** is simply a word like I, we, he, she, it, you, or they used in place of a noun.

2) To find a verb, ask what the sentence says about the subject.

- What does the first sentence say about Mahan? Mahan is sleeping.
- What does the second sentence say about the bird? The bird does not sing.
- What does the third sentence say about the apple? The apple fell down.
- What does the fourth sentence say about the teacher? The teacher is hard-working.



As you see, a sentence begins with a capital letter and ends with a period.

Write the following sentences taken from Vision 1. Ask students to decide whether the word in bold is the subject or not.

- **We** love our country.
- **Unfortunately**, he didn't remember my name.
- **Ancient** wind towers of Iran are attractive to tourists.
- **Gahar Lake** is famous for its clear water.
- **Human** body is amazing.
- **Razi** taught medicine to many young people.

Since it is mentioned in the first Hint that the subject is a noun (person, place or thing) or a pronoun, ask students to find the subjects of the above sentences; then determine their types.

Remind students that object pronouns such as 'me, him, her, us and them' cannot fill the Subject position. For more practice, you can ask students to circle the correct answer.

- I / Me didn't forget it.
- Ask he/him why he/ him is shouting.
- They/ Them want your address.
- She/Her asked we/us.

This guideline introduces the way that students can identify the verb in sentences. Read it and explain the examples. To practice more, you can ask students to do such an activity:

- Ask students to read the sentences in New Words & Expressions. First find the simple sentences and then find the verbs using the guideline provided.
- Regarding the second hint, remind students that a capital letter signals the start of a new sentence just as a period can signal the end of the previous one. Therefore, starting each sentence with a capital letter aids readability.
- As an exercise, you can give students an unseen passage without any capitalization and punctuation. Ask them to read it and rewrite it with correct capitalization and punctuation.

A. Read each group of words. Do these words make a sentence? If yes, write them again with a capital letter and a period.

- studying in the library
- she laughed
- suitable for both boys and girls
- the lion died
- the tree will fall down
- the baby with her small hands
- it is very good for children
- a beautiful lake in the forest



Activity A is a recognition as well as a writing exercise that focuses on spelling. You may:

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

- Again draw their attention to the fact that: The first letter of a sentence is capitalized and it ends with a period.

- She laughed.
- The lion died.
- The tree will fall down.
- It is very good for children.

- And also remind students that when words are grouped together, but without a subject or a verb, this is called a phrase. In a more precise word, phrases cannot be used alone, but we can use them as part of a sentence.

- studying in the library
- suitable for both boys and girls
- the baby with her small hands
- a beautiful lake in the forest

B. Write an appropriate word in the following blanks. The answer will be the subject of the sentence.

- _____ is one of my best teachers.
- A _____ runs faster than a mouse.
- Every night, _____ exercise for 30 minutes.
- Many _____ live in this forest.

C. Write an appropriate word in the following blanks. Each answer will be the verb of the sentence.

- The child _____ loudly.
- Shayan _____ always kind to his sister.
- We _____ for hours.
- The museum _____ at 8 a.m.



Activity B is a fill-in-the-blank exercise. Ask students to read each sentence carefully and complete them with appropriate subjects. 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.

- Remind students that the answers may be different, but they are nouns or pronouns.

- Mr Razavi, Ms Taheri, ...
- Horse, Rabbit,...
- I, my brother,...
- birds, animals,...

Activity C is a fill-in-the-blank exercise. Ask students to read each sentence carefully and complete them with appropriate verbs. You may write the completed sentences on the board.

Ask students to notice how the form of the verb changes depending on whether the subject is singular or plural.

- Remind students that the answers may be different, they may be positive or negative, or they may be past, present or future.

- laughs, cried, is shouting,.....
- is, was, isn't, ...
- played, will study, have walked, ...
- opens, opened, ...

Go to Part V (Exercise C) of Workbook. Ask students to complete the sentences with appropriate subjects and verbs.

A simple sentence can also have an **object**.
An object is a noun that receives an action.

The students are drinking milk.



The students learn English.



Mahdi visited his doctor.



Definition Box Two presents a simple definition of object. Three examples of simple sentences having objects are given and illustrated. Read the examples and check the objects.

For more practice, you may check the subjects and the verbs, too.

Optional

You can provide students with the sentences selected from Vision 1. Ask students to find the objects using the guideline provided.

- We live on Earth.
- They are destroying the jungle.
- Blood cells are red and white.
- The heart pumps blood.
- Children grow up rapidly.
- Edison invented the first light bulb.
- Alice is studying Persian language and culture.

Optional

You can write the following sentences taken from Vision 1. Ask students to decide whether the word in bold is the object or not.

- We love our country.
- Unfortunately, he didn't remember my name.
- Ancient wind towers of Iran are attractive to tourists.
- Gahar Lake is famous for its clear water.
- Human body is amazing.
- For example, Razi taught medicine to many young people.



You can find an object by asking yourself 'who' or 'what' is receiving the action in a sentence.

D . Read the following sentences. Circle the objects.

1. The boy runs fast.
2. Mina speaks English.
3. We must respect our neighbors.
4. Shadi is working at home.
5. Ali is a smart student.

E. Write an appropriate word in the following blanks. Each answer will be an object.

1. They will meet .
2. Ali and I bought .
3. We are going to learn .
4. Children should not eat .

The **Hint** teaches students the way they can find an object in a sentence. Using the guideline provided, you can again write some sentences on the board and ask students to 'who' or 'what' receives an action. Remind students that finding an object involves finding the verb of a sentence.

Activity D is a recognition exercise. Using the mentioned hint, ask students to check who or what is receiving the action in the sentences, then circle them.

1. No object
2. English
3. our neighbors
4. No object
5. No object

- Go to Part V (Exercise B) of Workbook. Ask students to do the exercise.

Activity E is a fill-in-the-blank exercise. Ask students to read each sentence carefully and complete them with appropriate objects.

- Remind students that the answers may be different, but they are nouns or pronouns.

1. each other, their grandfathers,
2. a book, two bikes, ...
3. English, driving,...
4. fast food, much sugar,...

F. Rearrange the words to create correct sentences.

1. borrowed / I / that book
2. is going / she / the TV / to turn on
3. can / learn / we / a new language
4. sang / a song / my grandfather

- A simple sentence can also have additional information mostly in the forms of 'adverbs of place, time and manner'.

- Ali will have an exam **next week**.
- Zahra studies English **at school**.
- Yesterday, I saw my teacher **in the street**.
- We **usually** visit our grandmother **on Fridays**.
- My brother can speak French **fluently**.

**s i m p l e
s e n t e n c e**

Activity F as a writing exercise focuses on word order as well as spelling. Ask students to read each one carefully and arrange them to form simple sentences.

Again remind students that subject and object are noun or pronoun.

- I borrowed that book.
- She is going to turn on the TV.
- We can learn a new language.
- My grandfather sang a song.

Definition Box Three introduces the concept of additional information which is mostly added in the forms of adverbs of place, time and manner. Read the examples and check the adverbs and their types.

Remind students that a sentence may have two or three types of adverbs at the same time.

Optional

You can select some sentences from Vision 1 and ask students to identify their adverbs and types. For example, the following sentences might be suitable:

- My teachers speak French well.
- Hooshang came late yesterday.
- Nastran puts her books neatly inside the desk.
- Soheil never talks to her parents rudely.

For more practice, now ask them to add adverbs of time, place or manner to the following sentences.

- The weather was beautiful....
- I saw two birds
- Behnam is trying..... to improve his writing.

G. Read the following sentences. Find the subject(S), verb(V), object(O) and additional information(AI).

Example: She studies English at school every week.
 S V O AI (Place) AI (Time)

1. On weekends, I read storybooks.
2. I usually get good grades.
3. Last night, my mother made cookies.
4. My friends take photographs of animals.
5. I have a math class on Wednesdays.

H. Using past, present and future tenses, write five simple sentences about yourself.

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

Activity G is a recognition exercise. Ask students to pay attention to the examples.

Have students do the exercise.

Check answers with the class. Invite volunteers to read the answers.

1. On weekends (AI (time)), I (S) read (v) storybooks (O).
2. I (S) usually (AI (manner)) get (V) good grades (O).
3. Last night (AI (time), my mother (S) made (V) cookies (O).
4. My friends (S) take photograph of (V) animals (O).
5. I (S) have (V) a math class (O) on Wednesdays (AI (time)).

- At this point, as an extra activity, you can ask students to complete the following sentences in their own words. Then ask them to identify S, V, O and AI.

- I often read
- My brother horror movies
- His uncle will us
- I my examyesterday
- spentat bazaar

- Go to Part V (Exercise D) of Workbook. Ask students to do the exercise.

Activity H is a writing exercise. Have students work individually to write sentences. Check answers and introduce the best ones.

- Go to Part V (Exercise E) of Workbook. Ask students to do the exercise.



A. Listen to the first part of a story.

1. Fill in the blanks based on what you've just heard.

I went to a

I needed some cheese

2. Listen again and list all uncountable nouns.

B. Now read the second part of the report.

The only thing I was still looking for was a bag of sugar. There were four types of sugar. I picked the bags and read the explanations. Honestly, I didn't understand their differences. A young man came to me and asked what I wanted. I told him I needed some sugar for breakfast. He gave me some information. Again, I didn't understand the differences. I took pictures of the explanations, sat somewhere, and checked the explanations in my mobile dictionary. At last, I understood what type of sugar I needed to buy!

3. Scan the text for the nouns.

C. Work in pairs. Ask and answer.

How many bags of
sugar did the man
want?

Did the man buy
any tea?

How did he
understand the
explanations?



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.

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

Part A is a listening task. Students should listen to a story and fill in the blanks.

Last year I traveled to a foreign country. I was there the whole summer. In the first week of my trip, I went to a store to buy groceries. I needed some cheese, some milk, some rice, and some sugar. I also needed some fruit and potatoes. I was walking around the store for 1 hour and finally I found everything I wanted and bought them all.

1. I went to a store

I needed some cheese, some milk, some rice, and some sugar.

2. cheese, milk, rice, sugar, fruit

Part B is a reading task. The students should read the rest of the story. Then they have to scan the text for ‘nouns’.

3. sugar, bags, explanations, differences, man, breakfast, information, pictures, dictionary.

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

A: How many bags of sugar did the man want?

B: A bag of sugar.

A: Did the man buy any tea?

B: No.

A: How did he understand the explanations?

B: He checked the information in his mobile dictionary.

Lesson 2

A Healthy Lifestyle

Lesson 2: A Healthy Lifestyle (49-79)



Get Ready

Introduction to the Lesson

Conversation

Talking about Lifestyle

New Words
& Expressions

Learning Vocabulary of Reading

Reading

Having a Healthier and Longer Life	Reading Strategy (Skimming)	Reading Comprehension
--	-----------------------------------	--------------------------

Vocabulary
Development

Prefixes and Suffixes

Grammar

Present Perfect	See Also (Phrasal Verbs)
-----------------	-----------------------------

Listening
& Speaking

Talking about Past Experiences

Pronunciation

(Emergencies) Phrasal Verbs

Writing

Gerunds

What
You Learned

Reviewing Lesson 2

General Objectives of this lesson

- Familiarizing students with the theme ‘A Healthy Lifestyle’.
- Making students aware of the benefits/importance of having a healthier lifestyle .
- Informing students of the role of a healthy lifestyle in having a longer and happier life.

The Gantt Chart of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don’t have time to write a detailed one. The following *Gantt Chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

The activities of each lesson are expected to be done in nine weeks. In each week there are three 45-minute sessions and a total of twenty-seven 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 1	Session 1 (45 min)	Impact Page	10	✓	→	
		Questions and Answers				
		Get Ready (Parts A & B)	35			
	Session 2 (45 min)	Conversation (Word Bank + Conversation)	45			
	Session 3 (45 min)	Review and Quizzes	45			
Week 2	Session 1 (45 min)	New words & Expressions	45			
	Session 2 (45 min)	Workbook	45			
	Session 3 (45 min)	Reading + Reading C o m p r e h e n s i o n Strategy	45			

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 3	Session 1 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 2 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 3 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
Week 4	Session 1 (45 min)	Workbook	45			
	Session 2 (45 min)	Vocabulary Development	45			
	Session 3 (45 min)	Workbook	45			
Week 5	Session 1 (45 min)	Grammar	45			
	Session 2 (45 min)	Grammar	45			
	Session 3 (45 min)	Workbook	45			
Week 6	Session 1 (45 min)	See Also	45			
	Session 2 (45 min)	Workbook	45			
	Session 3 (45 min)	Listening & Speaking	45			
Week 7	Session 1 (45 min)	Pronunciation	45			
	Session 2 (45 min)	Further Practice and Quizzes	45			
	Session 3 (45 min)	Writing	45			
Week 8	Session 1 (45 min)	Writing	10 35			
	Session 2 (45 min)	Writing	45			
	Session 3 (45 min)	Workbook	45			
Week 9	Session 1 (45 min)	What You Learned	45			
	Session 2 (45 min)	Extra activities and Role Plays	45			
	Session 3 (45 min)	Overall Review	45			

LESSON 2

Three decorative dotted lines in a light gray color. One line starts on the left and curves upwards towards the right. Another line starts on the left and curves downwards towards the right. A third line starts on the left and curves upwards towards the right, crossing the other two.

A Healthy Lifestyle

Interesting Facts:

- People with higher education usually live longer.
 - Our health improves when we visit our friends and family members.
 - Sitting a lot increases health risks.
 - Laughter is the best medicine for your health.
-

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 'a healthy lifestyle'.

1. People with higher education usually live longer.
2. Our health improves when we visit our friends and family members.
3. Sitting a lot increases health risks.
4. Laughter is the best medicine for your health.

Objective(s): Title Page gives some factual information to students about 'healthy lifestyles'.

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 words 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 these questions in Persian:

۱. آیا به نظر شما تحصیلات سبب آگاهی بیشتر نسبت به سبک زندگی می‌شود؟
۲. به نظر شما ارتباط صله ارحام با سلامتی چیست؟
۳. کارکردن بیش از اندازه با رایانه سبب چه مشکلات جسمی و ذهنی می‌شود؟
۴. ارتباط خنده با سلامتی در چیست؟

Optional

You may do the following activities as well.

A. Which of the following activities makes you happier?

jogging: hanging out with others: sharing jokes:

B. Describe your feeling when you do the following things:

1. Visiting your grandparents
2. Eating junk food while watching TV
3. Going out with your friends
4. Reading Divan of Hafiz



2. The Impact Page

Content: It consists of four pictures related to the theme 'lifestyle' and the way people live.

- Healthy diet
- Eating fast food
- Daily exercise
- Overwork with technology

Objective(s): It gives general background on the theme of the lesson. It also familiarizes students with lifestyles of different people and what they do to improve or damage their health.

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

تصویر ۱: خوردن میوه و سبزیجات چه تأثیری در سلامتی انسان دارد؟

تصویر ۲: آیا غذاهای آماده باعث چاقی می‌شوند؟ دلایل شما چیست؟

تصویر ۳: دوست دارید در زنگ ورزش چه ورزش‌ها و بازی‌هایی انجام دهید؟

تصویر ۴: استفاده از فناوری‌های جدید چه تأثیری بر سبک زندگی افراد گذاشته است؟

Optional

You may do the following activities as well.

A. Ask students to think about people whom they know with good and bad lifestyles. Write the adjectives the students use to describe them on the blackboard and group them based on good and bad lifestyles.

