


**Lesson 4: Traveling the World (97-119)**



<b>Get Ready</b>	Introduction to the lesson	
<b>Conversation</b>	Finding a good tourist destination	
<b>New Words &amp; Expressions</b>	Learning vocabulary of Reading	
<b>Reading</b>	Iran: A True Paradise	Reading Comprehension
<b>Grammar</b>	Modals	See also (Prepositions)
<b>Listening &amp; Speaking</b>	Asking about obligations and necessities	
<b>Pronunciation</b>	Rising intonation	
<b>Writing</b>	Adverb	How to make -ly adverbs Irregular adverbs
<b>What You Learned</b>	Reviewing Lesson 4	

## Lesson 4 Traveling the World

### General Objectives of this lesson

- Familiarizing students with the theme 'Traveling the World'
- Giving students some information about traveling and national and international tourist attractions.
- Encouraging students to read more about national and international tourist attractions and how to make a safe trip.

### 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
<b>Week 1</b>	<b>Session 1 (45 min)</b>	<b>Impact Page Questions and answers Get Ready (Parts A &amp; B)</b>	<b>10</b> <b>35</b>	✓	→	
	<b>Session 2 (45 min)</b>	<b>Conversation (Word Bank + Conversation)</b>	<b>45</b>			
	<b>Session 3 (45 min)</b>	<b>Review and Quizzes</b>	<b>45</b>			
<b>Week 2</b>	<b>Session 1 (45 min)</b>	<b>New words &amp; Expressions</b>	<b>45</b>			
	<b>Session 2 (45 min)</b>	<b>Workbook</b>	<b>45</b>			
	<b>Session 3 (45 min)</b>	<b>Reading + Reading Comprehension</b>	<b>45</b>			

	<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. It has an ayah of the Holy Quran.

**Travel in the Earth and see how He makes the first creation<sup>1</sup>**  
Al-Ankabut 20

**Objective(s):** Title Page shows the images of some national and international tourist attractions (from left to right): the Taj Mahal, the Leaning Tower of Pisa, Colosseum, the Eiffel Tower, the Azadi Tower, and the Pyramids. These pictures aim at attracting students' attention to the main theme of this lesson, that is reading and learning about 'traveling and world's most popular tourist attractions'.

**Teaching Procedure:** Ask students to read the ayah and think about it. There is no new word in this ayah, so students can easily understand the literal meaning of it. You may ask them to tell you what they understand and then-if necessary- read the Persian translation of it.

You can ask these questions in Persian:

- ۱- چرا مردم به مسافرت کردن علاقمندند؟
- ۲- به چه نقاطی از ایران دوست دارید سفر کنید؟ چرا؟
- ۳- دوست دارید چه مکانی در خارج از ایران را ببینید؟ چرا؟



You may do the following activities as well.

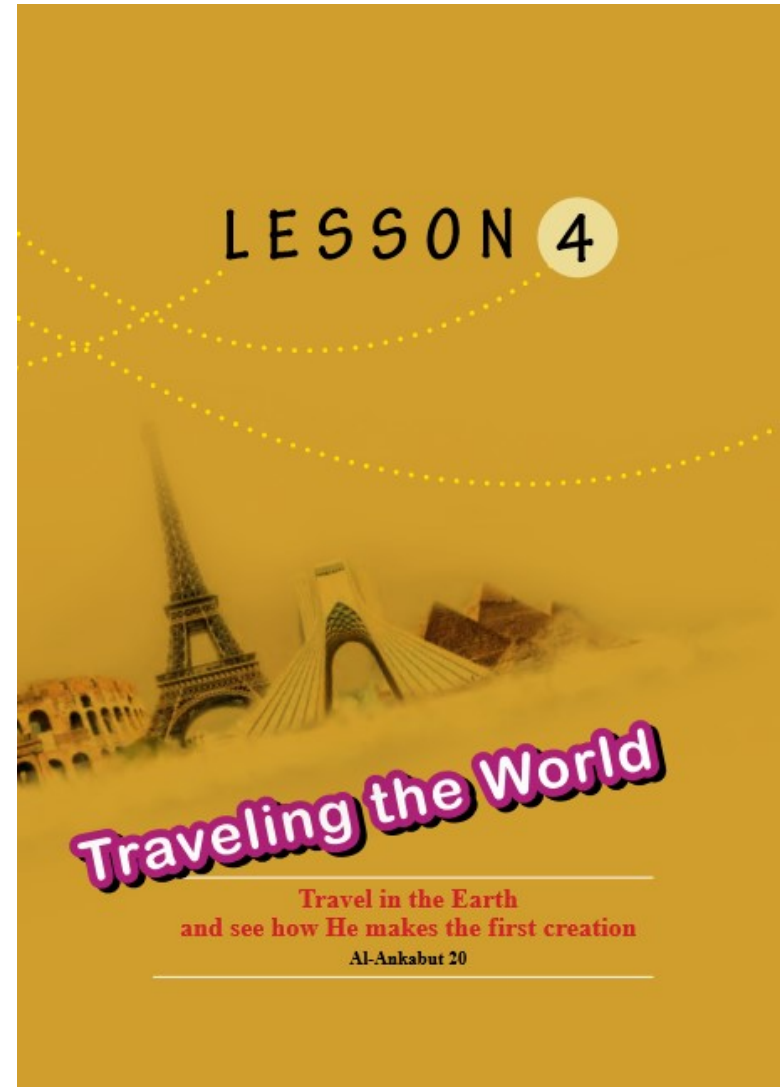
A. Ask students to go through the following tourist attractions. Then ask them to tell their friend(s) what they know about them. Give more information about these sites, if necessary.

