



### Lesson 3: Value of Knowledge (71-95)

<b>Get Ready</b>	Introduction to the lesson	
<b>Conversation</b>	Talking about famous Iranian scientists	
<b>New Words &amp; Expressions</b>	Learning vocabulary of Reading	
<b>Reading</b>	No Pain No Gain	Reading Comprehension
<b>Grammar</b>	Past progressive	Reflexives
<b>Listening &amp; Speaking</b>	Narrating a Story	
<b>Pronunciation</b>	Emphatic stress	
<b>Writing</b>	Verb	Action and state verbs Simple and continuous verbs
<b>What You Learned</b>	Reviewing Lesson 3	

## Lesson 3 The Value of Knowledge

### General Objectives of this lesson

- Familiarizing students with the theme 'The Value of Knowledge'
- Giving students some information about famous scientists and how hard they worked to become successful.
- Encouraging students to read more about Iranian scientists, litterateur, and inventors.

### 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			

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

## 1. The Title Page

**Content:** This is the first page of the lesson. One of the Holy Prophet's (PBUH) most famous hadith is included here:

*Seek knowledge from the cradle to the grave*<sup>1</sup>

**Objective(s):** Title Page shows the images of some Iranian great names (from left to right): Omar Khayyam, Saadi Shirazi, Farabi, and Avcina<sup>2</sup>. These pictures aim at attracting students' attention to the main theme of this lesson, that is reading and learning about great scientists.

**Teaching Procedure:** Ask students to read the hadith and think about it. They may ask you about the meaning of 'seek', 'knowledge', 'cradle', or 'grave'. You may provide students with the meaning of each word and then word translation of the hadith. Yet, another way is reading the hemistich: ز گهواره تا گور دانشجو بجوی , or the whole line of the verse as

چنین گفت پیغمبر راستگوی ز گهواره تا گور دانش بجوی

This helps students learn the hadith as a whole without referring to word for word translation. This hadith helps them realize the importance of knowledge in Islam and why we had so many scientists, scholars, litterateur, and researchers in Iran over centuries.

You can ask these questions in Persian:

۱- چند دانشمند، حکیم، ادیب و پژوهشگر ایرانی را نام ببرید.

۲- آیا داستان جالبی در مورد زندگی دانشمندان می دانید؟

۳- به نظر شما چرا علم آموزی ارزشمند است و در بسیاری از آیات و روایات به آن توصیه شده است؟



You may do the following activities as well.

A. Ask students to read the following names. Then ask them to tell their friend(s) what they know about these people.

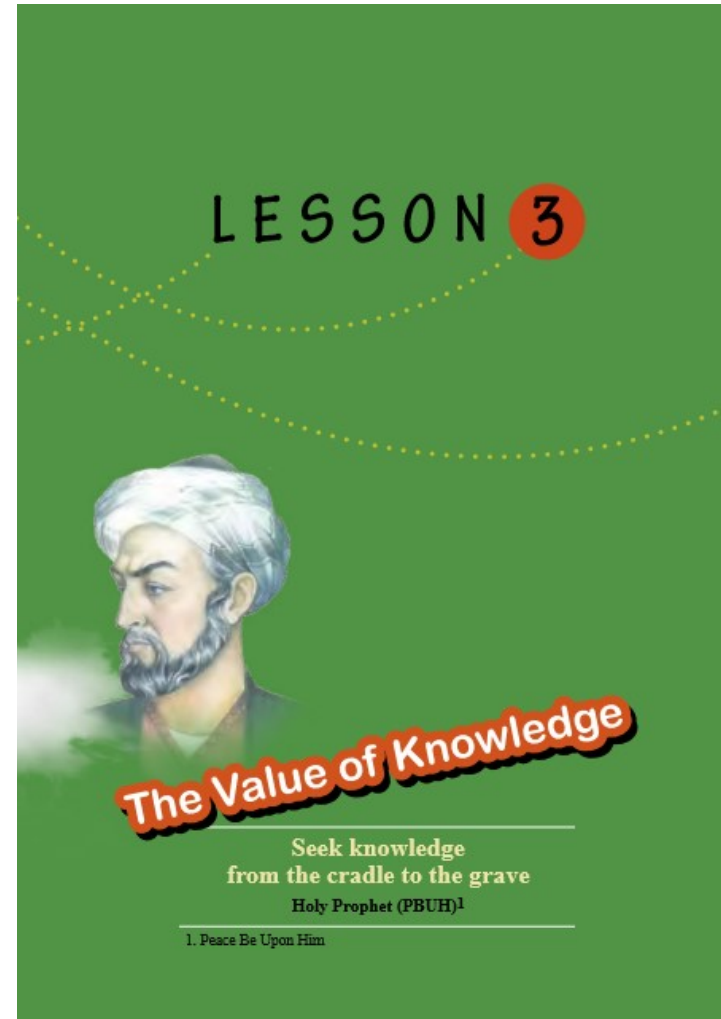
Mohammad Hossein Tabatabaei (Ayatollah), Saaid Kazemi Ashtiani (Dr.), Sepideh Kashani Ali Mohammad Hagh Shenaz (Dr.), Simin Daneshvar, Mohammad Gharib (Dr.)

