

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

IN THE NAME OF ALLAH

Vision 2

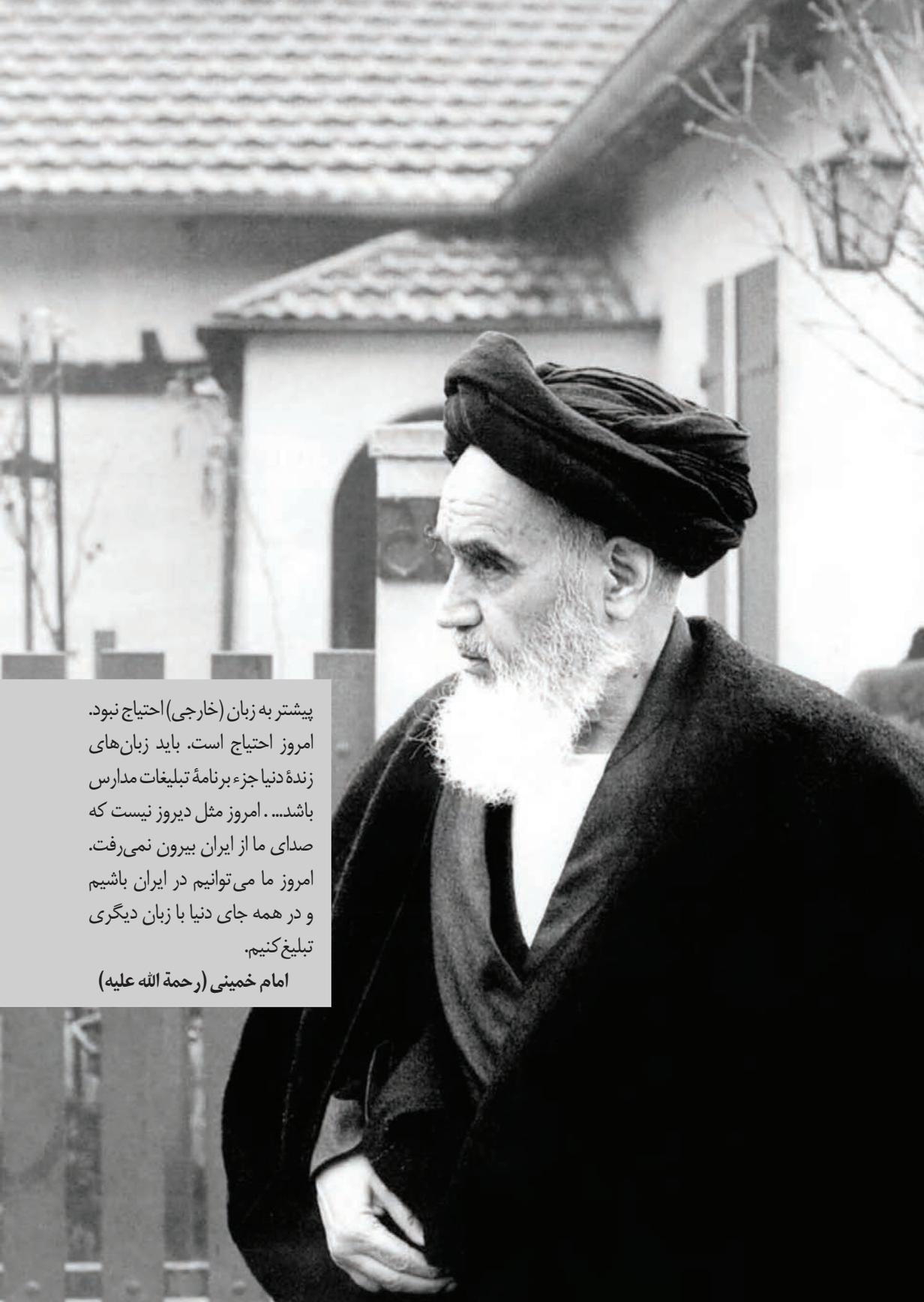
English for Schools

Teacher's Guide

پایه یازدهم
دوره دوم متوسطه



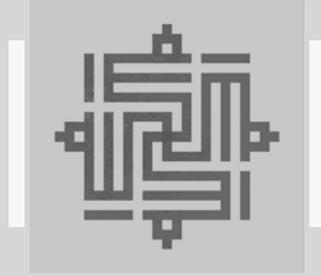
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پیشتر به زبان (خارجی) احتیاج نبود.
امروز احتیاج است. باید زبان‌های
زنده دنیا جزء برنامه تبلیغات مدارس
باشد... امروز مثل دیروز نیست که
صدای ما از ایران بیرون نمی‌رفت.
امروز ما می‌توانیم در ایران باشیم
و در همه جای دنیا با زبان دیگری
تبلیغ کنیم.

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 وَاجْتِلَافُ
السِّنِّتِكُمْ وَ الْوَانِكُمْ، إِنَّ فِي ذَلِكَ لآيَاتٍ لِلْعَالِمِينَ

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 ترجمه 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:

همان‌طور که در حوزه تربیت و آموزش زبان‌های خارجی برنامه درسی ملی به صراحت ذکر گردیده است، رویکرد آموزش زبان‌های خارجی، رویکرد ارتباطی فعال و خودباورانه می‌باشد. در تبیین این رویکرد، لازم به ذکر است که دو ویژگی «فعال بودن» و «خودباوری داشتن» ویژگی‌هایی 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 می‌شد 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 زبان‌های 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 می‌داند به طوری که فرد یادگیرنده از طریق ارتباط زبانی؛ با مخاطب یا مخاطبین به صورت فعال (نه منفعل) در ارتباط شرکت می‌کند و با اعتقاد و باور راسخ به مبانی اعتقادی و مذهبی، ملی، سیاسی، اجتماعی و اعتماد به نفس در فرایند ارتباط، ایفای نقش می‌کند.

