

Lesson 2 Wonders of Creation

General Objectives of this lesson

- Familiarizing students with the theme 'Wonders of Creation'
- Giving students some information about creatures and living things and how amazing they are.
- Encouraging students to study more about the universe and the world around them; and to learn interesting facts about humans and other creatures Allah has created.

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 seven weeks. In each week there are three 45-minute sessions and a total of twenty-one 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 Questions and answers Get Ready (Parts A & B)	10 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	45			

Lesson 2: Wonders of Creation (43-69)



Get Ready	Introduction to the lesson		
Conversation	Visiting Iranian National Observatory		
New Words & Expressions	Learning vocabulary of Reading		
Reading	A Wonderful Liquid	Reading Comprehension	
Grammar	Adjectives	See also (comparative and superlative adjectives)	
Listening & Speaking	Asking about details		
Pronunciation	Rising intonation		
Writing	Adjective	Kinds of adjectives	Place of adjectives
What You Learned	Spelling hints		
What You Learned	Reviewing Lesson 2		

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 3	Session 1 (45 min)	Workbook	45			
	Session 2 (45 min)	Grammar (Parts A-D)	45			
	Session 3 (45 min)	Grammar (Parts E-H)	45			
Week 4	Session 1 (45 min)	Workbook	45			
	Session 2 (45 min)	See Also	45			
	Session 3 (45 min)	Workbook	45			
Week 5	Session 1 (45 min)	Listening & Speaking Pronunciation	45			
	Session 2 (45 min)	Further practice/ Quizzes	45			
	Session 3 (45 min)	Writing (Noun)	45			
Week 6	Session 1 (45 min)	Writing (Singular/Plural)	45			
	Session 2 (45 min)	Writing (Types of Nouns) + Writing (Noun Markers)	45			
	Session 3 (45 min)	Workbook	45			
Week 7	Session 1 (45 min)	What you Learned	45			
	Session 2 (45 min)	Oral/written Tests	45			
	Session 3 (45 min)	Games & Extra activities	45			

1. The Title Page

Content: This is the first page of the lesson. It has an ayah of the Holy Quran.

And of Allah's Signs of Power is the creation of the heavens and the Earth¹
Al-Rum 22

Objective(s): Title Page shows the image of the outer space and the area where the stars and planets are. This may signify amazement, surprise, or mystery.

Teaching Procedure: Ask students to read the ayah and think about it. They may ask you about the meaning of 'sign', 'power', 'creation', 'heavens' or 'Earth'. One possible way is to translate all of them and give the literal meaning of the ayah. Another way is to read both the Persian translation and the original ayah in Arabic and give students some time to think about the ayah. This makes students think about the universe and its mysteries and how important it is to think about the world around us.

You can ask these questions in Persian:

- ۱- آیا تا بحال در مورد شگفتی های آفرینش فکر کرده اید؟
- ۲- به نظر شما چه چیزی در فضا و سایر سیارات وجود دارد؟
- ۳- آیا تا بحال در مورد بدن انسان و نحوه کارکرد اندام های مختلف (مغز، قلب، کلیه) فکر کرده اید؟



Optional

You may do the following activities as well.

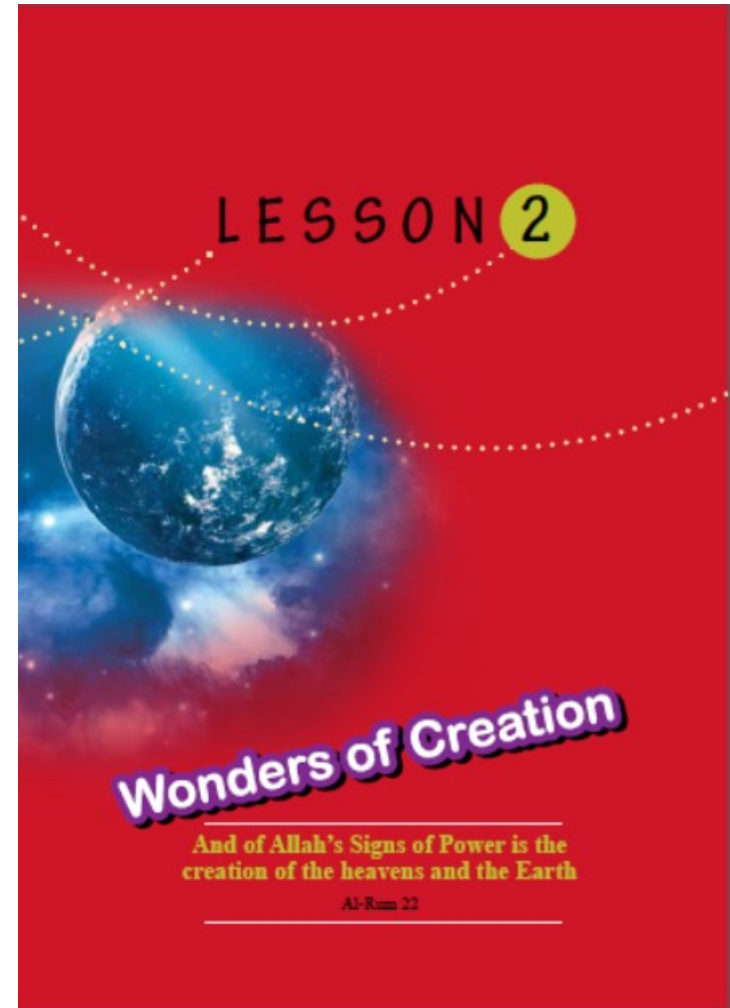
A. Ask students to think about the following things. Then ask them to tell their friend(s) how/why these things are surprising and/or mysterious.

your eye	a rose	water
Mars	a bee	an atom

B. Write these adjectives on the board and ask students to give you three things they may describe:

1. amazing
2. mysterious
3. strange

¹ و من آیاته خلق السماوات و الأرض



2. The Impact Page

Content: It consists of three pictures related to wonders of creation:

- A galaxy
- Our heart
- The Amazon

Objective(s): It gives general background on the theme of the lesson. It encourages students to think about the wonders of the world: how mysterious the space is, how amazing the heart is, and how fascinating the rivers and forests are.