B. Ask students to read the following names. Then ask them to find the name of their inventors/discoverers:

dishwasher, refrigerator, photocopier

<sup>1</sup> اَطَلَبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

<sup>2</sup> شیخ الرییس ابو علی سینا یا پور سینا



## 2. The Impact Page

**Content:** It consists of four pictures related to science:

- A science laboratory
- A library
- A refinery
- A research laboratory

**Objective(s):** It gives general background on the theme of the lesson. It encourages students to think about the way knowledge develops and products are made.

**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: دانشمندان در آزمایشگاه چه کاری انجام می دهند؟

تصویر ۲: چرا به کتابخانه مراجعه می کنیم؟

تصویر ۳: در پالایشگاه چه کارهایی انجام می گیرد؟

تصویر ۴: آزمایشگاه تحقیقاتی چه نقشی در توسعه مرزهای دانش دارد؟



1. You may ask students to read the following fields of study and give as much detail as possible about them.

**Math:** (such as numbers, add, problem, computer, calculator, Dr. Mohsen Hashtroudy, width, length, height, Omar Khayyam, etc. )

**Bilogy:** (such as vitamin, blood, trees, animals, nature, human, Dr. Kazemi Ashtiani, Aavecina, etc.)

**Chemistry:** (such as labortory, experiment, Jaber Ibn Hayan, fire, carbon dioxide, water, atom,

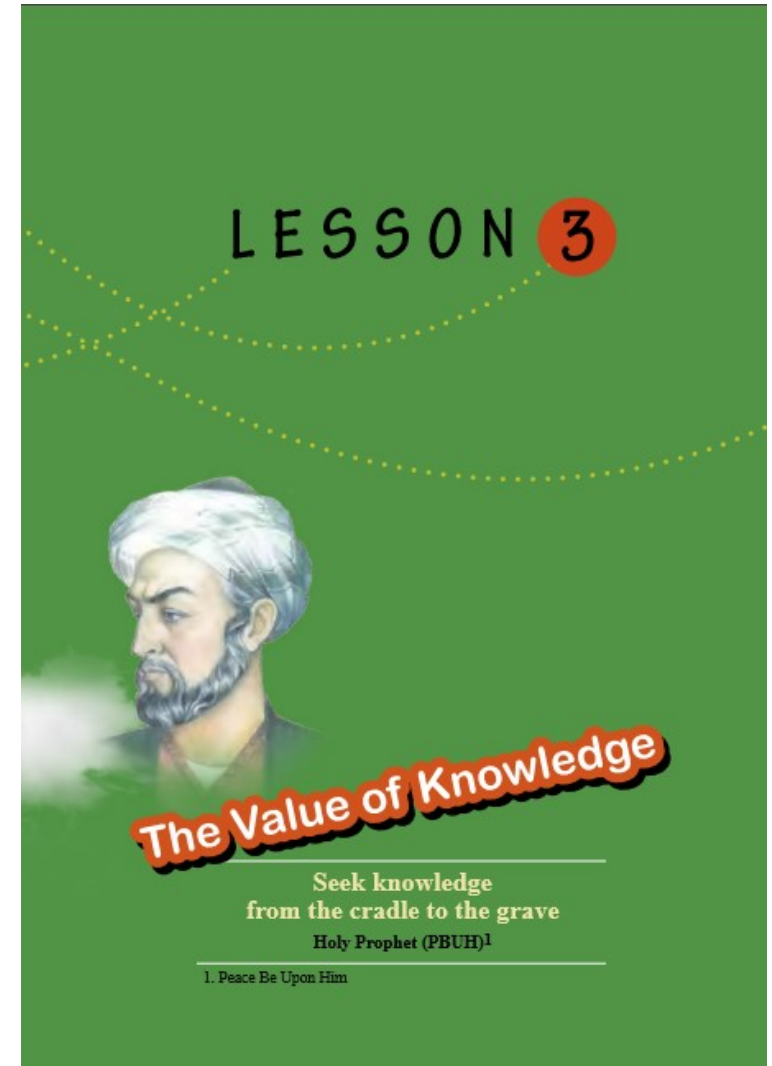
**Physics:** (such as movement, light, electricity, mechanics, Prof. Hessabi, energy, heat, Marie Curie, etc.)

2. You may ask students to give as many as professions/specialities who may work in the following places:

**Hospital:** (such as doctors, nurses, chemists, pharmacists, radiologists, etc.)

**Factory:** (such as engineers, workers, operatives, technicians, researchers, etc.)

**University:** (professors, researchers, students, librarians, etc.)



LESSON 3

**The Value of Knowledge**

Seek knowledge  
from the cradle to the grave  
Holy Prophet (PBUH)<sup>1</sup>

1. Peace Be Upon Him

### 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, *the value of knowledge*. 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:

- This helps us travel very fast to far places.
- This gives us an easier life when there is no light.
- People use this to talk with someone in another place.
- We use this to take and keep pictures very easily.

