



## Lesson 1: Saving Nature (15-41)

Get Ready	Introduction to the lesson	
Conversation	Visiting the Museum of the Nature and Wildlife	
New Words & Expressions	Learning vocabulary of Reading	
Reading	Endangered Animals	Reading Comprehension
Grammar	Future tense (will)	See also (be going to)
Listening & Speaking	Talking about schedules/plans	
Pronunciation	Falling intonation	
Writing	Noun	Singular & plural Types of nouns   noun markers
What You Learned	Reviewing Lesson 1	

## Lesson 1 Saving Nature

### General Objectives of this lesson

- Familiarizing students with the theme 'Saving Nature'
- Giving students some information about endangered animals and how we can save them.
- Informing students about the value of our planet, Earth, and the limited resources we have.

### 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. It has an ayah of the Holy Quran.

**We made from water every living thing<sup>1</sup>**  
*Al-Anbia 30*

**Objective(s):** Title Page reminds students of the value of our planet, Earth, and its resources.

**Teaching Procedure:** Ask students to read the ayah and think about it. They may ask you about the meaning of 'living thing' or the referant of 'we'. One possible way is to translate the ayah and give its literal meaning. Another way is to read both the Persian translation and the original ayah in Arabic and give students some time to think about the ayah.

You can ask these questions in Persian:

- ۱- نظر شما در مورد حفظ محیط زیست چیست؟
- ۲- ما چه وظیفه ای در قبال محیطی که در آن زندگی می کنیم داریم؟
- ۳- اگر فضاهاى سبز از بین بروند، بشر با چه مشکلاتی روبرو می شود؟
- ۴- اگر منابع آبی زمین تمام شود، چه اتفاقی می افتد؟



**Optional**

You may do the following activities as well.

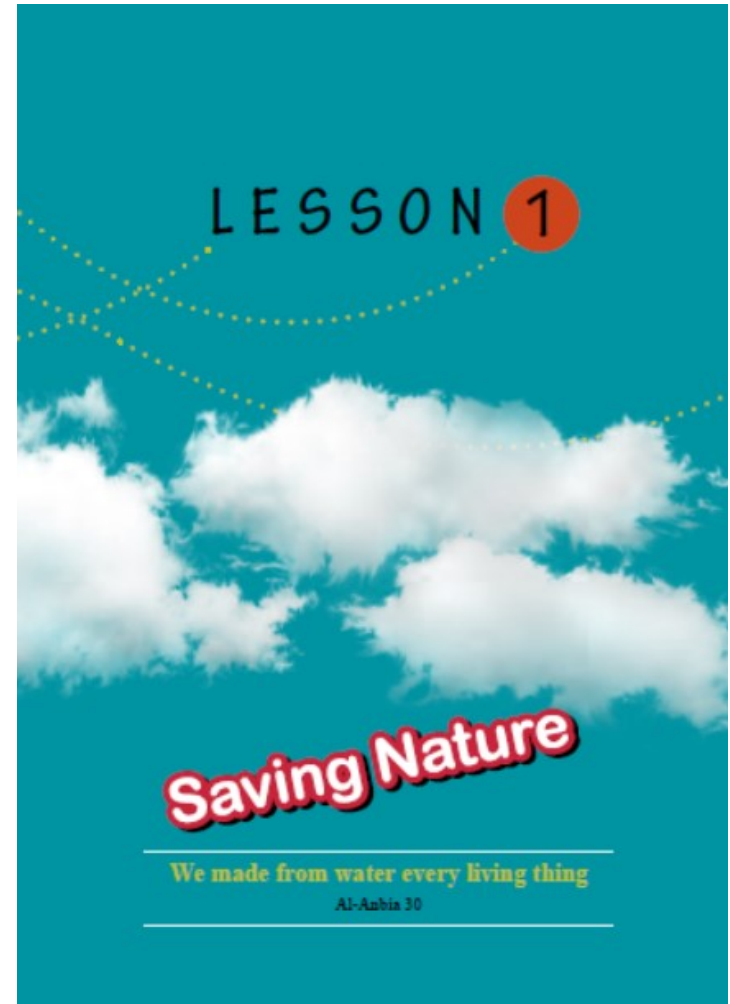
A. Ask students to give the natural color of the following things:

trees:	sea:	forests:
sky:	mountain:	earth:

B. Write at least 3 words you rememebr when you see the following words:

1. Persian .....
2. African .....
3. Planet .....
4. Flower .....

<sup>1</sup> و جعلنا من الماء كل شيء حي



## 2. The Impact Page

**Content:** It consists of four pictures related to the crises people have created for the planet Earth:

- Drought and lack of water resources
- Litter (and landfill sites)
- Deforestation
- Global warming

**Objective(s):** It gives general background on the general theme of the lesson. It encourages students to think about the world they live in and the problems/crises Earth faces in this century.

**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: چرا میزان بارندگی کم شده است؟ چرا رودخانه ها کم آب شده اند؟

تصویر ۲: چرا بشر این میزان زباله تولید می کند؟ با زباله ها باید چه کرد؟ چگونه می توان از تولید این حجم زباله جلوگیری کرد؟

تصویر ۳: وظیفه ی ما در قبال منابع ملی مانند جنگل ها چیست؟ چگونه می توان از حوادثی مانند آتش سوزی در مراتع و جنگل ها جلوگیری کرد؟

تصویر ۴: چرا زمین روز به روز گرم تر می شود؟ آیا با از بین بردن منابع موجود در زمین حیوانات از بین می روند؟ چرا؟



Optional

1. You may review some words related to this theme and write them on the board. Students are already familiar with the following words:

mountain, park, tree, flower, dry, field, village, farm, rainy, sunny, river, snowy, hill, animals, wind, garden, pleasant, environment, place

2. You may relate the theme of this lesson to what students have learned previously. They are already familiar with the following themes:

talking about health problems, talking about a place, talking about weather, talking about health and injuries, helping others, doing voluntary work



### 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, *how to save nature*. 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 phrase:

- a. hurting the animals
- b. putting out the fire
- c. cutting trees
- d. helping the injured animals

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

- آیا تا حالا دیده اید کسی درختان را قطع کند؟ یا به حیوانات صدمه بزند؟
- آیا تا به حال به حیوانی کمک کرده اید؟ وقتی به جنگل یا پارک می روید چگونه از درختان و فضای سبز مواظبت می کنید؟

**Activity B** is a task. It requires students to think, discuss, and then decide if the actions done in Part A are good or bad. They have to be able to support their ideas.

	
putting out the fire	hurting the animals
helping the injured animals	cutting trees

They can add to the list:

- آلوده کردن رودخانه ها
- ریختن آشغال در طبیعت
- مصرف بی رویه آب
- شکار حیوانات کمیاب یا در حال انقراض


# Get Ready

## Part One

**A. Match the pictures with phrases.**



a



b



c



d

putting out the fire


hurting the animals

cutting trees

helping the injured animals

---

**B. Which is good for nature? Which is bad?**

  
.....  
.....