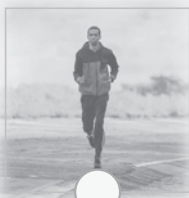


B. Ask students to decide if the following things are good or bad for peoples' health:

overeating, cycling, smoking, overworking with computers, voluntary/charity work

Get Ready

A. Look at the people in the pictures. Check (✓) if what they are doing is good for their health.



Now match the pictures with the words and sentences.

a worked

b jog

c hangs out

d eating

e surfing

f climbed

1. Behzad likes junk food when he's watching TV.
2. Reza is the net.
3. I go out and every morning at 6.
4. Mahdi with his friends on Fridays.
5. They Mount Damavand last year.

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 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, a healthy lifestyle by doing the activities.

Activity A consists of a pedagogical task and a vocabulary exercise. The students should:

- (a) look at the pictures and choose the activities that are good for their health;
- (b) they have to match the pictures with the given words and sentences.

What is good for our health: jogging, hanging out with friends, and climbing

picture 1: b, 3

picture 5: e, 2

picture 4: f, 5

picture 3: d, 1

picture 2: c, 4

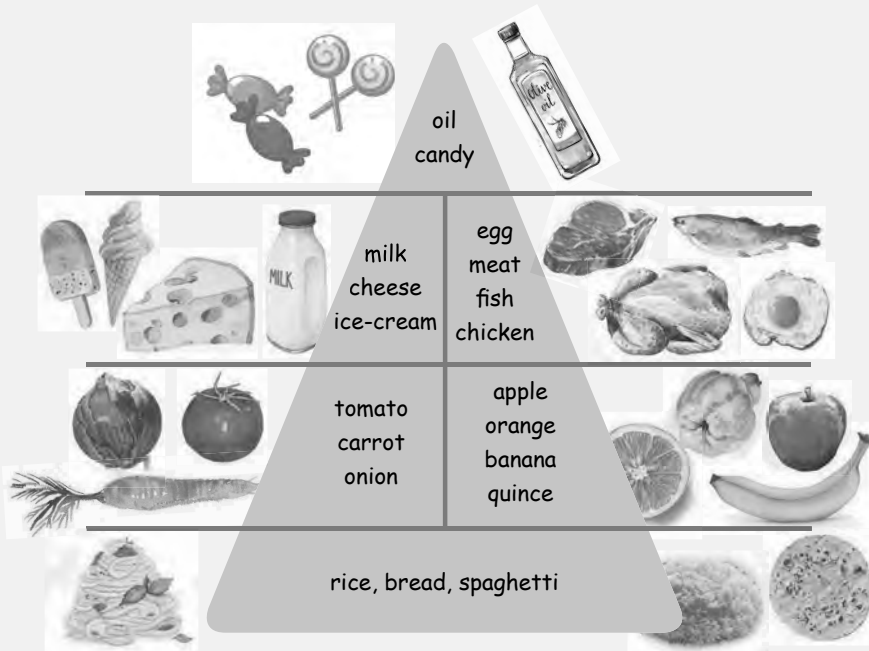
You may ask students to briefly talk about these pictures by asking the following questions:

- چقدر با دوستان خود وقت می‌گذرانید؟
- برای کمک به افرادی که بیش از اندازه از فناوری استفاده می‌کنند چه باید کرد؟
- برای کوهنوردی چه مهارت‌ها و ابزاری مورد نیاز است؟

You may also ask students to do a mini research and find the effects of the following things on physical and mental health:

Technology addiction
Missing out on sleep
Drinking carbonated drinks
Sitting still for a long time
Secondhand smoking
Not drinking enough water

B. In the pyramid below circle the food you eat each day.



Do you think you have a healthy diet? How do you know that?

C. Read the following sentences and use adverbs of frequency (never, sometimes, often, usually, always) to show how often you do them.

1. I work on my computer. _____
2. I watch TV in the afternoon. _____
3. I go out and play with my friends. _____
4. I eat fast food. _____
5. I walk to school. _____

Compare your answers with your classmates'.

Activity B is a task. The students should go through the food pyramid and find the food they eat each day. Notice that the items of the pyramid have been symplified based on the vocabulary knowledge of the students. You need to famliarize students with the pyramid first.

What is the food pyramid?

The Food Guide Pyramid (Fig 1) was released by the USDA in 1992 and is now a widely recognized nutrition education tool. FGP translates nutritional recommendations into the kinds and amounts of food to eat each day.

There are different variants of FGP including Food Guide Pyramid for Children (Fig 2) and My Pyramid (Fig 3). Based on these models, as people grow up, they have to limit the servings of fats, oils, and sweets and use them very sparingly.



Figure 1

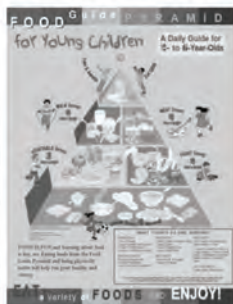


Figure 2



Figure 3

Activity C is a task. It requires students to think about their own lifestyle and then use adverbs of frequency to show how often they do the listed activities. The students are required to pair up and compare their lifestyle with that of their friends.

Conversation



Sina and Behzad are old friends. They have not seen each other for about three months. Behzad has called Sina.

Behzad: Hi Sina. How is it going? I haven't seen you since Norooz.

Sina: Hi Behzad. Thanks for calling. I am home most of the time. I do different things like surfing the net and playing computer games.

Behzad: How about your free time? Going out, jogging, playing football,...?

Sina: Nope. I rarely go out and hang out with my friends.

Behzad: I see. Reza and I are going to Darband for climbing and walking this Thursday. We really like to see you. Will you come with us?

Sina: What?! Oh, no, I haven't been there for a long time. I prefer to stay home and watch my movies on the weekend. I've bought lots of things to eat, too.

Behzad: Come on! Stop being a couch potato! I guess you haven't exercised for a long time. I think you are a bit fat now.

4. Conversation

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

The conversation of this lesson is a phone talk between Sina and Behzad. They have not met for a long time. Behzad has called Sina to see how everything is with him.

Objective(s): The main function of Conversation is providing learners with 'comprehensible input'. It also acts as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (the present perfect tense).

Teaching Procedure: First present the words in the Word Bank. New words can be presented using different techniques including:



- Showing pictures or photos: **gain weight**
- Using gestures or acting out: **depressed**
- Definition: **couch potato**
- Exemplification: **You won!**

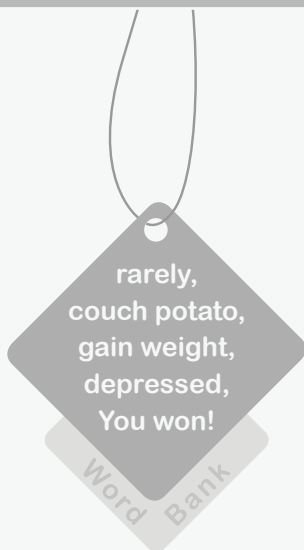
Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show the picture of people who have unhealthy lifestyles. Some consequences of unhealthy lifestyles such as heart attack, gaining weight, and depression can be shown in slides.

You may talk about the following things in the class:

- نشانه ها و عوارض سبک زندگی نامناسب
- نقش ارتباط با دوستان و خویشاوندان در طول عمر
- نقش رژیم غذایی مناسب در شاد زیستن

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.

Conversation



Sina and Behzad are old friends. They have not seen each other for about three months. Behzad has called Sina.

Behzad: Hi Sina. How is it going? I haven't seen you since Norooz.

Sina: Hi Behzad. Thanks for calling. I am home most of the time. I do different things like surfing the net and playing computer games.

Behzad: How about your free time? Going out, jogging, playing football,...?

Sina: Nope. I rarely go out and hang out with my friends.

Behzad: I see. Reza and I are going to Darband for climbing and walking this Thursday. We really like to see you. Will you come with us?

Sina: What?! Oh, no, I haven't been there for a long time. I prefer to stay home and watch my movies on the weekend. I've bought lots of things to eat, too.

Behzad: Come on! Stop being a couch potato! I guess you haven't exercised for a long time. I think you are a bit fat now.

Phase 1. Pre-listening

Different types of activities can be used in this phase such as:

- brainstorming: asking students to brainstorm and list the things people should do to improve their lifestyle
- researching: ask students to find facts about the relationship between a healthy diet and life expectancy
- reading: provide students with some short texts about interesting facts about lifestyle

Sina: Um... actually, you're right. I've gained five kilos in three months. I really do not like to move!

Behzad: See? I told you. Working with computers for a long time makes people sick and depressed. I've read about this somewhere.

Sina: All right. You won!... When and where should we meet?



Questions

Answer the following questions orally.

1. What does Sina do at home?
2. Is Sina a sportsperson?
3. What is your favorite sport?



There are five simple ways for your family to lead a healthy lifestyle and get back on track:

1. Get active each day

Regular physical activity is important for the healthy growth, development and well-being of kids and teens. They should get at least 60 minutes of physical activity every day, including vigorous activities that make them 'huff and puff'.

2. Choose water as a drink

Water is the best way to quench your thirst – and it doesn't come with the added sugar found in soft drinks, fruit juice drinks and other sweetened drinks. Reduced fat milk for children over two years of age is a nutritious drink and a great source of calcium.

3. Eat more fruit and vegetables

Eating fruit and vegetables every day helps kids and teens grow and develop, boosts their vitality and can reduce the risk of many chronic diseases. Aim to eat two serves of fruit and five serves of vegetables every day.

4. Switch off the TV or computer and get active

Sedentary or 'still' time spent watching TV, surfing online or playing computer games is linked to kids becoming overweight or obese. Kids and teens should spend no more than 2 hours a day on 'small screen' entertainment.

5. Eat fewer snacks and select healthier alternatives

Healthy snacks help kids and teens meet their daily nutritional needs. Snacks based on fruit and vegetables, reduced fat dairy products and whole grains are the healthiest choices.

Sina: Um... actually, you're right. I've gained five kilos in three months. I really do not like to move!

Behzad: See? I told you. Working with computers for a long time makes people sick and depressed. I've read about this somewhere.

Sina: All right. You won!... When and where should we meet?



Questions

Answer the following questions orally.

1. What does Sina do at home?
2. Is Sina a sports person?
3. What is your favorite sport?



- **viewing pictures:** make slide shows of activities that improve health condition
- **watching movies:** show a movie about the effects of eating junk food on health
- **discussing:** ask students to talk about their lifestyles and discuss positive/negative points

Phase 2. While-Listening

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 do the boys want to go?
 - When did Sina and Behzad meet?
 - Does Sina like watching movies?
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 does Sina do at home?

Inference: Is Sina a sports person?

Opinion gap: What is your favorite sport?



Don't let students write their answers.

New Words and Expressions



A. Look, Read and Practice.



Eating vegetables is an important part of a healthy diet.



The doctor is listening to my grandfather's heartbeat.



My uncle has high blood pressure.



My sister measures herself every month.

5. New Words and Expressions

Content: It has three parts: Part One, Part Two, Part Three.

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 One, 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:

diet: collocations: balanced/healthy/poor/ vegetarian/high-fibre diet

heartbeat: playing the sound of the heartbeat,

Exemplification: A baby's heartbeat is nearly twice as fast as an adult's.

blood pressure: collocation: check/take somebody's blood pressure

Exemplification: Lifting very heavy weights can also raise your blood pressure considerably for **a short time**.

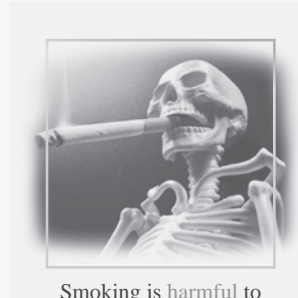
measure: parts of speech: measurement (n.), measuring (n.), measureable (adj.), measureless (adj.)



Our neighbor had a heart attack yesterday.



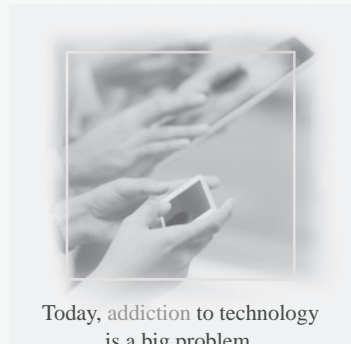
One serving of rice is not enough for them.



Smoking is harmful to everyone.



Arash has a bad eating habit.



Today, addiction to technology is a big problem.

heart attack: collocation: have/suffer a heart attack
serving: exemplification: The dish has about 250 calories per serving.
harmful: antonym: **harmful** #**harmless**
habit: parts of speech: habituate (v.), habitual (adj.)
addiction: parts of speech: addict (n.), addicted (adj), addictive (adj.)

Vocabulary Learning Strategies (VLSs)

Vocabulary learning strategies are those strategies that students use in the process of learning vocabulary to learn words faster and retain them longer. There are different taxonomies of VLSs, the most frequently used one in the literature is proposed by Schmitt (1997).

Strategy group	Strategy
Strategies for the discovery of a new word's meaning	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase, or L1 translation of the new word
SOC	Ask classmates for meaning
Strategies for consolidating a word once it has been encountered	
SOC	Study and practice meaning in a group
SOC	Interact with native speakers
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	'Use Keyword Method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word



B. Read and Practice.

physical: relating to the body

Swimming is a **physical** sport.

calm: without worry

My teacher has a very **calm** manner.

balanced: with all parts existing in the correct amounts

A **balanced** diet contains lots of fruits and green vegetables.

recent: happening or starting a short time ago

The price of bananas has increased in **recent** weeks.

emotional: relating to the emotions

Her doctor said the problem was more **emotional** than physical.

prevent: to stop something from happening

Daily exercise can **prevent** diseases.

relationship: the way in which two or more people feel and behave towards each other.

She has a very good **relationship** with her aunt.

C. Go to Part II of your Workbook and do A and B.

- COG Verbal repetition
- COG Written repetition
- COG Word lists
- COG Put English labels on physical objects
- COG Keep a vocabulary notebook
- MET Use English-language media (songs, movies, newscasts, etc.)
- MET Use spaced word practice (expanding rehearsal)
- MET Test oneself with word tests
- MET Skip or pass new word
- MET Continue to study word over time

Part Two, 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:

physical : translation: جسمی

calm : antonym: calm # upset

balanced : parts of speech: balance (n.), balance (v.), balanced (adj.)

recent: collocations: in recent years/months/times

emotional: exemplification: She provided emotional support at a very distressing time for me.

prevent: exemplification: His back injury may prevent him from playing in tomorrow's game.

relationship: parts of speech: relation (n.), relative (adj.), relatives (n.), related (adj.)

Part Three includes practices from Students' Workbook, Part II. The activities of vocabulary in Workbook are designed based on first practice, then produce.



B. Read and Practice.

physical: relating to the body

Swimming is a **physical** sport.

calm: without worry

My teacher has a very **calm** manner.

balanced: with all parts existing in the correct amounts

A **balanced** diet contains lots of fruits and green vegetables.

recent: happening or starting a short time ago

The price of bananas has increased in **recent** weeks.

emotional: relating to the emotions

Her doctor said the problem was more **emotional** than physical.

prevent: to stop something from happening

Daily exercise can **prevent** diseases.

relationship: the way in which two or more people feel and behave towards each other.

She has a very good **relationship** with her aunt.

C. Go to Part II of your Workbook and do A and B.



Don't change the order of activities.

Practice:

1. **Matching:** Part A. Match the definitions with the words. Part C. Match the columns to make new words.
2. **Selecting:** Part B. One odd out.
3. **Sorting:** Part D. Put the phrases under the correct columns.

Production:

Part E. Fill in the blanks with the given words.