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

- چه چیزی در مورد تاریخچه اختراع هواپیما می دانید؟
- قبل از ساخت لامپ، زندگی مردم در شب ها چگونه بود؟
- تلفن های جدید با تلفن های قدیمی چه فرقی دارند؟ چه امکاناتی در آن ها پیش بینی شده است؟
- چه اطلاعی از دوربین های دیجیتال دارید؟ استفاده از دوربین دیجیتال چه مزیتی به دوربین های قدیمی دارد؟



Optional

You may ask students to do a mini research and find the name of the inventor of the following things.

Airplane: (answer: Wright Brothers)

Light bulb: (answer: Thomas Edison)

Telephone: (answer: Alexander Graham Bell)

Digital Camera: (answer: Steven Sasson)

# Get Ready

## Part One

**A. Match the pictures with sentences.**



a



b



c



d

This gives us an easier life when there is no light.

People use this to talk with someone in another place.

We use this to take and keep pictures very easily.

This helps us travel very fast to far places.

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**Activity B** is a task. It requires students to think, discuss, and then order the things based on the time of their invention/making. Here you can give some information to students about the things, their function and their inventors. Use simple English.

Camera: c, a, b

Function: It is a device that takes pictures.

Inventors: Charles and Vincent Chevalier (camera box), French  
Nicéphore Niépce (the inventor of photography), French

Light bulb: c, b, a

Function: The light bulb changes electricity to light.

Inventor: Thomas Edison, American

Telephone: b, a, c

Function: We use telephone to talk with people in another place.

Inventor: Alexander Graham Bell, American

Airplane: b, c, a

Function: Airplane carries people and things very fast

Inventors: The Wright Brothers, American

**B. Can you order the devices based on the time of their making?**

	a	b	c
Camera			
Light bulb			
Telephone			
Airplane			

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.

- a. A building
- b. A laboratory
- c. Some scientists

You may talk about the following things:

- چه دانشی برای ساخت یک ساختمان بلند مرتبه یا آسمان خراش لازم است؟ چه افرادی در ساخت این نوع ساختمان ها همکاری می کنند؟
- فکر می کنید چه تفاوتی بین آزمایشگاه های تحقیقاتی قدیمی و جدید وجود دارد؟
- تحقیقات دانشمندان هسته ای ایرانی در چه زمینه هایی است؟

Activity B is a vocabulary activity. It requires students to read the adjectives and use them before the above words. The students should be careful about using appropriate article when adjectives are used before the nouns.

- A modern building
- Iranian scientists
- An old laboratory



You may ask students to read the following descriptions and then say the word that is described.

People go here to read books. (library)

Scientists work here. (laboratory)

Workers work here and make things. (factory)

Doctors work here and help the sick. (hospital)



**A. Match the pictures with the words.**



- scientists
- a laboratory
- a building

**B. Choose an appropriate adjective for each word above.**

- modern .....
- Iranian .....
- old .....



#### 4. Conversation

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

**The conversation of this lesson takes place in the exit area of a library. Roya and Mahsa are talking as they are leaving the building.**

**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 (past progressive).

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

New words can be presented using different techniques including



- Using real objects (realia): *medicine*
- Showing pictures or photos: *famous*
- Using gestures or acting out: *build*
- Board drawings: *building*
- Definition: *famous: known by many people*
- Giving synonyms: *cool=awful, silly*
- Exemplification: *There'll be trouble when they find out about this, believe you me!*

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 them the picture of some famous Iranian scientists. You may talk about the following things in the class:

- کاشف الکل کیست؟
- رصد خانه مراغه را چه کسی ساخت؟



Roya and Mahsa are leaving the library.

**Roya:** When I came in, you were reading a book. What was it?

**Mahsa:** I was reading a book about famous Iranian scientists.

**Roya:** But such books are not very interesting.

**Mahsa:** At first I had the same idea, believe me!

**Roya:** Did you find it useful?

**Mahsa:** Oh yes. Actually I learned many interesting things about our scientists' lives.

**Roya:** Like what?

**Mahsa:** For example Razi<sup>۱</sup> taught medicine to many young people while he was working in Ray Hospital. Or Nasireddin Toosi built Maragheh Observatory when he was studying the planets.

**Roya:** Cool! What was the name of the book?

**Mahsa:** Famous Iranian Scientists.

1. Also Rhazes in English

#### Questions

Answer the following questions orally.

1. Were Mahsa and Roya in a laboratory?
2. Who came to the library sooner, Mahsa or Roya?
3. Do you know any interesting story about famous scientists?





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 share what they know about Iranian scientists, when they lived, and their achievements.
- **researching:** ask students to look through the sources they have and find some information about scientists, inventors, or entrepreneur.
- **reading:** give students some short texts to read like the one below:

**Marie Curie** was a Polish scientist. She was the daughter of a secondary-school teacher. His father taught her math and science when she was little. In 1891, she went to Paris to continue her studies in Physics and Math at the Sorbonne. She had a Doctor of Science degree in 1903. Then, she started teaching Physics in Sorbonne as the first woman teaching there. She discovered radium and polonium. She has won two Noble Prizes.

- **viewing pictures,** make a PowerPoint slide show (or ask students to do that) and show them some devices and their inventors.
- **watching movies:** show a movie about how things are invented or the life of a scientist.
- **discussing:** ask students to talk about a very controversial subject: ‘Wealth vs. Wisdom?’