  
.....  
.....

LESSON 2

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

Activity A has a matching exercise. The students should match animals with their pictures. Some of these words are familiar. The students have learned them in *Prospect Series*. They are:

a goat, an elephant, a cat

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

a wolf, a panda, a whale, a leopard, a duck

You may talk about the following things:

- کدامیک از این حیوانات را دیده اید؟
- کدامیک از این حیوانات در خشکی زندگی می کنند؟
- آیا می دانید پاندا بومی کدام کشور است؟

Activity B is a task. It requires students to think; and then group animals based on their similarities. One way to do this is putting animals in 'Farm' and 'Wild' groups.

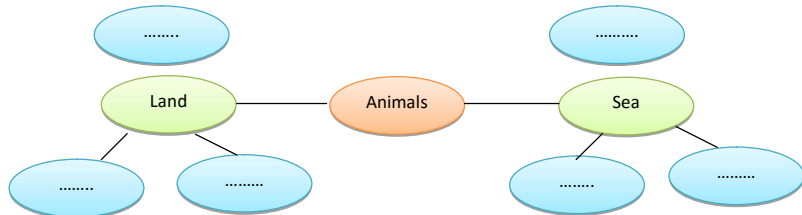
Group 1, (farm animals): a goat, a cat, a duck

Group 2, (wild animals): a wolf, a panda, an elephant, a whale, a leopard



Optional

You may draw this word map on the board and ask students to complete it.



## Part Two

A. Match the pictures with the words.



a goat      a wolf      a panda      an elephant  
a whale      a cat      a leopard      a duck



B. Can you divide the above animals into two groups? How?

Group 1

.....  
.....  
.....  
.....

Group 2

.....  
.....  
.....  
.....



#### 4. Conversation

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

The conversation of this lesson takes place in the Museum of Nature and Wildlife. Maryam is a student who is visiting the museum. She talks to Mr. Razavi who works there.

**Objective(s):** The main function of Conversation is providing learners with 'comprehensible input'. It also acts as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (the future tense).

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

New words can be presented using different techniques including:

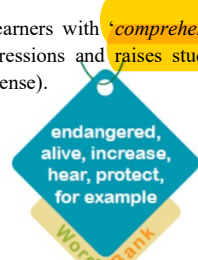
- Using real objects (realia)
- Showing pictures or photos
- Using gestures or acting out
- Board drawings: drawing the images on the board
- Definition: giving concise dictionary definition(s)
- Giving synonyms/antonyms
- Describing a scene/situation
- Using flashcards (commercial, teacher-made)
- Using wallcharts or posters (commercial, teacher-made)
- Exemplification: providing collocations, examples, illustrative sentences
- Word mapping: making word maps by the help of superordinate words
- Translation: giving Persian equivalents

Then ask students to look at the picture and read the Introduction of Conversation to help them have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show Persian cheetah or other endangered animals.

You may talk about the following things in the class:

- حیوانات در حال انقراض
- نقش مردم در نابودی طبیعت و زیستگاه‌های طبیعی حیوانات، علت مراقبت از حیوانات، گیاهان و منابع طبیعی مانند آب های زیر زمینی، رودخانه ها، کوه ها، دشت ها و جنگل ها

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening, listening, and post-listening*.



Maryam is visiting the Museum of Nature and Wildlife. She's talking to Mr. Razavi who works in the museum.

- Maryam: Excuse me, what is it? Is it a leopard?  
Mr. Razavi: No, it is a cheetah.  
Maryam: Oh, a cheetah?  
Mr. Razavi: Yeah, an Iranian cheetah. It is an endangered animal.  
Maryam: I know. I heard around 70 of them are alive. Yes?  
Mr. Razavi: Right, but the number will increase.  
Maryam: Really?! How?  
Mr. Razavi: Well, we have some plans. For example, we are going to protect their homes, to make movies about their life, and to teach people how to take more care of them.

#### Questions

Answer the following questions orally.

1. Where are they talking?
2. Are there many cheetahs alive?
3. Do you take care of animals?



### Phase 1. Pre-listening

The aim of the pre-listening stage is to “prepare learners to listen by using activities that focus on the content of the text and/or the language in the text” (Goh, 2014, p. 84). Different types of activities can be used in this phase such as:

- **brainstorming:** asking students to brainstorm and list the things they have heard about endangered animals
- **researching:** ask students to find facts about Iranian cheetah
- **reading:** provide students with some short texts about endangered animals such as the one below:

Panda is an endangered animal. This beautiful animal lives in bamboo forests of China. Humans have destroyed these forests recently. Pandas do not have any place to live or anything to eat. There are very few pandas alive now. The Chinese are trying to make bamboo forests for pandas. They ask everyone in the country to help them.

- **viewing pictures:** make slide shows or find pictures of endangered animals in magazines/newspapers.
- **watching movies:** show a movie about Iranian cheetah.
- **discussing:** ask students to talk about controversial subjects like ‘hunting’.

### Phase 2. Listening


The goal of listening part is ‘comprehension’ and therefore students are expected to rely on their bottom-up/top-down processing ability to understand the aural input. The students have to keep their books **closed**. In listening phase:

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:
  - Who is Mr. Razavi?
  - Was it a leopard?
  - Are they in a zoo?
2. Check students’ answers after listening.
3. If necessary, replay the audio for students to check their answers.


### Phase 3. Post-listening

The students should answer the questions written below Conversation **orally**. Three types of questions are asked:

- **Display:** Where are they?
- **Inference:** Are there many cheetahs alive?
- **Opinion gap:** Do you take care of animals?

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



 Maryam is visiting the Museum of Nature and Wildlife. She's talking to Mr. Razavi who works in the museum.