Part F. Complete the following verbs with a noun, adjective, or adverb.

Reading



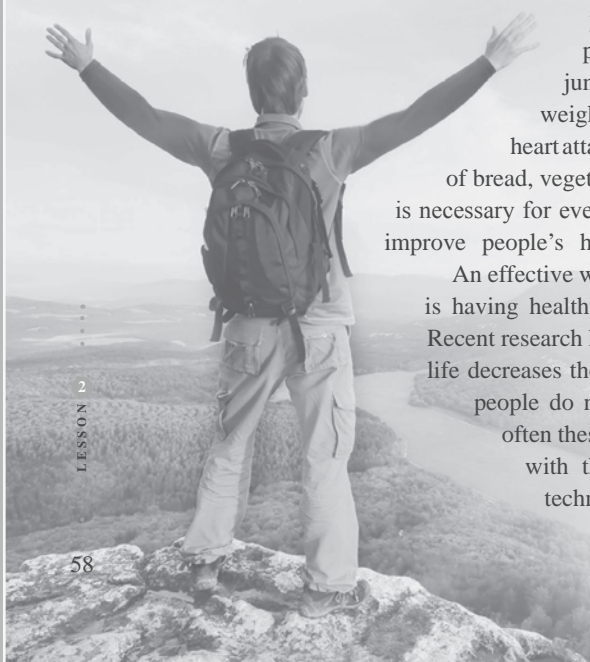
Having a Healthier and Longer Life

Have you ever thought of a healthy lifestyle to live longer? People can do many things to have a healthier life. Most people have a special diet or do lots of exercise; however, without a careful plan they may hurt themselves.

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.

Another thing is paying attention to physical health. For example, eating healthy food helps people live longer and prevents diseases. Eating junk food makes people gain weight, and increases the risk of heart attack. Eating balanced servings of bread, vegetables, fruits, protein, and oil is necessary for everyone. Also, daily exercises improve people's health condition.

An effective way to enjoy a better lifestyle is having healthy relationships with others. Recent research has shown that a good social life decreases the risk of death. Sadly, some people do not visit their relatives very often these days. They are really busy with their work and usually use technology to communicate.



6. Reading

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

The reading of this lesson is about having a healthier and longer life. It talks about how to have physical and emotional well-being.

Objective(s): The main function of Reading is providing learners with ‘comprehensible input’. It also acts as the context of practicing newly learned words/expressions and raises students’ awareness towards the structure presented in the lesson (present perfect tense). Further, it provides students with some factual information about healthy life styles.

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.

Phase 1. Pre-reading

The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

Phase 2. While-reading

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 is the meaning of general health?
- What does social life do with your health?
- Who is a technology addict?

You may also ask students to use the reading strategy scanning they have learned in Lesson 1 while they are reading the text. To help them do that, you may ask some questions whose answers are found by scanning the text.

Examples:

- Find number 5. Why is it used in the text?
- Find the word ‘technology’ in the text. How is it related to lifestyle?
- Find all ‘have’ and ‘has’ verbs in the text. How many of them are followed by ‘past participles’ of the verbs?

Bad habits and addiction can be harmful to health. One day of smoking can take around 5 hours away from the smoker's life. Addiction to technology such as using computers for a long time is also dangerous.

Above all, the most important thing to enjoy a good life is having emotional health. Praying decreases stress and gives people a calm and balanced life. People with this lifestyle have had a better life.

There are many other things people can do to live healthier and longer. The key point, however, is having a plan for the way they want to live and take care of their physical and emotional health.

Reading Strategy

Skimming

You can skim a passage to identify the topic and understand the writer's main idea, or message. When you skim, you can also predict and guess what the reading is about. Skimming a passage before you fully and carefully read it can help you understand it better.

Follow these steps to skim:

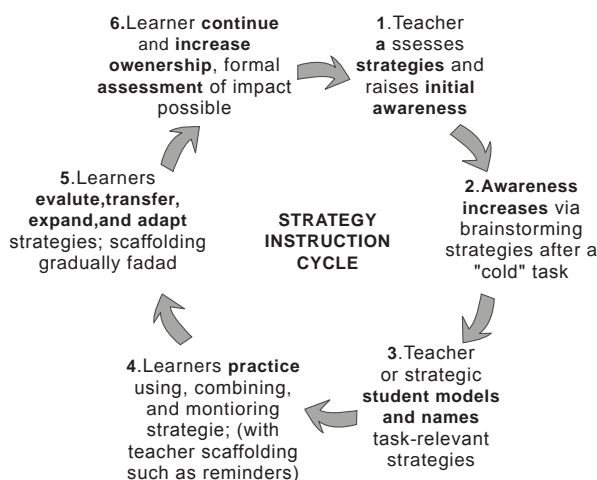
- Read the title.
- Look at photos.
- Read the first and the last lines of each paragraph.
- Read quickly. Don't read every word. Details are not important.
- Find and write the main idea.

To identify the topic of a passage, ask: What is the passage about?

To identify the main idea of a passage, ask yourself: What are the most important things the writer says about the topic?

Reading Strategies

In this lesson students learn ‘how to skim a text’. Skimming means “to go through a passage quickly and jump over parts of it in order to get a general idea of the text” (Rahimi, 2009, p. 95). Tell the students that “when you read a text by skimming, your eyes have to move very quickly from the beginning of the text up to its end to see ‘what the text is about.’” (ibid). In order to teach ‘skimming’, you need to follow Oxford’s cycle (Oxford, 2011, p. 184):




After teaching skimming, you may compare and contrast skimming and scanning to draw students’ attention to the cognitive processes of these two strategies, their similarities and differences.

Skimming

when you want to read something quickly to get a general idea.

- Read the table of contents.
- Read the opening and closing sentences of paragraphs.
- Read headings and subheadings.
- Look at any illustrations or graphic features.

Skim if you are previewing a book for selection.



Scanning

when you want to read something quickly to find a specific piece of information.

- Look for key words related to your topic.
- Look for bold print and italics.
- Look for words in larger font sizes.
- Look through bulleted information and sidebars.

Scan if you have a question that you need answered.

Reading Comprehension

A. Read the following sentences. Find each idea in the *Reading* and then write the number of the paragraph that discusses it.

- Having a healthy relationship with others makes our lives better.

Paragraph

- Addiction is a harmful habit.

Paragraph

- Paying attention to our food is necessary for our physical health.

Paragraph

B. Skim the *Reading*. Circle the main idea.

- a) Smoking is harmful to health.
- b) Having a healthy and long life needs a careful plan.
- c) Praying gives people a healthy life.

C. Scan the *Reading* to find the following information.

- a) What increases the risk of heart attack?
- b) How can we check our general health?
- c) What is the most important factor to have a healthier life?

Phase 3. Post-reading

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

7. Reading Comprehension

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

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

Teaching Procedure: After silent reading and teaching how to use reading strategy 'skimming', 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 finding the main idea of different paragraphs of the text. The students should read each statement and then find the paragraph that discusses/expands the idea of that statement using skimming strategy.

1. paragraph 3
2. Paragraph 4
3. Paragraph 2

Activity B is a reading strategy practice that focuses on finding the main idea of paragraphs.

- a. paragraph 4
- b. paragraph 1
- c. paragraph 5

Activity C is a reading strategy practice that focuses on finding specific information (scanning). The students should read the passage and find the required information.

- a. eating junk food
- b. by measuring blood pressure and heartbeat; and checking the family health history
- c. having a plan for the way they want to live; and taking care of their physical and emotional health.

Vocabulary Development

PREFIXES AND SUFFIXES

A **prefix** is a letter or a group of letters that comes at the beginning of a word. Each prefix has a meaning. For example:

PREFIX	MEANING	EXAMPLE
re-	again	rewrite: write again
un-	not	unimportant: not important
im- in-	not	impossible: not possible incorrect: not correct
dis-	not/opposite of	dislike: not like
mid-	middle	midday: the middle of the day



8. Vocabulary Development

Content: It has two Definition Boxes, and four activities: A, B, C, and D.

Objective(s): Introducing the concepts of suffixes/prefixes and listing some of the most frequent suffixes/prefixes of English language.

Teaching Procedure: First go through Definition boxes to explain how words are made in English through affixation (here with the help of prefixes and suffixes).

Then Go through parts A, B, C, and D.

Definition Box 1 defines what a ‘prefix’ is and lists six English prefixes with their meanings and some examples.

English prefixes

English prefixes can be of Anglo Saxon, Germanic, and Latinate origins. There are a lot of prefixes that can be added to roots to make English words. The most frequent ones are listed in the following table (Rahimi, 2009, p. 77).

Prefix	Meaning	Examples	Prefix	Meaning	Example
a-	in the state of	asleep	micro-	small	microchip
ante-	before	antebellum	mis-	wrong	mislead
ant-, anti-	opposite	antipathy	mono-	one	monotheism
auto-	self	autograph	out-	further	outbid
be-	make	becalmed	over-	too much	oversleep
bi-	two	bipartisan	post-	after	postscript
circum-	around	circumnavigate	pre-, prim-	first	preliminary
col-, com-, con-, co-	with, together	colleague, combine	re-	again	retort
de-	opposite remove	deform decriminalize	Semi-	half	semicircle
dis-	not	disprove	sub-, sup-	under	submarine
e-	out of	emit	super-	above	supernatural
em-, en-	cause	enrich	trans-	across	transcontinental
ex-	out of former	exhale ex-wife	tri-	three	tricycle
extra-	beyond	extraordinary	ultra-	beyond	ultraconservative
fore-	before	foretell	uni-	one	unilateral
im-, in-, un-, ir-	not	impossible, inaccurate unusual, irrespective	under-	not enough	underdone
inter-	between	internal	up-	higher	upbeat
macro-	large	macrocosm	vice-	in the place of	vice president

A **suffix** is a letter or a group of letters added to the end of a word to make a different word. For example, when a suffix changes a verb into a noun, it is a noun maker suffix.

SUFFIX	FUNCTION	EXAMPLE
-er /-or	noun maker	write + -er = writer translate + -or = translator
-ness	noun maker	happy + -ness = happiness
-ion /-tion /-sion	noun maker	create + -ion = creation
-ful	adjective maker	use + -ful = useful
-ous	adjective maker	danger + -ous = dangerous
-y	adjective maker	rain + -y = rainy
-al	adjective maker	nature + -al = natural
-ly	adverb maker	slow + -ly = slowly



Definition Box 2 defines what a ‘suffix’ is and lists eight English suffixes with their meanings and some examples.

English suffixes

English prefixes can be of Anglo Saxon, Germanic, and French origins. The most frequent ones are listed in the following tables (Rahimi, 2009, p. 77).

Table 1. Common English Noun Suffixes

Suffix	Meaning	Examples	Suffix	Meaning	Examples
-age	a state or condition of	pilgrimage	-er	the doer	teacher
			-or		decorator
-al	a process	arrival	-ness	quality, state	sameness
-ance, -ence	state, quality	guidance	-ity	the quality or state	clarity
-dom	state, dignity, office	boredom	-ism	the action or result of, school of thought	fundamentalism
-ee	the receiver of action	trustee	-logy	a subject of study	Geology
			-ology		Sociology
-graph	record, write	radiograph	-y	the action or process	bravery
-hood	the state or quality	childhood	-ive	tending to	aggressive
-ure	the process, result	expenditure	-ist	a person who believes or practices	economist
-ment	the action or result of	development	-ship	state, skill, character	leadership,
-ion	the action, state of, condition of	expedition	-er/-or	the doer	Teacher/
-sion		revision			decorator

Table 2. Common English Adjective Suffixes

Suffix	Meaning	Examples	Suffix	Meaning	Examples
-able, -ible	capable of being,	valuable	-ive	linking to	productive
-ate	having the quality of	complicate	-ative	tending to	imaginative
-ish	like	brownish	-an, -ian	from	Moroccan, Persian
-y	tending to	watery	-en	pertaining to	golden
-al	connected with	universal	-ic, -ical	connected with	linguistic, identical
-ary	connected with	temporary	-ous	full of	advantageous
-ful	full of	colorful	-ese	of a country or city	Lebanese
-able, -ible	capable of being,	valuable	-ive	linking to	productive
-ate	having the quality of	complicate	-ative	tending to	imaginative
-ish	like	brownish	-an, -ian	from	Moroccan, Persian
-ify, -fy	to make	electrify			

A. Read the following words. Circle the prefixes:

disagree	midterm	uncle
unsafe	read	image
reality	incomplete	disorder
unfortunately		

B. Read the following words. Circle the suffixes:

scanner	powerful	homeless
paper	replay	invitation
cultural	famous	family

C. Read the fourth paragraph of the Reading and find five suffixes:

D. Look at the nouns. Their adjective forms are given in the *Reading*. Find them.

Noun	Adjective form
1. care	(par. 1)
2. health	(par. 4)
3. danger	(par. 5)
4. emotion	(par. 6)

Table 3. Common English Verb Suffixes

Suffix	Meaning	Examples	Suffix	Meaning	Examples
-ate	to give the quality	abdicate	-ize, -ise	to make like	capitalize
-en	to make, become	widen	-proof	to make so as not to be harmed	waterproof

Activity A is an exercise for practicing prefixes. The students should read the words and circle the prefixes.

disagree

midterm

uncle

read

image reality

unsafe

disorder

unfortunately

incomplete

Activity B is an exercise for practicing suffixes. The students should read the words and circle the suffixes.

scanner

powerful

harmless

paper

replay

invitation

cultural

famous

family

Activity C is a scanning exercise. The students should scan paragraph 4 of the Reading and find five suffixes in the text.

effective

healthy

sadly

really

usually

Activity D is a scanning exercise. The students should scan the Reading and find the adjective forms of the given nouns.

care: paragraph 1: careful

health: paragraph 4: healthy

danger: paragraph 5: dangerous

emotion: paragraph 6: emotional

Grammar

A. Read the following texts.



Technology **has influenced** the lives of people in this century. Working with computers and mobile phones **has changed** people's habits and lifestyles. Some people use their laptops and especially their mobile phones everywhere for no good reason. Some of them **have not read** a book for months. Some **have not visited** their relatives for a long time. Some even **have not slept** well or **have not eaten** properly for a long time. Some of these people **have quitted** good habits like doing daily exercises or attending social events. They **have chosen** an unhealthy lifestyle. To live longer, they need to rethink the way they live, work, and use technology.



Technology **has helped** the researchers and scientists of our time. New medicines and medical inventions **have saved** the lives of many people. They **have let** people have a happy life and live longer. New medicines such as anti-cancer drugs and new antibiotics **have cured** many patients. Some technological inventions **have helped** doctors to check people's health condition. They **have found** keys to the secrets of the human body. New technologies **have helped** doctors to understand how diseases develop. They **have found** ways to fight and stop diseases in their early stages. Technology, as some people may think, is not a bad thing at all. The way we use technology, is important.

9. Grammar

Content: It has seven parts, from A to H.

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, the three components of Freeman’s pie chart will focus on form, meaning, and use (Larsen-Freeman, 2014, p. 258) (See figure 1).

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).

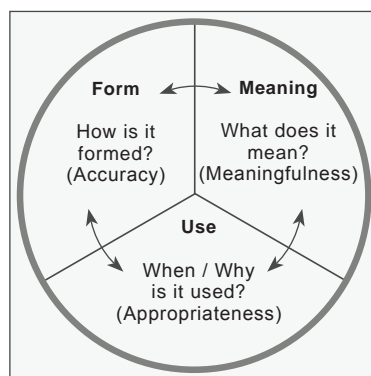


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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

Activity A is an input flooding activity. In this section two texts are provided with lots of examples of the grammatical structure ‘the present perfect tense’. 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. The focus of both texts is on ‘the present perfect tense’. Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

B. Read the following examples.

Affirmative

He Samira	has	started	a business.
I You Erfan and Ehsan They	have		

■ Amir has written a letter.