### 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:

- Did Mahsa like the book at first?
- Does Iran have any famous scientists?
- Can you name some Iranian scientists?

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 the conversation **orally**. Three types of questions are asked:

- Display: Were Mahsa and Roya in a laboratory?
- Inference: Who came to the library sooner, Mahsa or Roya?
- Opinion gap: Do you know any interesting story about famous scientists?



**Don't** let students write their answers.

## Conversation



Roya and Mahsa are leaving the library.

**Roya:** When I came in, you were reading a book. What was it?

**Mahsa:** I was reading a book about famous Iranian scientists.

**Roya:** But such books are not very interesting.

**Mahsa:** At first I had the same idea, believe me!

**Roya:** Did you find it useful?

**Mahsa:** Oh yes. Actually I learned many interesting things about our scientists’ lives.

**Roya:** Like what?

**Mahsa:** For example Razi taught medicine to many young people while he was working in Ray Hospital. Or Nasireddin Toosi built Maragheh Observatory when he was studying the planets.

**Roya:** Cool! What was the name of the book?

**Mahsa:** Famous Iranian Scientists.

1. Also Rhazes in English

### Questions

Answer the following questions **orally**.

1. Were Mahsa and Roya in a laboratory?
2. Who came to the library sooner, Mahsa or Roya?
3. Do you know any interesting story about famous scientists?



## 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:

**try:** acting out

**energetic:** giving definition: *having or needing a lot of energy*

**do experiments:** exemplification: *The teacher showed students how to do simple experiments.*

**grow up:** exemplification: *What do you want to be when you grow up?*

**doing research:** exemplification: *I'm doing research on roses.*





**feel weak:** giving antonym: *feel weak # feel strong, healthy*

**success:** introducing collocations: *a great/big success*

**invent:** introducing collocations: *invent a machine/a language/a system/a theory*

# New Words and Expressions

**A. Look, Read and Practice.**

 <p>Melika <b>tries</b> hard to learn English.</p>	 <p>Babak is an <b>energetic</b> boy.</p>
 <p>The students <b>do experiments</b> in the school laboratory.</p>	 <p>Children <b>grow up</b> rapidly.</p>

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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:

**solve**: showing the picture of a student trying to solve a math problem

**develop**: introducing collocations: *develop idea/plan/ knowledge/relationship/skill/ strategy/theory/technology*

**belief**: introducing the word family of 'collect' such as: *believe (v.), believer (n.), believable (adj.)*

**quit/give up**: Providing some more examples with both verbs:

*I quit school at 16.*

*That kid just never quits moving.*

*Darren has decided to give up football*

*You shouldn't give up so easily.*

**thousands of**: exemplification: *They have helped thousands of injured animals.*

**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:

- Identifying: Read the descriptions and find the word.
- Selecting: One odd out.
- Matching: Match columns A and B.
- Sorting: Put people in four groups.
- Producing: Fill in the blanks with the given words.
- Producing: Use appropriate nouns with the following verbs.



You may prepare extra activities for practicing new words.

She is **doing research** on blood cells.

He has the flu and **feels weak**.

No **success** is possible without hard work.

Edison **invented** the first light bulb.

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## 6. Reading

**Content:** Reading page has a picture and a title.

**The reading of this lesson is about great men and women and how hard they tried to achieve success. The text gives advice to students not to give up trying, in spite of difficulties they may face in their life.**

**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 (past progressive). Further, it provides students with some factual information about Thomas Edison, a great American inventor.

**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, the value of knowledge. 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 scientists do?
- Was Edison interested in science?
- What was Edison famous for?

### 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**

**No Pain No Gain!**

Human knowledge develops with scientists' hard work. Many great men and women try hard to find facts, solve problems and invent things.

Some of these scientists did not have easy lives. But they tried hard when they were working on problems. They never felt weak when they were studying. They never gave up when they were doing research.

There are great stories about scientists and their lives. One such a story is about Thomas Edison. As a young boy, Edison was very interested in science. He was very energetic and always asked questions. Sadly, young Edison lost his hearing at the age of 12. He did not attend school and learned science by reading books in the library himself. When he grew up he worked in different places, but he never lost his interest for making things. Edison was famous for doing thousands of experiments to find answers to problems. He said, "I never quit until I get what I'm after". Edison had more than 1,000 inventions and was very successful at the end of his life.

Many great names had stories like this.

But the key to their success is their hard work and belief in themselves. If you want to get what you want, work hard and never give up.

1. نابرده رنج گنج میسر نمی شود.

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## 7. Reading Comprehension

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

**Objective(s):** Reading Comprehension aims at checking students' understanding of the text.

**Teaching Procedure:** After silent reading, the teacher may give students some time to work on parts A, B, and C. As the activities are graded, please do the parts in order of their appearance in the book.

**Activity A** of Reading Comprehension has three multiple choice questions. The students should read each item and choose the correct answer.

1. a                      2. b                      3. c

**Activity B** of Reading Comprehension is a True/False activity. Ask students to read each statement and check T for 'true' and F for 'false' statements.

1. F                      2. F                      3. T

**Activity Three** of Reading Comprehension is a matching exercise. The students should read incomplete sentences and then complete them by choosing appropriate statements.