**Maryam:** Excuse me, what is it? Is it a leopard?  
**Mr. Razavi:** No, it is a cheetah.  
**Maryam:** Oh, a cheetah?  
**Mr. Razavi:** Yeah, an Iranian cheetah. It is an endangered animal.  
**Maryam:** I know. I heard around 70 of them are alive. Yes?  
**Mr. Razavi:** Right, but the number will increase.  
**Maryam:** Really?! How?  
**Mr. Razavi:** Well, we have some plans. For example, we are going to protect their homes, to make movies about their life, and to teach people how to take more care of them.

### Questions

Answer the following questions: **orally**.

1. Where are they talking?
2. Are there many cheetahs alive?
3. Do you take care of animals?





## 5. New Words and Expressions

**Content:** It has three parts: Part One, Part Two, Part and 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 to **the pronunciation of the words and intonation** of the sentences carefully. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

**Earth:** a globe or a world map. The teacher can show oceans, rivers, jungles, and mountains.

**A tiger:** a paper tiger or a toy

**Forest:** pictures, maps, examples: *Golestan Forest*

**Destroy:** acting out, explanation, introducing collocations: *destroy forests/houses/enemies/cities*

**Die out:** explanation, translation = منقرض شدن

**Pay attention:** exemplification: *Pay attention to what I say,*


**Natural:** giving antonym: *natural # man-made*


**Plain:** pictures, maps, examples: *Moghan Plain*


**Hope:** exemplification: *She hopes to finish her work soon*


**New Words and Expressions**


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

 We live on **Earth**.

 A **tiger** is a wild animal.

 I want to Golestan **Forest** last year.

 They are **destroying** the jungle.

 The Persian lion **died out** about 75 years ago.

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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 also be used such as:

**a few**: showing two pictures, one with many and one with a few birds.

**human**: showing the picture of humans, plants, and animals

**instead**: using instead in two sentences: *Instead, he went to Irland. He went to Irland, instead.*

**future**: introducing collocations: *in the near future, at some time in the future*

**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:

1. Identifying: finding words where they maybe 'hidden' . Part A. Find 12 animals below.
2. Selecting: recognizing words and making choices amongst them. Part B. One odd out.
3. Matching: recognizing words, pairing them with a visual representation, translation, synonym/antonym, definition, and collocate. Part C. Match columns A and B.
4. Sorting: sorting words into different categories. Part C. Put the words in three groups considering their natural home.
5. Ranking and sequencing: putting words into some kind of order. Part E. Look at the following graph. Order the animals based on their average life span.
6. Producing: completing or creating sentences with new words. Part F. Fill in the blanks with the given words. Part G. Unscramble the following sentences.



### Hint

Please don't ask students to make English sentences with the new words before doing Part Three. Teaching and learning new words should be done in 3 consecutive phases:

1. Presenting the words,
2. Practicing the words
3. Producing the words

Therefore, it would be cognitively challenging for students to make English sentences with new words, if they have not had enough time to practice these words before.



### Optional

You may prepare extra activities for practicing new words.

**ATTENTION**  
NO SWIMMING

Pay attention!  
Don't swim here.

Tooran is the natural home of the Persian zebra.

Moghan Plain is a nice place in the North-west of Iran.

They hope to save the injured animal.

**B. Read and Practice.**

**a few**: not many; a small number of things or people  
There are a few Iranian cheetahs.

**human**: a person  
All humans must take care of nature.

**instead**: in place of someone or something else  
There's no coffee. Would you like a cup of tea instead?

**future**: the time after now  
Everyone needs to plan for the future.

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

LESSON 21

## 6. Reading

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

**The reading of this lesson is about endangered animals especially those that are natives of Iran. The text specifically talks about Persian cheetah.**

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

**Teaching Procedure:** There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of *pre-reading, while-reading, and post-reading*.

### Phase 1. Pre-reading

Pre-reading activities "provide a reader with the necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose of reading and building a knowledge base necessary for dealing with the content and the structure of material" (Ringle & Weber, 1984, p.70). The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

### Phase 2. While-reading

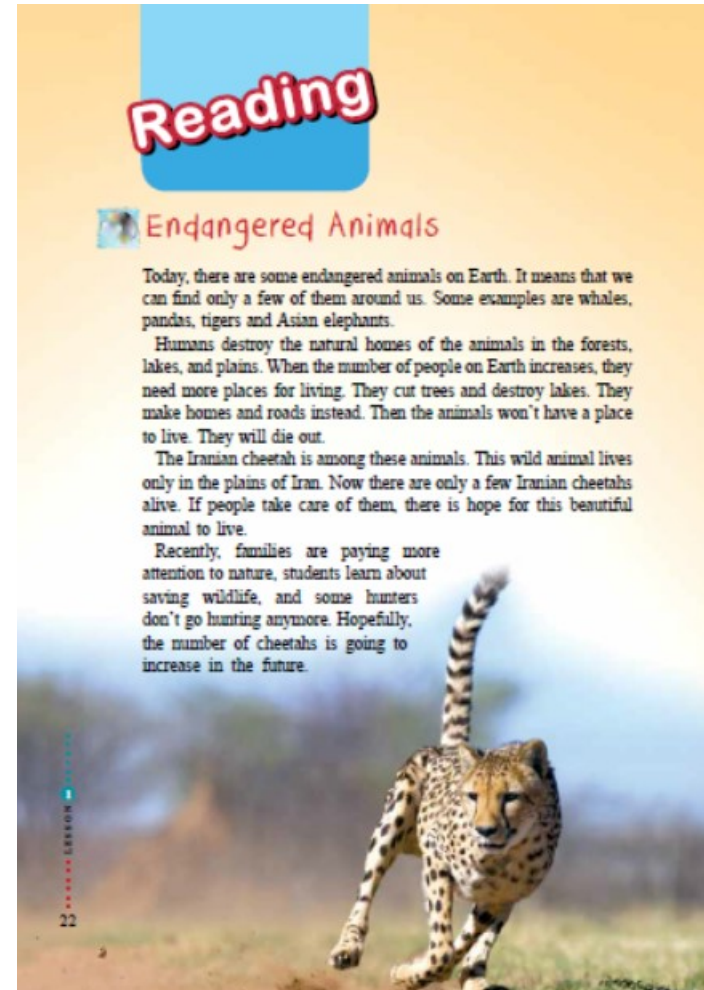
The goal of reading is 'understanding the gist of meaning' and therefore the students are expected to efficiently integrate both bottom-up and top-down processes to comprehend the written input. *The students should read silently and emphasis on oral reading should be avoided.* The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- What is the meaning of 'endangered'?
- Find some endangered animals in the text.
- Where does Iranian cheetah live?