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: در مورد کهکشان ها چه می دانید؟ آیا دوست دارید به فضا سفر کنید؟ چه چیزی در فضا شما را شگفت زده می کند؟
تصویر ۲: قلب انسان چگونه کار می کند و ما را زنده نگه می دارد؟
تصویر ۳: آیا می دانید رودخانه آمازون از چند کشور می گذرد؟ آیا می دانید رودخانه آمازون یکی از ۷ عجایب طبیعی آمریکای جنوبی است؟ فکر می کنید دلیل این موضوع چیست؟



1. You may ask students to do a mini research and write some adjectives to describe the following places: Mount Everest, Zayandeh Rood, Pacific Ocean, the Sahara, The Alisadr Cave. Students are already familiar with the following adjectives:

rainy, sunny, icy, snowy, quiet, pleasant, strange, special, amazing, brilliant, excellent, wonderful, long, suitable

2. You may ask students to do a mini research and write some adjectives to describe the following animals/plants: rose, bees, camels, bats, leopards, dolphins, cactus. Students are already familiar with the following adjectives:

funny, fast, slow, endangered, nice, interesting, beautiful, dangerous, wild, domestic, small



3. Get Ready

Content: It has two parts: Part One and Part Two.

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

Teaching Procedure: First go through Part One and introduce the theme of the lesson, *think about the world and wonders of creation*. Then go through Part Two and work on activities.

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

Activity A is a matching exercise. The students should look at the pictures and relate each picture to one sentence:

- a. Our body is a wonderful system.
- b. Camels can live without water for a long time.
- c. Ants are amazing animals.
- d. Planets go around the Sun.

Let students look at each picture for 30 seconds (to 1 minute). You may ask students to share their experiences with others by asking the following questions:

- آیا تا به حال به کارکردن و غذا جمع کردن مورچه ها دقت کرده اید؟
- به نظر شما شتر چگونه می تواند بدون آب چندین روز را سپری کند؟

Activity B is a task. It requires students to think, discuss, and then decide which of the things in Part A are more interesting. They have to be able to support their ideas.

camels > planets > body > ants


They can add other things to the list:

- موربانه ها و پروانه ها
- دنباى اعماق اقیانوس ها
- گیاهان دانه دار
- دلفین ها و نهنگ ها


Get Ready

Part One


A. Match the pictures with sentences.




a



b



c



d

Planets go around the Sun.

Ants are amazing animals.

Our body is a wonderful system.

Camels can live without water for a long time.

B. Which one is more interesting for you? Order the words: based on your interest.

Camels	Ants	Planets	Body
.....

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

Activity A has a matching exercise. The students should match the words and pictures. Two words are familiar as they are used in Persian. They are:

microscope, telescope

The following words are new and may appear in Conversation or Reading of this lesson:

ring, heart, blood, moon, observatory

You may talk about the following things:

- در رصد خانه چه کاری انجام می شود؟
- نقش قلب در بدن انسان چیست؟
- کدام سیاره دارای حلقه است؟

Activity B is a task. It requires students to think; and then group the words. They have to put the words into 'Sky' and 'Body' groups.

- Group 1, (sky): ring, moon, observatory, telescope
- Group 2, (body): heart, blood, microscope



Optional

You may ask students to read the following sentences and check the correct ones (This can be done in groups).

- The blood of some animals is blue.
- We know everything about jungles.
- No one lives on other planets for sure.
- People have traveled to Mars.
- The Bermuda Triangle is a strange place.

Part Two

A. Match the pictures with the words.

ring heart blood moon
observatory telescope microscope

B. Put the above words into the following groups.

Sky

Body

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4. Conversation

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

The conversation of this lesson takes place in an observatory. Alireza is a student who is visiting the observatory. He talks to Ms. Tabesh who works there.

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 (adjectives).

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

New words can be presented using different techniques including



- Showing pictures or photos: *rocky*
- Using gestures or acting out: *powerful*
- Board drawings: *orbit*
- Giving synonyms: *powerful=strong* giving antonym: *powerful#weak*
- Describing a scene/situation: *a rocky planet*
- Using wall charts or posters (commercial, teacher-made): *the poster of the Milky Way Galaxy*
- Exemplification: *a powerful computer, near the school*
- Translation: orbit = مدار

Then ask students to look at the picture and read the Introduction of Conversation to help them have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show the Milky Way Galaxy, the planets, the Sun and Earth. You may talk about the following things in the class:

- رصد خانه های ایران از قدیم تا کنون
- کهکشان راه شیری
- سفر انسان به سیارات دیگر



Alireza is visiting an observatory. He is talking to Ms. Tabesh who works there.

- Ms. Tabesh:** Are you interested in the planets?
Alireza: Yes! They are really interesting for me, but I don't know much about them.
Ms. Tabesh: Planets are really amazing but not so much alike. Do you know how they are different?
Alireza: Um... I know they go around the Sun in different orbits.
Ms. Tabesh: That's right. They have different colors and sizes, too. Some are rocky like Mars, some have rings like Saturn and some have moons like Uranus.
Alireza: How wonderful! Can we see them without a telescope?
Ms. Tabesh: Yeah..., we can see the planets nearer to us without a telescope, such as Mercury, Venus, Mars, Jupiter and Saturn. We can see Uranus and Neptune only with powerful telescopes.
Alireza: And which planet is the largest of all?
Ms. Tabesh: Jupiter is the largest one. It has more than sixty moons. Do you want to look at it?
Alireza: I really like that.

Questions

Answer the following questions orally.

1. How are the planets different?
2. Can we see all planets without a telescope?
3. Do you know the names of the planets in Persian?



Then you have to work on Conversation. Follow the three-phase cycle of *pre-listening*, *listening*, and *post-listening* to teach Conversation.

Phase 1. Pre-listening

Different types of activities can be used here such as:

- **brainstorming:** ask students to work in groups or pairs and list their ideas of visiting an observatory and the things they can do there.
- **researching:** ask students to search their books or surf the net and find some information about the Milky Way Galaxy.
- **reading:** give students some short texts to read like the one below:

We live on a planet called Earth. It is a small part of the Milky Way Galaxy. A galaxy is a big collection of gas, dust, and billions of stars. When you look up at stars in the night sky, you're seeing other stars in the Milky Way. There are many other galaxies out in the space. There are so many, we can't even count them all yet.

