



Lesson 1: Understanding People (15-47)

Get Ready

Introduction to the Lesson

Conversation

Talking about Languages

New Words & Expressions

Learning Vocabulary of Reading

Reading

Languages of
the World

Reading
Strategy
(Scanning)

Reading
Comprehension

Vocabulary Development

Synonyms

Grammar

Countable and
Uncountable Nouns

See Also
(Units and
measure words)

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

Lesson ١

Understanding People

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 ٤٥-minute sessions and a total of twenty-seven ٤٥-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 ١	Session ٢	Session ٣
Week ١	Session ١ (٤٥ min)	Impact Page Questions and answers Get Ready (Parts A & B)	١٠ ٣٥	✓		
	Session ٢ (٤٥ min)	Conversation (Word Bank + Conversation)	٤٥			
	Session ٣ (٤٥ min)	Review and Quizzes	٤٥			
Week ٢	Session ١ (٤٥ min)	New words & Expressions	٤٥			
	Session ٢ (٤٥ min)	Workbook	٤٥			
	Session ٣ (٤٥ min)	Reading + Reading Comprehension + Reading Strategy	٤٥			

	Planned	Activities	Min	Session ١	Session ٢	Session ٣
Week ٢	Session ١ (٤٥ min)	Reading + Reading Comprehension + Reading Strategy	٤٥			
	Session ٢ (٤٥ min)	Reading + Reading Comprehension + Reading Strategy	٤٥			
	Session ٣ (٤٥ min)	Reading + Reading Comprehension + Reading Strategy	٤٥			
Week ٣	Session ١ (٤٥ min)	Workbook	٤٥			
	Session ٢ (٤٥ min)	Vocabulary Development	٤٥			
	Session ٣ (٤٥ min)	Workbook	٤٥			
Week ٤	Session ١ (٤٥ min)	Grammar	٤٥			
	Session ٢ (٤٥ min)	Grammar	٤٥			
	Session ٣ (٤٥ min)	Workbook	٤٥			
Week ٥	Session ١ (٤٥ min)	See Also	٤٥			
	Session ٢ (٤٥ min)	Workbook	٤٥			
	Session ٣ (٤٥ min)	Listening & Speaking	٤٥			
Week ٦	Session ١ (٤٥ min)	Pronunciation	٤٥			
	Session ٢ (٤٥ min)	Further Practice and Quizzes	٤٥			
	Session ٣ (٤٥ min)	Writing	٤٥			

	Planned	Activities	Min	Session ١	Session ٢	Session ٣
Week ٨	Session ١ (٤٥ min)	Writing	٥٥ ٣٥	✓	→	
	Session ٢ (٤٥ min)	Writing	٤٥			
	Session ٣ (٤٥ min)	Workbook	٤٥			
Week ٩	Session ١ (٤٥ min)	What You Learned	٤٥			
	Session ٢ (٤٥ min)	Extra activities and Role Plays	٤٥			
	Session ٣ (٤٥ min)	Overall Review	٤٥			

۱. 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’.

۱. There are about ۷۰۰۰ languages in the world.
۲. Most languages of the world have no written form.
۳. The Holy Quran is available in more than ۱۰۰ languages.
۴. One language dies about every fourteen days.
۵. 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: Ask students to read the facts one by one. Give them ۱ 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 نمی توانست از زبان استفاده کنند، چگونه با دیگران ارتباط برقرار می کرد؟
- ۳- شما با چه زبان هایی آشنایی دارید؟
- ۴- مادر و پدر شما با چه زبان هایی 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 ۳ words you rememebr when you see the following words:

- | | | | |
|-------------|-------|-------|-------|
| ۱. English | ..... | ..... | ..... |
| ۲. Japanese | ..... | ..... | ..... |
| ۳. Arabic | ..... | ..... | ..... |
| ۴. German | ..... | ..... | ..... |

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.
-

۲. 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 ۱ or ۲ minutes and then ask them some questions like the followings:

- تصویر ۱: نام چند زبان را در این تصویر می توانید بیابید؟ آیا می دانید مردم چه کشورهایی به این زبان سخن می گویند؟
- تصویر ۲: آیا تا بحال کسی را در حال استفاده از زبان اشاره دیده اید؟ آیا متوجه شدید افراد درباره ی چه چیزی گفتگو می کردند؟
- تصویر ۳: به غیر از استفاده از زبان چه روش هایی برای تبادل اندیشه وجود دارد؟
- تصویر ۴: با کدامیک از علائم راهنمایی و رانندگی در این تصویر آشنا هستید؟ معنی هر علامت چیست؟



Optional

You may do the following activities as well.

A. Ask students to think about different means of communication. Write them on the balckboard 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

۳. 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, *understanding people* by doing the activities.

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. Example:

۱. Russia, Russian ۲. China, Chinese ۳. Iraq, Arabic
۴. Saudi Arabia, Arabic ۵. Bangladesh, Bengali ۶. India, Hindi, English

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

- به نظر خودتان چند لغت عربی می دانید؟
- آیا به راحتی به زبان انگلیسی صحبت می کنید؟
- آیا می دانید 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, Kyrgyzstan | 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 | |

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.

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.

١. b ٢. a ٣. f ٤. e ٥. 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.

You may also bring other signs into the class and ask students to guess their meanings.

Examples:



Activity C is a task. It requires students to think; and then number the activities from ١ to ٦ 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 ٤ 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

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

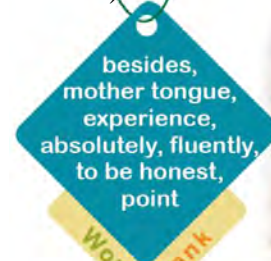
۴. Conversation

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^۱. 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

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*.

^۱ Islamic Republic of Iran Broadcasting



Babek 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

Phase ١. 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, ٢١١٤, p. ٨٤). 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 ٢. 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:

١. 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?

٢. Check students’ answers after listening.

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

Phase ٣. 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 ١٣?
- Opinion gap: How many languages do you know?



Don’t let students write their answers.

- 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?



◦. 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# nonnative, foreign*

range: translation = حد فاصل، حدود

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.

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

percent: exemplification:

a % increase in house prices

a company with a £% 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 ۰۰۰ year

by means of: translation: بوسیله ی؛ به واسطه ی

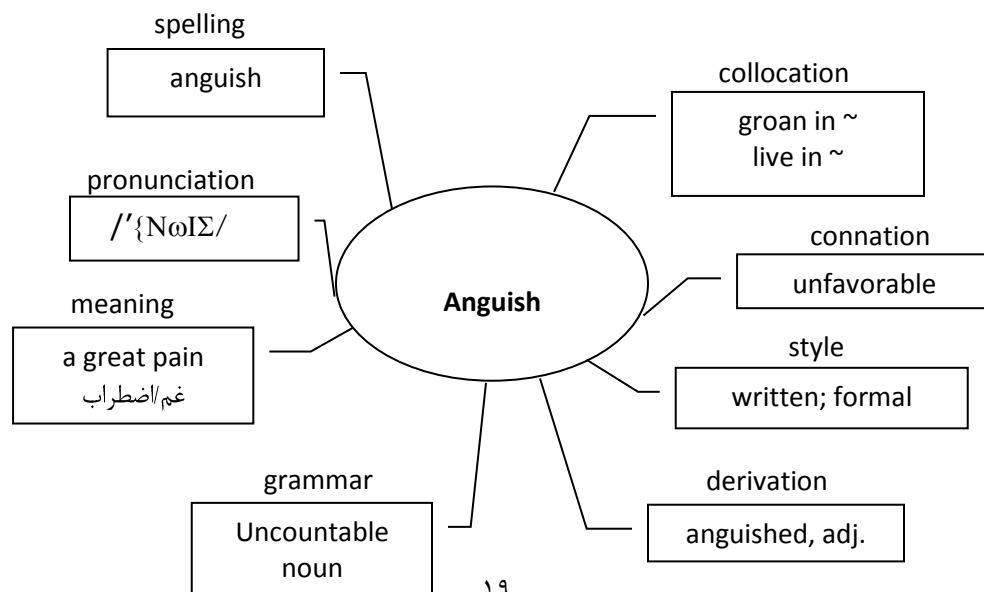


What does knowing a new word mean?

