



# LESSON TWO



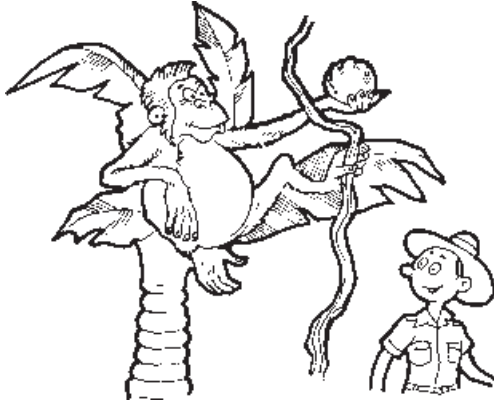
## A. New Words

1. This man has a monkey.

The monkey is on top of the tree. The monkey has a coconut in his hand.

Where is the monkey?

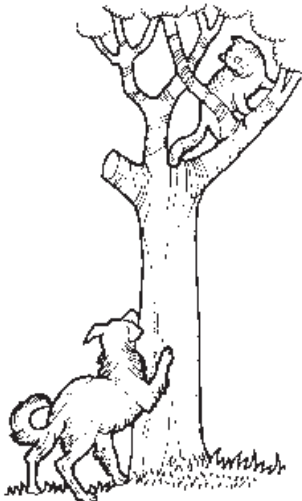
What does the monkey have in his hand?



2. A cat saw a dog. The cat climbed to the top of the tree.

Where did the cat climb?

Why did the cat climb to the top of the tree?



3. Farmers work on the **land**. They grow fruits and vegetables.

Where do farmers work?

What do farmers do on the land?



4. In some countries monkeys work as **farmhands** on the farm. They help farmers.

What does a farmhand do?

Where does a farmhand work?

5. The **cows** are eating **grass** in the **field**.

Where are the cows?

What are the cows doing there?



6. My students are clever. They learn very fast.

Are my students clever?

Do they learn fast?



7. Flowers are beautiful. Don't pick them.

Are flowers beautiful?

Should we pick beautiful flowers in parks?



8. We pick fruits when they are ripe.

We don't pick them when they are green.

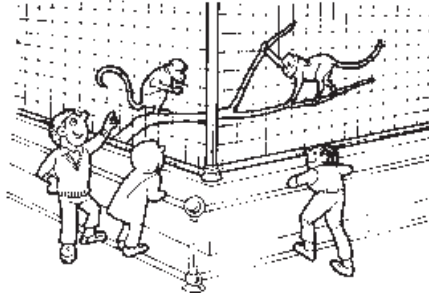
When do we pick fruits?

Which is better a green orange or a ripe orange?

9. Monkeys are funny animals. It is fun for the children to see monkeys.

Why do children like monkeys?

Where can children see monkeys?



10. Farmers raise plants, vegetables, and flowers. They also raise animals.

What do farmers do?



## Practice Your New Words.

Find the meaning of the underlined words.

1. Many animals can climb trees.
  2. Farmhands help farmers.
  3. The cows are eating grass in the field.
  4. Monkeys do funny things.
  5. Farmers raise plants and vegetables.
- a. grow
  - b. go up
  - c. farm workers
  - d. things that make us laugh
  - e. a piece of land

## B. Reading

# THE FUNNY FARMHAND



- 1 Monkeys are clever animals. They can learn many things. In some countries they are farmhands. They help farmers.
- 2 These monkeys live in the jungles of hot lands. There, farmers raise coconuts in fields.
- 3 Coconuts grow at the tops of tall trees. The farmer must climb each tree to pick them. It is hard work. Some farmers keep monkeys. They do this work.
- 4 It's fun to see a monkey going to work. He rides on the back of the farmer's bicycle. When they get to the field, the monkey climbs each tree. He looks at the coconuts.
- 5 The monkey knows that a brown coconut is ripe. He knows that a green one must stay on the tree longer. He picks the brown ones. And he drops them down to the farmer.