Eram Garden, Golestan Palace, Tomb of Hafez, Naqsh-e Jahan Square, Gahar Lake, Debel-e Khazaei Tomb, Hegmataneh, Tagh-e Bostan, Masouleh

B. Ask students to go through the following tourist attractions. Then ask them to tell their friend(s) what they know about these sites. Give more information about these sites, if necessary.

The Alps, The Louvre, Red Square, The Great Wall, Venice, The Great Mosque of Cordoba

<sup>1</sup> فَلْ سِيرُوا فِي الْأَرْضِ فَانظُرُوا كَيْفَ بَدَأَ الْخَلْقَ



## 2. The Impact Page

**Content:** It consists of the pictures of vehicles and transportation:

- A train: rail transport
- An airplane: air transport
- A bus: road transport
- A ship: sea transport

**Objective(s):** It gives general background on the theme of the lesson. It encourages students to think about different types of transport and their advantages and disadvantages.

**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: حمل و نقل ریلی چه مزایایی دارد؟  
تصویر ۲: چه موقع بهتر است از حمل و نقل هوایی استفاده کنیم؟  
تصویر ۳: اتوبوس برای مسافرت بهتر است یا خوروی شخصی؟ چرا؟  
تصویر ۴: آیا ما در کشورمان از حمل و نقل دریایی استفاده زیادی می کنیم؟

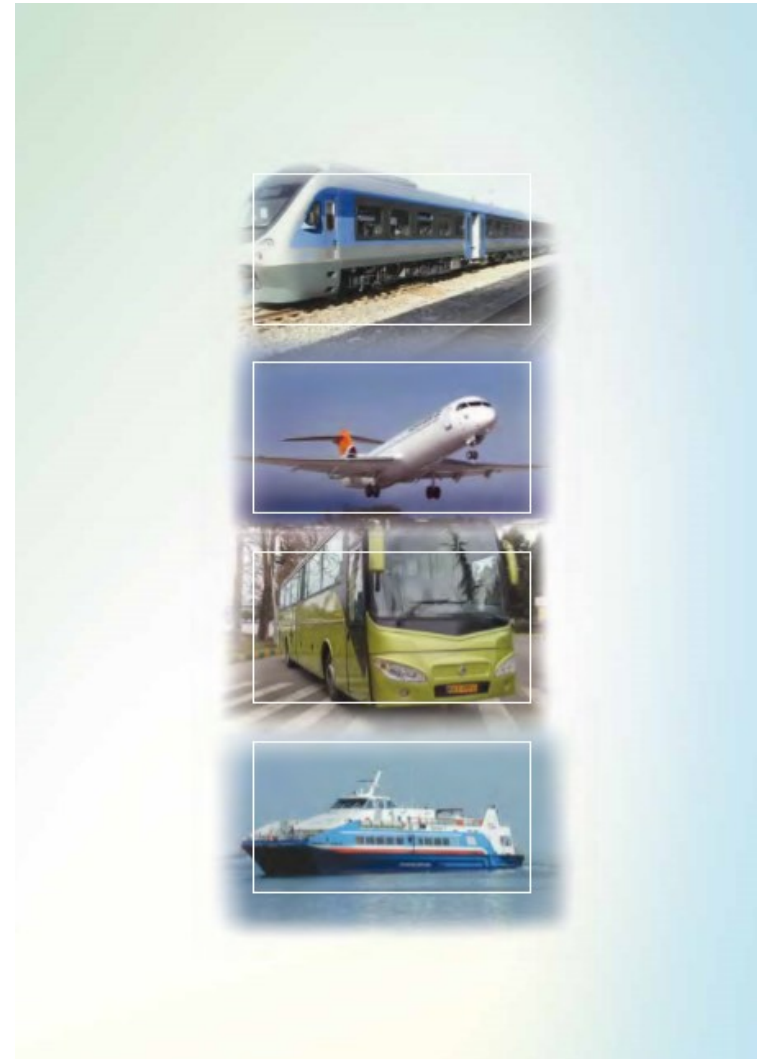


1. You may ask students to read the following detinations and then tell you which means of transportation they may choose to reach them. They have to give you and the class reasonable explanation.

Loot Desert, Persian Gulf, Golestan Forest, Moghan Plain, Karun River, Shahr-e Rey, Mashhad

2. You may ask students to do a mini research and find two interesting things about the culture and/or people of the following countries.

Portugal, Tajikistan, Oman, Italy, Indonesia, Syria



### 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, *traveling the world*. 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:

- Asia has many tourist attractions.
- You may go to this place to buy air or train tickets.
- Everyone needs this to travel abroad.
- You can check the destinations on this in the airport.

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 جاذبه های توریستی در آسیا می شناسید؟
- معمولاً آژانس های مسافرتی چه خدماتی به مسافران می دهند؟
- به نظر شما چرا برای مسافرت به خارج از کشور به گذرنامه نیاز است؟
- به نظر شما تعطیلات تابستان برای مسافرت بهتر است یا تعطیلات عید نوروز؟ چرا؟



Optional

You may ask students to go through the following provinces/continents and choose a hypothetical holiday destination.

Chahar Mahal Bakhtiari	Asia
Hormozgan	Europe
Lorestan	Africa
Guilan	America

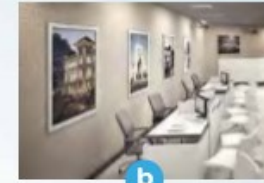
## Get Ready

### Part One

#### A. Match the pictures with sentences.



a



b



c



d

- Everyone needs this to travel abroad.
- Asia has many tourist attractions.
- You may go to this place to buy air or train tickets.
- You can check the destinations on this in the airport.