When students learn a word they have to internalize a group of related facts about that word including (Rahimi, ۲۰۰۹, p. ۶۳):

- ❖ 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.





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.

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:

١. Selecting: recognizing words and making choices amongst them. Part A. One odd out.
٢. Matching: recognizing words, pairing them with a visual representation, translation, synonym/antonym, definition, and collocate. Part B. Match columns A and B.
٣. 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.

Production

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



Hint

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 ٣ consecutive phases:

١. Presenting the words,
٢. Practicing the words, and
٣. 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.



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.

٦. 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, ٢٠٠٢, p.١١). 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 ١. 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, ١٩٨٤, p.٧٠). The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

Phase ٢. 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’?

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.



Reading Strategies

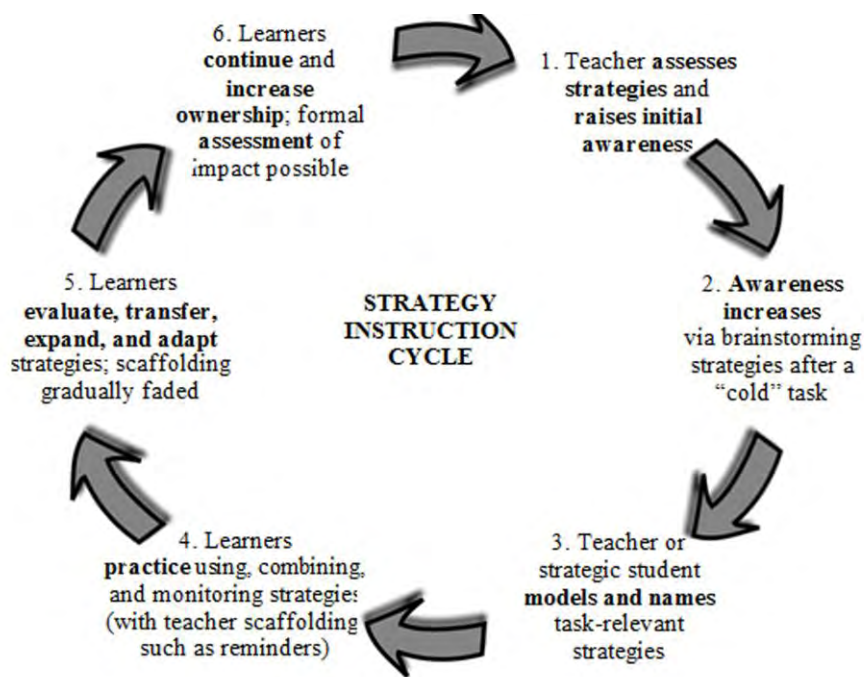
In this part students learn how to use ‘reading strategies’. “Reading strategies have been theorized in relation to levels of reading processes and to reading skills as consciously chosen actions that activate effective processing” (Efler & Finkbeiner, ۲۰۰۷, p. ۱۸۹). Reading strategies can refer to (Shafiei Ebrahimi ۱, ۲۰۱۲, p. ۱۱۱):

- those mental processes that readers consciously choose to use in accomplishing reading tasks (Cohen, ۱۹۸۶).
- the comprehension processes that readers use in order to make sense of what they read (Brantmeier, ۲۰۰۲).
- generally deliberate activities undertaken by active learners, many times to remedy perceived cognitive failure (Mokhtari & Reichard, ۲۰۰۲).
- an action (or a series of actions) that is employed in order to construct meaning (Kletzien, ۱۹۹۱).

