

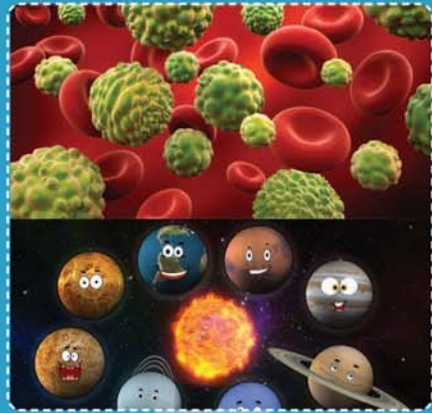
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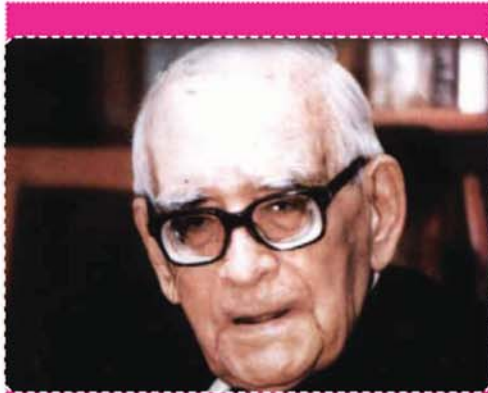
Unit 1

The World of Animals



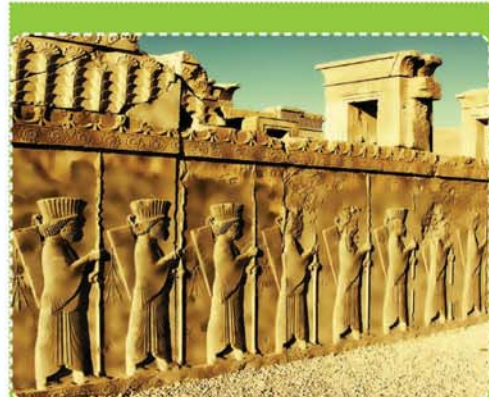
Unit 2

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## PREFACE

The importance of learning English as an international language affecting international trade, tourism industry, economic and political relations is no secret. The use of English in today's world is not an issue to be ignored or denied.

As a matter of fact, communicating through an international language can be considered both as an opportunity and – at the same time – a threat for children, adolescents and the youth of our country. Any language, including English, can be regarded as an effective way to promote the culture, vision or the ideology of the nation whose language is widely presented through books, videos and web pages and negligence in this respect has some devastating impacts on our native culture and religious originality. Consequently, there has always been the concern that English teaching, may bring with it manifestations of Western culture, some parts of which are contrary to the moral and religious values of our Islamic and Iranian culture. Obviously, presenting such books written on the basis of a foreign culture can provide the opportunity of the mentioned permeation.

Khat-e Sefid Press, as a specialized publication center in the field of creating English textbooks and teaching aids, aiming at eliminating aforementioned concerns, and even more, trying to use the English language to promote the Islamic-Iranian culture, has decided to compile a series of complementary books (Vision Plus 1) for students studying at "National Organization for Development of Exceptional Talents (NODET)" schools.

The supplementary books which has been used to be taught in NODET schools are no longer efficient for the new generation of English learners due to an alteration in teaching approach and methodology as well as the students' English course books. With this in mind, in Vision plus 1 we have included all the themes and topics of the Education Ministry textbooks and, concurrently, tried to strengthen the students' language skills and sub-skills with a special focus on their communicative proficiency.

What distinguishes Vision Plus 1 complementary books from the foreign ones is the special attention paid to the traditions, as well as scientific, religious, artistic, and athletic features of our country, in addition to a number of informative texts about other nations around the world. Vision Plus 1 is principally compiled for gifted students, and teachers can decide on the proper time for teaching these books.



### **The most important features of Vision Plus**

1. Introducing extensive complementary vocabulary in addition to what students learn in their textbooks.
2. Introducing functional differences between formal and informal usage of sentences and phrases.
3. Providing written and audio comprehension texts related to the topic(s) of each lesson.
4. Offering various exercises aimed at strengthening the four skills in language learning.
5. Involving all five senses in learning English.
6. Using the communicative approach in designing practices.
7. Presenting real life conversations and task-based exercises.
8. Paying worthwhile attention to Iranian-Islamic culture.
9. Enabling students to consolidate what they have learnt from the book and do self-assessment through a section based on *Project-based Learning* presented as Practical English section.