**Activity B** is a task. It requires students to look at the tourist attractions and choose the one(s) they want to visit. They also have to match pictures with the name of the countries. Ask students to find interesting things about these places.

Picture 1: The Great Mosque of Cordoba

This is in Cordoba, Spain. A very beautiful place to visit. Muslims built this mosque a long time ago. Many people go and visit this mosque every year.

Picture 2: Persepolis

This is in Shiraz, Iran. This is one of the most famous historical sites of Iran. It has many buildings and amazing statues.

Picture 3: The Eiffel Tower

It is in Paris, France. The Eiffel Tower is 300 meter-high. It is a metal tower. A French engineer made Eiffel Tower in 1889.

Picture 4: The Pyramids

They are in Eygypt. There are many of them in Eygypt. They are the tombs of Egyptian kings, pharaohs. They made payramids 5000 years ago.

Picture 5: Iguazu Falls

They are in Paraná, Brazil. They are the largest waterfall system in the world. There are 275 falls. The river Iguazu forms the border between Argentina and Brazil.

Picture 6. The Leaning Tower of Pisa

It is in Pisa, Italy. It is 55.86 meter-high. The tower has 296 steps. They started making it in 1173 AD and completed it in 1372 AD.

**B. Which place do you want to visit? Do you know where they are located?**



Iran



Italy

Spain

France

Egypt



Brazil



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. booklet
- b. pilgrims
- c. sites
- d. vacation

You may talk about the following things:

- انتظار دارید در دفترچه های راهنمای گردشگری ایران چه اطلاعاتی را بیابید؟
- چند زیارتگاه مهم در کشور ایران را نام ببرید. این مکان ها در کدام شهرها و استان های ایران قرار دارند؟
- چه جاذبه های توریستی در ایران می شناسید؟
- تعطیلات تابستان چه کار می کنید؟ آیا به مسافرت می روید؟ به کجا سفر می کنید؟

Activity B is a vocabulary activity. It requires students to read the words above and use them to fill in the blanks.

- 1. vacation
- 2. booklet
- 3. sites
- 4. pilgrims



Optional

You may ask students to brainstorm and write as many as words they remember when they see the following themes.

Rail travel:

Traveling abroad:

Foreign tourists:

Culture:

Part Two

A. Match the pictures with the words.



pilgrims

booklet

sites

vacation

B. Complete the sentences with the above words.

- 1. The family spent their summer ..... in Yasooj.
- 2. Take this information ..... and study it carefully.
- 3. Isfahan has many historical .....
- 4. The ..... came to Imam Reza Holy Shrine.



#### 4. Conversation

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

**The conversation of this lesson takes place in a travel agency. Diego, a Spanish tourist, is talking to Carlos, a travel agent, to find a suitable destination for his summer vacation.**

**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 (modals).

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

New words can be presented using different techniques including



- Showing pictures or photos: *a travel agent*
- Using gestures or acting out: *hospitable*; introducing collocations: *hospitable people, host, climate*
- Definition: *suggestion: an idea or a plan that someone mentions*
- Providing word families: *choice, choose*
- Giving synonyms: *probably=possibly*
- Exemplification: *She spent months planning her trip.*

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 world's famous tourist attractions. You may talk about the following things in the class:

- گردشگر به چه کسی گفته می شود؟
- برای انتخاب مقصد مناسب برای سفر چه نکاتی را در نظر می گیرید؟



Diego is a Spanish tourist who is planning for his summer vacation. He is talking to Carlos Sabato, a travel agent in Madrid.

- Diego:** Excuse me, sir! I am planning for my summer vacation.  
**Carlos:** How can I help you?  
**Diego:** Actually I want to visit Asia, but I am not sure about my destination. Do you have any suggestion?  
**Carlos:** Well, you may have some choices. You can visit China. It is famous for the Great Wall.  
**Diego:** Yes, but I was in Beijing two years ago.  
**Carlos:** What about India? In fact, the Taj Mahal is a popular destination, but it is hot in summer. Probably Iran is the best choice.  
**Diego:** I heard Iran is a great and beautiful country, but I don't know much about it.  
**Carlos:** Well, Iran is a four-season country. It has many historical sites and amazing nature. Also, its people are very kind and hospitable.  
**Diego:** It seems a suitable choice. But how can I get more information about Iran?  
**Carlos:** You can check this booklet or may see our website.

#### Questions

Answer the following questions orally.

1. What is China famous for?
2. Does Diego like traveling?
3. Where do you want to go for your vacation?





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 traveling and tourism.
- *researching*: ask students to look through the sources they have and find some information about world's most popular tourist attractions.
- *reading*: give students some short texts to read like the one below:

**Alisadr Cave** is in Hamedan, Iran. The cave has many water halls, a lot of beautiful stones, and many deep lakes. The cave has a river flowing through it. You must travel through the cave system with a boat. You can cave boat there for 2400 meters. This may take you a long time as Alisadr Cave is the longest and the biggest water cave in the world.

- *viewing pictures*: make a PowerPoint slide show (or ask students to do that) and show them some popular places of the world.
- *watching movies*: show a movie about traveling or best places to go around Iran.
- *discussing*: ask students to talk about a controversial subject: 'Traveling at home or abroad?'

### 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:

- Is he planning for New Year holidays?
- Where does he want to go? To Asia or Europe?
- Why is Iran the best choice for Diego?

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: What is China famous for?
- Inference: Does Diego like traveling?
- Opinion gap: Where do you want to go for your vacation?



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



Diego is a Spanish tourist who is planning for his summer vacation. He is talking to Carlos Sabato, a travel agent in Madrid.