آموزش زبان خارجی علاوه بر اهداف مرتبط با نیازهای شخصی زبان‌آموزان از قبیل دانش پژوهی، علاقه‌مندی به علم و آگاهی، خودباوری و دارا بودن عزت نفس، به درک، دریافت و انتقال میراث فرهنگی غنی میهن اسلامی‌مان کمک قابل توجهی می‌کند.

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

مجموعه کتاب‌های English for Schools که در قالب دو مجموعه سه جلدی، PROSPECT (پایه‌های هفتم تا نهم) و Vision (پایه‌های دهم تا دوازدهم) تألیف و منتشر گردیده است، مبتنی بر همین رویکرد و هدف‌گذاری می‌باشد. کتاب VISION 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 شیوه تدریس کتاب مذکور تنظیم گردیده است. این کتاب هم در سه فصل کلی تنظیم گردیده که هر فصل متناظر با یکی از فصول کتاب درسی است و علاوه بر ارائه روش تدریس دقیق و مفصل هر یک از بخش‌های کتاب درسی، مواردی همچون منطق حاکم بر هر بخش از کتاب، 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 پهناور میهن عزیزمان نیست بلکه معرفی‌کننده روش استاندارد آموزش منطبق با سیاست‌گذاری‌های کلان آموزشی و ارائه‌دهنده مسیری است برای مدیریت بهینه زمان و توان دبیران.

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

خوشبختانه با همکاری و همدلی دبیران زبان انگلیسی سراسر کشور، تحول در آموزش زبان انگلیسی به خوبی مستقر گردید و تدریس کتاب‌های نونگاشت زبان انگلیسی نیز به شیوه‌ای مناسب در مدارس کشور در حال انجام است. این کتاب نیز گامی است در تقویت همین مسیر مبتنی بر همدلی و هم‌افزایی و از دبیران گرانقدر درس زبان انگلیسی پایه 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)

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
(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 | | | | |
| 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 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?