1. After Edison lost his hearing *he did not quit studying.*
2. When scientists were working on problems *they did not give up.*
3. If you like to be successful *you must not feel weak.*



You can do Part I of Workbook in class. The students should read the following text and then answer its questions.

The world around us is full of amazing things. Knowing this beautiful world is very interesting for humans. One group of people who study the world are scientists. A scientist studies nature, animals, or people. Scientists work hard and do research to solve problems, find facts or invent new things. Scientists learn about the world by observing and experimenting.

There are different types of scientists. Some of them study plants, earth, seas, or animals. Others study people and how they behave and learn. Some scientists like to study history or languages. Others are interested in making new things. They want to make people's lives easier.

Some scientists become very famous and rich. Many people around the world may remember their names and faces. But this is not what they call 'success'. They feel successful when they solve problems and find answers to their questions.



### A. Choose the best answer.

- 1) Where did Edison learn science?  
a) In the library    b) At school    c) In the laboratory
- 2) How did Edison find answers to problems?  
a) By sleeping in the laboratory  
b) By doing many experiments  
c) By quitting what he was after
- 3) Which is not true about scientists?  
a) They find facts  
b) They invent things  
c) They feel weak

### B. True/False

- 1) Edison finally lost his interest for inventing things.    T  F
- 2) Edison did not attend school at all.    T  F
- 3) Hard work is the key to scientists' success.    T  F

### C. Match two halves.

1. After Edison lost his hearing .....
  2. When scientists were working on problems .....
  3. If you like to be successful .....
- a. you must not feel weak.  
b. he did not quit studying.  
c. they did not give up.  
d. he became a famous person.



## S. Grammar

**Content:** It has eight 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).

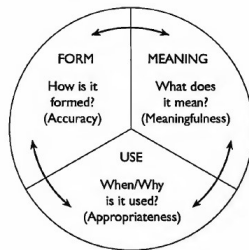


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

**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 examples of the grammatical structure ‘past progressive’. The vocabulary of the texts is controlled and students are supposed to just read each text and *notice* the new structure. All instances of past progressive are bold. Contextualization of the grammatical structure has also previously been done in Conversation and Reading.

# Grammar

**A. Read the following texts.**

Tahereh Saffarzadeh was an Iranian writer, translator and thinker. When other kids **were still playing** outside, she learned reading and reciting the Holy Quran at the age of 6. As a young student, she **was working** very hard to learn new things. She also **was writing** poems at that time. She published her first book while she **was still studying** in the university. She got interested in translating the Holy Quran when she **was studying and teaching** translation. She published her translation of the Holy Quran in 1380. Saffarzadeh passed away in 1387.

Alexander Fleming was a great researcher. He **was doing research** in his laboratory in winter 1928. He **was trying** to find a new medicine to save people's lives. He found a new medicine when he **was working** on antibiotics. This was the amazing penicillin. Many other doctors **were also working** on this medicine in those days. They helped the first patient with penicillin in 1942 when the flu **was getting around**.

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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.

**was/were + verb + ing**

**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.

**a. An action in progress at a specific point of time in the past:**

He was walking to school at 8:30 this morning.

**b. Past action simultaneous with some other event that is usually stated in the simple past:**

Karen was washing her hair when the phone rang.

**c. Repetition or iteration of some ongoing past action:**

Jake was coughing all night long.

**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. The use of past progressive should be contrasted with the use of simple past.

**a. The past progressive indicates incomplete versus complete action:**

He was drowning in the lake, so the lifeguard raced into the water. (incomplete)

He drowned in the lake. (complete)

**b. Simple past sees the event as a totality with no room for change; past progressive indicates that an event has already begun and extends the event in time and thus allows for a change or its interruption:**

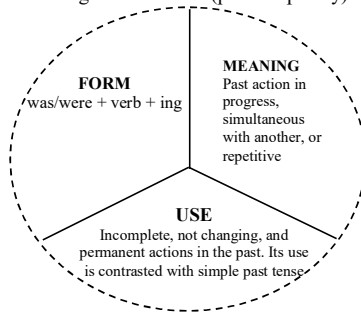
He left when I came in.

He was leaving when I came in. (and so may have changed his mind and stayed).

**c. Permanent versus temporary state:**

They lived in Baltimore all their lives. (past permanent)

They were living in Baltimore during the seventies. (past temporary)



**B. Read the following examples.**

Affirmative			
I	was	working on a difficult problem	at 4.
He			
She			
The computer	were	working on a difficult problem	when the power went out.
We			
You			
They			

- The scientist was doing research in his laboratory during 1370.
- Newton was sitting under a tree when an apple hit his head.

Negative			
I	wasn't	working on a difficult problem	at 4.
He			
She			
The computer	weren't	working on a difficult problem	when the power went out.
We			
You			
They			

- Tina wasn't reading a novel when her mother came in. She was studying her English book.
- Reza was not doing an experiment when the phone rang. He was solving a math problem.



**Activity C** encourages students to induce the way 'past progressive' is made and 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 'past progressive' is made and used in sentences.

The students may give you the following rule: Past progressive tense is made when verb to be is combined with an -ing form of a verb.