### Phase 3. Post-reading

Post-reading helps teachers check if students understood the main idea of the text and its relationship with the author's purpose. In this respect, students should be able to explain the main idea of the text and ask and answer questions about the content they just read.

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



**Reading**

## Endangered Animals

Today, there are some endangered animals on Earth. It means that we can find only a few of them around us. Some examples are whales, pandas, tigers and Asian elephants.

Humans destroy the natural homes of the animals in the forests, lakes, and plains. When the number of people on Earth increases, they need more places for living. They cut trees and destroy lakes. They make homes and roads instead. Then the animals won't have a place to live. They will die out.

The Iranian cheetah is among these animals. This wild animal lives only in the plains of Iran. Now there are only a few Iranian cheetahs alive. If people take care of them, there is hope for this beautiful animal to live.

Recently, families are paying more attention to nature. Students learn about saving wildlife, and some hunters don't go hunting anymore. Hopefully, the number of cheetahs is going to increase in the future.

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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 them in order of their appearance in the book.

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

1. c            2. b            3. a

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

1. F            2. T            3. T

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

1. When only a few numbers of an animal live on Earth, *it means that it is an endangered animal.*
2. If we take care of Iranian cheetahs, *they will live in the future.*
3. People need more places for living *when their number increases.*



### Optional

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

One easy way to protect wildlife is learning about endangered animals that live around you. Teach your friends and family about the birds, fish and plants that live near your home. In this way, they are going to be more careful about the nature. You can also visit a national wildlife museum or park. These places give good information about how to protect endangered animals and their homes. You can do voluntary work in these places to help animals and their babies.

Another thing you can do is protecting the natural home of the endangered animals. When you keep the nature clean and safe, the animals will live longer. Protecting the trees of jungles is also helpful. If you live in a village, you need to be very careful about the hunters who come to your village to hurt animals. Whenever you see these people, you need to call the police. These are simple works, but they will help the nature a lot.



### A. Choose the best answer.

- 1-Which of them is not an endangered animal?  
a) wolf            b) cheetah            c) horse
- 2-Where is the natural home of the Iranian cheetah?  
a) forest            b) plain            c) mountain
- 3- Which place is not a natural home of wild animals?  
a) park            b) lake            c) jungle

### B. True/False

1. In the past, many hunters paid attention to wildlife.    T  F
2. Students are interested in protecting nature.            T  F
3. When people take care of cheetahs, the number of this animal will increase.    T  F

### C. Match two halves.

1. When only a few numbers of an animal live on Earth, .....
  2. If we take care of Iranian cheetahs, .....
  3. People need more places for living, .....
- a. when their number increases.  
b. it means that it is an endangered animal.  
c. some hunters go hunting.  
d. they will live in the future.

## 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).

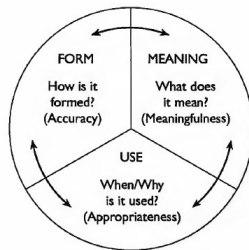


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

**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 ‘future tense’. The vocabulary of the texts is controlled and students are supposed to just read each text and notice the new structure. All instances of the grammatical structure are bold. In text one, just statements are included. In the second text both statements and negative structures are used. Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

The page features a large red 'Grammar' title at the top. Below it, section 'A' is titled 'Read the following text.' and includes two paragraphs of text. The first paragraph is accompanied by an image of a globe, and the second paragraph is accompanied by an image of a globe on a tiled floor. The page number '24' is visible in the bottom left corner.



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.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework (Celce-Murcia and Larsen-Freeman, 1990, p. 4).

1 In form wedge, overt lexicogrammatical patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text should be included.

**will + infinitive without to**

2 In semantic wedge, what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition for a preposition like *down*, for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result).

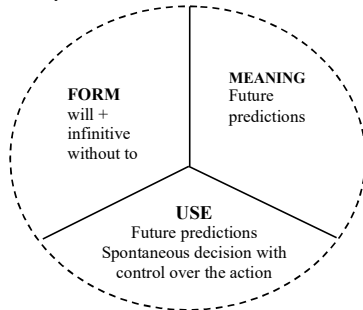
'Simple Future Tense with will' has the meaning of strong predictions, that is an action to take place at some definite future time: Joel will take the exam next month.

3 In Pragmatic wedge, the use of the language in context is introduced. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co-text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction).

'Simple Future Tense with will' is used for

**Future predictions:** Belinda will be 40 next year.

**Spontaneous decision when the person has control over the action:** I'll get the phone.



B. Read the following examples.

Affirmative		
I You He She We They	will	save nature.

- Alice and Kate will go to the library tomorrow.
- Ted will fly to Australia next Monday.

Negative		
I You He She We They	will not (won't)	destroy nature.

- The children will not play in the yard.
- I won't be here tomorrow.

Question		
Will	you he she it they	go to the mountain?

- Will our family buy a new car next year?
- Will Reza have an exam on Monday?



**Activity C** encourages students to induce the rule of making 'simple future tense'. The teacher can write more examples on the board; or read a text orally and ask students to notice the way 'simple future tense' is made and used.

The students may give you the following rule: will + verb  
You have to remind them of the fact that 'will' is used with 'infinitive without to'.

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

-Ask students to take a red pencil or highlighter.

-Ask them to

- underline the structures or
- circle the structures

The instances of 'simple future verbs' in Reading are:

will need, won't have, will die out

**Activity E** is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the text and choose the correct forms of verbs. 'Simple future tense' is used in contrast with 'simple present tense' in this activity. The students are expected to focus on the context and choose the correct verb form based on linguistic clues.

*Answers: lives, likes, will take, will travel, will go, will visit*

**C. Tell your teacher how 'simple future' is made.**

---

**D. Read the reading passage on page 22 and underline all 'future verbs'.**

---

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

Alfredo is an Italian tourist. He lives/will live in Roma. He likes/will like to travel and see different places of the world. He takes/will take photos especially from animals. Next month, he and his wife travel/will travel to Iran. They go/will go to Tooran Plain to see animals. They are hopeful to see Persian zebra, Iranian cheetah, Persian leopard and gazelle. After two weeks, they visit/will visit some beautiful cities in Iran.



Activity F presents a model for making wh-questions with 'simple future tense':

***The tourist will visit Shiraz next summer.***

Based on this model, the students are exposed to four wh-questions with 'who, when, where, and what'.

Ask students to read each sentence and find out how each question has been made.

You may give students extra exercises by choosing some sentences from the lesson.