- **viewing pictures,** make a PowerPoint slide show (or ask students to do that) and talk about the Milky Way Galaxy and its planets.
- **watching movies:** show a movie about the space.
- **discussing:** ask students to talk about controversial subjects like 'a one-way trip to Mars'.

Phase 2. Listening

In listening phase:

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

- Where is Alireza?
- Which planet has a ring?
- Is Mercury near Earth?

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:** How are the planets different?
- **Inference:** Can we see all planets without a telescope?
- **Opinion gap:** Do you know the names of the planets in Persian?



Don't let students write their answers.



Alireza is visiting an observatory. He is talking to Ms. Tabesh who works there.

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Ms. Tabesh: Jupiter is the largest one. It has more than sixty moons. Do you want to look at it?
Alireza: I really like that.

Questions

Answer the following questions: **orally**.

1. How are the planets different?
2. Can we see all planets without a telescope?
3. Do you know the names of the planets in Persian?



5. New Words and Expressions

Content: It has three parts: Part One, Part Two, and 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 that can be shown with pictures easily. 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 carefully to the pronunciation of the words and intonation of the sentences. 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:

liquid: a glass of water

drops: splashing the drops of water on the ground or the surface of the desk

cells: pictures of blood cells

thousand: writing the number 1000 on the board

microbes: exemplification: *microbes cause diseases.*

doing daily exercise: acting out, showing pictures

clear: giving antonym: *clear # not colored, dirty*; translation = شفاف

pump: exemplification: *They pumped clean water from the river.*

New Words and Expressions

A. Look, Read and Practice.


Water is a type of **liquid**.


There are some **drops** of paint on his shirt.


Blood **cells** are red and white.


About one **thousand** people live in this village.


There are many different types of **microbes**.


Doing daily exercise is useful for everyone.

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Part Two, Read and Practice, presents abstract words (the words that are not easily shown 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 be used to teach new words of this part:

healthy: showing two pictures: one, a happy and healthy kid and one, a sick kid

defend: introducing collocations: *defend one's country/honor*, *defend oneself against/from something*

carry: providing more examples:

Angela carried the child in her arms.
Let me carry that for you.
Jack carried his grandson up the stairs.

collect: introducing the word family of 'collect' such as: *collection*, *collected*, *collective*

fact: Providing some facts such as:

Water boils at 100 degree centigrade.
Nitrogen forms most of the Earth's air.

Part Three includes practices from Students' Workbook, Part III. The activities of vocabulary in Workbook are ordered based on their difficulty level.




Don't change the order of doing activities. The activities are:

- A. **Identifying**: Match the words with their definitions
- B. **Selecting**: One odd out.
- C. **Matching**: Match columns A and B.
- D. **Sorting**: Put the words in three groups based on their size.
- E. **Ranking**: Look and order the planets based on their size.
- F. **Producing**: Look at the picture and fill in the blanks.
- G. **Producing**: Fill in the blanks with the given words.




Optional

You may prepare extra activities for practicing new words.



Gahar Lake is famous for its **clear** water.



The heart **pumps** blood round the body.

B. Read and Practice.

healthy: ¹ strong and well
 He is a **healthy** boy.
² good for your body
 A **healthy** breakfast can give you more energy.

defend: to protect someone or something from danger
 The brave soldiers **defended** our country in war.

carry: to move someone or something from one place to another
 Monkeys **carry** their babies all day long.

collect: to go and get someone or something
 The school bus **collects** the children each morning.

fact: things that are true or that really happened
 It's a **fact** that Earth goes around the Sun.

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

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6. Reading

Content: Reading page has a picture and a title.

The reading of this lesson is about a wonderful liquid, the human blood. Some interesting facts and detailed information are presented in the text. The text is especially about the role of blood in keeping us alive and healthy.

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 (the adjectives). Further, it provides students with some factual information about the wonders of creation, here the human body.

Teaching Procedure: Use the three-phase cycle of *pre-reading, while-reading, and post-reading* to teach Reading.

Phase 1. Pre-reading

Before teaching the Reading, you need to do the activities of Impact Page and Get Ready to make students familiar with the theme of this lesson. You may use the techniques explained in pre-listening to attract students' attention to the topic of this passage, blood.

You also need to teach all new words of the previous section and do all vocabulary exercises provided in the Workbook. In this phase, have a quick review of the new words that have been taught before.

Phase 2. While-reading

Encourage students to read the text silently and try to understand the gist of meaning. You can write some questions on the board and ask students to find their answers while they are reading the text:

- What do white cells do?
- What color is plasma?
- How can we keep ourselves healthy?

Phase 3. Post-reading

Post-reading helps teachers find out 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've just read.

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

Reading

A Wonderful Liquid

The human body is a real wonder. It is sometimes good to think about our body and how it works. Our body is doing millions of jobs all the time.

One of the most important parts of the body is blood. The heart pumps this red liquid around the body. This keeps us healthy and alive.

More than half of blood is plasma. This is a clear and yellow liquid. It carries red and white cells. There are millions of red blood cells in one small drop of blood. They carry oxygen round the body and collect carbon dioxide from body parts. There are thousands of white cells in a drop of blood. They are bigger than red cells. They defend our body against microbes.

This wonderful liquid is a great gift from Allah. We can thank Allah by keeping our body healthy. One way to do that is eating healthy food and doing daily exercises. Another way is to donate our blood to those who need it.

S. Grammar

Content: It has 8 parts, from A to H.

Objective(s): The main goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen-Freeman, 2014, p. 258). As a result 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).

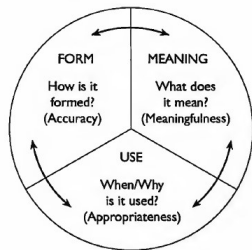


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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 H.

Activity A is an input flooding activity. In this section two texts are provided with lots of ‘adjectives’. The vocabulary of the texts is controlled and students are supposed to just read each text and *notice* the new structure. All adjectives are bold. Different types of adjectives are used in both texts. Contextualization of the grammatical structure has also previously been done in Conversation and Reading.

Grammar

A. Read the following text:

The Nile is the longest river on Earth. It is more than 6,000 kilometers. It is an important river for African people. It gives water to people and animals. There are other rivers in Africa but they are not as important as the Nile. These rivers aren't very long. They are useful for people of villages and small cities.