You explain that past progressive tense is often used with some adverbs that refer to a specific point of time in the past (e.g., 9 o'clock last Friday). They also have to pay attention to this important point that past progressive is often used with simple past, while past progressive gives a situation. In this case, 'when' is used between two sentences.

She was watching TV *when* her mother left the room.  
The children were playing out when their father called.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure, 'past progressive'. The students are expected to go to Conversation and find all instances of 'past progressive' 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 instances of 'past progressive' in Conversation are:  
*were reading, was reading, was working, was studying.*



Optional

You may ask students to make 'past progressive' forms of the following verbs.

walk (was/were walking)

eat (was/were eating)

write (was/were writing)

cook (was/were cooking)

### Interrogative

Was	I he she the computer	working on a difficult problem	at 4? when the power went out?
Were	we you they		

- Was Mahsa doing her homework when her mother called?
- Were they talking when the teacher came in?



**C.** Tell your teacher how 'past progressive' is made.

**D.** Read the conversation on page 76 and underline all 'past progressive verbs'.

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the text carefully, and use the contextual clues to complete the text with the best verb forms.

- was sitting
- was watching
- was
- invented
- was solving
- had
- killed
- was working
- was

**Activity F** is a role play and a communicative activity. Students should pair up and talk about the things they were doing at the given times.

1. Yesterday at 5, *I was eating an ice-cream.*
2. When the teacher came in, *we were reading our books.*
3. This morning at 5:30, *I was saying his prayers.*
4. When my father came home, *I was doing my homework.*

**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 unscramble the sentences.


**Part B** is a meaningful activity. Students should look at the photo that was taken at a specific point of time in the past. Then they have to identify what each person was doing.

1. My father was reading a newspaper.
2. My mother was reading a book.
3. My sister was studying (doing/writing her homework).
4. My brother was working with his laptop (surfing the Internet).
5. My grandfather was listening to the radio.

**Part C** is a communicative activity and students should write what they were doing at the given times.

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

It was raining yesterday. I was **sitting/sit** in the living room. I **watched/was watching** a movie about a great scientist, Ghiyath al-Din Jamshid Kashani. He was a great inventor. He was from Kashan. His father was a doctor. Jamshid **is/was** very interested in numbers and planets. Actually, he **invented/invent** many interesting things when he **was solving/solved** math problems. Sadly, this scientist **has/had** a very short life. Someone **was killing/killed** him when he **worked/was working** in his observatory. He **was/is** only 42 years old.



**F. Pair up and talk about the things you were doing at the given times.**

1. Yesterday at 5 .....
2. When the teacher came in .....
3. This morning at 5:30 .....
4. When my father came home .....

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

**9. See Also**

**Content:** It has 3 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 one function of ‘reflexives’, when self-pronouns are used for emphasis.

**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 ‘reflexives’. To teach this grammatical point, use the 3-dimensional grammar pie.

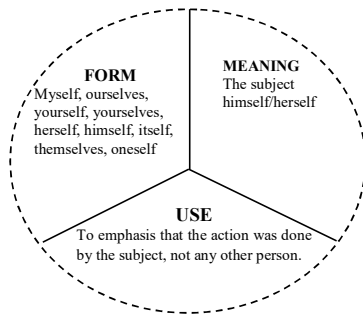
**1 In form wedge,** introduce the form:

myself	ourselves
yourself	yourselves
herself, himself, itself (oneself)	themselves

**NB:** *Self pronouns can be used at the end of the sentence or before the main verb.*

**2 In semantic wedge,** tell them the meaning of each self-pronoun.

**3 In Pragmatic wedge,** tell students that self-pronouns are used to emphasis that the action was done by the subject, not any other person.



**Part B.** The students should go to Part II of their homework and do activity D. This is a two part exercise: a structural activity and a meaningful activity. The students first read the text and fill in the blanks with correct forms of self-pronouns. Then they should answer some questions based on what they read (a meaningful activity).



**A. Read the following examples with ‘reflexives’.**

I		myself.
You		yourself.
Zahra		herself.
Amir		himself.
The computer	did the experiment	itself.
Maryam and I		ourselves.
You and your friends		yourselves.
The scientists		themselves.

- Alexander Graham Bell invented the telephone himself.
- Mary Curry found uranium herself.

**You may also say:**

I	myself	
You	yourself	
Zahra	herself	
Amir	himself	
The computer	itself	did the experiment
Maryam and I	ourselves	
You and your friends	yourselves	
The scientists	themselves	

- Alexander Graham Bell himself invented the telephone.
- Mary Curry herself found uranium.

**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 'past progressive'.

**Teaching Procedure:** The teacher should review the grammatical structure of this lesson (past progressive) by reminding students of the three dimensions of this tense (form, meaning, function). The emphasis should be put on the function of 'past progressive' and how this tense is used with 'past tense' to narrate a story. Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

### Narrating a story

Then the teacher goes through Parts A and B.

**Part A** is a short story in which 'past progressive' is used with 'past tense' to narrate a story and/or give background to the story. The instances of 'past progressive' in this story are: *were sitting, were talking, was making the noise, was walking, was eating.*

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the story. They need to pay attention to how 'past progressive' is combined with 'simple past' to narrate a story.

