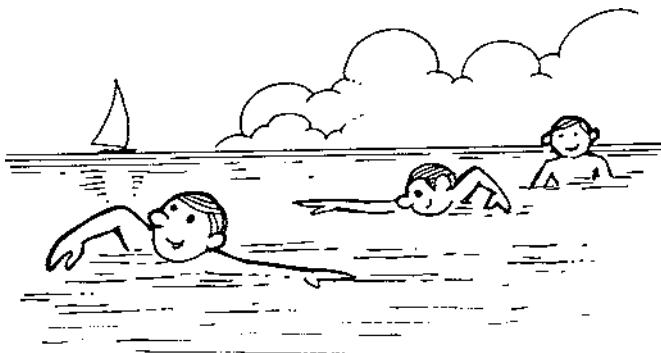


LESSON FIVE



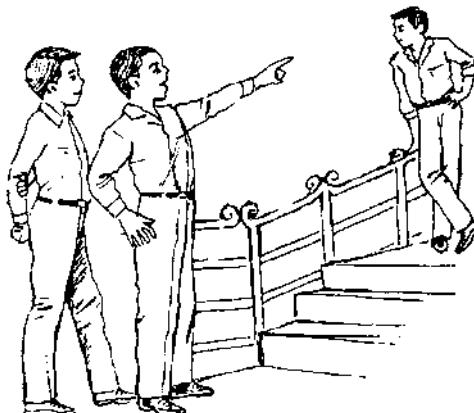
A. New Words

1. Last week Ali and his friends went on a trip to the seaside.
What did they do last week?

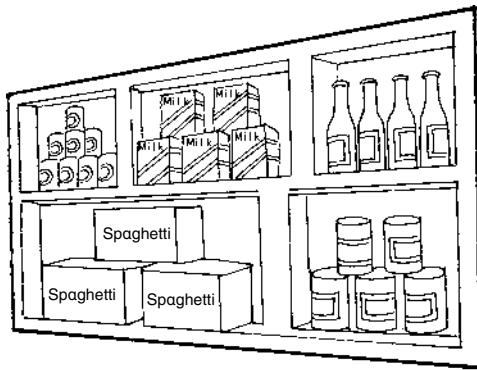


2. Mina is two years old. She is very lovely, isn't she?
How old is Mina?
Is she a lovely girl?

3. Ali looks like his brother. You can see Ali's friend in the picture, too.
Which boy is Ali's brother? Why?



4. You can see rows of cans, boxes and bottles in the shop.
What do you see in the picture?



5. Mr Taban is in a big city.
He can't find his friend's apartment.
He is completely mixed up.
What is Mr Taban doing?
Why is he mixed up?



Practice Your New Words.

Some nouns may be used as adjectives, e.g. "milk bottle". Use these nouns as adjectives in the proper blanks.
toy , onion, banana, pocket, sugar

1. ----- pot
2. ----- watch
3. ----- soup
4. ----- planes
5. ----- slices

THE LITTLE OLD MAN WHO COULD NOT READ

B. Reading



- 1 Once there was a little old man who couldn't read. He just never wanted to learn. His wife bought all the food. The little old man stayed at home and made lovely toys out of wood.
- 2 Children loved his toys, and they wrote to tell him so. But the old man couldn't read their letters.
- 3 One day his wife had to go on a trip.
- 4 "You'll have to go to the store and buy your food tonight." She said. Then she said goodbye to him and left.
- 5 The old man went to the store. There were rows and rows of cans, and there were rows and rows of boxes without pictures. What were they? The old man didn't know, and he didn't like to ask.
- 6 He bought what looked like a can of soup and a box of spaghetti¹. He bought what looked like a sugar box, chicken soup and a carton of milk.
- 7 The old man went home and said, "I'm hungry. I'll have some soup."
- 8 He opened a small can. Onion soup!
- 9 "Terrible!" he said. "I hate onion soup." And he put it aside. He opened a long box that looked like a spaghetti box. But the box had a kind of paper in it.

¹ Spaghetti / sp ə 'geti /

- 10 "Bad luck!" said the old man. "I guess I'll go to bed."
- 11 By the next morning he was very hungry. He jumped out of bed and opened a round box. It was full of something white. The old man tasted it.
- 12 "Oh, I thought it was chicken soup!"
- 13 Then he opened a blue box, and it was also full of something white. He tasted that too.
- 14 "Soap", he said sadly. "Who wants to eat soap?" When he went to get a drink of milk, he found that he had bought cream. He didn't like cream, but he was hungry, so he ate it.
- 15 That night when his wife came back, he told her how he got all mixed up with the cans and cartons and boxes.
- 16 "Please teach me how to read" he said.
- 17 So she did. Now when he made his lovely toys out of wood, he could read the letters the children sent to him.
- 18 And he never went hungry again.

C. Comprehension

I. Answer these questions orally.

1. What did the old man do at home?
2. Had the man ever tried to buy things before his wife went on a trip?
3. Why did children write letters to him?
4. Why did the man have to go to the store that night?
5. Did he go to the store to buy food or something else?
6. Why didn't other people in the store help him?
7. Did he jump out of bed to make toys?
8. Do we get into trouble if we don't know how to read? (Give an example.)