We live in a wonderful world. All around us there are amazing things like small and big animals; long rivers; dark jungles; tall mountains; and different people and nations. This world is like a strange book. We need to read it carefully. Then we can find many great things in our world.

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Activity B presents grammatical items in isolation. The teacher may:

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

Then present three dimensions of the grammatical structure.

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

adjectives + nouns

as + adjective + as

adjective + er+ than / the + adjective + est

adjectives + noun / subj + verb to be +adjectives

2 In semantic wedge, what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition), or it can be grammatical.

Adjective is a word that describes a quality of a noun: a blue sky

Both attributive and predicative positions/meanings of the adjectives can be introduced:

That nice girl.

That girl is nice.

3 In Pragmatic wedge, the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text.

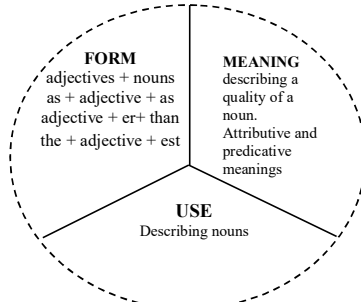
Adjectives are used to describe a noun.

It is possible to compare two or more nouns by using different types of adjectives:

-**as.... as:** Tom is as old as Fred.

-**Comparative adjectives:** Tehran is bigger than Seol.

-**Superlative adjectives:** Vienna is the cleanest city of the world.



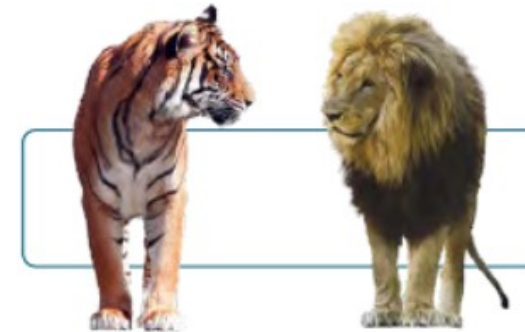
B. Read the following examples.

Adjectives		
Look at the	blue	sky!
I just watched an	interesting	movie.
They are	amazing	people.
He works with	powerful	computers.

- Many interesting animals live in forests of Iran.
- Robert's father is a very tall man.

Adjectives		
Sara is	as kind as	Neda.
Our class is	as big as	your class.

- His grandfather is as old as my grandfather.
- Tigers are as dangerous as lions.



Activity C encourages students to induce the way 'adjectives' are used in English sentences. The teacher can write more examples on the board; or read a text orally and ask students to notice the way different types of 'adjectives' are made and used in sentences.

The students may give you the following rule: adjectives are used before nouns. You have to remind them of the fact that 'adjectives can be used before nouns (attributive role) or after some verbs such as to be (predicative role)'.

Examples:

Attributive: the beautiful sea.

Predicative: That sea is beautiful.

Activity D is a controlled practice that aims at making students aware of the taught grammatical structure, 'adjectives'. The students are expected to go to Reading and find all 'adjectives' and underline them. The students can use highlighters to do this activity.

-Ask students to take a red pencil or highlighter.

-Ask them to

- underline the structures or
- circle the structures

The adjectives used in Reading are:

real, good, important, red, healthy, alive, clear, yellow, white, small, bigger, wonderful, great



You may ask students to use adjectives to describe anything they like. Make them pay attention to attributive or predicative positions of adjectives. Some adjectives cannot be used before nouns.

real: a real world

good: a good book

important: an important question

red: two red dresses

healthy: a healthy kid

alive: She is alive.

clear: a clear picture

yellow: a yellow scarf

small: some small houses

Comparative Adjectives

Damsvand is	taller than	Dena.
Asia is	bigger than	Europe.
Omid is	younger than	Reza.

- Karoon is longer than Atrak.
- Mars is smaller than Jupiter.

Superlative Adjectives

Damsvand is	the tallest	mountain of Iran.
Asia is	the biggest	of all.
Omid is	the youngest	student of our class.

- Karoon is the longest river of Iran.
- Jupiter is the largest of all.



C. Tell your teacher how 'adjectives' are used in sentences.

D. Read the conversation on page 47 and underline all 'adjectives'.

Activity E is a structural practice with the aim of providing students with chances of focusing on forms. The students should look at the pictures and choose the sentences that best describe them.

1. This is an old car
2. Our house is as small as their houses.
3. David is as tall as his father.
4. The blue pencil is longer than the yellow pencil.



You may provide students with more structural activities like the ones below.





Activity 1. Fill in the blanks with correct forms of adjectives.

1. Trains are (fast) than bikes.
2. The Caspian Sea is (big) lake of the world.
3. Damavand is (high) mountain of Iran.
4. Apples are (small) than melons.

Activity 2. Ask students to draw a table like the one below and complete the cells with correct forms of adjectives.

Adjective	as as	Comparative	Superlative
nice			
kind			
clean			
safe			

E. Look at the pictures and choose the best sentence.

1. This is a modern car.
 This is an old car.
 
2. Our house is the smallest of all.
 Our house is as small as their houses.
 
3. David is taller than his father.
 David is as tall as his father.
 
4. The blue pencil is longer than the yellow pencil.
 The yellow pencil is as short as the blue pencil.
 

LESSON 5
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Activity F is a role play and a communicative activity.

Students should pair up and use the given words to describe and compare people, things, or places they know.

1. brave: My father is very brave.
2. kind: Our English teacher is the kindest teacher of the world.
3. large: Tehran is the largest city of Iran.
4. fast: Cheetahs are fast.

Activity G provides students with more exercises on grammar. The students have to refer to their Workbook, Part II (Grammar), and do three activities:

Part A is a structural activity. Students should read each sentence and circle the correct forms of adjectives.

Part B is a meaningful activity. Students should use the adjectives from the given box and complete the text. They should use the linguistic clues to understand the meaning of the text and recognize which adjective is more suitable to be used in the blanks.

Part C is a meaningful activity for checking students' comprehension.

Hint provides students with some adjectives that have irregular comparative and superlative forms.

Ask students to go through the table. Read the table for them and then ask them to provide you with their understanding of the rule.

Then do Part D of Grammar Section in students' Workbook.