***Mr. Ahmadi will stay in a hotel near a lake tomorrow.***

1. Who will stay in a hotel near a lake tomorrow?
2. When will Mr. Ahmadi stay in a hotel near a lake?
3. Where will Mr. Ahmadi stay tomorrow?
4. What will Mr. Ahmadi do tomorrow?



You may also ask students some wh- questions based on texts of page 24.

**Text 1.**

1. Where will you travel tomorrow?
2. What will you do?

**Text 2.**

1. Who will live longer?
2. When will we have enough food?

**F. Read the following wh-questions.**

**The tourists will visit Shiraz next summer.**

**Who** *Who will visit Shiraz next summer?*

**When** *When will the tourists visit Shiraz?*

**Where** *Where will the tourists visit next summer?*

**What** *What will the tourists do next summer?*



**Activity G** is a role play. It has two parts, a and b.

**Part a** provides students with a communicative activity. Students should pair up and complete the sentences with 'future tense' by saying something about themselves or the people and/or situations.

1. On Friday morning, *I will do my homework.*
2. Next week, *my brother will go to Shiraz.*
3. Tomorrow afternoon, *it will rain.*

**Part b** provides students with another communicative activity. Students should pair up and make wh-questions with 'will'. Then they have to ask these questions from their peers and listen to their answers.

1. When will you watch TV?
2. Where will your father go next Friday?
3. Who will help you this weekend?

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

**Part A** is a structural activity. Students should complete the chart by writing the things they did in the past and they will do in the future.

**Part B** is a meaningful activity. Students should look at the pictures and use the linguistic clues to understand what is going on in each picture. After understanding the situations, they have to produce grammatically correct sentences with 'simple future tense'.

**Part C** is a communicative activity. The students should read each statement. If they are correct, they choose Yes; if not, they choose No.



**G. Work with a friend.**

**a. Make sentences with these beginnings using the 'future tense'.**

1. On Friday morning, I .....
2. Next week, my brother .....
3. Tomorrow afternoon, .....

**b. Now ask your friend 'future tense' questions with the following words.**

1. When .....
2. Where .....
3. Who .....

**H. 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.

**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 structure 'to be going to' briefly. To teach this grammatical point, use the 3-dimensional grammar pie.

**1 In form wedge,** introduce the form of 'to be going to':

**To be+ going to + verb**  
**am/is/are + going to + verb**

**2 In semantic wedge,** present what 'to be going to' means.

**'To be going to' has the meaning of planned predictions, that is an action that has been planned to take place in the future time:**

They worked hard last summer.

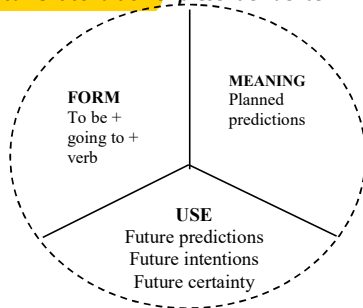
They are going to buy a house this winter.

**3 In Pragmatic wedge,** the use of the language in context is addressed. 'To be going to' is used for:

**Future predictions (more informal than will):** Belinda is going to be 40 next year.

**Future intentions (based on prior decision):** Randy is going to buy a house in June.

**Future certainty based on current condition or present evidence:** It's going to rain today.



**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 some meaningful/communicative activities. The students first read a text and fill in the blanks with correct forms of verbs. Then they answer some questions based on what they read (a meaningful activity) and their own personal experiences (a communicative activity).



**A. Read the following examples with 'to be going to'.**

They **are going to buy** a house soon. They have enough money.

Look at the sky! It's **going to rain**.

Alice is free tonight. She's **going to read** some poems.

Reza **is not going to watch** TV tonight. The program is very boring.

We **are not going to destroy** nature. We take care of wildlife.

I	am		
You			
We	are	going to play	tomorrow.
They			
He	is		
She			

**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 the taught grammatical structure(s).

**Teaching Procedure:** The teacher should review the grammatical structure of this lesson ('future tense with will' and 'to be going to') by reminding students of the three dimensions of each structure (form, meaning, function). The emphasis should be put on the function of the structure and how it can be used for different purposes in everyday talks (e.g. 'get things done' or 'exchanging ideas'). Following that, the teacher should draw students' attention to the speaking strategy of this lesson:

### *Talking and asking about schedules/plans*

Then the teacher goes through Parts A and B.

**Part A** is a short conversation in which 'to be going to' is used to ask about one's plan. 'To be going to' verbs are: *are you going to do, am going to go, are you going to visit, am going to go out, am going to enjoy*

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page. Then explain how the strategy is used in the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how 'to be going to' is used *to talk and ask about schedules/plans*.

A: What will you do?

B: I will watch TV/go out/read a book.

A: What are you going to do?

B: I am going to watch TV/go out/read a book.

A: Where will you go?

B: I will go to the cinema/to the park/to Canada.

A: Where are you going to go?

B: I am going to go to the cinema/to the park/to Canada.

**Listening and Speaking**

**Speaking Strategy**  
Talking and asking about schedules/plans

**A.** You may use 'future tense' to ask someone about their plans or talk about your own plans.

- What are you going to do this weekend?
- I am going to go to Golestan Forest.
- Are you going to visit a museum?
- No, I am going to go out and enjoy wildlife.

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

What will you do? / What are you going to do?  
I will ... / I am going to ...

Where will you go? / Where are you going to go?  
I will go ... / I'm going to go to ...

LESSON 1

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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, *talking and asking about schedules/plans*.

**Conversation 1**

A: Where are you going to do in summer?  
 B: I am going to go to Brazil.  
 A: Really? What will you do there?  
 B: I will visit people and places.  
 A: What's interesting about Brazil?  
 B: Well, its nature and wild animals.

1. Brazil                      2. people

**Conversation 2**

A: Are you going to stay home this weekend, Shahab?  
 B: No, we aren't. We'll go out.  
 A: Where will you go?  
 B: We'll visit our relatives in Varamin.  
 A: Will you do anything else?  
 B: I am not sure yet.

1. Go out                      2. Go with him to Varamin

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. Alice is going to go to      Australia       Brazil   
 2. Alice will visit              people               museums

Pair up and ask your friends about the thing they are going to do this weekend. You may use the verbs in the box.  
 stay home, read a book, go to the museum, visit our relatives, go shopping, study English



**Conversation 2**

1. Shahab is going to      stay home       go out   
 2. His family will              go to Shiraz       go with him to Varamin

Pair up and ask your friends about the thing they will or won't do to save nature. You may use the verbs in the box.  
 take care of endangered animals, protect forests, hunt, hurt animals



## 11. Pronunciation

**Content:** It has 3 parts, A, B, and C.

**Objective(s):** Pronunciation aims at presenting *falling intonation* contour and its function (asking for or giving information) in English. The students should be able to both recognize and produce falling intonation in oral conversations.