II. True or False?

- ___ 1. The old man was so lazy that he didn't want to learn anything.
- ___ 2. His wife didn't let him go out to buy things.
- ___ 3. He didn't like soup at all.
- ___ 4. He was very hungry by the next morning because he hadn't had dinner.
- ___ 5. His wife's trip helped him learn how to read.
- ___ 6. He changed his job after he could read.

III. Complete the sentences. Use a, b, c or d.

1. The little man could not read because -----.
 - a. he was very old
 - b. he never left home
 - c. it was a difficult thing
 - d. he didn't want to
2. The old man -----.
 - a. wrote letters to children
 - b. got letters from people in his town
 - c. could not read any of the letters
 - d. wanted to go on a trip
3. He -----.
 - a. did his shopping with no problem
 - b. could buy what he needed
 - c. was hungry when he got home
 - d. went home very angrily
4. He wanted to -----.
 - a. buy some food
 - b. have spaghetti for lunch
 - c. cook some onion soup
 - d. have some soup
5. The man could finally -----.
 - a. learn how to read
 - b. make lovely toys
 - c. eat a lot in the morning
 - d. write letters to children

D. Speak Out



Presentation 1

Structure:

The Article “the”

Speaking 1

Listen and repeat.

1. Close the door, please.

Open the window, please.

Clean the blackboard, please.

Turn on the light, please.

Look at the picture, please.

Put your notebooks on the table, please.

2. When do you watch TV, Zohreh?

I usually watch TV in the evening.

Did you watch the children's program yesterday?

Yes, I enjoyed the cartoons very much.

Did you listen to the news, too?

Yes, I watched the news program.

3. I see a car in the street. The car is parked in front of a building.

The building isn't very far from here. There is a woman in the car. A police officer is talking to the woman. Now a man is coming out of the building. He is talking to his daughter. The man sees the police officer and goes toward him. The policeman says something to the man and goes away. He is very polite.

More expressions with and without “the”

“The” used: in the morning, in the afternoon,
 in the evening, the earth, the sun,
 the sky

“The” not used: on Friday, Monday, -----
 in October, March, -----
 in 1955, 1988, -----
 in Tehran, London, -----
 in Iran, England, -----

We don't use “the” before names of people and before my, your, his, etc.

Speaking 2

Substitute the words and make new sentences. Use “the” where necessary.

They arrived in Tehran in the morning.

- | | | |
|------------|--------------|--------------|
| 1. London | 2. New York | 3. England |
| 4. Germany | 5. evening | 6. afternoon |
| 7. morning | 8. September | 9. Bahman |
| 10. 1985 | | |

Speaking 3

Answer these questions.

Example: Ali bought a pen and a newspaper.

What did he read?

He read the newspaper.

1. He bought a sandwich and a notebook.

What did he eat?

2. David bought a coat and a radio.

What did he wear?

3. Mr Taban bought a car and a bicycle.

What did he drive?

4. Albert and Jim are going to their countries.

Albert is English and Jim is American.

Where is Jim going?

5. Amir eats breakfast and then goes to school.

Bahman eats lunch and then goes to school.

When does Amir go to school?

6. Hamid was born in the first month of spring.

His sister was born in the first month of winter.

When was Hamid's sister born?

Presentation 2

Structure:

Subject Questions with Who and What

Speaking 4

Listen and repeat.

Statements

1. The fire destroyed the whole building.
2. The teacher will explain the lesson to us.
3. A lot of tea grows in Iran.
4. Your friend bought the dictionary last year.
5. The bus goes to the airport.
6. The doctor is helping the sick people.
7. This book cost 50 tomans last year.
8. The students can visit the museum in the morning.

Questions

- What destroyed the whole building?
- Who will explain the lesson to us?
- What grows in Iran?
- Who bought the dictionary last year?
- What goes to the airport?
- Who is helping the sick people?
- What cost 50 tomans last year?
- Who can visit the museum in the morning?

Speaking 5

Substitute the words and make new sentences. Make changes if necessary.

Who opened the window yesterday?

1. closed
2. was playing football
3. now
4. is going to the library
5. tomorrow
6. will go to the park
7. goes to the park
8. should go to school

Speaking 6

Make questions with *who*.

Example:

Reza always sits on that chair.
Who always sits on that chair?

1. The teacher always speaks English.
2. Hamid helped the teacher.
3. Javad could see his friend.
4. The doctor will help the sick people.
5. The girl is answering the telephone.

Speaking 7

Make questions using *who*, *what*, *where*, etc. Use auxiliary verbs where necessary.

Example:

Situation: The students visited the factory yesterday.

1. *Who* visited the factory yesterday? (the students)

2. *What* did the students visit? (the factory)

3. *When* did the students visit the factory? (yesterday)

Situation 1. Mr Tehrani can help the students today.

-----? (Mr Tehrani)
-----? (today)

Situation 2. A lot of tea grows in Iran.