Part D is both a structural and a meaningful activity.

First students should change the adjective into its comparative or superlative form.

Then they have to read the sentences carefully and understand their meaning.

After that, they have to use correct forms of adjectives in the sentences.



F. Work with a friend.

Make sentences with these adjectives to describe and compare people, things, or places you know.

1. brave
2. kind
3. large
4. fast

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

HINT

Some adjectives have irregular comparative and superlative forms.

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	farther	the farthest
many / much	more	the most

9. See Also

Content: It has 2 parts, A and B.

Objective(s): The aim of this part is teaching another grammatical point briefly and to the point. This See Also presents the way comparative and superlative forms of multiple-syllable adjectives are made.

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

Part A introduces the comparative and superlative forms of multiple-syllable adjectives. To teach this grammatical point, use the 3-dimensional grammar pie.

1 In form wedge, introduce the form:

more + adjective + than
the most + adjective

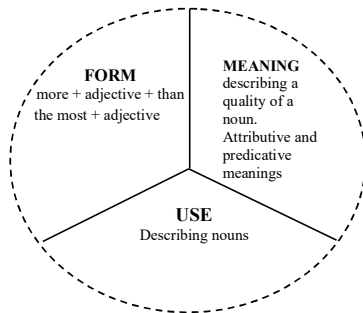
2 In semantic wedge, review what you taught in presenting the meaning of the main grammatical point, adjectives. Mention some examples with multiple-syllable adjectives: A difficult problem.

The problem is difficult.

This problem is more difficult than that one.

This is the most difficult problem of the book.

3 In Pragmatic wedge, review what you taught in presenting the use/function of the main grammatical point, adjectives



Part B provides a structural activity to practice adjectives with irregular comparative and superlative forms.



A. Read the following examples with 'comparative/superlative adjectives'.

- This problem is **more difficult** than that one. Actually, this is **the most difficult** problem of the book.
- Persian zebras are **more beautiful** than African zebras. They are **the most beautiful** of all.
- This laptop is **more expensive** than that one. It is **the most expensive** of all.
- Sharks are **more dangerous** than whales. They are **the most dangerous** animals of the sea.

Gold	is	expensive.	silver.
	is	more expensive than	metal of the world.
	is	the most expensive	

B. Go to Part II of your Workbook and do D.

10. 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 adjectives.

Teaching Procedure: The teacher should review the grammatical structure of this lesson 'adjectives' by reminding students of the three dimensions of adjectives (form, meaning, function). The emphasis should be put on the function of adjectives and how they are used for different purposes in everyday talks (e.g. 'describing something' or 'comparing something with something else'). Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

Asking about details

Then the teacher goes through Parts A and B.

Part A is a short conversation in which 'adjectives' are used to describe a movie. The adjectives are: *interesting, old, black and white*.

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue. Ask students to pay attention to three dimensions of adjectives: their form, meaning, and function.

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 adjectives are used *to ask about details*.

A: How was the book/trip/movie?

B: It was interesting/beautiful/nice.

A: What color is your new car?

B: It is black/white/yellow.

A: Was it a modern house?

B: Yes, it was.

A: Was it a modern house?


B: No, it was an old house.

Listening and Speaking

Speaking Strategy
Asking about details

A. You may use adjectives to describe something or ask about details such as the quality, size, age, and color.

- How was the movie?
- It was very interesting. I am going to watch it again.
- Was it an old film?
- Yeah, actually it was black and white.



.....
You may use the following patterns to ask and answer about details.
.....

How is (was).....? It is (was) interesting, beautiful, nice, ...
What color is it? It is black, white, yellow,

Was it a modern house? Yes, it was. (No, it was an old house).

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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, *asking for details*.

Conversation 1

A: I bought a dress for my mother's birthday.
 B: Good. What color was it?
 A: It was red. It was really beautiful.
 B: Was it expensive?
 A: No, it was not.
 B: Did she like it?
 A: Yeah, she got very happy when she saw it.

1. a dress 2. cheap

Conversation 2

A: Do you cook?
 B: Yes, sometimes. I like cooking healthy food.
 A: Is it difficult to cook?
 B: No, actually it is very easy.
 A: Who helps you when you cook?
 B: My mother and my younger sister.
 A: How interesting! Can you tell me how to cook?
 A: Yes, of course

1. healthy food 2. easy

After each conversation, there is a role play activity. Here, the students have to pair up and use the clues in the boxes to make new conversations. They are required to utilize the taught strategy.

B. Listen to the following conversations and check the correct answer.

Conversation 1



1. She bought a dress a coat
 2. It was cheap expensive

Pair up and add 2 turns to the conversation by asking about the size and quality of the dress. You may use the adjectives in the box.

Size: long, large Quality: beautiful, nice

Conversation 2



1. She likes to cook fast food healthy food
 2. Cooking is easy difficult

Pair up and choose 3 adjectives in the box 2 to describe people, places, and fruits in box 1. Compare your answers with your friend's.

my best friend, apple, our school,
 our English teacher, Boostan Park,
 pepper

Box 1

small, green, yellow, medium,
 fresh, red, kind, careful, neat,
 nice, beautiful, long, helpful

Box 2

11. Pronunciation

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

Objective(s): Pronunciation aims at presenting *rising intonation* contour and its function (checking information) in English. The students should be able to both recognize and produce rising and falling intonation contours in conversations at the end of this lesson.

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

1. Description and analysis:

- Play the audio of Part A.
- Ask students to listen to sentences several times.
- Then briefly explain the rule:

When you check information, use rising intonation

2. Listening discrimination:

- Read sentences in Part A twice, once with a falling intonation and once with a rising intonation.
- Ask students to tap on their desks when they hear rising intonation.

3. Controlled practice:

- Read the sentences on page 60 and ask students to repeat them after you.
- Then do Part C. In this part the students should listen to the conversation carefully and draw downward or upward arrows to identify falling and rising intonations.

A: I heard you travelled abroad this summer. ↘ Is it true? ↗

B: Yes. ↘ I went to Japan. ↘ I was there for 2 weeks. ↘

A: How was your trip? ↘

B: It was very interesting. ↘ The country was very clean and people were very polite. ↘

A: What about food? ↘

B: I ate seafood. ↘ Japanese people make delicious food with fish. ↘

A: Do you want to go there again? ↗

B: Yes, of course. ↘ But I want to stay there longer and visit different places. ↘

4. Guided practice:

Ask students to personalize and role play the conversation.