■ I have watched that movie.

Negative

Behrooz She	has not hasn't	forgotten	the accident.
I You We My friends	have not haven't		

■ My mother has not made a cake.

■ The students haven't finished their homework.

Interrogative

Has	he Maral	worked	hard?
Have	I you we the farmers		

■ Have you been to Paris?

■ Has Mr. Ahmadi produced that movie?

Activity B presents grammatical items in isolation. The teacher may

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

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework.

1. In form wedge, you need to tell students how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.

Subj. + have/has + 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 can be grammatical (e.g., the conditional states both a condition and an outcome or result). The present perfect tense means:

An action or situation that started in the past and continues in the present. I have lived in Bristol since 1984 (= and I still do.)

An action performed during a period that has not yet finished.

She has been to the cinema twice this week (= and the week isn't over yet.)

A repeated action in an unspecified period between the past and now.

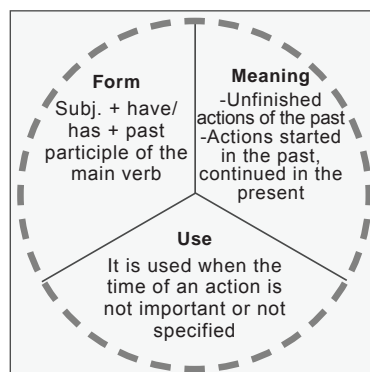
We have visited Portugal several times.

An action that was completed in the very recent past, expressed by 'just'. I have just finished my work.

An action when the time is not important.

He has read 'War and Peace'. (= the result of his reading is important)

3. In Pragmatic wedge, the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text. We use the present perfect when the time of an action is not important or not specified.

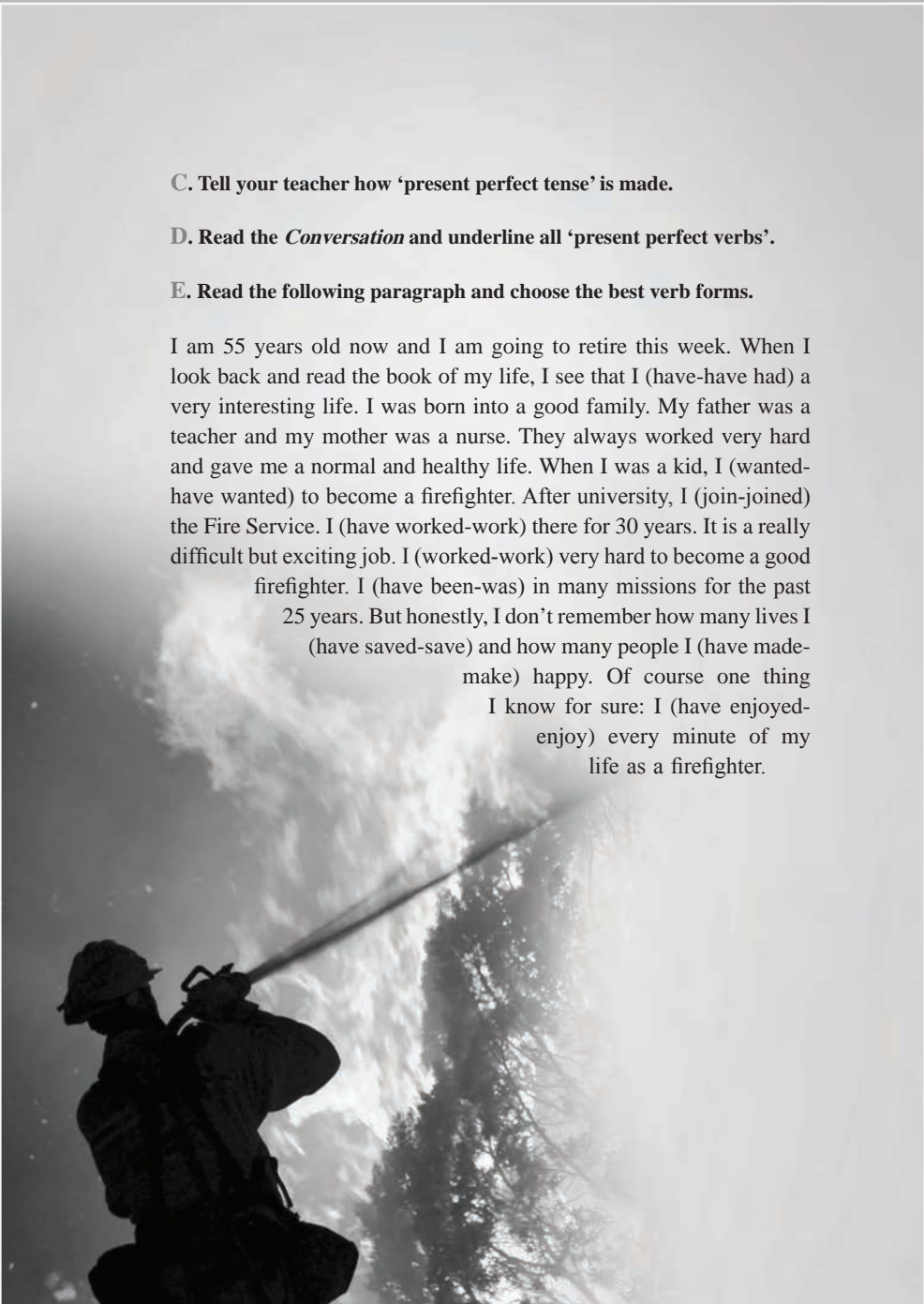


C. Tell your teacher how 'present perfect tense' is made.

D. Read the *Conversation* and underline all 'present perfect verbs'.

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

I am 55 years old now and I am going to retire this week. When I look back and read the book of my life, I see that I (have-have had) a very interesting life. I was born into a good family. My father was a teacher and my mother was a nurse. They always worked very hard and gave me a normal and healthy life. When I was a kid, I (wanted-have wanted) to become a firefighter. After university, I (join-joined) the Fire Service. I (have worked-work) there for 30 years. It is a really difficult but exciting job. I (worked-work) very hard to become a good firefighter. I (have been-was) in many missions for the past 25 years. But honestly, I don't remember how many lives I (have saved-save) and how many people I (have made-make) happy. Of course one thing I know for sure: I (have enjoyed-enjoy) every minute of my life as a firefighter.



Activity C encourages students to induce the way ‘the present perfect tense’ is made. The teacher can write more examples on the board; or narrate a story and ask students to notice the way ‘the present perfect tense’ is used to tell stories.

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 Reading, find all ‘the present perfect tenses’ and underline them. The students can use highlighters to do this activity as well.

- Ask students to take a red pencil or highlighter.
- Ask them to

Underline/circle present perfect tenses

Present perfect tenses of the Reading are:
have thought, has shown, have had

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

have had
wanted
joined
have worked
worked
have been
have saved
have made
have enjoyed

Present Perfect vs. Simple Past

You must always use the Present perfect when the time of an action is not important or not specified.

You must always use the Simple past when details about the time or place that an action occurred are given or requested.

F. Read the following examples.

I've known them since 2008.
We've lived here for 20 years.

He hasn't got a job yet.

Have they ever traveled to Madrid?

G. Pair up and talk about the things you have and have not done. You may use 'since', 'for', 'yet', or 'ever' in your questions and answers.

Example: I have studied lesson 4.
I haven't done my English homework yet.

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

H. Go to Part III of your Workbook and do A and B.

Activity F focuses on making students aware of the adverbs that can be used with ‘the present perfect tense’: since, for, yet, ever, just, yet, still, already. To teach the point, go through the examples and follow the communicative pie chart to explain the way adverbs since, for, yet, ever, just, yet, still, already are used with the present perfect tense.

Activity G is a communicative activity that asks students to talk about the things they have and have not done. They are required to use since, for, yet, ever, just, yet, still, already in their conversations.

Activity H provides students with more exercises. The students have to refer to their Workbook, Part III (Grammar), and do parts A to C.

Part A is a structural activity. The students should fill in the blanks with the correct forms of the verbs, using ‘the present perfect tense’.

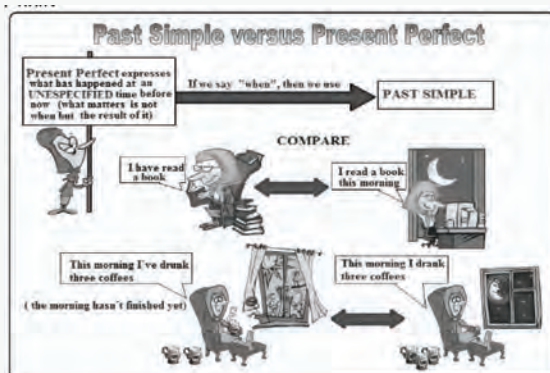
Part B is a meaningful activity. The students should look at Amir’s list of the things he has to do and write what he has done and what he hasn’t yet.

Part C is a communicative activity. The students should answer the questions based on their personal experiences/opinions.

Optional

You may do the following activity to make students aware of the differences between ‘the present perfect tense and the past tense’.

Ask students to make a simple picture-story like the one below and use appropriate tenses to describe the actions.



See Also

Phrasal verbs

Read the following examples. Check the meaning of the phrasal verbs.

Would you like to leave a message? No, I'll **call back** later.

Have you **checked in**? Oh, yes. I am in my room now.

When did you **get up**? Early in the morning.

Has your father **given up** smoking? Yes, he knows smoking is harmful to his health.

Did she go to school in Karaj? No, she **grew up** in Lavasan.

Hurry up! We're late.

Sara **looked after** us very well. She's an excellent cook.

Turn off the washing machine. It's making too much noise.

James usually **wakes up** early. But today he's still asleep.

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 part A and teach the structure based on the 3-dimensional model of teaching grammar.

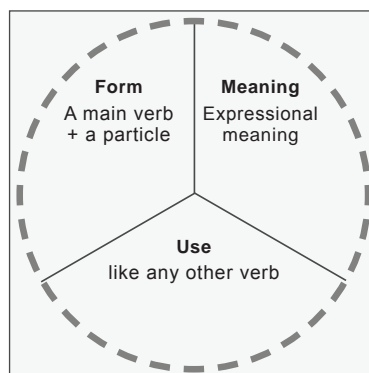
Part A focuses on introducing some frequent phrasal verbs. To teach this grammatical point, use the 3-dimensional grammar pie.

1. In form wedge, introduce the forms:

A main verb + a particle

2. In semantic wedge, each phrasal verb has a different meaning from its two parts separately. In this section introduce the expressional meaning of each phrasal verb using synonyms, definition, or explanation.

call back
check in
get up
give up
grow up
hurry up
look after
turn off
wake up



3. In Pragmatic wedge, the use of the language in context is introduced. Explain the function of phrasal verbs.

Listening and Speaking

Speaking Strategy

Talking about past experiences



A. You may use 'present perfect tense' to ask and talk about past experiences.

A: Have you ever played the game 'Travel to Mars'?

B: Oh, yes. I have learned to play it recently. But I don't want to play it again.

A: Really? Why?

B: It takes a lot of my time. I have attended a Spanish class since last Monday. I like to spend my time on that.

A: I see. But you can play it in your free time.

B: I don't know. I haven't thought about that yet.



You may use the following patterns to ask and answer about your past experiences.

Have you ever?

Yes, I have it once, last year,

No, I haven't. Maybe I try it later.

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, ‘the present perfect tense’.

Teaching Procedure: The teacher should review the grammatical structure of this lesson (‘the present perfect tense’) by reminding students of the three dimensions of the structure (form, meaning, function). The emphasis should be put on the function of ‘the present perfect tense’ and how it can be used for a specific purpose in everyday talks (i.e., a repeated action in an unspecified period between the past and now). Following that, the teacher should draw students’ attention to the speaking strategy of this lesson:

Talking about past experiences

Then the teacher goes through Parts A and B.

Part A is a short conversation in which ‘the present perfect tense’ is used to talk about the experience of playing a computer game.

The related structures used are:

- Have you ever played ...?
- I have learned to play....
- I have attended a
- I haven’t thought about

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

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page.

Then explain how the strategy is used in sample dialogues. Present other sample dialogues, if necessary, and ask students to notice how ‘the present perfect tense’ is used in talking about past experiences.

B. Listen to the following conversations and fill in the blanks.

Conversation 1



1. Hamid is on a _____ team.
2. He has quitted the team to _____

Pair up and ask your friends about the experiences they have had. You may use the verbs in the box.

watch Amir Kabir TV series, read poems of Hafez, play football, make a paper boat, travel to the South

Conversation 2



1. Farideh wants to _____
2. Farideh has tried _____

Pair up and ask your friends about the things they haven't experienced yet. You may use the verbs in the box.

play golf, climb Mount Everest, travel to the moon, take part in the Olympics

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 past experiences.

Conversation 1

A: Have you ever played on any of the school's sports teams?

B: Yes, I have played volleyball for two years.

A: Are you still on the team?

B: No, I have left it.

A: Why?

B: I want to study more. Maybe I play volleyball in the university.

1. Hamid was on a volleyball team.

2. He has quitted the team to study more.

Conversation 2

A: I have put on weight recently. I don't know what to do.

B: What have you done to lose weight so far?

A: I have tried many different diets. But they didn't work.

B: That's the point. Have you done daily workouts?

A: No, I haven't. I don't have time for workouts.

B: Let me show you some easy moves. First you need to....

1. Farideh wants to lose weight.

2. Farideh has tried many different diets.

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 utilize the taught strategy.

Pronunciation



A. Listen to the following sentences. All of the words are important and thus they are all stressed.



1. Watch out!
2. Come back!
3. Sit down!
4. Go away!
5. Take care!



In some situations, emergencies for example, all of the words are important. In that case, all words carry stress.

B. Say the following sentences with appropriate stress patterns.

1. Get away!
2. Turn round!
3. Wake up!
4. Hurry up!
5. Take care!

11. Pronunciation

Content: It has two parts: A and B.

Objective(s): Pronunciation aims at presenting ‘the stress pattern of warnings and orders’. The students should be able to both recognize and produce these patterns in oral conversations.

Teaching Procedure:

1. Description and analysis

- Play the audio of Parts A and B.
- Ask students to listen to the CD several times.
- Then briefly explain the rules:

All words of warnings and orders are stressed.

2. Listening discrimination:

- Read the following list and ask students to tap on their desks when they hear warnings and/or orders with all words stressed.

She went shopping.

Sit down!

Stand up!

They took care of their mom.

Go out!

3. Controlled practice:

- Read sentences in Part A and Part B and ask students to repeat them after you.

4. Guided practice:

Ask students to read sentences in Part A and Part B with appropriate stress patterns.

5. Communicative practice:

Ask students to pair up and make conversations to contextualize the sentences of parts A and B.

Writing

Gerunds



Cycling is good exercise.

Vahid enjoys cycling.

A gerund is a verb + -ing that works like a noun. A gerund can be a subject or an object in a sentence.

Gerund as Subject

- Swimming is useful for everyone.
- Reading helps us learn English.

A gerund is always singular. When one gerund is the subject of a sentence, it takes a singular verb.

- Walking **makes** me happy.

But when two gerunds form the subject, the verb is plural.

- Cycling and jogging **are** my favorite sports.