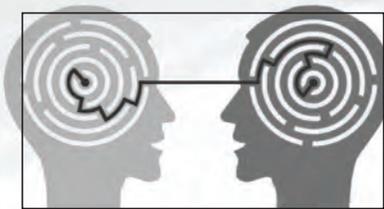
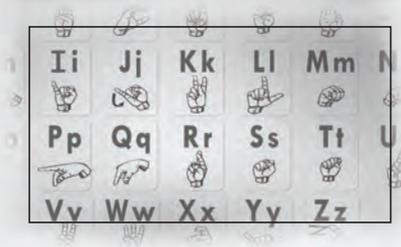
bees:

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 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 | 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.

- | | |
|--|--|
| <input type="checkbox"/> Reading storybooks | <input type="checkbox"/> Watching movies |
| <input type="checkbox"/> Listening to the news | <input type="checkbox"/> Surfing the net |
| <input type="checkbox"/> Talking to foreigners | <input type="checkbox"/> 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



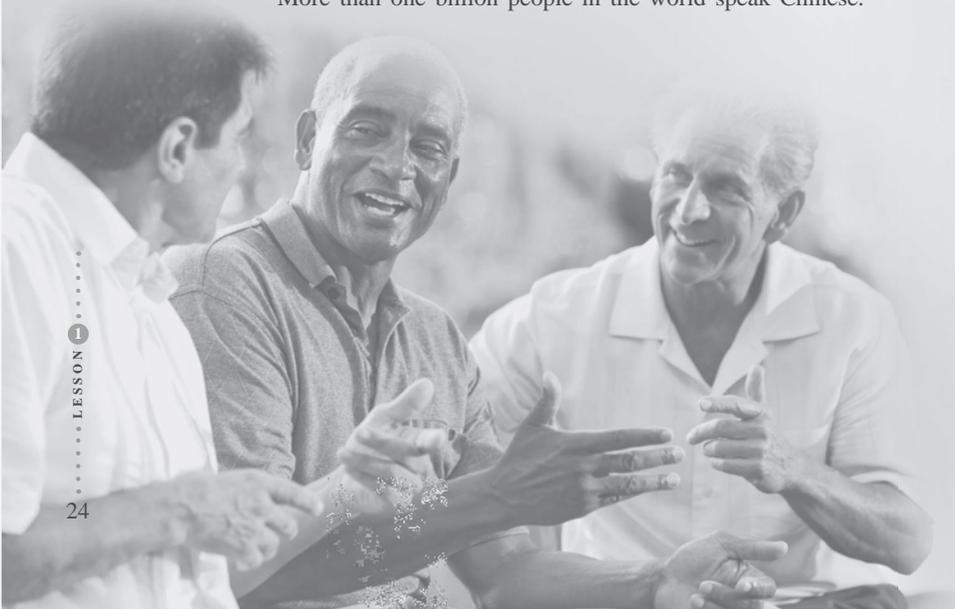
Languages of the World

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.

AB
P
NE
JM
J
V
EF
CV
DZ
JH
L
K
J
H
G
G
H
L
M
N

U
O
P
B
G
K
W
Q
Y
R
W
X
D
C
X
K
N

Reading Strategies

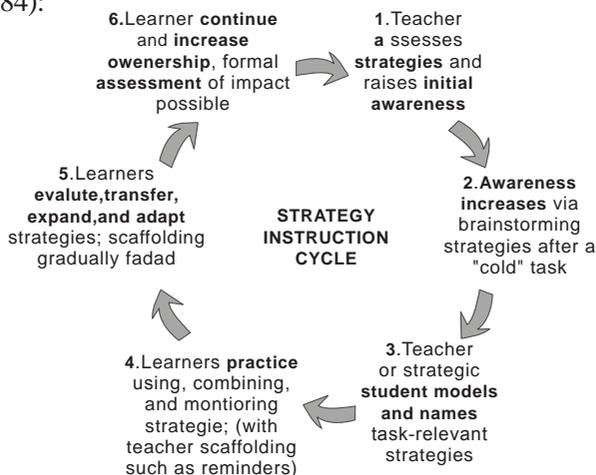
In this part students learn how to use ‘reading strategies’. “Reading strategies have been theorized in relation to levels of reading processes and to reading skills as consciously chosen actions that activate effective processing” (Efler & Finkbeiner, 2007, p. 189). Reading strategies can refer to (Shafiei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

- 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':

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).