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

Phase	DESCRIPTION
1	<b>DESCRIPTION AND ANALYSIS</b> - oral and written illustrations of how the feature is produced and when it occurs within spoken discourse
2	<b>LISTENING DISCRIMINATION</b> - focused listening practice with feedback on learners' ability to correctly discriminate the feature
3	<b>CONTROLLED PRACTICE</b> - oral reading of minimal-pair sentences, short dialogues, etc., with special attention paid to the highlighted feature in order to raise consciousness
4	<b>GUIDED PRACTICE</b> - structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the special feature
5	<b>COMMUNICATIVE PRACTICE</b> - less structured, fluency-building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances

According to Celce-Murcia et al. (2010, p. 45), this communicative framework recognizes

- the key role each phase plays in the acquisition of new pronunciation features,
- learners' progression from one phase to another, that is from controlled to automatic processing/production of L2 phonology is gradual,
- the application of this framework should extend the course of several lessons not just one,
- learning pronunciation is not linear, and
- practice must extend beyond the controlled phase of repetition and oral drills to more communicative activities when learners gain control over the feature

### 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 ask for or give new information, use falling intonation.**

## Pronunciation



**A. Listen to the following sentences. They have falling intonation.**

1. Where are you going to go? ↘ I am going to go to Bam. ↘
2. What does your brother do? ↘ He works in a zoo. He loves animals. ↘
3. Dr. James will buy a new laptop. ↘ His old laptop doesn't work. ↘
4. We will go on a school trip tomorrow. ↘ The students will visit a museum. ↘

When you ask for or give new information, use falling intonation.

LESSON 32

2. Listening discrimination:

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

3. Controlled practice:

- Read the sentences on page 32 and ask students to repeat them after you.
- Then do Part B. In this part the students should listen to the narration carefully and upon recognizing a falling intonation, put points at the end of the sentences. They are required to capitalize the first word of every sentence.

My name is Jim. I am a zookeeper. There are many animals in our zoo. We have big and small animals like birds and giraffes. We have wild and farm animals. I like wild animals. We have two lions and a leopard here. We don't have any sea animals now. We will have some next year. We are making new buildings for them. I think the visitors are going to love them.

4. Guided practice:

- Ask students to take the role of the narrator and read the sentences of Part B with appropriate intonation.

5. Communicative practice:

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

**Ask and answer with falling intonation.**

1. Who will protect our earth?
2. What will happen to endangered animals?
3. Who will protect the jungles?
4. What are you going to do with nature?



Optional

You may also ask students to talk about the plans they or their family members have for their weekend.

1. I am going to stay at home.
2. My sister will help me with my lessons.
3. My father is going to wash his car.
4. I will watch a comedy on Friday night.



**B. Listen and find where the sentences end. Do this by putting a point (.) and/or capitalizing words.**

My name is Jim I am a zookeeper there are many animals in our zoo we have big and small animals like birds and giraffes we have wild and farm animals I like wild animals we have two lions and a leopard here we don't have any sea animals now we will have some next year we are making new buildings for them I think the visitors are going to love them

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

## 12. Writing

**Content:** Writing has five main parts: Noun, Singular and Plural, Types of Noun, and Noun makers. It also has four activities, A, B, C, and D.

**Objective(s):** Writing aims at helping students move from letters and words to meaningful sentences and thus becoming familiar with components of English sentences. In this lesson, Writing aims at helping students understand the concept of noun and distinguish its classifications (people, animals, places, etc.) and types (common and proper; singular and plural). The students are also expected to be able to distinguish between regular plural nouns (plural made by '-s' and '-es') and irregular plural nouns (children, women, teeth). They are expected to find nouns in a sentence through some clues which are known as 'noun markers'.

**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 'noun' and provides students with its four classifications: 1) a person/an animal, 2) a place, 3) a thing, and 4) an idea. For each classification four examples are given and one word is illustrated. Read the examples and check the meaning of each word with students.



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

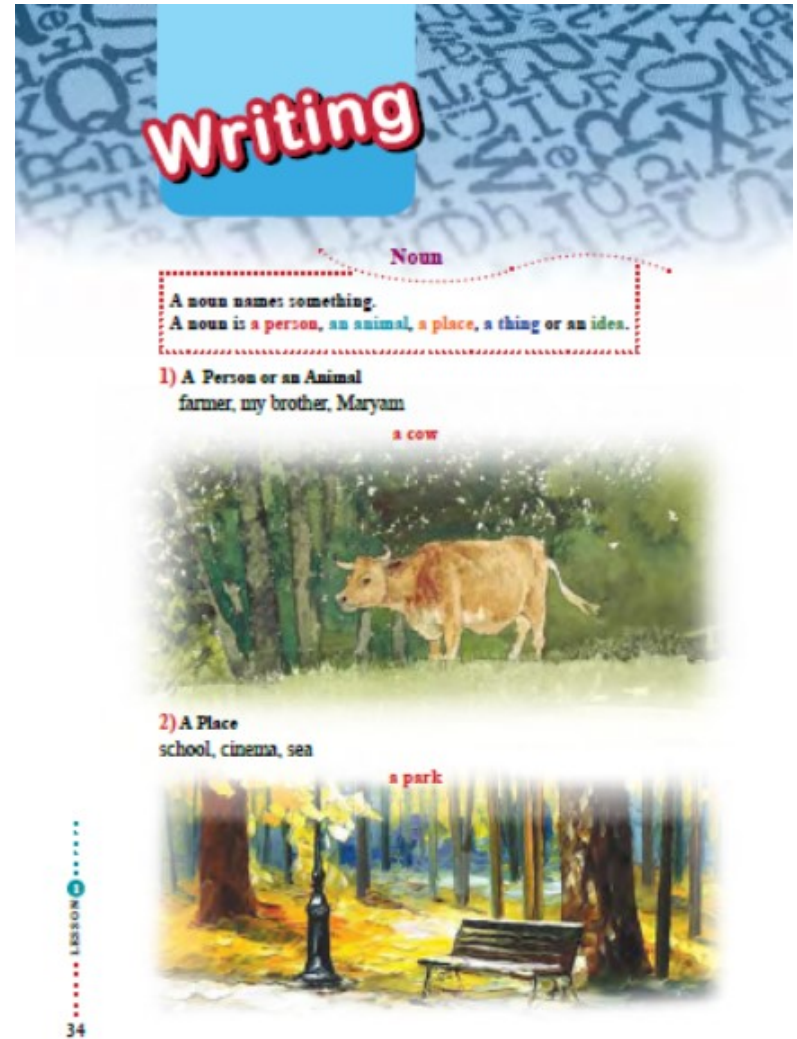
**From Prospect 1:** waiter, woman, dictionary, library, September, florist, chador, suit, garage, mirror, carrot, juice, spaghetti, zucchini, rice, date, mobile phone, street, blanket, office, comb, living room, T-shirt, sandals.