**Diego**: Excuse me, sir! I am planning for my summer vacation.

**Carlos**: How can I help you?

**Diego**: Actually I want to visit Asia, but I am not sure about my destination. Do you have any suggestion?

**Carlos**: Well, you may have some choices. You can visit China. It is famous for the Great Wall.

**Diego**: Yes, but I was in Beijing two years ago.

**Carlos**: What about India? In fact, the Taj Mahal is a popular destination, but it is hot in summer. Probably Iran is the best choice.

**Diego**: I heard Iran is a great and beautiful country, but I don't know much about it.

**Carlos**: Well, Iran is a four-season country. It has many historical sites and amazing nature. Also, its people are very kind and hospitable.

**Diego**: It seems a suitable choice. But how can I get more information about Iran?

**Carlos**: You can check this booklet or may see our website.

### Questions

Answer the following questions **orally**.

1. What is China famous for?
2. Does Diego like traveling?
3. Where do you want to go for your vacation?



## 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 the 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:

**international:** introducing collocations: *international airport/business/news/ market*

introducing related word: *national vs. international*

**pyramids:** board drawing

**ancient:** giving antonym: *ancient # modern*

giving synonym *ancient = related to old time*

**billion:** presenting related meanings: *a billion: an extremely large number of things or people*  
*a billion starts*

**desert:** giving definitions: *a large area of land where it is always very hot and dry, and there is a lot of sand.*

# New Words and Expressions

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




Mehrabad is one of the first international airports of Iran.



There are more than 100 pyramids in Egypt.



Ancient wind towers of Iran are attractive for tourists.



Around one billion people live in India.



Camels can travel across hot and dry deserts with little food and water.

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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 and 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:

**entertainment:** introducing the word family of 'entertainment': *entertain (v.), entertaining (adj.), entertainer (n.)*

**domestic:** providing synonyms = *local, national* ;

introducing collocations: *domestic market/economy/flight*

**culture:** introducing collocations: *local/modern/traditional/ national culture*

**range:** introducing collocations: *wide/broad/whole/full range of something*

**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: Find 10 words relating to travel.
- B. Selecting: One odd out.
- C. Matching: Match columns A and B.
- D. Sorting: Put the words in three groups considering their means of transportation.
- E. Ordering: Order the following means of transportation based on their speed.
- F. Producing: Fill in the blanks with the given words.
- G. Producing: Unscramble the following sentences.



You may prepare extra activities for practicing new words.

**B. Read and Practice**

**entertainment:** activities that people enjoy  
He plays the piano only for his **entertainment**.

**domestic:** relating to one country  
**Domestic** flights are cheaper than international flights.

**culture:** the way of life, especially the beliefs and behavior of a group of people  
Alice is studying Persian language and **culture**.

**range:** a set of similar things  
This shop sells a wide **range** of garden fruits.

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**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 tourism and traveling around the world. It gives some information about world's popular places. It also introduces our country, Iran, as one of the most attractive tourist destinations of the world.*

**Objective(s):** The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students' awareness towards the structure presented in the lesson (modals). Further, it provides students with some factual information about great tourist destinations, particularly Iran as the jewel of Asia.

**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, *traveling and visiting popular places*.

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 is tourism?
- What is Egypt famous for?
- Is Iran a four-season country?

### *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 just read.

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

The image shows a page from a textbook with a light blue and green background. At the top right, the word "Reading" is written in a large, stylized, pink and white font. Below it, the title "Iran: A True Paradise" is written in a red font, preceded by a small globe icon. The main text is in a black serif font and is divided into three paragraphs. The first paragraph discusses tourism in general. The second paragraph lists several countries and their famous landmarks. The third paragraph focuses on Iran, describing it as a great destination for tourists. At the bottom of the page, there is a photograph of a large, ornate mosque with a prominent blue and gold dome and minarets. On the right side of the page, there is a vertical red line with a white circle containing the number "4" and the word "LESSON" written vertically next to it. The page number "105" is visible in the bottom right corner of the photograph area.

## Reading

### Iran: A True Paradise

Every year, about one billion tourists travel around the world. Tourism is traveling for entertainment, health, sport or learning about the culture of a nation. Tourism can be domestic or international. Domestic tourists travel to different parts of their own country. International tourists travel abroad.

Some countries attract a lot of tourists every year. Egypt is one of the oldest countries of Africa. It is famous for its wonderful pyramids. France, Italy and Spain are three beautiful European countries. They attract many tourists from other parts of the world. Brazil, Peru and Chile are in South America. They are famous for their ancient history and amazing nature.

In Asia, Iran is a great destination for tourists. This beautiful country is a true paradise for people of the world. Each year, many people from all parts of the world visit Iran's attractions. Iran is a four-season country and tourists can find a range of activities from skiing to desert touring in different parts of the country. Many Muslims also travel to Iran and go to holy shrines in Mashhad, Qom and Shiraz. Iranian people are hospitable and kind to travelers and tourists.

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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. b                    2. a                    3. b

**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. T                    2. F                    3. F

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

1. When a country is a four-season one *people can do both summer and winter activities at the same time.*
2. Many tourists travel to Egypt every year *to visit the wonderful pyramids.*
3. Both history and nature *make South America an attractive destination for tourists.*



### Optional

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

Travel is about visiting new places and meeting new people. When visiting a destination, a traveler should take care of people, places and cultures. So, before any travel, we must pay attention to some points. First, we must read as much as possible about the main tourist attractions we are going to visit. Searching the Internet is an easy way to know about them. Also, learning a few words and phrases of the local language can be very useful, especially when we meet new people there.