Sometimes a noun follows a gerund:

- Playing football **was** his fun.
- Taking photos **is** her hobby.
- Learning a language **takes** time.

12. Writing

Content: Writing has three Parts, five activities (A to E), and one Hint.

Objective(s):

Teaching Procedure: In this lesson, Writing aims at helping students understand the structure of gerunds and its functions and types. Since having a strong knowledge of this structure as a common one in English language will better equip students to write more naturally, the students are expected to master it well. Thus, they are expected to be able to identify its types and usages and also be able to distinguish it from progressive tense.

Part One presents a simple definition of ‘gerund’, its structure and then deals with its first type, namely ‘gerund as subject’.

- At this point, you may want to write a few simple sentence examples on the board.

- Writing is enjoyable.
- Speaking and Writing are important.

- Focus students’ attention on the examples.

- First, remind students that gerund is formed by the verb+ ing.

- Then ask students to use the guideline presented in the previous lesson for identifying the subject.

- Have students focus their attention on the underlined verbs which is singular in the first example and plural in the second one.

- Again using the three examples provided in the book which show that sometimes a noun follows a gerund, ask students to expand the first example on the board this way:

- **Writing** is enjoyable. (a letter) → **Writing a letter** is enjoyable.

A. Change the following verbs into gerunds. Then complete the sentences.

write eat travel do

- 1) fast food makes you fat.
- 2) by train is cheap and safe.
- 3) English well is one of my goals.
- 4) regular exercise is useful for everyone.



In notices, you often see **NO** before -ing forms. It means that it is forbidden here. For example, **NO FISHING** means “Fishing is forbidden”.



Activity A asks students to complete the sentences with appropriate gerunds.

- Have students read the directions and work individually.
- Have students also focus their attention on the spelling.
- Check answers with the class.

1) Eating 2) Traveling 3) Writing 4) Doing

Hint introduces the use of gerunds in some notices used especially in public places. First explain them and you can provide students with such notices else:

No Swimming No Calling No Honking

As an extra activity, you can add as follows:

speak / make / get / eat / smoke/ do / learn

- 1) a good job is not easy.
- 2) is bad for his health.
- 3) fruits and vegetables is good for our health.
- 4) homework is not boring for her.
- 5) fun of other people is rude.



The common rules for spelling gerunds:

(c stands for consonant & v stands for vowel)

- If the word ends with

c+ c (talk), then (talking)

v+ v+ c (speak), then (speaking)

c + v + c and the word is one syllable (run), then double the last consonant(running)

v + c + the letter e (make), then drop the e (making)

Gerund as Object

- I enjoy swimming.
- Maryam loves reading.

*We can use a gerund after the following verbs:

enjoy	finish
give up	imagine
keep on	practice
quit	love

*We usually use *go + a gerund* to describe recreational activities.

- Let's go shopping.
- Yesterday, we went biking.

Here are some common examples:

go fishing	go skating	go sailing
go skiing	go jogging	go running
go swimming		



Part Two introduces the second type of gerund: ‘gerund as object’

- At this point, you may read the two examples aloud or write them on the board.

■ I enjoys swimming.

■ Maryam loves reading.

- Ask students to find the object using the guideline presented in the previous lesson.

- Focus students attention on the fact that such a gerund comes after some verbs which a number of them are listed: enjoy, give up, keep on, quit, finish, imagine, practice, love

- Now you can provide students with some other examples as:

■ He gave up smoking.

■ They love swimming in the sea.

■ My sister kept on asking me question after question.

‘go+ gerund’

When describing plans for recreational activities or describing what activities you have done, gerund is paired with the verb “go.”

Regarding ‘go+ gerund’, it is important to know that many students have trouble with this structure because it includes the verb “to go” plus the -ing form of the action verb (the gerund). Because they are used to using the infinitive form after “go” when describing future plans, so many English learners accidentally add “to” when trying to use the go +ing structure.

It is important to mention that **go +ing** is used to indicate the **whole activity**. When I talk about **going swimming**, I am describing the **entire experience** – wearing a swimsuit, going to the pool or beach, swimming laps or enjoying the waves, getting wet, drying off afterwards. Go +ing gives us a **mental image** of the **complete activity**.

- At this point, you may write the two examples on the board.

■ Let’s go shopping.

■ Yesterday, we went biking.

- Ask students to find the object using the guideline presented in the previous lesson.

- Focus students attention on the fact that such a gerund comes after ‘go’ and is used to show fun or recreational activities as in examples mentioned in the Student Book.

B. Change the following verbs into gerunds. Then complete the sentences.

play walk fish do

- 1) My sister enjoys in the rain.
- 2) Mehran loves volleyball.
- 3) My dad goes on Fridays.
- 4) Has she finished her homework?



C. Using gerunds (as subject and object) make five sentences about yourself, your family or your friends.

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

Activity B as a fill in the blank exercise, asks students to first change the verbs in the box into gerunds, then to complete the sentences.

- Have students read the directions and work individually.
- Have students also focus their attention on the spelling.
- Check answers with the class.

1) walking 2) playing 3) fishing 4) doing

- Go to Part V of Workbook. Ask students to do the exercises A and B.

Optional

a) You can ask students to complete these sentences that begin with gerunds:

- Watching science-fiction films is
- Studying Chinese is
- Making movies is
- Playing tennis is
- Exercising is

b) Then you can ask students to complete the following sentences with gerunds:

- On weekends, I love
- I don't enjoy
- On snowy days, I like
- My favorite hobby is
- My uncle hates and

c) Also you can ask students to complete the followings only with gerunds.

- is really boring.
- was difficult for my grandfather.
- seems interesting for everyone.
- might be difficult for students.

Activity C is a writing exercise. Have students work individually to write sentences. Check answers and introduce the best ones.



Do not confuse a 'gerund' with the 'present progressive'.

- Maryam's favorite hobby is writing poems.
- Maryam is writing an email now.



D. Read the following sentences. Which of the underlined words is a gerund?

- 1) They were watching a football match when I called.
- 2) Saeed is cycling in the park right now.
- 3) Farzaneh enjoys watching scientific movies.
- 4) My favorite sport is hiking.

Hint deals with introducing two similar structures which might be confusing for students.

gerund vs. progressive form

It might be difficult for students to know the difference between gerunds and present participles in English just by looking because they both consist of the base form of the verb, plus the “-ing” suffix—always!

- Ask students to read the examples.
- Focus their attentions on the gerund and present progressive.
- Remind them that gerund works as a noun but the present progressive is a verb form.
- Using the guideline presented in Lesson One, ask students to find the object in the examples.
- As they do it, they will find that in the first example, writing is the object, so it is the gerund and in the second sentence, an email is the object, so writing is the verb.
- Again using the guideline for finding the verb in a sentence, i.e. “asking what the sentence says about the subject”, students can find the verbs in the examples.

Activity D as a recognition exercise asks students to identify gerunds.

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

1- progressive

2- progressive

3- gerund

4- gerund

Gerunds after Prepositions

Prepositions are words such as *at, by, for, against, after, about, for, on, in, with, without* and so on.

Here are some common examples of *prepositions + gerunds*:

- Parastoo is good *at* speaking and writing German.
- Alice is interested *in* playing tennis.
- What do you think *about* living in a village?
- Nancy and Margaret have plans *for* doing their homework soon.
- I am tired *of* washing the dishes.

E. Find all gerunds in the *Conversation*. Which one has come after a preposition?



Part Three introduces the gerunds come after the prepositions. In fact, the gerund must be used when a verb comes after a preposition. The common prepositions and some examples are provided. You may write the examples on the board. Underline or circle these parts of the examples as follows:

- be good at
- be interested in
- think about
- have plans for
- be tired of
- Focus students' attention to the fact that the verb after such prepositions comes in gerund form.
- You can provide students with more examples as follows:
 - I am against **smoking** in public places.
 - I went home after **leaving** the school.
 - You can improve your English by **using** the Internet.
 - He should tell the truth instead of **lying** all the time.
 - You can't learn English without **making** mistakes.

- Go to Part V of Workbook. Ask students to do the exercise C.

Activity E as a recognition exercise asks students to find all gerunds in the Conversation and to determine the ones coming after prepositions.

- | | |
|-----------------|------------------------------|
| ■ (for) calling | ■ jogging |
| ■ surfing | ■ playing football |
| ■ playing | ■ (for) climbing and walking |
| ■ going out | ■ working with |



A. Listen to the first part of a report.

1. Complete the sentences based on what you've just heard.

Some people have three bad habits. They are

By making just a few changes in their lifestyle, people

2. Listen again and list all 'present perfect tenses'.

B. Now read the rest.

People's busy lifestyle in big cities has created many problems for their health. Rushing to and from school and work has made it hard for everyone to be physically active. Many people do not have time to cook or prepare healthy food. They eat unhealthy snacks and junk food. This type of diet has changed people's taste and many young people now prefer fast food to homemade dishes. Watching TV and working with technology for long hours have also risked people's health. They have increased the risk of heart diseases and sleep disorders. So the things that seem so simple now can cause serious problems in the future.

3. Skim the text and suggest a title for it.

4. Scan the text and underline all 'gerunds'.

C. Work in pairs. Ask and answer.

Name three things people have to change in their lifestyle.

Is it really easy to change our lifestyle?

Why is too much working with technology dangerous?



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.

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

Part A is a listening task. Students should listen to a report and fill in the blanks.

Making just a few changes in people’s lifestyle can help them live longer. Research shows that three bad habits have risked people’s health in recent years. They are: smoking, not exercising, and not eating enough fruits and vegetables. While at first it seems easy, many people have found changing these things very difficult.

1. Some people have three bad habits. They are smoking, not exercising, and not eating enough fruits.

By making just a few changes in their lifestyle, people may live longer.

2. have risked, have found

Part B is a reading task. The students should read the rest of the report. Then they have to skim the text and suggest a title for it. They have to scan the text and underline all ‘gerunds’.

3. Title: Three bad habits that risk people’s health

4. rushing, watching, working

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

A: Name three things people have to change in their lifestyle.

B: Exercise more, eat healthy food, and limit watching TV or working with technology

A: Is it really easy to change our lifestyle?

B: Yes (No).

A: Why is too much working with technology dangerous?

B: It increases the risk of heart attack and sleep disorder.

Lesson 3

Art and Culture



Lesson 3: Art and Culture (81-107)

Get Ready

Introduction to the Lesson

Conversation

Shopping Handicrafts

New Words & Expressions

Learning Vocabulary of Reading

Reading

Art, Culture
and Society

Reading Strategy
(Recognizing
Reference Words)

Reading
Comprehension

Vocabulary Development

Antonyms

Grammar

Conditional Type I

See Also
(Past Participles)

Listening & Speaking

Talking about Conditions and Future Results

Pronunciation

Intonation of Conditional Sentences

Writing

Infinitives

What You Learned

Reviewing Lesson 3

General Objectives of this lesson

- Familiarizing students with the theme ‘Art and Culture’.
- Making students aware of the value of art in life.
- Informing students of the the improtance of art and culture in understanding the world and communicating with people.

The Gantt Chart of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don’t have time to write a detailed one. The following Gantt Chart helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

The activities of each lesson are expected to be done in nine weeks. In each week there are three 45-minute sessions and a total of twenty-seven 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 1	Session 1 (45 min)	Impact Page	10	✓	→	
		Questions and Answers				
		Get Ready (Parts A & B)	35			
	Session 2 (45 min)	Conversation (Word Bank + Conversation)	45			
	Session 3 (45 min)	Review and Quizzes	45			
Week 2	Session 1 (45 min)	New words & Expressions	45			
	Session 2 (45 min)	Workbook	45			
	Session 3 (45 min)	Reading + Reading C o m p r e h e n s i o n Strategy	45			

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 3	Session 1 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 2 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 3 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
Week 4	Session 1 (45 min)	Workbook	45			
	Session 2 (45 min)	Vocabulary Development	45			
	Session 3 (45 min)	Workbook	45			
Week 5	Session 1 (45 min)	Grammar	45			
	Session 2 (45 min)	Grammar	45			
	Session 3 (45 min)	Workbook	45			
Week 6	Session 1 (45 min)	See Also	45			
	Session 2 (45 min)	Workbook	45			
	Session 3 (45 min)	Listening & Speaking	45			
Week 7	Session 1 (45 min)	Pronunciation	45			
	Session 2 (45 min)	Further Practice and Quizzes	45			
	Session 3 (45 min)	Writing	45			
Week 8	Session 1 (45 min)	Writing	10 35	✓	→	
	Session 2 (45 min)	Writing	45			
	Session 3 (45 min)	Workbook	45			
Week 9	Session 1 (45 min)	What You Learned	45			
	Session 2 (45 min)	Extra activities and Role Plays	45			
	Session 3 (45 min)	Overall Review	45			

LESSON 3

Two decorative dotted lines in a light gray color. One line starts on the left, curves upwards and to the right, passing behind the word 'LESSON'. The other line starts further to the left, curves downwards and to the right, passing behind the word '3'.

Art and Culture

Interesting Facts:

- Art increases brain's activity.
 - Art helps students learn math and science better.
 - Art makes people more creative and sociable.
 - There are at least 12 different meanings for the word 'art' in English.
-

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 'art and culture'.

1. Art increases brain's activity.
2. Art helps students learn math and science better.
3. Art makes people more creative and sociable.
4. There are at least 12 different meanings for the word 'art' in English.

Objective(s): Title Page gives some factual information to students about 'art'.

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 words 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 these questions in Persian:

۱. هنگام نقاشی کشیدن در ذهن شما چه می گذرد؟
۲. آیا استفاده از تصاویر و کارهای هنری در یادگیری مطالب درسی مفید است؟
۳. آیا کسی از بستگان شما هنرمند است؟ این فرد دارای چه ویژگی‌هایی است؟
۴. هنر در زبان فارسی چه معنایی را به ذهن متبادر می‌کند؟

Optional

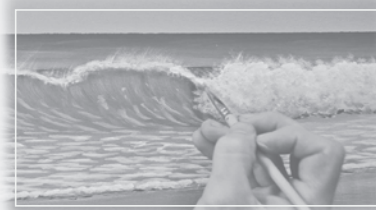
You may do the following activities as well.

A. Which of the following art activities helps learning more?

drawing: weaving: acting: singing:

B. Draw what comes to your mind when you see these words:

- | | | | | | |
|---------------|-------|-------|-------|-------|-------|
| 1. kindness | ..... | ..... | ..... | ..... | ..... |
| 2. nature | ..... | ..... | ..... | ..... | ..... |
| 3. hatred | ..... | ..... | ..... | ..... | ..... |
| 4. friendship | ..... | ..... | ..... | ..... | ..... |



2. The Impact Page

Content: It consists of four pictures related to the theme 'art and culture' and the related activities.

Caligraphy
Painting
Photography
Etching

Objective(s): It gives general background on the theme of the lesson. It also familiarizes students with different types of fine/visual art focusing on Persian art.

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

تصویر ۱: چه مهارت‌هایی در خطاطی مورد نیاز است؟
تصویر ۲: آیا با سبک‌های مختلف نقاشی آشنا هستید؟
تصویر ۳: چرا عکاسی یکی از شاخه‌های هنر است؟
تصویر ۴: قلم‌زنی، هنر کدام منطقه ایران است؟

Optional

You may do the following activities as well.