**From Prospect 2:** continent, shopping, gym, sport, tea, chess, bicycle, toothache, cough, bridge, backache, store, tree, thermometer, boulevard, fall, farm, horse, sunflower, chicken, magazine, garden, stomachache, drugstore.

**From Prospect 3:** kid, soldier, man, boy, story, person, place, worker, environment, girl, ticket, money, hotel, trip, ceremony, poem, clothes, holiday, culture, martyr, fire, blood, Internet, movie, pain, care, attack, scar.

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

**A person, An animal, A place**



**Writing**

**Noun**

A noun names something.  
A noun is a person, an animal, a place, a thing or an idea.

1) A Person or an Animal  
farmer, my brother, Maryam  
a cow

2) A Place  
school, cinema, sea  
a park

LESSON 34

- Then ask students to put the remaining nouns in the following categories:

**A thing:**

**An idea:**

- Go to Part I of Workbook. Ask students to read the passage, find the nouns, and classify them based on the following categories.

**A person/An animal:**

**A place:**

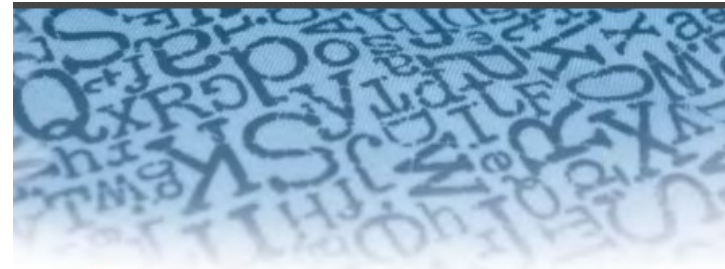
**A thing:**

**An idea:**

- Make groups of three or four, and have them make a four-column chart with the titles 'Person/Animal,' 'Place,' 'Thing,' or 'Idea'. Tell them that they will have two minutes to fill out each column with as many nouns as they can think of in a specific place, for example, in the park, house, classroom, street, etc.

Encourage students to share their lists with the class, and reward the longest fully-correct list with a bit of congratulatory praise.

Persons/Animals	Places	Things	Ideas



**3) A Thing**  
computer, apple, car

**a book**



**4) An Idea**  
pain, attention, danger

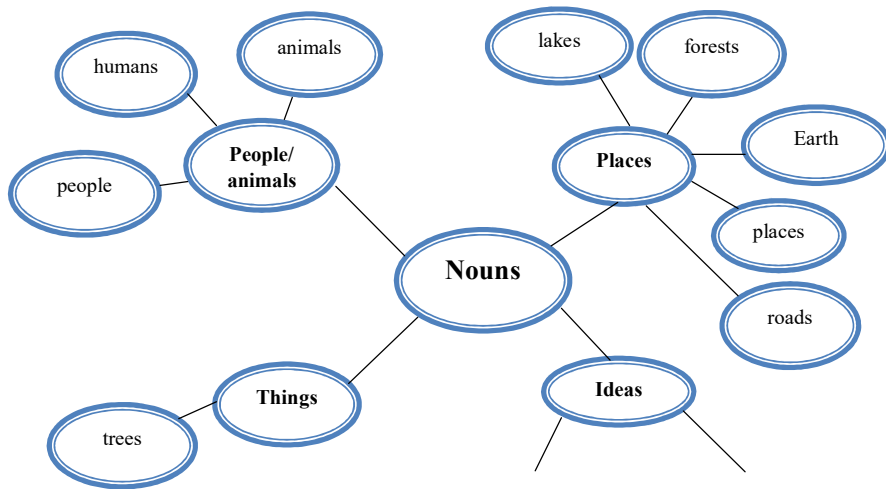
**love of country**



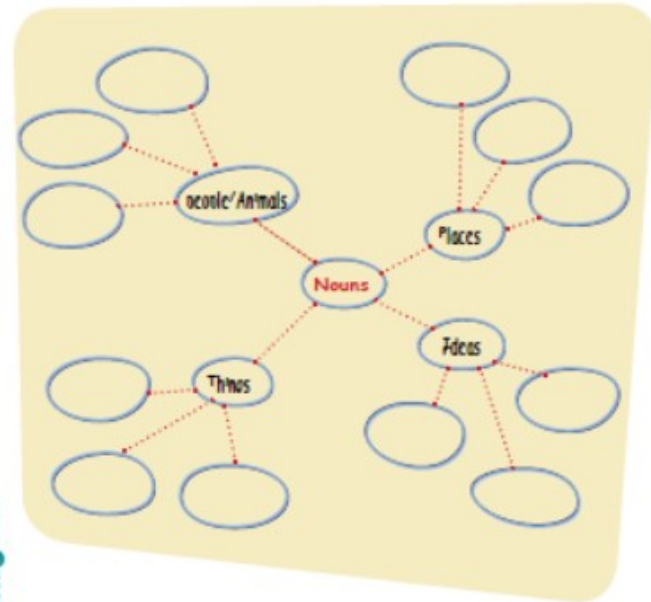
**Activity A** is a word map. The students should read the second paragraph of Reading on page 22 and find them.

Humans destroy the natural homes of the animals in the forests, lakes, and plains. When the number of people on Earth increases, they will need more places for living. They cut trees and destroy lakes. They make homes and roads instead. Then the animals won't have a place to live. They will die out.

Then they have to organize the found words in a word map:



**A.** Read the second paragraph of the reading passage on page 22. Find the nouns and write them in the correct circles of the word web. You can add more circles.





**Part Two** presents the written forms of regular and irregular plural nouns. Read both sets of examples. Ask students to think about the way the plural forms of these words are made. You may write more examples on the board. Then explain-with the help of students- how each group is made plural.