A. Listen to the following sentences. They have rising intonation.

1. Is this your new car? ↗
2. Was the book interesting? ↗
3. Is this problem easier than that one? ↗
4. Are they the most expensive houses in this city? ↗

When you check information, use rising intonation.

B. Go to Part VI of your Workbook and do it.

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5. Communicative practice:

Do Part B. Ask students to refer to their Workbook and do Practice VI:

Ask and answer using appropriate intonation.

1. Is a cheetah faster than a lion?
2. Is football more interesting than volleyball?
3. Are you the tallest member of your family?
4. Is Mercury's orbit different from other planets' orbits?



1. You may also ask students to make some Yes/No or Wh- questions. Then encourage them to work in groups to ask and answer.

Examples:

1. What color is your bag?
 2. Is your friend kind?
 3. What do you like to do on Fridays?
 4. Is your house near here?
2. You may read each of the following sentences twice with the identified intonation. Ask students to write Same or Different based on the two intonation counters they hear.
1. She's a teacher. (falling-falling)
 2. They will leave here tomorrow. (rising-rising)
 3. What's your plan? (falling-falling)
 4. This is my pencil. (falling-rising)
 5. A cat was walking in the yard (rising-falling)



C. Listen to the conversation and draw downward or upward arrows to identify falling and rising intonations.

A: I heard you travelled abroad this summer. ↘ Is it true? ↗

B: Yes. ↘ I went to Japan. ↘ I was there for 2 weeks. ↘

A: How was your trip?

B: It was very interesting. The country was very clean and people were very polite.

A: What about food?

B: I ate seafood. Japanese people make delicious food with fish.

A: Do you like to go there again?

B: Yes, of course. But I like to stay there longer and visit different places.



12. Writing

Content: It has three main parts: Adjective, Place of Adjectives and Spelling Hint. It also has four activities, A, B, C, and D.

Objective(s): In this lesson, Writing aims at helping students understand the concept of adjective, its types (in terms of such elements quality/opinion, size, age, etc.); its place (before a noun and after the verb be); and to make them familiar with some spelling hints. The students are expected to find adjectives in a phrase or sentence. They are also expected to know the correct forms of comparative and superlative adjectives.

Teaching Procedure: The teacher is expected to go through each section and first present the definitions and/or classifications and then do the exercises/tasks.

Part One presents a simple definition of 'adjective' and provides students with its six types in terms of the following elements: 1) quality/opinion, 2) size, 3) age, 4) color, 5) nationality and 6) material. For each type, four examples are given and one word is illustrated. Read the examples and check the meaning of each word with students.



You may ask students to pair up, brainstorm and list as many as adjectives they can remember from *Prospect Series*.

From Prospect 1:

good, nice, blue, new, short, tall, long, hungry, favorite, white

From Prospect 2:

beautiful, great, correct, famous, special, clean, correct, cold, interesting

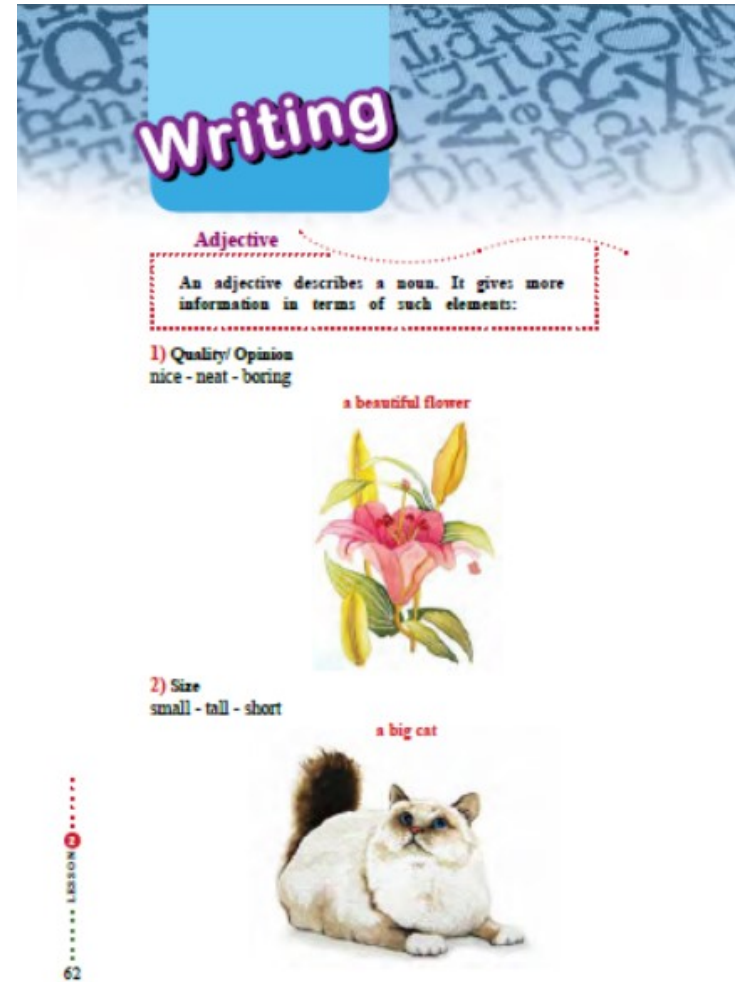
From Prospect 3:

funny, patient, clever, quiet, kind, careless, helpful, angry, polite, hard-working

- Now ask students to put the adjectives of *Prospect Series* in the following two categories:

Opinion/ Quality:

Size:




Writing

Adjective

An adjective describes a noun. It gives more information in terms of such elements:


1) Quality/ Opinion
nice - neat - boring

a beautiful flower



2) Size
small - tall - short

a big cat



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- Then ask students to put the adjectives of *Prospect Series* in the following two categories:

Age:

Color:

At this stage, students are familiar with four types of adjectives:

- a) Opinion/ Quality
- b) Size
- c) Age
- d) Color

In an activity known as 'Expanding Sentences' you may review adjectives with your students in a suitable context. Start by writing a simple sentence on the board.

That man has a car.