A. Look at the following pictures and match them with the school subjects that can be learned with their help.

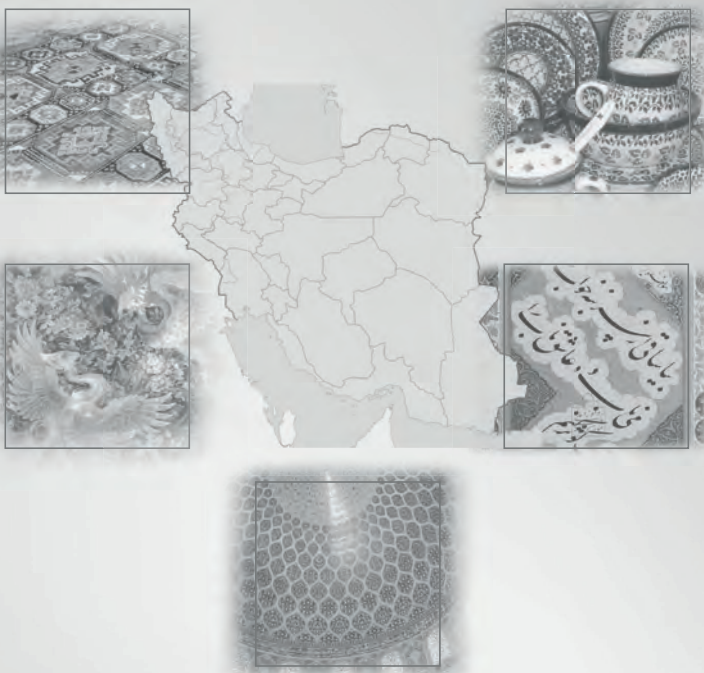
Physics, Biology, Theology, Literature, Math, Philosophy, Chemistry, English, Geography, History



B. What types of art activities do you do in your free time?

Get Ready

A. Look at the pictures. Mark two parts on the map of Iran where these artworks and crafts are made.



Now match the pictures with the following words.

- a carpet
- b pottery
- c tilework
- d painting
- e calligraphy

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 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, art and culture by doing the activities.

Activity A consists of a task and a vocabulary exercise. The students should: (a) look at the pictures and mark two parts on the map of Iran where these artworks and crafts are made; (b) they have to match pictures with the given words.

picture 1: a

picture 5: c

picture 4: e

picture 3: b

picture 2: d

You may ask students to briefly talk about these pictures by asking the following questions:

- چرا گردشگران خارجی به فرش دستباف ایران علاقه‌مندند؟
- هنرمند نقاش چگونه با مخاطب خود ارتباط برقرار می‌کند؟
- چه هنرهایی در تزئین مکان‌های مذهبی در ایران به کار می‌رود؟

You may also ask students to do a mini research and find the English equivalents of the following types of art.

مجسمه سازی

تزیینات داخلی

فیلم سازی

عکاسی

سفالگری

B. Use the words in part A to complete the following sentences. Make the necessary changes.

1. I bought this beautiful _____ cup in Meibod.
2. The little boy was sleeping on the _____. It was soft and warm.
3. Can you read that _____ ? It seems to be one of Nezami's poems.
4. There is a collection of Farshchian's _____ in Astan Ghods Museum.
5. There are lots of _____ in Sheikh Lotfollah Mosque.



C. How do you feel when you look at an artwork?

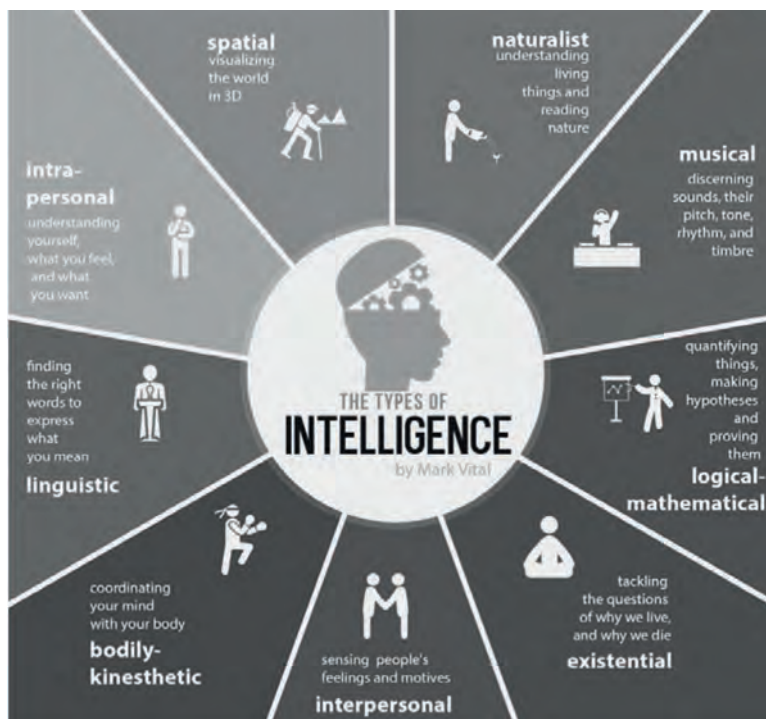
- | | |
|--|---|
| <input type="radio"/> happy and cheerful | <input type="radio"/> uncertain and worried |
| <input type="radio"/> bored and tired | <input type="radio"/> proud and hopeful |

Activity B is a vocabulary exercise. The students should use the words they learned in Part A in the sentences. They may need to make necessary changes.

- | | | |
|--------------|-------------|----------------|
| 1. pottery | 2. carpet | 3. calligraphy |
| 4. paintings | 5. tilework | |

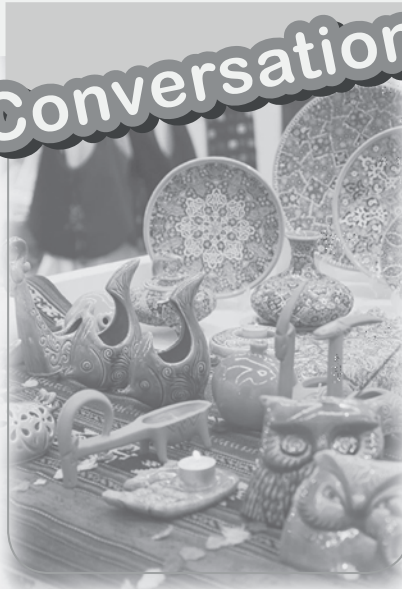
The role of art in intelligence

The relationship between art and intelligence has been a matter of conflict among scholars and researchers. One of the well-known models of intelligence that focuses on the role of art in intelligence is Howard Gardner's MIs (Multiple Intelligences). In this model, the artistic sides of people are considered as components of their intelligence (musical, spatial, bodily/kinesthetic, etc.).



Activity C is a task. It requires students to concentrate and share their feelings with others when they look at an artwork such as a painting, sculpture, or pottery.

Conversation



Listen to the conversation between Reza and a tourist.

Reza: How can I help you, sir?

Tourist: I am looking for some Iranian handicrafts.

Reza: Here you can find a range of Iranian hand-made products, from carpets to pottery and tilework, but we don't sell metalwork.

Tourist: I'd like to buy a Persian carpet, but it seems too expensive.

Reza: The price depends on its size. Instead, you can take an Isfahan Termeh or a Qashqai Gabbeh.

Tourist: Wow! How touching this Gabbeh is! How much is it?

Reza: It is 85 dollars. If you buy more than 100 dollars, you'll get a 20 percent discount. You can take this calligraphic tile for only 30 dollars.

Tourist: Well, I'll take both. Please pack them for me.

Reza: Yes, sure.

Tourist: Do you work for this shop? Who has made these beautiful items?

4. Conversation

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

The conversation of this lesson takes place in a souvenir gift shop between Reza and a foreign tourist who is visitng Iran.

Objective(s): The main function of Conversation is providing learners with ‘comprehensible input’. It also acts as the context of presenting new words/expressions and raises students’ awareness towards the structure presented in the lesson (conditional sentence type I).

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

New words can be presented using different techniques including:



Collocations: **depend on**

Using gestures or acting out: **How touching!**

Definition: **discount**

Showing pictures or photos: **product**

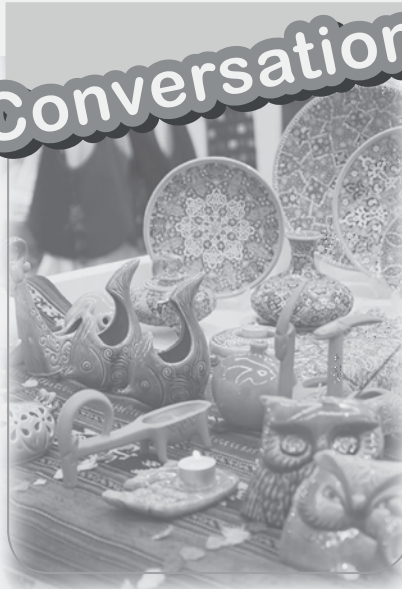
Exemplification: **pack**

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 and show the picture of artists and craftsmen and craftswomen or artworks.

You may talk about the following things in the class:

- نقش هنر در فرهنگ
- نقش هنر در روابط بین‌المللی
- نقش هنر در کسب و کار ملی و بین‌المللی

Conversation



Listen to the conversation between Reza and a tourist.

Reza: How can I help you, sir?

Tourist: I am looking for some Iranian handicrafts.

Reza: Here you can find a range of Iranian hand-made products, from carpets to pottery and tilework, but we don't sell metalwork.

Tourist: I'd like to buy a Persian carpet, but it seems too expensive.

Reza: The price depends on its size. Instead, you can take an Isfahan Termeh or a Qashqai Gabbeh.

Tourist: Wow! How touching this Gabbeh is! How much is it?

Reza: It is 85 dollars. If you buy more than 100 dollars, you'll get a 20 percent discount. You can take this calligraphic tile for only 30 dollars.

Tourist: Well, I'll take both. Please pack them for me.

Reza: Yes, sure.

Tourist: Do you work for this shop? Who has made these beautiful items?

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, while-listening, and post-listening.

Phase 1. Pre-listening

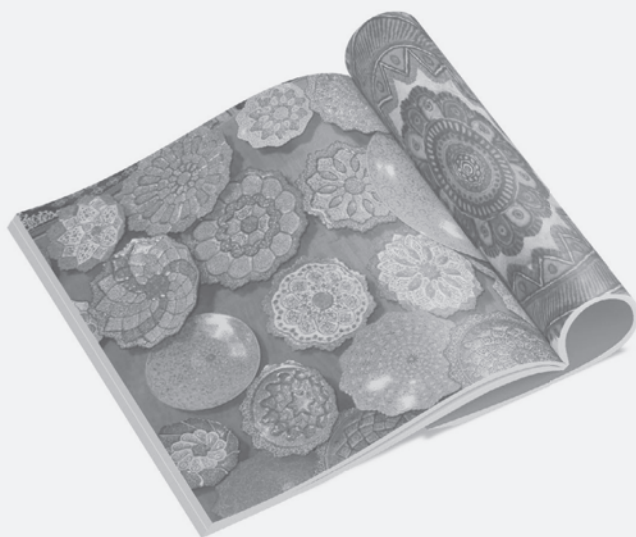
Different types of activities can be used in this phase such as:

- brainstorming: asking students to brainstorm and list the artworks they have at home or they have seen in their cities/villages
- researching: ask students to find facts about the type of artworks the people in their cities/villages make
- reading: provide students with some short texts about Persian arts

Reza: Actually, it is my father's workshop and store. I work here after school. All my family members work here to help our family business.

Tourist: Well done! How lucky you are to work in such a lovely shop. I really appreciate the culture and art of Iran.

Reza: Thank you very much. If you are interested in knowing more about our products, you can check this booklet.



Questions

Answer the following questions orally.

1. What did the tourist buy?
2. Are all Persian handicrafts expensive?
3. What is the most famous handicraft of your city or village?



The art of carpet weaving in Iran originated more than 2,500 years ago. Persian carpets and rugs were initially woven as articles of necessity to cover the floors of nomadic tribesmen, giving them protection from the cold and damp. The natural progression of the skill and craft involved in the creation of these works of art has been passed down from generation to generation over the centuries throughout periods of peace, invasion and war. As international trade developed, the variety of patterns and designs grew.

In 1949 Russian archaeologists discovered the oldest known knotted Persian carpet in the Pazyryk valley, in Siberia. Dating back to the 5th century BC, the Pazyryk carpet is a fine example of the skill which existed and has been developed and refined over the centuries among Persians. The carpet survived over two millennia preserved in the frozen weather, and is now the showpiece of the Hermitage Museum of St. Petersburg in Russia. The intricacy of this rug suggests that even at this early date, the art of carpet weaving had progressed well beyond simple rugs designed for practical purposes among Persians.

- viewing pictures: make slide shows of artistic activities
- watching movies: show a movie about the history of Persian art
- discussing: ask students to talk about art and culture

Phase 2. While-Listening

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:

- How much is the Qashqai Gabbeh?
- Do they sell metal work?
- Does the tourist find the shop interesting?

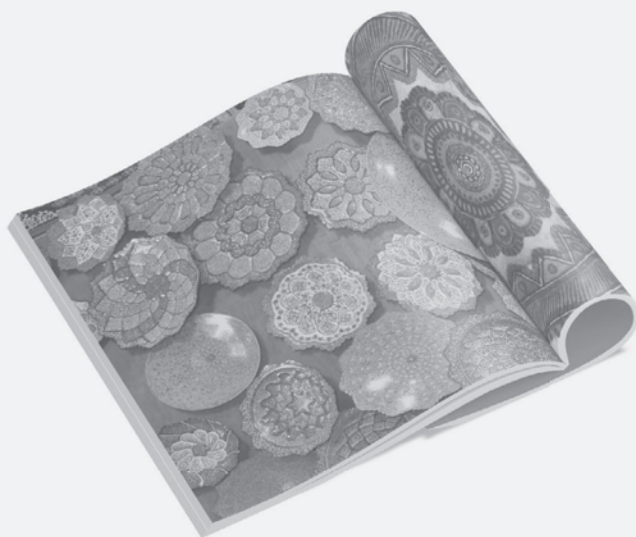
2. Check students' answers after listening.

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

Reza: Actually, it is my father's workshop and store. I work here after school. All my family members work here to help our family business.

Tourist: Well done! How lucky you are to work in such a lovely shop. I really appreciate the culture and art of Iran.

Reza: Thank you very much. If you are interested in knowing more about our products, you can check this booklet.



Questions

Answer the following questions orally.

1. What did the tourist buy?
2. Are all Persian handicrafts expensive?
3. What is the most famous handicraft of your city or village?



Phase 3. Post-listening

The students should answer the questions written below Conversation orally.

Three types of questions are asked:

- **Display:** What did the tourist buy?
- **Inference:** Are all Persian handicrafts expensive?
- **Opinion gap:** What is the most famous handicraft of your city or village?



Don't change the order of activities.

New Words and Expressions



A. Look, Read and Practice.



My aunt bought a decorative wall clock.



Iran is a vast country in Southwest Asia.



Iranian craftsmen and craftswomen are hard-working people.

5. New Words and Expressions

Content: It has three parts: Part A, Part B, Part 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:

decorative: parts of speech: décor (n.), decoration (n.), decorate (v.), decorator (n.)

vast : synonym: vast = huge

craftsmen/craftswomen: Exemplification: The original designs were made by highly skilled craftsmen (craftswomen)



He is weaving a rug.



Gold and silver are valuable metals.



Each person's fingerprint is unique.



The animal diversity of Lorestan is amazing.

Words related to art

In the following, you find some useful words related to the theme of this lesson. You don't need to teach these words, you may use them in the process of teaching different parts of the lesson.