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, ۲۰۰۹, p. ۹۷).

In order to teach ‘scanning’, you need to follow the following cycle (Oxford, ۲۰۱۱, p. ۱۸۴):



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.

AB
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

J H L K J H G G H L M N

Q
R
S
T
U
V
W
X
Y
Z

Phase ٢. 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.

٧. 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.

١. e

٢. c

٣. a

٤. 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 ٧٠٠٠

b. ٥٤٨

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

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 noun.

- 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 ☐

^ . 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 ١. quick/fast Pic ٢. easy/simple Pic ٣. strong/powerful Pic ٤. 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, ٢٠٠٠). Vocabulary is one of the most important components of language as “without vocabulary *nothing* can be conveyed” (Wilkins, ١٩٩٠). 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.

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.

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

٩. 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, ٢٠١٤, p. ٢٥٨). 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, ١٩٩٠, p. ٤). In this framework, the three components of Freeman’s pie chart will focus on form, meaning, and use (Larsen-Freeman, ٢٠١٤, p. ٢٥٨) (See figure ١).

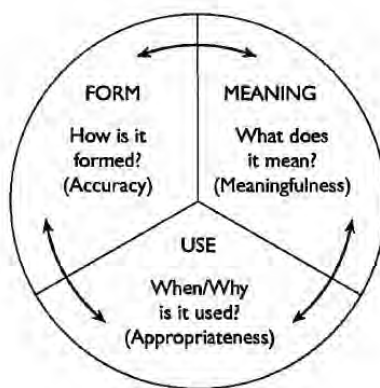


Figure ١. The three dimensions of grammar (Larsen Freeman, ٢٠١٤, p. ٢٥٩)

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, ٢٠١٤, p. ٠٠٣).

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.

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.

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.

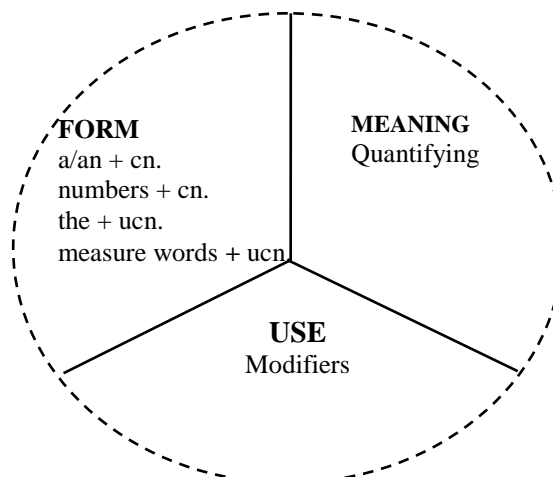
a/an + singular countable noun
numbers + plural countable nouns
the + uncountable nouns/countable nouns
measure words + uncountable nouns

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



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.

Hint

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, ۲۰۰۹, p. ۱۴۸).

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, ۲۰۰۹, p. ۰۵۰).

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)

HINT

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

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.

١. many ٢. a loaf ٣. a lot of ٤. many ٥. 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.

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.



١٠. 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 ٣-dimensional model of teaching grammar.

Part A focuses on (a) how articles a/an are used before singular countable nouns; (b) how numbers from ١ to ٩٩ 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 ٣-dimensional grammar pie.