Tell your students that adjectives make a sentence more interesting by giving details. So, ask them to find the nouns and then challenge your students to add adjectives to them to make a more interesting sentence.

For example: That *happy* man has a *red* car.

Other examples:

This is a dress.

I saw a cartoon yesterday.

The girls were playing in the garden.

The teacher talked about a book.

3) Age
young - new - modern
an old tree

4) Color
black - red - dark
a blue sky

LESSON 2
63

Activity A is a consciousness raising activity. The students are expected to go to Reading, find all adjectives, and underline them.

real, wonderful, healthy, alive, important, white, clear, yellow, small, great, big

- Then ask students to put adjectives of *Prospect Series* in the following two categories:

Age:

Color:

- In a creative activity, you may use the classroom as a source! The classroom provides an environment that is rich in adjectives. Go around the classroom and ask students to look around and specifically use adjectives to describe the things they see.

For example

- white walls
- green board
- old desk
- clean windows
- small chalk

- Again you can go to Part I of Workbook. Ask students to read the passage, find the adjectives and classify them based on the following categories.

Quality/ Opinion:

Size:

Age:

Color:

Nationality:

Material:

5) Nationality
Iranian - German - Chinese

African lions



6) Material
wooden - rocky - golden

plastic balls



A. Read the reading passage on page 38 and find 'adjectives'.

Part Two presents the place of adjectives, i.e. before a noun and after the verb be. Read both sets, then ask students to think about the way the adjectives are used in a phrase or sentence. Here you may write more examples on the board.



1- Write some phrases and sentences on the board and ask students to find adjectives. Then ask students to determine the nouns or pronouns which are modified by them.

2- Provide students with some examples in the form of an adjective + a noun (attributive), such as 'a wonderful animal', then ask them to change it to a sentence with the verb be (predicative) 'this animal is wonderful'.

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

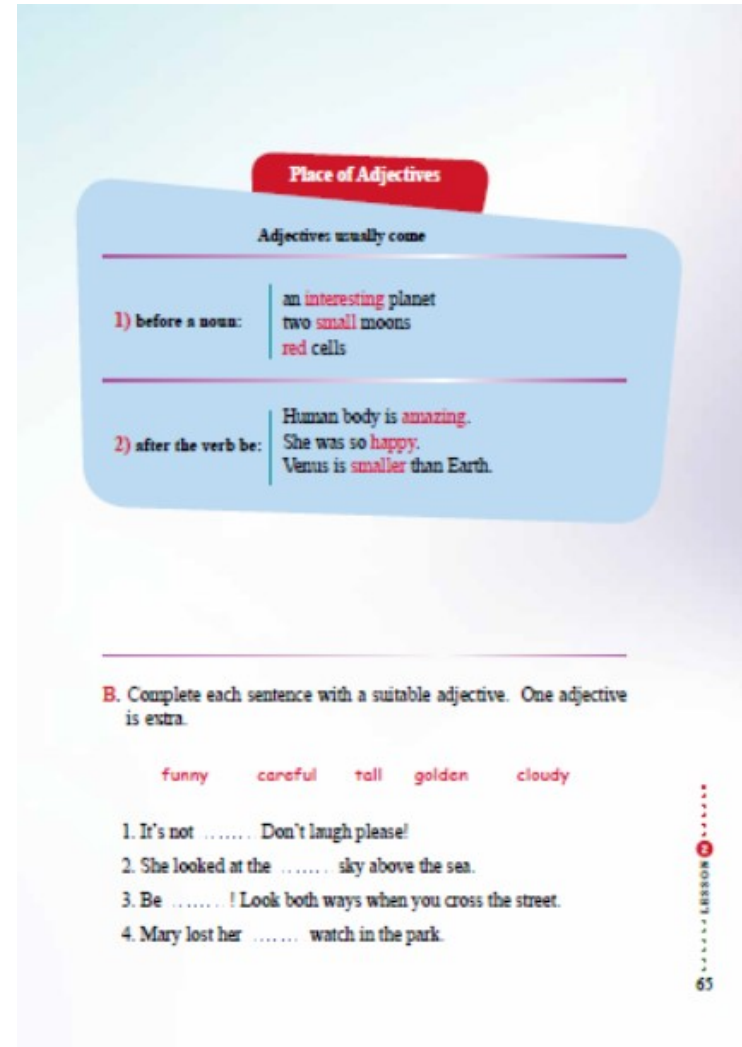
1. funny
2. cloudy
3. careful
4. golden



You may ask students to read the Reading.

-Ask students to find the 'nouns' and 'to be verbs'

-Then ask them to find which noun or verb has an adjective.



Place of Adjectives

Adjectives usually come

1) before a noun: an interesting planet
two small moons
red cells

2) after the verb be: Human body is amazing.
She was so happy.
Venus is smaller than Earth.

B. Complete each sentence with a suitable adjective. One adjective is extra.

funny careful tall golden cloudy

1. It's not Don't laugh please!
2. She looked at the sky above the sea.
3. Be! Look both ways when you cross the street.
4. Mary lost her watch in the park.

LESSON 2

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Part Three deals with the written form of some adjectives when they are used as comparative and superlative.

For one-syllable adjectives that end with a single vowel and a consonant, double the final consonant and add –er for comparative and –est for superlative forms.

hot hotter the hottest

For adjectives that end in –y, whether one-syllable or more, change the –y to –i and add –er and –est.

happy happier the happiest

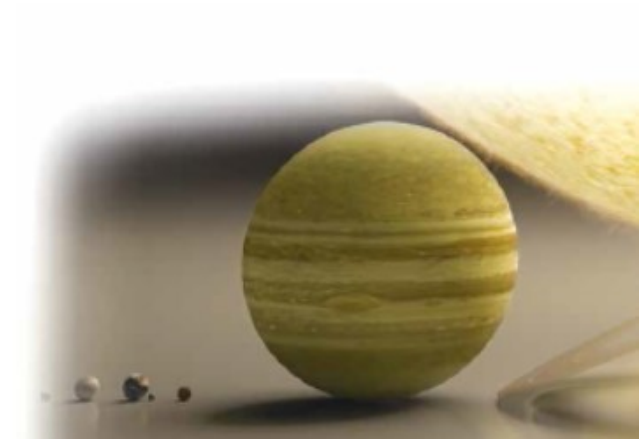


1-You may provide students with a table and ask them to fill in the blanks with correct forms of adjectives.