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page. Then explain how the strategy is used in Part A. Present other sample stories, if necessary, and ask students to notice how 'past progressive' is used in *narrating stories.*

Last week, I wanted to invite some friends to dinner. I bought some delicious food. At about 4, I was cooking in the kitchen. The sun was shining and it was a very beautiful day. So, I opened the back door. Then the telephone rang. I went to answer it and when I was coming back, I saw that the meat was not on the table. I looked out of the window. A cat was sitting on the garden wall and it was eating the meat. I went out to take the meat back. But when I was going out, the cat heard me and ran away.

Speaking Strategy  
Narrating a story

# Listening and Speaking

**A.** You may use 'simple past' and 'past progressive' together to narrate a story. Past progressive is sometimes used to give background/situation to the story.

Last night at 8 o'clock we were sitting in the hall. We were talking about our day. Suddenly we heard a noise. My father went out to see what was making the noise. When my father was walking in the yard, we went to the kitchen. We saw a kitty in the kitchen. It was eating a cookie. Poor kitty was hungry.



.....

**You may use the following patterns to ask and answer about stories that happened in the past.**

What were you doing (yesterday at 8)?  
What was happening (yesterday at 8)?

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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, *narrating a story*.

### Conversation 1

A: Why were you absent last week?  
B: Sorry teacher. I had an accident last Monday.  
A: I'm sorry to hear that. What happened?  
B: I was walking home in the afternoon. A motorcycle was driving very fast. The driver was talking with his cellphone. He hit me and hurt my head.  
A: Oh, God! What happened next?  
B: I was in the hospital for 2 days. When I was resting in the hospital, the man came to visit me. He said he was sorry.  
A: Thank God you're OK now.

1. walking home                      2. careless

### Conversation 2

A: Where did you go yesterday?  
B: I went shopping with my family.  
A: Did you want to buy anything special?  
B: Yes, at first I was looking for some clothes. But when I was walking at the bazaar, I saw a bookstore. I found many interesting books there.  
A: What did you buy?  
B: I was looking for Parvin Etesami's divan. When I was checking the books, I found it on the last shelf. I bought it and started reading it at once.

1. shopping                              2. At bazar

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. Leila was                       walking home                       taking a taxi  
2. The driver was                       careful                       careless

**Pair up and ask your friends about the things they were doing last weekend in the afternoon. You may use the verbs in the box.**

talk to someone, read a book, watch TV, play in the yard

### Conversation 2



1. Amir went                       shopping                       playing  
2. Amir was walking                       in a restaurant                       at bazar

**Pair up and ask your friends about the things they did or didn't do when they were solving a problem. You may use the verbs in the box.**

study hard, work long hours, quit working, feel weak, try hard, give up trying

## 11. Pronunciation

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

**Objective(s):** Pronunciation aims at presenting *emphatic stress* and its function, when emphasis is put on certain element(s) of a sentence or phrase. The students should be able to recognize and produce the stressed element(s) appropriately.

**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 want to put emphasis on something, you say it more strongly.***

2. Listening discrimination:

- Read sentences in Part A twice, once with putting emphatic stress over the bold items and once without any prominence.
- Ask students to tap on their desks when they hear the prominent element.

3. Controlled practice:

- Read the sentences in Part A with appropriate stress. Ask students to repeat them after you.
- Then ask students to pair up and practice the following conversation. They have to use appropriate emphatic stress for the bold items.

A: I called you many times yesterday. **Where** were you?

B: I was at home.

A: **What** were you doing? **Sleeping**?

B: No, I was watching TV.

A: **What** were you **doing**?

B: I said I **was watching TV**.

A: But we have an exam tomorrow.

B: **No**, we **don't**. We have an exam on **Monday**.

A: But tomorrow **is** Monday.



**A. Listen to the following sentences. Notice how the speakers say some words with more emphasis.**

1. Were you doing the research? No, Ali was.
2. Who broke the window? It wasn't me.
3. Why were the students making so much noise? They weren't. The workers were making noises.
4. Is it Jim's car over there? No, his car is white.

**When you want to put special emphasis on something, you say it more strongly.**

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-Then do Part B. In this part the students should listen to the lines carefully and say the sentences with appropriate emphatic stress.

4. Guided practice:

Ask students to make questions for each sentence in Part B then answer their questions orally with appropriate emphatic stress.

1. Whose dress is white?
2. Is Mina's bag white?
3. What color is Mina's dress?

5. Communicative practice:

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

**Say the sentences with emphatic stress over the appropriate element.**

1. **I** was reading Arabic. (Not Amir).
2. I **was reading** Arabic. (Not writing Arabic).
3. I was reading **Arabic**. (Not English).



You may also ask students to make some sentences and say them orally using emphatic stress.

**Examples:**

1. This is **my** ruler.
2. She wasn't **here**.
3. The teacher was **very angry**.
4. I hate **banana**.



**B. One word in each sentence is red. Say the sentence with emphatic stress on that word. Can you guess how the meanings of the sentences are different?**

1. **Mina's** dress is white.
2. Mina's **dress** is white.
3. Mina's dress is **white**.