1. You may provide students with some singular nouns and ask them to change the words into plural.

leg, channel, message, ticket, firework, knife

2. You may provide students with some plural nouns and ask them to change the words into singular.

planes, teeth, trains, courses, children, bananas



**Hint**

Work on the pronunciation of 's' plural and its three representations /s/, /z/ and /iz/.

's' plural is pronounced as /s/ when it is added to words ending with voiceless consonants such as /p/, /t/, /k/  
maps, streets, books

's' plural is pronounced as /z/ when it is added to words ending with voiced consonants such as /m/, /n/, /l/, /d/  
rooms, onions, walls, beds

's' plural is pronounced as /iz/ when it is added to words ending with letters ch, x, s  
benches, boxes, buses

**Activity B** is a fill in the blank exercise. Ask students to read each sentence carefully and complete the sentences with appropriate forms of the words.

- |                    |                    |                     |
|--------------------|--------------------|---------------------|
| 1. brother-postman | 2. desk-hours      | 3. bus stops-school |
| 4. man-women-park  | 5. farmer-children |                     |

**Singular and Plural**

Most nouns can be made plural by adding 's' or 'es' to the end of the word. However, some are irregular and they don't follow the same rule.

<b>1) Regular:</b>	book → books	lake → lakes
	girl → girls	hen → hens
	box → boxes	bus → buses

---

<b>2) Irregular:</b>	man → men	foot → feet
	woman → women	life → lives
	child → children	wolf → wolves

**B. Write the appropriate form of each noun.**

- Ali's (brother) ..... is a hard-working (postman) .....
- She sat down at her (desk) ..... and worked for two (hour) .....
- There are two (bus stop) ..... near your (school) .....
- I saw an old (man) ..... and two young (woman) ..... sitting near the lake of the (park) .....
- Frank is a (farmer) ..... He has four (child) .....



**Part Three** presents two types of nouns, namely a) common and b) proper. Three examples are provided for each type along with illustrations.

Read the nouns and ask students to pay attention to their meaning. Ask them about the main difference between nouns in group 1 and 2. Ask them about the main differences they see in the way the words are written. They should tell you that the first letter of proper nouns is capitalized. Please draw their attention to the fact that

**The first letter of proper nouns is capitalized.**



1. Write some Persian words on the board. Ask students to write the words in English with correct spelling and appropriate capitalization.

ایران  
کارون  
سیزوار  
فارس

2. Write some noun combinations on the board. Ask students to write their English equivalent with correct spelling and appropriate capitalization.

جنگل گلستان  
یوز ایرانی  
رود ارس  
دشت مغان

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

1. Iran's, home, bear, parts
2. Askari, years, wife, Mashhad
3. Persian, Arab, wildlife, sea, dolphins

**Types of Nouns**  
Common nouns / Proper nouns

**1) Common nouns:**

boy	tree	bear

**2) Proper nouns:**

Avicenna	Damavand	Milad Tower

**C . Circle the correct answer.**

1. Today, (Iran / iran)'s mountains and plains are the natural (Home / home) of many animals. One of them is the black (Bear / bear) which lives in a few (Parts / parts) of the country.
2. Amin (Askari / askari) is a pilot. He is 40 (Years / years) old. He lives with his (Wife / wife) and his son and daughter in (Mashhad / mashhad). He loves his job.
3. The (Persian / persian) Gulf is a very important sea between Iran and some (Arab / arab) countries. Its (Wildlife / wildlife) is amazing. You can see some beautiful (Sea / sea) animals such as (Dolphins / dolphins) there.

**Part Four** presents a list of words including articles, determiners, demonstrative pronouns, and possessive adjectives which usually come before a noun.

Read each row aloud and ask students to pay attention to each section. Ask students to write some examples in each row.



Optional

You may ask students to read the Reading and underline all **noun markers**.

Today, there are some endangered animals on Earth. It means that we can find only a few of them around us. Some examples are whales, pandas, tigers and Asian elephants.

Humans destroy the natural homes of the animals in the forests, lakes, and plains. When the number of people on earth increases, they will need more places for living. They cut trees and destroy lakes. They make homes and roads instead. Then the animals won't have a place to live. They will die out.

The Iranian cheetah is among these animals. This wild animal lives only in the plains of Iran. Now there are only a few Iranian cheetahs alive. If people take care of them, there is hope for this beautiful animal to live.

Recently, families are paying more attention to nature, students learn about saving wildlife, and some hunters don't go hunting anymore. Hopefully, the number of cheetahs is going to increase in the future.

**Activity D** is a recognition exercise. Ask students to read the sentences and circle nouns.

- weather, spring
- mountain, mountains
- book, bus, week
- people, animals
- wolves, zoo

Ask students to tell you

-What type of nouns they are: plural or singular; and

-What type of markers are used before them.

Noun Markers

Here are some words that often come before a noun

a / an	a hunter / a leopard	an elephant / an ear
the	the child / the boy	the women / the cars
this / that	this bird / this door	that tiger / that chair
these / those	these chairs / these children	those men / those mice
my / your / our / his / her / its / our / their	his goat / our car / my friends / their towns	

**D. Read the following sentences and circle the nouns.**

1. The weather is beautiful in the spring.
2. This is a low mountain, but those mountains are high.
3. Nasim read a book on the bus last week.
4. Some people do not take care of animals.
5. I saw two wolves in the zoo.

### 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 report about Earth and fill in the blanks.

Earth is the home of living things. People, animals, and plants live on Earth. There are many beautiful lakes, plains, and forests. There were many more beautiful things here before, but humans destroyed them. They hunted animals and harmed nature.

1. home
2. destroyed

**Part B** is a reading task. The students should read the rest of the report. Then they have to underline all 'nouns' and 'future verbs'.

3. animals, plants, humans, home, air, water, future, place, Earth, children
4. are going to work, will have, will have, will save

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

A: What is Earth?

B: It's our home.

A: Who is destroying the nature?

B: Humans.

A: Do you need a safe place to live?

B: Yes, of course.

**A. Listen to the first part of a report about Earth.**

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

Earth is our .....

Humans ..... nature.

2. Listen again and list all nouns.

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**B. Now read the second part of the report.**

We need to save animals and plants and take care of them. All humans are going to work together to have a beautiful home. If we work hard, we will have clean air and water in the future. We will have a safe place to live. In this way we will save Earth for our children.

3. Underline all nouns. Identify singular/plural and proper/common nouns.

4. Circle all future verbs.

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

What is Earth?

Who is destroying nature?

Do you need a safe place to live?

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