-----? (a lot of tea)
-----? (a lot of)
-----? (in Iran)

Situation 3. The teacher explained the lesson to us this morning.

-----? (the teacher)
-----? (the lesson)
-----? (this morning)

Situation 4. Reza will buy a bicycle next year.

-----? (Reza)
-----? (a bicycle)
-----? (next year)

Situation 5. My friend's father was living in Tehran ten years ago.

-----? (my friend's father)
-----? (in Tehran)
-----? (ten years ago)

E. Write It Down



Writing 1

Supply “the” where necessary.

1. My mother is making tea in ----- kitchen.
2. I usually get up early in ----- morning.
3. The tourists arrived in ----- Isfahan at 7.
4. I'm cold. Please close ----- window.
5. She never comes here on ----- Wednesdays.
6. I didn't listen to ----- news last night.
7. They haven't seen each other since ----- February.
8. We get heat from ----- sun.
9. Write this sentence on ----- blackboard, Ali.
10. I have come here to see ----- Jack and his family.

Writing 2

Ask five questions with *who*.

Example:

Who cleaned the blackboard yesterday?

1. Who ----- ?
2. Who ----- ?
3. Who ----- ?
4. Who ----- ?
5. Who ----- ?

Writing 3

Ask five questions with *What*.

Example:

What destroyed the whole building?

1. What ----- ?
2. What ----- ?
3. What ----- ?
4. What ----- ?
5. What ----- ?

To the Teacher

Structure 1: The Article 'The'

Clean the blackboard, please.

Look at the map, please.

Open the door, please.

1. In the above sentences 'the' is used to indicate that the underlined nouns are identifiable; that is, the hearer knows which particular objects the speaker is talking about.
2. *The* is used to talk about people and things that have already been mentioned.
She has two children, a boy and a girl. The boy is fourteen and the girl is eight.
3. '*The*' is used with parts of the day.
In the morning / evening / etc.
4. '*The*' is not used with other determiners. (for example my, this, some).
This is my uncle.
5. '*The*' is not usually used with proper names.
They arrived in London.

Structure 2: Wh - Words 'Who' and 'What'

Statement 1.

The teacher helps the students.

Does the teacher help the students?

Who helps the students?

Statement 2.

The bus goes to the airport.

Does the bus go to the airport?

What goes to the airport?

Comments:

1. In the first pattern the wh - word, *who*, is the subject of the following verb.
2. In the second pattern the wh - word, *what*, is the subject of the following verb.
3. In these patterns the auxiliary verb *do*, *does*, and *did* are not used after the question word.

F. Language Functions

Talking about a Place (I)

1. A: What's like? B: It's
- | | | |
|--------|------------------------|--------|
| Tabriz | an interesting | place. |
| Tehran | quite a nice | |
| Kerman | not a very interesting | |
| London | a clean | |
| Tokyo | a crowded | |
| | a busy | |
| | a dirty | |
| | a nice | |
2. A: How big is Zabol? B: It's not very big.
A: How big is Tabriz? B: It's very big.
A: How big is Tehran? B: It's quite small.
A: How big is Tokyo? B: It's got a large population.
3. A: What's the capital of India?
A: What's the capital of Iran?
A: What's the capital of England?
A: What's the capital of France? B: Delhi¹, I think.
B: I'm not sure.

Now practice with a friend.

Ask about the cities.

A: What's ----- like?

B: It's ----- place. It's ----- city.

A: Is it a big city?

B: -----.

- | | |
|-----------|---|
| 1. Tehran | 1. great, not very beautiful, quite big |
| 2. Yazd | 2. lovely, very clean, not very big |
| 3. Kerman | 3. interesting, very old, not very big |
| 4. London | 4. interesting, very busy, quite big |

¹ Delhi /'deλi:/

G. Pronunciation Practice

Practice the following words. In each section they all have the same vowel sound.

1.

/eə/	/eə/	/eə/
air	their	fare
hair	there	fair
care	where	tear (v)
stair	wear	chair

2.

/ɔ:/	/ɔ:/	/ɔ:/
four	floor	for
pour	store	wore
more	oar	shore
door	or	sore

H. Vocabulary Review

Fill in the blanks with proper words.

1. I don't like onion soup ----- -----.
2. He bought what ----- ----- a sugar box.
3. Is smoking against the -----?
4. I missed the bus. That is the ----- why I am late.
5. The toy gun was just like a ----- gun.
6. Each time you do the puzzle right, I'll give you a -----.

I. Vocabulary

angrily	hate*	put (sth) aside
apartment	have to	round* (adj)
aside*	jump*	row*
Bad luck!*	lazy	sadly*
full of (sth)	light	say goodbye*
can* (n)	lovely*	seaside*
capital	March	September
carton*	million	shopping
chicken*	miss	sit
come back	mixed up*	spaghetti*
completely	museum	sugar
cream*	October	taste* (v)
crowded	officer	tourist
Delhi	once	toward
get into trouble	park (v)	toy gun
get mixed up	polite	without
go hungry*	population	wood
go on a trip	pot	