When we meet local people, we must not forget that we are guests! So, we must respect their way of living. When visiting historical and especially holy places, we must respect them, too. If we visit natural places such as lakes, forests and deserts, we must protect the plants and wild animals. In this way, every travel can be a great experience for us.



### A. Choose the best answer.

- 1) Which one is a four-season country?  
a) Brazil    b) Iran    c) Egypt
- 2) South American countries are famous for .....  
a) amazing nature  
b) delicious food  
c) traditional ceremonies
- 3) In which continent can we visit the ancient pyramids?  
a) Asia                    b) Africa                    c) Europe

### B. True/False

- 1) Peru and Chile are historical countries.                    T  F
- 2) Holy shrines in Iran are destinations only for domestic tourists.                    T  F
- 3) All countries have tourist attractions for international travelers.                    T  F

### C. Match two halves.

1. When a country is a four-season one .....
  2. Many tourists travel to Egypt every year .....
  3. Both history and nature .....
- a. nobody likes to travel there.
  - b. to visit the wonderful pyramids.
  - c. people can do both summer and winter activities at the same time.
  - d. make South America an attractive destination for tourists.



## 8. 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).

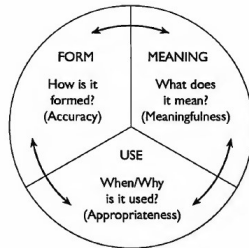


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

**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 ‘modal auxiliaries’. The vocabulary of the texts is controlled and students are supposed to just read each text and *notice* the new structure. The four modals ‘can, may, must, should’ are introduced in the texts. Contextualization of the grammatical structure has also previously been done in Conversation and Reading.

# Grammar

**A. Read the following texts.**

When people are going abroad, they **must do** many things. They **must get** passports and visas. Most often, they **should go** to the Police to get passports. They **should go** to the embassy of foreign countries to get visas. They **should also become** familiar with their destination before their trip. They **can do** that by buying books, reading booklets, or visiting websites. This **may take** their time. But it **can help** them a lot. They **may buy** tickets and book hotels online. Or they **may ask** a travel agency to do that for them. When everything is ready, they **can leave** the country safely and enjoy their trips.

As a tourist, we **should be** careful about our behavior in a foreign country. We **must not break** any rule if we want to have a good and safe trip. We **may not like** a part of the host's culture, but we **should be** polite to people and their values. We **should not say** bad things about their food, dresses, or ceremonies. We **can talk** to other people and try to understand them. We **should also protect** nature and the historical sites of that country. We **must not hurt** animals or plants. We **should not write** anything on buildings. Our good behavior **can give** a good image of our country to other people. They **may want** to come and see our country soon!

LESSON 8



**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.

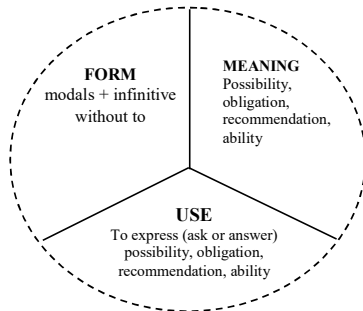
*can/may/must/should + verb*

**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. *'can' signifies 'ability'*: I can swim.
- b. *'may' signifies both 'probability' and 'permission'*  
It may rain tomorrow.  
You may leave the class.
- c. *'must' signifies 'necessity'*: You must fill out the top of this form.
- d. *'should' signifies 'weak obligation'*: You should help your mother.

**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.

- a. *'can' is used to show ability*: I can speak English.
- b. *'may' 1. is used to request/grant permission*: May I use your pen? Yes, you may.  
*2. is used to express possibility*: She may not come to the party.
- c. *'must' is used to express strong obligation*: Students must register in the first week of the term.
- d. *'should' is used to express weak obligation or recommendation*: You should try to work harder.



**B. Read the following examples. Compare their meanings.**

Affirmative	
I	
You	can speak English.
He	may watch TV.
She	must get a passport first.
We	should be careful in a foreign country.
They	

- You must drive carefully.
- The tourists may stay in Iran for two more days.
- The translator can speak four languages.
- Everyone should respect other people's culture.

Negative	
I	
You	cannot (can't) speak Japanese.
He	may not watch TV.
She	must not get a passport first.
We	should not (shouldn't) be careless in a foreign country.
They	

- Children must not eat fast food. It is not good for their health.
- Please help me. I cannot swim.

**Activity C** encourages students to induce the way ‘modal auxiliaries’ 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 ‘modals’ are used with other verbs. The students may give you the following rule: modals + verbs. Tell them that modal auxiliaries are always followed by ‘infinitive without to’. They also have to pay attention to the way modal auxiliaries are used in negative and interrogative sentences.

**Activity D** is a controlled practice that aims at making students aware of the taught grammatical structure, modals. The students are expected to go to Conversation and find all ‘modals’ 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 ‘modals’ used in Conversation are:

*can, may, can, can, can, may*

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should use appropriate modal auxiliaries to complete the sentences.

1. must
2. may
3. should
4. may not
5. shouldn't

**Activity F** is a role play and a communicative activity.

Students should pair up and talk about possibility, permission, obligation, or recommendation.

1. Yes, we can.
2. No, you may not.
3. Yes, s/he should.
4. Yes, I can. (No, I cannot).
5. Yes, we must.

**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 answer the questions with the given words/phrases.

**Part B** is a meaningful activity. Students should look at the pictures and make sentences.

**Part C** is a communicative activity and students should write what they can (cannot), may (not), should (not), and must (not) do.

### Interrogative

	I	
Can	you	speak Korean?
May	he	watch TV?
Must	she	get a passport first?
Should	we	be careful in a foreign country?
	they	

- Should travelers protect nature?
- May I sit down?