١ 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)

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

Numbers quantify nouns

A book

Two books

٩٩ books

٠٠٠ books

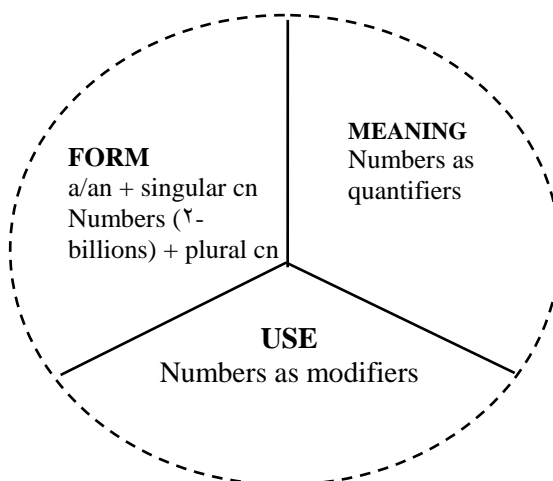
١٠٠٠٠ books

١٠٠٠٠٠٠٠ books

١٠٠٠٠٠٠٠٠٠٠ books

٣ 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



See Also

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



Hint

Teach students to be careful with the way numbers *hundred* 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 *thousand* 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:

١. 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.

٢. 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.

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

١١. 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 ١٢ birthday candles.

How much are these?

٢٠٠٠٠ Tomans

٠٠,٠٠٠ 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.

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?

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 ١

- A: How much is this English-to-Persian dictionary?
B: It is ٣٠٠٠٠ Tomans.
A: Oh, that's very expensive.
B: But it is a very good dictionary.
It has more than ١٥٠٠٠ words.
A: Do you have a smaller and cheaper one? ... How much is that?
B: That's a good one, too. It is ٢٥٠٠٠ Tomans. Do you want to take a look at it?
A: Yes, please.

١. An English-to-Persian dictionary.
٢. It has more than ١٥٠٠٠ words.

Conversation ٢

- A: How much is the ticket?
B: It is ٤ dollars. How many tickets do you want?
A: Fifteen tickets please.
B: Just a moment. Here are your tickets, ٦٠ dollars please.
A: How much?
B: ٦٠ dollars.
A: Ok, can I pay with my credit card?
B: Yes, sure.

١. It is ٤ dollars.
٢. 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.



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

١١. 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, ٢٠١٠, p. ٤٥).

Phase	DESCRIPTION
١	DESCRIPTION AND ANALYSIS - oral and written illustrations of how the feature is produced and when it occurs within spoken discourse
٢	LISTENING DISCRIMINATION - focused listening practice with feedback on learners’ ability to correctly discriminate the feature
٣	CONTROLLED PRACTICE - oral reading of minimal-pair sentences, short dialogues, etc., with special attention paid to the highlighted feature in order to raise consciousness
٤	GUIDED PRACTICE - structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the special feature
٥	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

١. 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’.

٢. 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

٣. Controlled practice:

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

٤. Guided practice:

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

٥. Communicative practice:

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

١. How old are you?

٢. How old is your mother?

٣. How old is your father?

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?

١٢. Writing

Content: Writing 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 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 \ 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.



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.

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.





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 \$^٢ to \$^{١٢}.*
- *We are living in the twenty-first century.*

Also, you can select some simple sentences from Vision ١, 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:

The bird does not sing.



The apple fell down.



The teacher is hard-working.



Write the following sentences taken from Vision ١. 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 the*

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.

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**

HINT

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**

HINT

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

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*

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 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.

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.



Defintion 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.



You can provide students with the sentences selected from Vision ١. 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.



You can write the following sentences taken from Vision ١. 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.

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**.



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.

١. No object

٢. English

٣. our neighbors

٤. No object

٥. 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.

١. each other, their grandfathers,

٢. a book, two bikes, ...

٣. English, driving,...

٤. fast food, much sugar,...

HINT

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

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 ۱ 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.

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 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.

١. On weekends (AI (time)), I (S) read (v) storybooks (O).
٢. I (S) usually (AI (manner)) get (V) good grades (O).
٣. Last night (AI (time)), my mother (S) made (V) cookies (O).
٤. My friends (S) take photograph of (V) animals (O).
٥. I (S) have (V) a math class (O) on Wednesdays (AI (time)).

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

- 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.

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.

١٣. 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 ١ hour and finally I found everything I wanted and bought them all.

١.

I went to *a store*

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

٢.

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’.

٣. 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.



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?