## C. Comprehension

### I. Answer the questions orally.

1. What can monkeys learn?
2. Where do farmers raise coconuts?
3. What must the farmers do to pick coconuts?
4. How do monkeys help farmers?
5. How does a monkey go to work?
6. What colour is a ripe coconut?
7. Why do farmers call monkeys “farmhands”?

### II. True or False?

- \_\_\_ 1. It's easy for people to climb a coconut tree.
- \_\_\_ 2. Monkeys live in all parts of the world.
- \_\_\_ 3. Farmers think that picking coconuts is difficult.
- \_\_\_ 4. Monkeys can ride their bicycles to work.
- \_\_\_ 5. Their work is fun.
- \_\_\_ 6. Monkeys know their job well.

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

1. Monkeys are clever animals because they -----.
  - a. can learn many things
  - b. are very funny
  - c. help people very much
  - d. like coconuts
2. The farmers keep monkeys to -----.
  - a. climb trees
  - b. do many things
  - c. ride bicycles
  - d. pick coconuts
3. It's hard work to pick coconuts because they grow -----.
  - a. in the jungles of hot lands
  - b. at the tops of tall trees
  - c. in a few countries
  - d. far from the farmers' houses
4. When a fruit is ripe -----.
  - a. it is good to eat
  - b. you shouldn't pick it

- c. it isn't good to eat
  - d. you can't pick it
5. Farmers raise plants and vegetables.  
"Raise" means -----.
- a. need
  - b. keep
  - c. grow
  - d. watch

**IV. Read the paragraphs and complete the sentences.  
The number of the paragraph is given.**

1. There are many ----- countries in Asia. (2)
2. Persian farmers ----- a lot of rice in the North. (2)
3. Could you please ----- me with my English? (1)
4. There is a small cat in the ----- of the house. (4)
5. He'll take an exam tomorrow. He must stay awake ----- tonight. (5)



**Presentation 1**

**Structure:** "It" used as the subject of a sentence.

It is hard to pick the flower.  
It is a hot day.

Notice the use of it in the following sentences.

- A)** It is five o'clock.  
It isn't very late.  
It is time for lunch.
- B)** It is nice today.  
It is raining.  
How is the weather? It's very cold.
- C)** It is about 200 meters to the post office.  
How far is it to your school? It's quite far.
- D)** What is it? It is a dictionary.  
Who is it on the phone? It's Mr Brown.

Who is it? It's me.

**E)** It is easy to learn English.

It is difficult to walk in the dark.

Is it necessary to stand in line?

To the teacher

(1) In the sentences above, **it** is used with **be** and a **noun phrase**, an **adjective** or a **verb** such as **rain**, **snow**, etc.

(2) In these sentences, **it** has no real meaning. It is used to fill the subject position in the sentence.

## Speaking 1

Substitute the words in the pattern sentence.

It is ten o'clock.

1. Monday
2. early
3. hot today
4. raining
5. getting late
6. easy to learn English
7. ten kilometers to the next village

## Speaking 2

Use the following words and phrases in questions with **it** and give the correct short answer.

**Example:** summer    Is it summer?    No, it isn't.  
                         winter    Is it winter?    Yes, it is.

1. spring
2. Aban
3. cold today
4. snowing
5. fun to watch little children play
6. difficult to climb a coconut tree
7. easy to speak English
8. necessary to speak correctly
9. important to finish the book



## Speaking 3

Answer the following questions.

1. Is it cold today?
2. Is it difficult to walk in the dark?
3. When does it usually snow?
4. Did it rain yesterday?
5. How far is it from here to your home?
6. How far is it to the nearest bus stop?
7. Who is on the phone? Your teacher or your brother?
8. Is it time for lunch?
9. Is it easy to learn English?
10. Is it important to be on time?