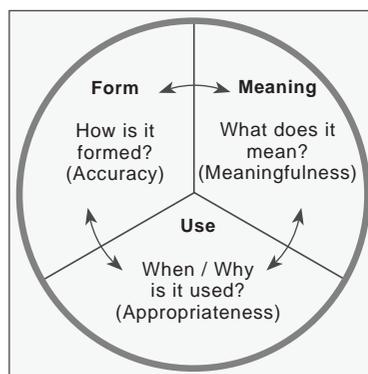


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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.

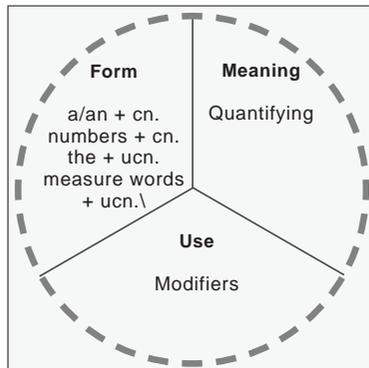
a/an + singular countable noun
numbers + plural countable nouns
the + uncountable nouns/countable nouns
measure words + uncountable nouns

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

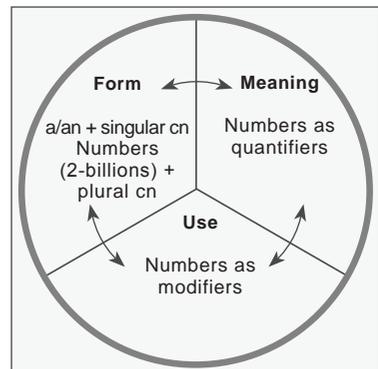
1,000 books

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 |

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

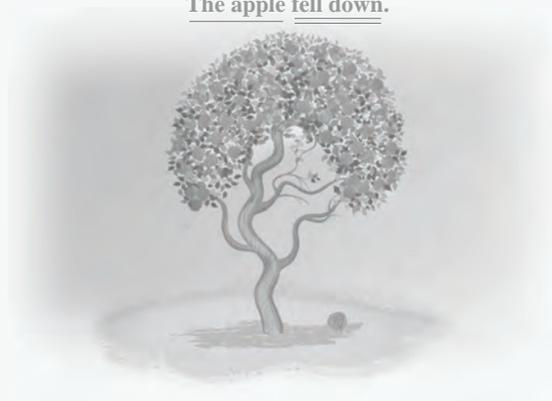
Say a page number of the book aloud. Each student should then turn to that page and find all of the simple sentences he or she can identify.

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.

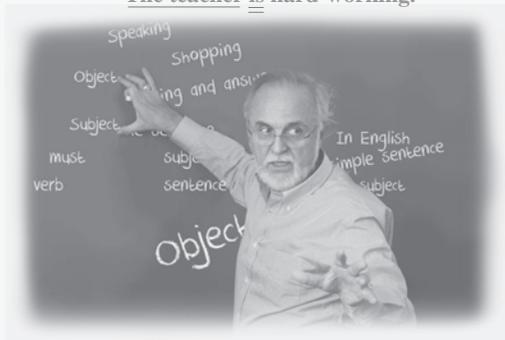
The bird does not sing.



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.

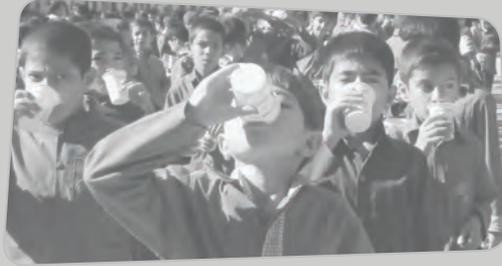
- Remind students that the answers may be different, they may be positive or negative, or they may be past, present or future.

- 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.



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.

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.