Positive	Comparative	Superlative
noisy		
		thinnest
	sadder	
fat		
	prettier	

Spelling Hint
Look at the following adjective forms:

Adjectives	Comparative	Superlative
hot big red	hotter bigger redder	the hottest the biggest the reddest
easy cloudy happy	easier cloudier happier	the easiest the cloudiest the happiest



Activity C is a writing exercise that focuses on spelling. The students should write the correct forms (comparative and superlative) of each adjective.

angry	angrier	the angriest
strong	stronger	the strongest
hot	hotter	the hottest
far	farther	the farthest
neat	neater	the neatest
ugly	uglier	the ugliest

Activity D is a fill in the blank exercise. Ask students to read each sentence carefully and complete them with appropriate adjectives. In this exercise, students should change the adjectives to their correct comparative and superlative forms.

1. smaller
2. best
3. the most dangerous
4. the deepest
5. more expensive



You may ask students to refer to the adjectives of *Prospect Series* and change them into their comparative and superlative forms.

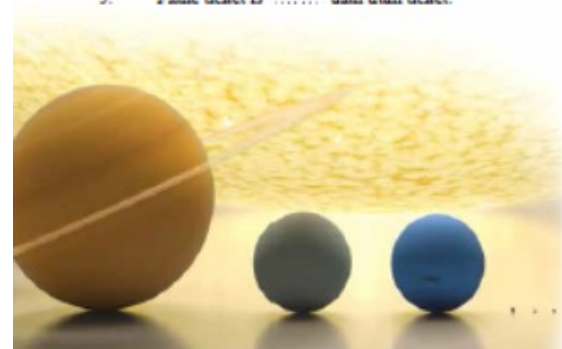
C. Write the comparative and superlative forms of each adjective.

1. angry
2. strong
3. hot
4. far
5. neat
6. ugly

D. Complete each sentence with a comparative or superlative form of an adjective in the box.

deep good dangerous expensive small

1. Pluto is than the moon of Earth.
2. Are you sure this is the way of doing it?
3. Lions are animals in the world.
4. This lake is one in the world.
5. Plane ticket is than train ticket.



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 passage that lists five interesting things about our brain.

1. The brain is more active at night than during the day. 2. Most part of the brain is water. 3. When you laugh five different parts of the brain are active. 4. Information moves in the brain faster than the fastest cars. 5. When the brain does not have good and healthy food, it becomes smaller.

1. it , have, food

2. active, different, active, faster, fastest, good, healthy, smaller

Part B is a reading task. The students should read the rest of the passage. Then they have to underline all 'adjectives'.

3. enough, small, best, fattiest, good, deep

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

A: Is our brain an amazing organ?

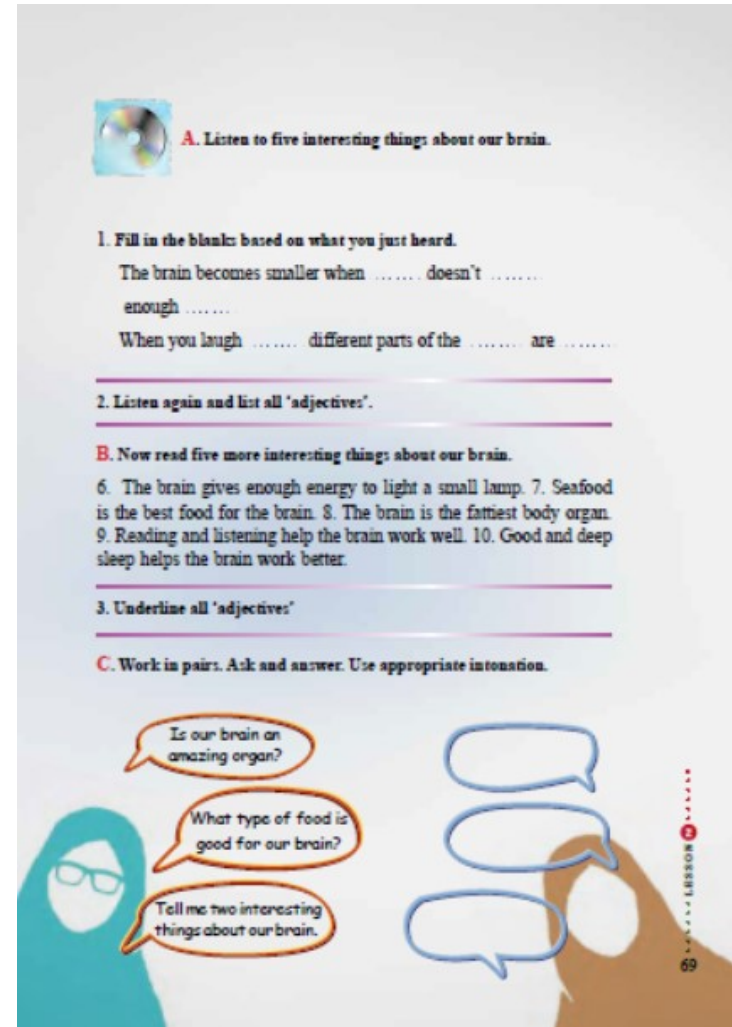
B: Oh, yes, it is.


A: What type of food is good for our brain?

B: Good and healthy food, like seafood.

A: Tell me two interesting things about our brain.

B: 1. The brain gives enough energy to light a small lamp. 2. The brain is the fattiest body organ. (and any other facts from above).



 **A. Listen to five interesting things about our brain.**

1. Fill in the blanks based on what you just heard.
The brain becomes smaller when doesn't
enough
When you laugh different parts of the are

2. Listen again and list all 'adjectives'.

B. Now read five more interesting things about our brain.

6. The brain gives enough energy to light a small lamp. 7. Seafood is the best food for the brain. 8. The brain is the fattiest body organ. 9. Reading and listening help the brain work well. 10. Good and deep sleep helps the brain work better.

3. Underline all 'adjectives'.

C. Work in pairs. Ask and answer. Use appropriate intonation.

Is our brain an amazing organ?
What type of food is good for our brain?
Tell me two interesting things about our brain.

LESSON 2
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