## Presentation 2

**Structure:** should + simple form of the verb

They should do things with their hands. He should study tonight.	Meaning:  Light obligation
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## Speaking 4

One student reads the situation. Another student reads the sentence with **should**.

**Example:**

Situation	Response
They have a test tomorrow. 1. He has a cold. 2. It's very late. 3. Mary is tired. 4. Reza doesn't know the answer. 5. The children are hungry. 6. The student wants to understand the question. 7. The teacher is thirsty. 8. His bicycle doesn't work.	They should study tonight. He should stay in bed. They should get up. She should go to bed. He should study more. They should eat something. He should listen carefully.  He should drink something. He should fix it.

# E. Write It Down



## Writing 1

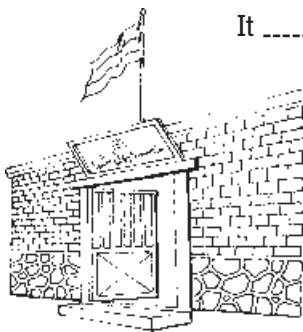
Write a sentence for each situation with "it" as subject.

**situation**

**sentence**

1. What is it?

It .....



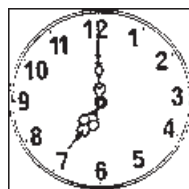
2. Whose book is it?

It .....



3. What time is it?

It .....



4. How far is it to Tehran?

It .....



5. Is it raining or snowing?

It .....



## Writing 2

Use **should** with the phrase given.

**Example:** They have an exam tomorrow. (study tonight)  
They should study tonight.

1. Their radio doesn't work. (buy a new one)

.....

2. John likes to see his brother. (travel to Europe)

.....

3. You are sick. (stay in bed)

.....

4. She doesn't know the dialog. (learn it)

.....

5. I like to learn English. (study hard)

.....

6. The student doesn't have a dictionary. (go to the library)

.....

7. We have a test at 7 o'clock. (get up early)

.....

8. They don't know the address. (ask a policeman)

.....

## F. Language Functions

### Finding out about People

1.

**A:** Where do you come from?

**B:** I come from Japan.

**A:** What do you do?

**B:** I'm a teacher.

**A:** What's your address?

**B:** 172 Azadi Avenue.

2.

**A:** Who's that?

**B:** That's Hassan.

**A:** Where's he from?

**B:** He's from Turkey.

**A:** I see. And what does he do here?

**B:** I think he's a student.

**A:** Can he speak Farsi?

**B:** Yes, he can.

**Now practice with a friend.**

## G. Pronunciation Practice

1. These words have an / u : / sound. Listen to your teacher and then repeat after him / her.

zoo	soup
too	cool
two	fool
you	rule

2. Listen to your teacher and circle the words which have the / u : / sound.

food	true	good
no	boot	book
do	put	tooth
who	tool	blue

## H. Vocabulary Review

Make sentences with the words in column I and column II.

I	II
plate	very difficult
monkey	dirty
test	full of wild animals
book	pretty
orange	cloudy
jungle	very thin
train	full of beautiful pictures
flower	funny
sky	fast
child	not ripe

1. The plate is dirty.
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

## I. Vocabulary

also*	funny*	piece* (of sth)
as* (prep)	get late	post office
Asia	go up*	quite
awake	grass*	raise*
back* (on the back of)	green*	ripe*
better*	have a cold	snow (v)
clever*	He's from ... .	something
climb*	How far ... ?	spring
cloudy	important	stand in line
coconut*	It's me.	stay*
cold (adj)	Japan	take an exam
correctly	jungle*	thirsty
cow*	keep*	travel
dark	kilometer	Turkey
dialog	land*	understand
drop down*	laugh (v)	village
Europe	long*	weather
exam	make	What do you do?
far (from)*	meter	Where do you come from?
farm	monkey*	Where is he from?
farmhand*	necessary	which*
field*	north*	Who is it on the phone?
fix	top (on top of)*	Who's that man?
full (of sth)	pick*	winter