- A** abstract, airbrush, animation, architecture, art gallery, artist, artistic, artwork
- B** brightness, brush
- C** calligraphy, canvas, cartoon, carve, ceramics, cave drawing, chalk, clay, collage, color, colored pencils, compass, contrast, craft, crayon, create, creativity
- D** decorate, decorative, design, draw, drawing
- E** erase, eraser, etching, exhibit, exhibition
- F** film, form, frame
- G** gallery, glass, graffiti, graphic design, graphite
- H** hammer
- I** illustrate, illustration, image, ink
- L** landscape, line, liner brush
- M** masterpiece, mechanical pencil, media, medium, mixed media, model, mosaic, museum
- O** oil paint
- P** paint, paintbrush, painter, painting, paint roller, palette, palette knife, paper, pastel, pen, pencil, perspective, photo, photograph, portfolio, portrait, portray, poster, pottery, print, printing
- R** realism, ruler
- S** scale, screen printing, sculpt, sculptor, sculpture, secondary color, shade, silk screen, sketch, sketchbook, stonecutting, style
- T** template, textile arts, tone, tools, tube
- V** varnish, video, visual
- W** watercolor, waterscape, wax, wheel, wood, wood carving, woodcut, woodcut print, wood engraving



B. Read and Practice.

custom: traditional or usual things that people do in an area

My uncle is interested in old local *customs*.

identity: Who or what a person or a thing is

The policeman is searching for the *identity* of that man.

reflect: to show something

This poem *reflects* the poet's love of nature.

humankind: all people

The World Wars have been really bad for *humankind*.

appreciate: : to value somebody or something

Each society *appreciates* its art and culture.



C. Go to Part II of your Workbook and do A and B.

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:

custom : collocation: local/ancient/French/Persian custom

identity : collocation: national/cultural/social identity
identity crisis

reflect : parts of speech: reflection (n.), reflective (adj.), reflector (n.)

humankind: **translation**: بشر

appreciate: Exemplification: All the bad weather here makes me appreciate home.

Part C includes practices from Students' Workbook, Part II. The activities of vocabulary in Workbook are designed based on first practice, then produce.



Don't change the order of activities.

Practice:

Selecting: **Part A.** Read the 'text' and find antonyms for the following words.

Part B. One odd out.

Production:

Part C. Match the columns and write the correct forms of the words.

Part D. Scan the 'text' for the suffixes of -ing and -ly.

Part E. Complete the following verbs with a suitable noun.

Reading



Art, Culture and Society

Art is what people create with imagination and skill. As a part of culture, it shows the way of life and identity of a nation and reflects the history of a society. In fact, the history of humankind is the history of art. If we want to know a country or a nation well, we should study its art.

Handicrafts are good examples of the art and culture of a country. By handicrafts, we mean making decorative items in a skillful way using our hands. Each country and culture has its own handicrafts.

Making and selling handicrafts are good ways to help a country's economy and introduce its culture to other nations. Many people of the world produce handicrafts and sell them to tourists. In some Asian countries a part of the country's income comes from making and selling handicrafts.

Iran has a five-thousand-year-old history of artistic works and handicrafts including pottery, painting, calligraphy, rugs and carpets,

etc. If you travel across Iran, you'll get back home with excellent handicrafts as souvenirs for your family and friends.



6. Reading

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

The reading of this lesson is about art, culture and society. It talks about how art and culture are related to the history and social structure of different nations.

Objective(s): The main function of Reading is providing learners with ‘comprehensible input’. It also acts as the context of practicing newly learned words/expressions and raises students’ awareness towards the structure presented in the lesson (conditional sentence type I). Further, it provides students with some factual information about art, culture, and society.

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.

Phase 1. Pre-reading

The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

Phase 2. While-reading

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 is art?
- How can art help the economy of a country?
- Why are Iranian artists famous?

Reading



Art, Culture and Society

Art is what people create with imagination and skill. As a part of culture, it shows the way of life and identity of a nation and reflects the history of a society. In fact, the history of humankind is the history of art. If we want to know a country or a nation well, we should study its art.

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Iran has a five-thousand-year-old history of artistic works and handicrafts including pottery, painting, calligraphy, rugs and carpets,

etc. If you travel across Iran, you'll get back home with excellent handicrafts as souvenirs for your family and friends.



You may also ask students to use the reading strategies scanning and skimming they have learned in Lessons 1 and 2 while they are reading the text. To help them do that, you may ask some questions whose answers are found by scanning/skimmming the text.

Examples:

- What is the main idea of paragraph 3?
- Scan the text for the word 'Persian' and underline the nouns that are used after it.
- Scan the text and find the name of two provinces of Iran.

Iranian art is also quite famous all around the world. There are very excellent collections of Persian art in many important museums of the world. If we want to name countries with richest art and cultural diversity, Iran is among them. Persian art is famous in the world for reflecting moral and social values of Iranian people and the natural beauty of this vast country.

Iranian craftsmen and craftswomen are famous for producing very unique artworks from wood, metal and other simple materials around them. Many people of the world appreciate the art and skill of a young Iranian girl who weaves a beautiful silk carpet in a small village of Azarbaijan or Kordestan. When tourists buy Persian rugs or carpets, they take a part of Iranian art and culture to their homelands.

Reading Strategy

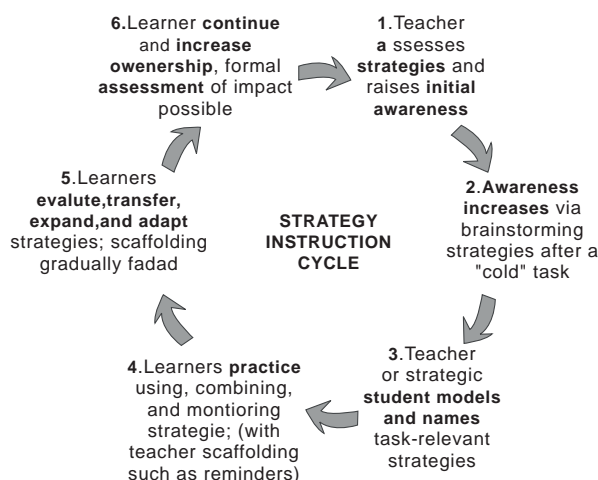
Recognizing Reference Words

We use reference words instead of repeating the names of people, places, ideas, or other things. Follow these steps to find reference words.

- Read the text.
- Look out for common reference words like 'it, they, them, this, those, that, etc'.
- Look at sentences nearby especially the former ones to find what they refer to.

Reading Strategies

In this lesson students learn ‘to recognize reference words’. While reading a paragraph the readers may face a number of reference words (e.g., pronouns) the writer has used to develop the idea and to avoid repetition. Recognizing reference words helps readers understand the meaning better and faster (Rahimi, 2009). In order to teach ‘recognizing reference words’, you need to follow the Oxford’s cycle (Oxford, 2011, p. 184):



You may review different types of English pronouns students have learned previously to help them apply this strategy more efficiently.

Subject Pronouns	Object Pronouns	Possessive Pronouns	Reflexive Pronouns
I	me	mine	myself
you	you	yours	yourself
he	him	his	himself
she	her	hers	herself
it	it	its	itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

Reading Comprehension

A. Read the *Reading*. Use the above strategy to find what these words refer to.

1. it (paragraph 1, line 2):
 2. its (paragraph 2, line 3)
 3. them (paragraph 3, line 3)
 4. them (paragraph 5, line 4)
 5. they (paragraph 6, line 6)
-

B. Scan the *Reading* to find the following information.

1. What does art reflect?
 2. How can we help the economy of our country?
 3. Why is Persian art famous?
-

C. Read the following sentences. Find each idea in the *Reading* and then write the number of the paragraph that discusses it.

1. Making and selling handicrafts help a country's economy.
Paragraph
2. Many people in the world value the art and skill of Iranian artists.
Paragraph
3. Handicrafts can show the art and culture of a nation. Paragraph

Phase 3. Post-listening

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

7. Reading Comprehension

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

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

Teaching Procedure: After silent reading and teaching how to use reading strategy 'recognizing reference words', 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 recognizing reference words in the text. The students should read the Reading again and find what the given pronouns refer to in the given paragraphs.

1. **it** in paragraph 1, line 2 refers to '**art**'
2. **its** in paragraph 2, line 3 refers to '**each country**'
3. **them** in paragraph 3, line 3 refers to '**handicrafts**'
4. **them** in paragraph 5, line 4 refers to '**countries**'
5. **they** in paragraph 6, line 6 refers to '**tourists**'

Activity B is a reading strategy practice that focuses on scanning. The students should scan the Reading and find the given information.

1. It reflects the history of a society
2. Making and selling handicrafts are good ways to help a country's economy
3. Persian art is famous in the world for reflecting moral and social values of Iranian people and the natural beauty of this vast country.

Activity C is a reading strategy practice that focuses on 'skimming'. The students should read the sentences and find their ideas in the Reading.

1. Paragraph 3
2. Paragraph 5
3. Paragraph 2

Vocabulary Development

ANTONYMS

Antonyms are words that have opposite meanings. Sometimes antonyms are very different words, for example 'true' and 'false' or 'hot' and 'cold'. Other times, they are made by adding or changing prefixes or suffixes, for example, 'like' and 'dislike' or 'careful' and 'careless'. Learning antonyms is a good way to develop our vocabulary.

A. Write a word in each blank that is the opposite of the words in the left column.



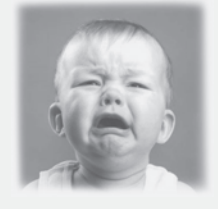
cold



fast



happy



8. Vocabulary Development

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

Objective(s): Introducing antonyms in English language.

Teaching Procedure: First go through the Definition box to introduce antonyms. You may write some familiar words on the board and ask students to find their antonyms.

Examples: sad/happy big/small
 kind/cruel careful/careless

Then Go through parts A, B, and C.

Definition Box 1 defines and exemplifies antonyms.

Activity A is a completion exercise. The students (a) should look at the pictures on the right, (b) read the words, (c) find the opposite of the words, and (d) write them in the left columns besides the correct picture.

1. cold: picture 1, hot
2. fast: picture 2, slow
3. happy: picture 3, sad (upset)

Optional

You may ask students to do the following activities in the class.

A. Ask students to look around the class and find words that have opposite meanings and make sentences with them. To emphasize the contrast, the students may use 'but' between the sentences.

The blackboard is black but the whiteboard is white.

Amir is happy but Mohsen is unhappy.

My bag is small but Sima's bag is big.

Roya's pencil is long but Sahar's pencil is short.

B. Ask students to act out the following opposite adjectives.

happy/unhappy

relaxed/nervous

bored/interested

calm/nervous

B. Two of the words in each group are antonyms. Find them.

- a) start/ finish/ decrease/ produce
- b) quickly/ sadly/ greatly/ slowly
- c) rise/ move/ reflect/ fall
- d) cheap/ famous/ expensive/ interesting

C. Look back at the *Reading* to find synonyms and antonyms for the words.

- a) In paragraph 1, find a synonym for 'reflect':
- b) In paragraph 3, find an antonym for 'buy':
- c) In paragraph 5, find a synonym for 'well-known':
- d) In paragraph 6, find an antonym for 'ugly':



Activity B is a vocabulary exercise. The students should find two words in each group that are antonym.

(a) start/finish

(b) quickly/slowly

(c) rise/fall

(d) cheap/expensive

Activity C is a vocabulary/strategy exercise. The students should look back at the Reading, scan the text and find synonyms/antonyms of the given words.

(a) show

(b) sell

(c) famous

(d) beautiful

Optional

You may design some games to practice synonyms and antonyms.

Example: Ask students to make flashcards and post them on the board. Ask students to come to the board and match the cards of synonyms or antonyms.



Grammar

A. Read the following text.



Our neighbor is a craftsman. I love his beautiful artworks. Whenever I see his works, I say to myself, "when I grow up, I will become an artist like him". One day he told me: "Amir, are you really interested in art? **If** you enjoy art, you will become a good artist. Most people like art, but some do not understand it. **If** you do not see any special thing in a pottery, you won't appreciate its value. **If** you do not appreciate the value of art, you cannot become a successful artist. You will just make things. **If** you really like art, you will need two things in the future: education and experience. Study hard, work hard, and create things to make people happy."

9. Grammar

Content: It has seven parts, from 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, the three components of Freeman’s pie chart will focus on form, meaning, and use (Larsen-Freeman, 2014, p. 258) (See figure 1).

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).

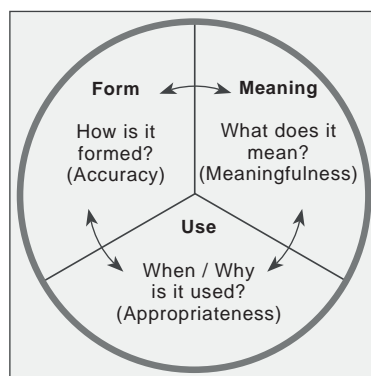


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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

Activity A is an input flooding activity. In this section one text is provided with lots of examples of the grammatical structure ‘conditional sentence type I’. The vocabulary of the text is controlled and students are supposed to just read the text and notice the new structure, ‘conditional sentence type I’.

Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

B. Read the following examples.

If you study hard,
If my friends come,
If Reza goes to Rey,

you will pass the exams.
I will become happy.
he will visit the bazaar.

I'll phone you
You'll hurt yourself
Maryam will get a prize

if I have time.
if you jump into the river.
if she answers the question correctly.



C. Tell your teacher how 'conditional sentences' are made.

D. Read the *Conversation* and underline all 'conditional sentences'.

Activity B presents grammatical items in isolation. The teacher may

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

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework.

1. In form wedge, you need to tell students how a particular construction is put together.

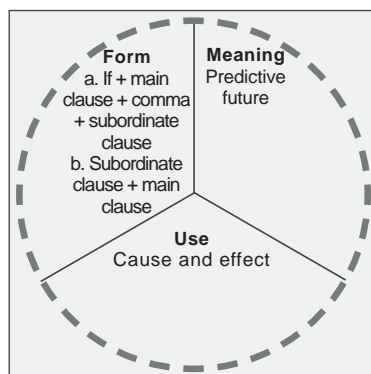
a. If + main clause + comma + subordinate clause

b. Subordinate clause + if + main clause

2. In semantic wedge, what a grammar construction means is dealt with. Conditional sentence type I means:

Predictive future, a condition exists and an outcome is predicted

3. In Pragmatic wedge, the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text conditional sentence type I fulfills cause and effect function / predicting.



Activity C encourages students to induce the way ‘conditional sentence type I’ is made.

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 Reading, find all ‘conditional sentences type I’ and underline them. The students can use highlighters to do this activity as well.

- Ask students to take a red pencil or highlighter.
- Ask them to underline/circle present perfect tenses.

Conditional sentences of the Reading are:

If we want to know a country or a nation well, we should study its art.

If you travel across Iran, you’ll get back home with excellent handicrafts as souvenirs for your family and friends.

If we want to name countries with richest art and cultural diversity, Iran is among them.

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

I sometimes think about my future job. I want to have a job to help the people of my country. When I (grow up / will grow up), I (become / will become) a teacher. I will work hard and help children. If I (teach / will teach) well, my students (learn / will learn) many things. If they (study / will study) hard, they (become / will become) successful in their lives. They can have good jobs in the future. They may become teachers, nurses, farmers, and artists. If my students (become / will become) successful, I (feel / will feel) happy and satisfied. This helps people to have a happier life.