**C. Go to Part VI of your Workbook and do it.**



## 12. Writing

**Content:** It has two main parts: Verb (Action and State) and Verb forms (Simple and Continuous). It also has two activities, A and B.

**Objective(s):** In this lesson, Writing aims at helping students understand the concept of 'verb', its types in terms of Action and State; and make them familiar with its use in simple and continuous forms. The students are expected to find verbs in different types of sentences.

**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 'verb' and provides students with its two types: 1) Action and 2) State. For each type, three examples are given and illustrated. Read the examples and check the meaning of each word with students.



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

### From Prospect 1:

meet, talk, write, wear, say, greet, feel, like, fix, watch, read

### From Prospect 2:

play, recite, search, type, relax, climb, think, swim, ride, have

### From Prospect 3:

burn, hurt, change, text, get on, send, donate, exchange, love, know



### Verb

A verb is a word that expresses an action or a state of being.

#### 1) Action verbs:

The verbs that express an action. For example:

He is **writing** a letter.



The children **went** to school by bus yesterday.



My brother **drinks** milk every day.



Now ask students to put the verbs in the following categories:

**Action:**

**State:**

**Activity A:** The students are expected to go to Reading and find all verbs and underline them.

*try, solve, invent, work, feel, have, attend, learn, ask, lose, grow up, give up, make, quit*



1. In an activity known as “Verbs and Body Parts”, the teacher can point out different parts of the body and the students can tell what they do with it.

**For example:**

If the teacher points at the legs, the students say: walk

If the teacher points at the eyes, they say: see or look

This practice goes on in the class with different body parts and verbs.

-Then they are requested to classify the verbs into ‘action’ and ‘state’ verbs.

**Action:**

**State:**

2. In another activity, pictures of various people in action can be provided from the Internet. While the teacher shows the pictures, the students describe what each person in the picture is doing.

Then, the teacher can provide the students with some fill-in-the-blank activities and ask students to complete the sentences with the mentioned verbs.



**2) State verbs:**

The verbs that express a **state** rather than an action. They usually relate to **emotions, thoughts, and senses**.

We **believe** in Allah.



We **love** our country.



She **feels** happy.



**A. Read the reading passage on page 68. Find ‘the action and state verbs’.**

**Part Two** presents the use of simple or continuous forms of verbs with regard to their two main types, namely Action and State. Read both sets then ask students to think about the way the verbs in simple and continuous forms are used in sentences. Here you may write more examples on the board.



- 1- Write some sentences on the board and ask students to find the verbs. Then ask students to determine the type of verbs based on their meaning and especially their forms.
- 2- Students can cut out verbs from magazines and label all verbs. They are required to differentiate between 'simple and continuous forms' as well as 'action and state verbs'.

**Activity B** is a recognition exercise. Ask students to read each sentence carefully and choose the correct answer.

1. don't like
2. needed
3. is watching
4. want
5. didn't remember



You may introduce some collocations for the verbs taught in the lesson.

feel fine/good/comfortable/better  
do experiment/research/things  
invent game/story/system  
try hard/again

### Simple and Continuous Forms

**1) We can use the simple or the continuous form of action verbs:**

- I **cleaned** my room yesterday.
- I **am cleaning** my room now.

**2) We usually use simple form rather than the continuous form of state verbs:**

- I **don't know** the name of the street.
- Kids **love** chocolate.

**B.** Read the following sentences and choose the best verb forms:

1. I (don't like / am not liking) reading newspapers.
2. At 3 o'clock yesterday, I (needed / was needing) a taxi.
3. She (watches / is watching) television at the moment.
4. I (want / am wanting) to go to the cinema tonight.
5. Unfortunately, he (didn't remember / wasn't remembering) my name.

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### 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.

Sajjad is a journalist. Yesterday at 5 o'clock, he was taking pictures in a park. He was taking pictures of people and birds. He saw a fire when he was walking in the park. It was an old building. Some people called 125. Sajjad was waiting there for the firefighters. He was taking some pictures of the fire when the firefighters arrived.

1. five, firefighter
2. active, different, active, faster, fastest, good, healthy, smaller

**Part B** is a reading task. The students should read the rest of the story. Then they have to underline all 'past progressive tenses'.

3. were working, were putting, were standing, were watching, was talking

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

A: What was Sajjad doing in the park?


B: He was taking pictures.

A: Did Sajjad put out the fire?

B: No, the firefighters did.

A: Were the firefighters working slowly?

B: No, they were working very fast.

 **A. Listen to the first part of a story.**

- 1. Fill in the blanks based on what you just heard.**  
Sajjad was taking pictures yesterday at .....  
When he was taking pictures ..... came to help.
- 2. Listen again and list 'past progressive verbs'.**

---

**B. Now listen to the rest of the story.**  
The firefighters jumped out of their cars. They were working quickly. They were putting out the fire. People were standing near the building. They were watching the fire. It was dangerous. Sajjad put his camera aside and asked people to leave. The firefighters put out the fire when he was talking with people.

- 3. Underline all 'past progressive verbs'.**

---

**C. Work in pairs. Ask and answer. Use appropriate sentence stress and intonation.**

What was Sajjad doing in the park?  
Did Sajjad put out the fire?  
Were the firefighters working slowly?

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