**C. Tell your teacher how ‘can, may, must, and should’ are used in a sentence. How are their meanings different?**

**D. Read the conversation on page 102 and underline all ‘modals’.**

**E. Use appropriate modal to complete the following sentences.**

1. When people get the flu, they (must/can) visit a doctor.
2. There are many clouds in the sky. It (may/can) rain.
3. I like to travel to Spain. I (should/may) learn Spanish.
4. He (must not/may not) do more exercises. His heart is very weak.
5. You (shouldn't/cannot) listen to loud music. It hurts your ears.

**F. Pair up and ask and answer the following questions.**

1. Can you buy air tickets online?
2. May I use your pencil?
3. Should your friend help you with your lessons?
4. Can you swim?
5. Must we finish our English book before Khordad?

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

### 9. See Also

**Content:** It has two parts, A and B.

**Objective(s):** The aim of this part is teaching another grammatical point briefly and to the point. This See Also presents two types of 'prepositions', that is, prepositions of time and place

**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 'prepositions'. To teach this grammatical point, use the 3-dimensional grammar pie.

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

*in + parts of day, months, seasons, years, the words 'Norooz/holiday'*

*at + time fractions*

*on + days of week, the word 'vacation'*

*in + cities, countries, continents*

*on + the table/desk/page*

*next to/in front of + place*

**2 In semantic wedge,** tell them the meaning of each preposition

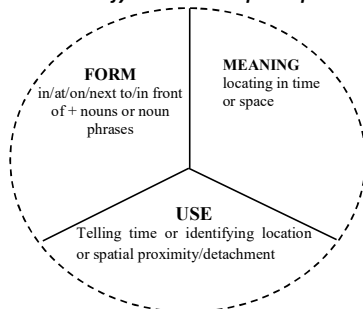
*Prepositions of time locate objects in time.*

*Prepositions of place locate objects in space.*

**3 In Pragmatic wedge,** explain the function of prepositions of time and place:

*Prepositions of time are used to tell time*

*Prepositions of place are used to identify locations or spatial proximity/detachment*



**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 prepositions. Then they should answer some questions based on what they read (a meaningful activity).



**A.** Read the following examples with 'prepositions'

Prepositions of Time	
<b>in</b>	the morning / the afternoon / the evening September / Shahrivar (the) spring / summer/fall/winter Norooz holiday 2016/ 1395
<b>at</b>	8 o'clock night / noon midnight / midday sunrise / sunset
<b>on</b>	Wednesday / Friday Monday morning / Tuesday evening vacation

**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 'modal auxiliaries'.

**Teaching Procedure:** The teacher should review the grammatical structure of this lesson (modal auxiliaries) by reminding students of the three dimensions of this tense (form, meaning, function). The emphasis should be put on the function of 'modal auxiliaries' and how they are used to express possibility, obligation, recommendation, permission, and ability. Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

### *Asking about obligations/possibilities*

Then the teacher goes through Parts A and B.

**Part A** is a conversation in which 'modal auxiliaries' are used to express permission, recommendation, and ability. The modal auxiliaries used in this conversation are: *may, should, can't, should, may*

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the conversation. Ask students to pay attention to how 'modal auxiliaries' are used and what function(s) they fulfill in this dialogue.

Introduce the speaking strategy by review the patterns written on the bottom of the page. Then explain how the strategy is used in the conversation in Part A. Present other dialogues, if necessary, and ask students to notice how 'modal auxiliaries' are used in talks among people when they socialize.

A: May I leave the class?  
B: Yes, you may. No, you may not.

A: Should they be more careful?  
B: Yes, they should.

A: Must we drive fast?  
B: No, you must not.

A: Can he speak French?  
B: Yes, he can. No, he cannot.


## Listening and Speaking

Speaking Strategy

Asking about obligations/  
possibilities

**A.** You may use 'modals' (can, may, should, must) to ask and answer about what you can (not)/must (not)/should (not)/may (not) do.

- May I use your camera for my trip?
- Honestly, no. I need it this week. You should buy a camera for yourself.
- But I can't pay for it now. I should pay for the ticket and other things.
- Well, you may ask Parvin. She can help you.



You may use the following patterns to ask and answer about what you can (not)/must (not)/should (not)/may (not) do.

May I leave the class?	Yes, you may.
Should they be more careful?	Yes, they should.
Must we drive fast?	No, you must not.
Can he speak French?	No, he can't.



## 11. Pronunciation

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

**Objective(s):** Pronunciation aims at presenting *contrastive stress* and its function, when speakers make contrast between two things. 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 make contrast between two things, you say both with more emphasis.***

2. Listening discrimination:

- Read sentences in Part A twice, once with a prominent 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 prominence for the bold items.

A: Did your mother leave Tehran on **Sunday** or **Saturday**?

B: Oh, she left on Sunday.

B: Is she coming back soon?

A: Yes, she'll be here next week.

B: Next week? On **Friday** or **Saturday**?

A: Saturday.

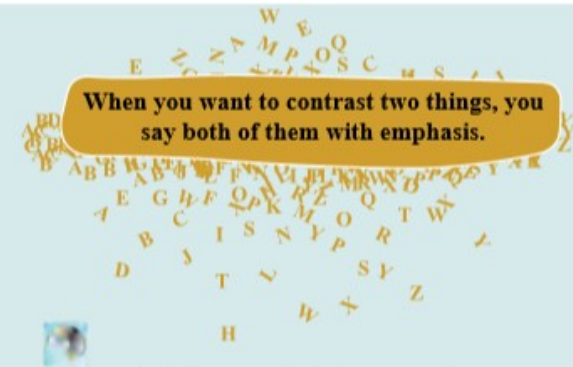
B: Great. I'm free and I'll give you a ride to the airport.