F. Pair up and talk about the things you will do or will happen in the following conditions.

1. If it rains tomorrow,
2. If I study hard for my exams,
3. If we go to Noshahr this Friday,
4. If I eat so much junk food,
5. If I get a good mark,

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

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

grow up/will become/teach/will learn/study/will become/become/will feel

Conditional Sentence Type I

Different forms, meanings, and functions of conditional sentence Type I are summarized in the following table. As you may notice, in Vision 3 just ‘predictive future’ is focused on.

Form(s)	Meaning(s)	Function(s)
a. If + main clause + comma + subordinate clause b. Subordinate clause + main clause c. Inversion d. pro-forms (using if so or if not instead of if clause).	Factual: a. Generic: scientific texts, both verbs simple present If you boil water, it vaporizes. b. Habitual: habitual relationship (informal), both verbs simple present or past If I wash the dishes, Sally dries them. C. Implicit inference: time-bound relationships, occur with modals If smog can be licked in LA, it can be licked anywhere. d. Explicit inference: If someone’s at the door, it must be Peter. e. Future (predictive) conditional sentences: prediction scale: Will, be going to: certain Should: probable May: possible stronger than might Might: possible weaker than may	Type I The most frequent ones: -Generic -Future -Explicit inference

Activity F is a communicative activity that asks students to talk about the things they will do or will happen in the given conditions. The students are required to use ‘conditional sentence type I’ in their conversations.

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

Part A is a structural activity. The students should fill in the blanks with the correct forms of the verbs, using ‘conditional sentence type I’.

Part B is a communicative activity. The students should complete the sentences based on their personal experiences or opinions. They need to use ‘conditional sentences type I’.

See Also

Past participles

Read the following examples.

Amir is **bored** with his present job.

Mina **got amused** by the story.

I'm totally **confused**. Would you please explain it again?

He often **gets depressed** about his weight.

I'm so **excited** that we're going to Yazd.

To tell the truth, I **was frightened** to death.

I've always **been interested** in football.

They **were greatly surprised** at the news.

I'm **tired** of watching television; let's go for a walk.

9. Grammar

Content: It has one table with examples.

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

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

See Also focuses on introducing some frequent and useful ‘past participles as adjectives’. To teach this grammatical point, use the 3-dimensional grammar pie.

1. In form wedge, introduce the form:

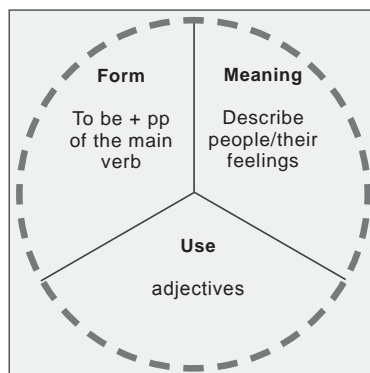
To be + past participle of the main verb

2. In semantic wedge, introduce the meaning of ‘past participles’. Past participles as adjectives

describe people and/or their feelings

3. In Pragmatic wedge, Explain the function of ‘past participles’:

They function as adjectives to show how people are, feel or think.



Listening and Speaking

Speaking Strategy

Talking about conditions and future results



A. We use 'will' with 'if' to talk about what will happen in the future if certain conditions are met at the present time.

- We want to buy a new store.
- Really, what for?
- We want to make and sell more pottery work.
- I've heard people are really interested in your work.
- Yeah, if everything goes well, we will open the new store in June.



You may use the following to talk about conditions and future results.

If everything goes well, I will.....

If all goes well, they will

If our plans work, we will.....

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 I’.

Teaching Procedure: The teacher should review the grammatical structure of this lesson (conditional sentence type I) by reminding students of the three dimensions of the structure (form, meaning, function). The emphasis should be put on the predictive function of ‘conditional sentence type I’ and how it can be used to talk about the present conditions and future results. Following that, the teacher should draw students’ attention to the speaking strategy of this lesson:

Talking about conditions and future results

Then the teacher goes through Parts A and B.

Part A is a short conversation in which ‘conditional sentence type I’ is used to talk about the present conditions and future results.

The related structures used are:

If everything goes well, we will open the new store in June.

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

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page.

Then explain how the strategy is used in sample dialogues. Present other sample dialogues, if necessary, and ask students to notice how ‘conditional sentence type I’ is used to talk about the present conditions and the future results.

B. Listen to the following conversations and fill in the blanks.

Conversation 1



1. They are going to
2. If all goes well,

Pair up and ask your friends about the things they have to do now to achieve something in the future. You may use the verbs in the box.

become a doctor in the future, go to Marivan in Norooz,
buy a new computer next year

Conversation 2



1. Mohammad is going to
2. Amir is going to

Pair up and ask your friends about the things they have to do now to achieve something in the future. You may use the verbs in the box.

take part in charity, study Physics, visit historical sites of Hamedan

Part B consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then fill in the blanks. The aim of this practice is making students aware of the speaking strategy, talking about future results.

Conversation 1

Mohadeseh: We are planning to have an exhibition of Persian art in Paris.
Pardiss: Wow! I'm amazed to hear that.
Mohadeseh: It's really cool, but, not so simple. There are lots of things to do.
Pardiss: When is it going to be?
Mohadeseh: If all goes well, we will have the exhibition next spring.
Pardiss: Good! If you need me, I will be honored to help.
Mohadeseh: Oh yes, when we prepare our first plans, we will certainly call you.

1. They are going to have an exhibition of Persian art in Paris.
2. If all goes well, they will have the exhibition next spring.

Conversation 2

Mohammad: Did you see the notice of science Olympiad?
Amir: Yes, there will be an exam next summer.
Mohammad: Are you going to participate in it?
Amir: I'm studying hard now. If everything goes well, I will take part in it.
Mohammad: Is a difficult exam?
Amir: No, but it needs a lot of hard work.
Mohammad: Can I be a part of it, too?
Amir: Yes, if you are interested in that, I will help you.
Mohammad: Oh, yes. I would love that. Thank you very much.

1. Mohammad is going to try the science Olympiad.
2. Amir is going to help Mohammad.

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.

Pronunciation



A. Listen to the following sentences. A part of the sentence has a rising intonation, another part of it has a falling intonation.

1. If I get the money, ↗ I will buy a new mobile phone. ↘
2. We'll get to school late ↗ if the bus does not come on time. ↘
3. If the kids answer the questions, ↗ the teacher will give them a prize. ↘
4. You'll get a good job ↗ if you work hard. ↘

Both rising and falling intonations are used in conditional sentences.

B. Listen to the sentences and draw upward or downward arrows for rising and falling intonations.

1. If it snows, people will drive carefully.
2. If I earn enough money next year, I will buy a new car.
3. She will pass the exam if I help her.
4. If you eat healthy food, you will live longer.

11. Pronunciation

Content: It has two parts: A and B.

Objective(s): Pronunciation aims at presenting ‘the intonation contour of conditional sentence type I’. The students should be able to both recognize and produce intonation contours in oral conversations.

Teaching Procedure:

1. Description and analysis

- Play the audio of Part A.
- Ask students to listen to the CD several times.
- Then briefly explain the rules:

Both rising and falling intonations are used conditional sentences.

2. Listening discrimination:

-Read the sentences in Part B. Ask students to draw upward or downward arrows for rising and falling intonations.

1. If it snows, people will drive carefully. ↘
2. If I earn enough money next year, I will buy a new car. ↘
3. She will pass the exam if I help her. ↘
4. If you eat healthy food, you will live longer. ↘

3. Controlled practice:

-Read sentences in Part A and Part B and ask students to repeat them after you.

4. Guided practice:

Ask students to read sentences in Part A and Part B with appropriate intonation contours.

5. Communicative practice:

Ask students to pair up and make conversations to personalize the sentences of parts A and B.

Writing

Infinitives



To learn a language can be interesting.

Hamed wants to learn a language.

An infinitive is the 'to' form of a verb, for instance, the infinitive form of 'study' is 'to study'.

Infinitive as Subject

You can use an infinitive as the subject of a sentence:

■ To smoke is very bad for everyone.

But its gerund form is more natural:

■ Smoking is very bad for everyone.

Infinitive as Object

We can also use infinitives as an object of a sentence.

■ I like to watch this movie.

■ She wanted to buy an Iranian handicraft.

12. Writing

Content: Writing has two parts, three activities (A to C), and one Hint.

Objective(s): In this lesson, Writing aims at helping students understand the structure of infinitives and its functions and types. Since having a strong knowledge of this structure as a common one in English language will better equip students to write more naturally, the students are expected to master it well. Thus, they are expected to be able to identify its types and usages.

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

- **Part One** presents a simple definition of ‘infinitive’, its structure and then deals with its first type, namely ‘infinitive as subject’.

- At this point, you can write the two examples on the board.

■ **To learn** a language can be interesting.

■ Hamed wants **to learn** a language.

- Focus students’ attention on the examples.

- Say students that infinitive is formed by the to+ verb.

- Regarding its first type, you can add this example too.

- **To smoke** is very bad for everyone.

- Now ask students to use the guideline presented in Lesson One for identifying the subject.

- They will find that ‘to learn’ and ‘to smoke’ are subjects.

- Now, remind them that as subject, using gerunds is more natural than using infinitives.

- Thus, the followings are more suitable:

■ **Learning** a language can be interesting.

■ **Smoking** is very bad for everyone.

Writing

Infinitives



To learn a language can be interesting.

Hamed wants to learn a language.

An infinitive is the 'to' form of a verb, for instance, the infinitive form of 'study' is 'to study'.

Infinitive as Subject

You can use an infinitive as the subject of a sentence:

■ To smoke is very bad for everyone.

But its gerund form is more natural:

■ Smoking is very bad for everyone.

Infinitive as Object

We can also use infinitives as an object of a sentence.

■ I like to watch this movie.

■ She wanted to buy an Iranian handicraft.

- **Part two** introduces the second type of infinitives, namely ‘infinitive as object’.

- At this point, you can write the two examples on the board.

■ I like **to watch** this movie.

■ She wanted **to buy** an Iranian handicraft.

- Focus students’ attention on the examples.

- Ask students to use the guideline presented in Lesson One for identifying the subject.

- They will find that the infinitives are objects.

After some verbs we use infinitives. The most common ones are:

choose
decide
want
promise
forget
wait

expect
remember
try
attempt
agree
learn

A. Complete the following sentences with the gerunds or infinitives of the verbs in the box.

learn leave make give catch turn off

- 1) I went home after _____ the school.
- 2) I have decided _____ Spanish.
- 3) We can't learn English without _____ mistakes.
- 4) Mahboobeh bought some flowers _____ to her mother.
- 5) Remember _____ the lights.
- 6) I ran fast _____ the bus.



- Now say that while, as noted in the previous lesson, we use gerunds after some verbs, after some verbs, the infinitive is used.

- First you can read the verbs and then provide the students with some examples as follows:

■ I forgot to call you.

■ He attempts to do his homework well.

- Now you can ask the stronger students to give some examples.

Activity A asks students to complete the sentences with appropriate gerunds and infinitives.

- Have students read the directions and work individually.

- Remind students that after some verbs and also after the prepositions, the gerund is used.

- Have students also focus their attention on the spelling of gerunds.

- Check answers with the class.

1- leaving

2- to learn

3- making

4- to give

5- to turn off

6- to catch

As an extra activity, you can ask students to complete the following sentences in their own words:

- I promise

- Finally, my mother agreed.....

- Her grandmother decided

- Our teacher wants



We make negative infinitives with *not + to + verb*.

- I told the children *not to make* so much noise.
- My dad tries *not to forget* the phone numbers.

We can use infinitives after some adjectives.

- She became happy *to see* her classmate after ten years.
- Ali was really sad *to leave* us soon.



Hint deals with two important points.

1) The negative form of the infinitives is introduced as follows: ‘

not+to+verb’

- You can read the examples or write them on the board.
- Focus students’ attention on the negative structure.
- For more practice, you can write some examples and ask students to make them negative.

2) The use of infinitives after some adjectives is introduced.

- You can read the examples or write them on the board.
- Focus students’ attention on the structure of ‘adj + infinitive’.
- For more practice, you can add some examples.



- Remember that infinitives come after some certain adjectives. They are as follows:

amazed / amazing/ angry/ astonished/ astonishing/ awkward/ brave/ careless/
clever/ cowardly/ crazy/ delighted/ difficult/ disappointed/ disgusted/
easy/ extraordinary/ funny/generous/glad/ happy/ hard/ honest/ horrified/
impossible/ kind/ nice/ odd/ pointless/ relieved/ ridiculous/ rude/ sad/ selfish/
silly/ sorry/ strange/ stupid/ surprised/ wicked/ wise.

Some other common adjectives are:

careful

certain

glad

shocked

sorry

amazed

ashamed

fortunate

lucky

surprised

B. Using five adjectives from the above, write five sentences with infinitives about yourself.

1.

2.

3.

4.

5.

C. Read the *Reading* and find all gerunds and infinitives.



- Read the common adjectives provided here.
- You can use some of the adjectives to make some sentences as:
- It's amazing to see you again.
- I am ashamed not to call you.
- He is really glad to meet his teacher.

Or ask students to use the adjectives provided and make sentences with them.

- Allow them to compare answers in pairs before it is checked with the class.
- Have a few students read their answers.

Go to Part V of Workbook. Ask students to do the exercise B.

Activity B is a writing exercise. Have students work individually to write sentences. Check answers and introduce the best ones.

Go to Part V of Workbook. Ask students to do the exercises A and C.

Activity C as a recognition exercise asks students to find all gerunds and infinitives in the Reading.

- Have students read the directions and work individually.
- Check answers with the class.
- Gerunds: making, selling, reflecting, producing.
- Infinitives: to know, to name

Go to Part V of Workbook. Ask students to do the exercise D.



A. Listen to the first part of a report.

1. Fill in the blanks based on what you've just heard.

Art is helpful

People can make

2. Listen again and take note of all 'if clauses'.

B. Now read the rest.

Art can improve people's physical, mental, and emotional wellness. If people use their art skills in a right way, they will be able to communicate their feelings. They will understand their family and friends better. Art can help people have better relationship with each other. The power of art decreases the risk of many illnesses such as heart attack. If people practice art, they will get along with their stress and enjoy the pleasure of making artwork. You can try this by drawing simple things or making simple objects. You will see its power!

3. What does 'their' in line 2 refer to? What does 'its' in the last line refer to?

4. Underline all 'conditional sentences'.

C. Work in pairs. Ask and answer.

Can everyone make artwork?



How does art help us understand our family?



Have you ever visited an art gallery?



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.

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

Part A is a listening task. Students should listen to a report and fill in the blanks.

Art is not just something beautiful. There is so much power in art. Recent studies show that art is helpful for curing diseases. If sick people practice art, their health condition gets better. Art does not need any special ability and everyone can make artworks with simple things like pencils, chalk, and paint. If sick people communicate their feelings with simple artworks, their stress and pains will decrease.

1. Art is helpful in curing the sick.

People can make simple artworks to communicate their feelings.

2. If sick people practice art...

If sick people communicate their feelings with simple artworks...

Part B is a reading task. The students should read the rest of the report. Then they have to recognize reference words and scan the text to find all ‘conditional sentences’.

3. **their** in line 2 refers to ‘**people**’. **its** in the last line refers to ‘**art**’.

4. If people use their art skills in a right way....

If people practice art, they will get along with their stress and...

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

A: Can everyone make artwork?

B: Sure, everyone can do that.

A: How does art help us understand our family?

B: We can understand their feelings.

A: Have you ever visited an art gallery?

B: Yes/No



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