## Pronunciation



**A. Listen to the following sentences. Notice how the speakers contrast the ideas.**

1. Were you doing **research** or **studying**?
2. Who broke the window? **Ali** or **Amir**?
3. Mom, should we help you or **dad**?
4. Was Jim's car **white** or **blue**?



**When you want to contrast two things, you say both of them with emphasis.**



**B. Listen and underline two words that have contrastive stress.**

1. Do you leave on **Tuesday** or **Thursday**?
2. Is the **Taj Mahal** in **India** or **China**?
3. Should I read the **booklet** or the **website**?

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



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

4. Guided practice:

Ask students to make questions for each sentence in Part B and answer the questions orally with appropriate prominence.

1. Do you leave on **Tuesday** or **Thursday**?
2. Is the Taj Mahal in **India** or **China**?
3. Should I read the **booklet** or **the website**?

5. Communicative practice:

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

*Ask and answer with contrastive stress and appropriate intonation.*

1. Which country are you from, **Iran** or **Italy**?
2. Where do you go, **Isfahan** or **Yazd**?
3. Which color do you like more, **yellow** or **brown**?
4. What do you want to have, **spaghetti** or **kebab**?
5. Should I check it **online** or **offline**?



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

**Examples:**

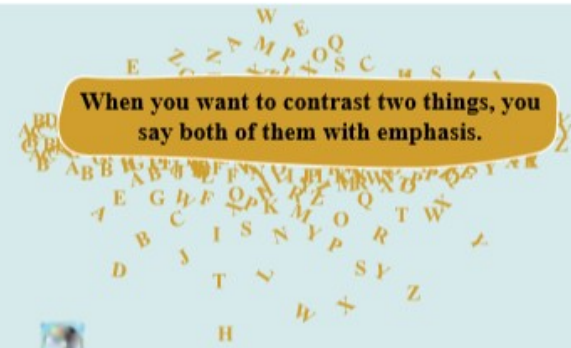
1. Do you like football or tennis?
2. Is Moghan Plain in Golestan or Mazandaran?
3. Which is your favorite fruit, orange or apple?
4. Do you go by train or bus?

# Pronunciation



**A. Listen to the following sentences. Notice how the speakers contrast the ideas.**

1. Were you doing **research** or **studying**?
2. Who broke the window? **Ali** or **Amir**?
3. Mom, should we help you or **dad**?
4. Was Jim's car **white** or **blue**?



**B. Listen and underline two words that have contrastive stress.**

1. Do you leave on Tuesday or Thursday?
2. Is the Taj Mahal in India or China?
3. Should I read the booklet or the website?

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

## 12. Writing

**Content:** It has three main parts: Adverb, How to make -ly adverbs and Irregular adverbs. It also has three activities, A, B and C.

**Objective(s):** In this lesson, Writing aims at helping students understand the concept of adverb, especially the adverb of manner and its regular and irregular forms. The students are expected to find such adverbs in a phrase or sentence.

**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 'adverb' in general and 'adverb of manner' as the main concern of this part in specific. Since this type of adverb is formed through adding -ly to an adjective, four sentences having adjectives are provided, then their relevant counterparts having adverbs are presented. Read the examples and check the meaning of each sentence with students.

**Activity A** is a recognition exercise. Ask students to read the sentences, circle verbs, and then underline the adverbs giving more information about the verbs.

1. puts / neatly
2. painted/ nicely
3. went into/ nicely
4. asked/ politely
5. were waiting/ patiently
6. talks/ rudely



You may ask students to pair up and brainstorm and list the adverbs they can remember from *Prospect Series*.

**From Prospect 1:**  
really

**From Prospect 2:**  
originally, actually

**From Prospect 3:**  
really, always, usually, normally, actually,



### Adverb

An **adverb** mostly gives more information about the verb. Some adverbs tell you how something happens. These adverbs known as "adverbs of manner" often end in **-ly**.

It is an **easy** language.

Bahar is a **careful** driver.

The woman looked / was **happy**.

Ali is **polite**.

We can **learn** this language **easily**.

She **drives carefully**.

She **spoke happily**.

He **talks politely**.

**A. Read the sentences. Circle the verbs and underline the adverbs. Then link adverbs to the verbs they describe.**

1. Nastaran puts her books neatly inside the desk.
2. My uncle painted my room nicely.
3. The firefighters went into the burning house bravely.
4. She looked at the child and asked politely: "what's your name?"
5. The students were waiting patiently for the bus.
6. Soheil never talks to his parents rudely.

**Part Two** presents the way that the adverbs of manner (with -ly suffix) are formed. Adjectives ending in -y and -ble change -ily and -bly, respectively.

**Activity B** requests students to change adjectives to adverbs.

- politely
- comfortably
- quietly
- cruelly
- actually
- loudly
- wonderfully
- hungrily
- interestingly
- suitably



You may ask students to go through the list of adverbs of *Prospect Series*. Ask them to find adverbs of manner and change them into adjectives.

**From Prospect 1:**  
really: real

**From Prospect 2:**  
originally: original  
actually: actual

**From Prospect 3:**  
normally: normal

**How to Make -ly Adverbs**

**Most adverbs are formed by adding -ly to an adjective (slow → slowly):**  
quick → quickly      real → really

---

**but:**  
**Adjectives ending in -y change to -ily**  
angry → angrily      easy → easily

---

**Adjectives ending in -ble change to -bly**  
possible → possibly      probable → probably

**B. Change the following adjectives to adverbs:**

polite: .....	loud: .....
comfortable: .....	wonderful: .....
quiet: .....	hungry: .....
cruel: .....	interesting: .....
actual: .....	suitable: .....

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**Part Three** introduces a list of irregular adverbs which do not follow the mentioned rule. Read them and try to use them in some sentences in adjective and adverb forms.

**Activity A** asks students to read each sentence carefully and complete them with appropriate forms of adverb.

1. late
2. politely
3. quietly
4. hard
5. well
6. generously



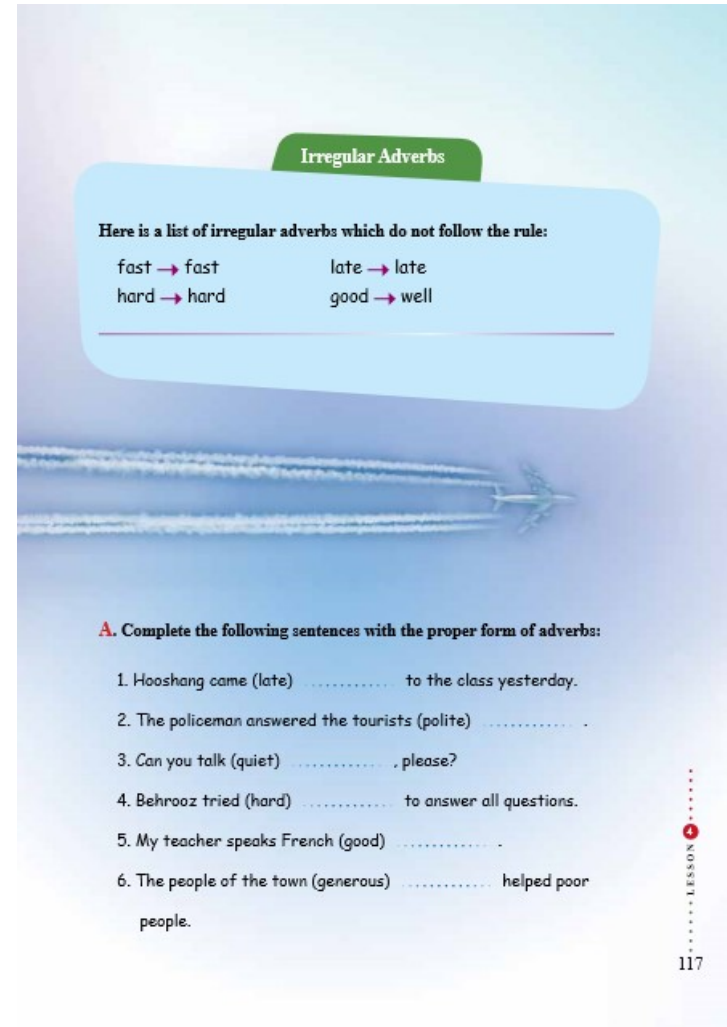
You may do the following activities in the class.

Activity 1. write some sentences with missing words on the board and ask students to choose an adjective or an adverb to complete the sentence.

She walked away ..... (quick/quickly)  
This is a ..... train-it stops everywhere. (slow/slowly)  
I've got a/an ..... job for you. (easy/easily)  
I feel ..... today. (happy/happily)

Activity 2. Write some sentences on the board and ask students to complete them with appropriate adverbs considering their own personality/capabilities.

I cook.  
I speak English.  
I swim.  
I walk.  
I talk



**Irregular Adverbs**

Here is a list of irregular adverbs which do not follow the rule:

fast → fast	late → late
hard → hard	good → well

---

**A. Complete the following sentences with the proper form of adverbs:**

1. Hooshang came (late) ..... to the class yesterday.
2. The policeman answered the tourists (polite) .....
3. Can you talk (quiet) ....., please?
4. Behrooz tried (hard) ..... to answer all questions.
5. My teacher speaks French (good) .....
6. The people of the town (generous) ..... helped poor people.

..... LESSON 4 .....

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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 radio program about traveling.

It is very difficult to find your favorite food when you travel. Sometimes it is even difficult to find healthy food. Besides, the prices of foods may be so high on the roads or in airports. Long trips may make you tired and weak and this can increase the risk of illness. So you should eat well while you are traveling.

1. foods, high, airports, tired and weak, increase
2. may, may, can, should

**Part B** is a reading task. The students should read the rest of what they've just heard about traveling. Then they have to underline all 'modal auxiliaries'.

3. can, may, may, should not, can

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

A: Is food cheap or expensive in airports?


B: They are usually expensive.

A: Do you like fast food or home-made food when you travel?

B: I like both. But I usually eat home-made food.

A: Are chips and cookies suitable or not suitable for travelers?

B: I think cookies are ok, but chips....., they are junk food. Not good.

 **A. Listen to the first part of a radio program about traveling.**

**1. Fill in the blanks based on what you just heard.**

- The prices of ..... may be so ..... on the roads or in the .....
- Long trips may make you ..... and ..... and this can ..... the risk of illness.

---

**2. Listen again and list all 'modals' you hear.**

---

**B. Now read the rest.**

You can prepare your own meals for your trip. Making your own meals may save you time and money, and you know exactly what goes into everything you prepare. Vegetables and sandwiches are easy to make, so they are useful foods for short trips. For very long trips, you may buy food or eat in restaurants. Remember: you should not eat fast or junk food. Good food keeps you healthy and happy and you can enjoy every minute of your trip.

---

**3. Underline all 'modals'.**

---

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

Is food cheap or expensive in airports?

Do you like fast food or home-made food when you travel?

Are chips and cookies suitable or not suitable for travelers?

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