### **Organization of the book**

The main body of **Vision Plus** is made up of four 16-page units. Each unit is divided into four 4-page lessons **A, B, C** and **D**. Every unit consists of two different or complementary themes for each of which the related vocabulary and conversation(s), grammatical point(s) and some exercises – all based on CLT – are provided so that the students can have the opportunity to improve language skills and sub-skills (Listening, Speaking, Reading, Writing, Vocabulary, Grammar, ...).

In '**Practice Time**', some noticeable number of extra exercises are provided for each unit in order for the students to practice what they have learned in their course book. This section intends to give the students the opportunity to enhance their knowledge of vocabulary and grammar and to develop their needed skills for communication.

We hope that Vision Plus series can help our dear students learn an International language besides preserving their religious and national beliefs and viewpoints. We warmly appreciate our knowledgeable teachers' constructive comments and suggestions.

# The World of Animals

## Unit 1





## Vocabulary

**A** Listen and label the pictures with the words from the box.

duck - ladybug - mosquito - butterfly - cockroach - bear - leopard - shark - deer - frog  
cheetah - goose - salmon - pigeon - lizard - eagle - turtle - snake



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



12 .....



13 .....



14 .....



15 .....



16 .....




17 .....



18 .....

**B** Write the words in the correct columns.

mammal	bird	amphibian	fish	reptile	insect

**C** Listen and check your answers. 

## Conversation

Charles and Mathew are at a pet store. Listen and circle the animals and birds they talk about.

rabbit - dove - mouse - raccoon - dog - canary - lizard  
cat - snake - parrot - chicken - tortoise  
turtle - fish - hamster - lovebird

**Charles:** Here is the pet store. Let's go and have a look inside.

**Mathew:** What will you do with your dog? Can he come in?

**Charles:** He has to stay outside. I can tie him up here. The store leaves out water for dogs to drink.

**Mathew:** Wow, look at all the animals.

**Charles:** Yes, there are a lot of different types. I like to see them all when I come.

**Mathew:** I don't even know the names of some of them.

**Charles:** The store has reptiles such as snakes, lizards and tortoises over there.

**Mathew:** I can hear a lot of birds somewhere.

**Charles:** Yes, they have canaries and other birds, even a parrot.

**Mathew:** They are all good but I like soft and fluffy animals the best.

**Charles:** They also have lots of turtles, hamsters and other small animals over there, as well as some rabbits.

**Mathew:** The rabbits are so cute.

**Charles:** I need to buy some food for my dog and then go home.

**Mathew:** OK.

**Charles:** You can stay and look more if you want to. Sorry, gotta rush. Catch you later.

**Mathew:** Yes I will do that. See you around.



## Grammar

## Nouns

## What is a noun?

A noun is a part of speech that is used to name a person, a place, a thing, a quality or an action.

## A Singular vs. Plural

Nouns can be singular or plural. The plural form of a noun is usually formed by adding **s/ es** at the end of the noun. But there are exceptions to this rule.

- Some plurals are regular.

Singular	Plural
tiger	tigers
snake	snakes
ostrich	ostriches
flamingo	flamingoes

- Some irregular nouns have the same singular and plural forms.

Irregular Plurals	
Singular	Plural
fish	fish
deer	deer
sheep	sheep
salmon	salmon

- Some irregular nouns have different singular and plural forms.

Irregular Plurals	
Singular	Plural
mouse	mice



### C Different types of nouns

1. **Common nouns** are words used to name general items, not specific ones:
  - *table, book, window, octopus, animal, feather, tail, ...*
2. **Proper nouns** refer to the name of a single/specific person, place or thing and they always begin with a capital letter:
  - *John, Joseph, London, Tehran, Mount Everest, the Amazon, Harry Potter, etc.*
3. **Collective nouns** describe a group of things or people as a unit:
  - *family, flock, audience, information, data, etc.*
4. **Compound nouns** refer to two or more nouns combined to form a single noun:
  - *sister-in-law, schoolboy, fruit juice, fireman, ice-cream cone, ...*

### D Write the plural forms of the countable nouns. You can check a dictionary.

- |            |             |             |       |
|------------|-------------|-------------|-------|
| 1. traffic | uncountable | 9. butter   | ..... |
| 2. wife    | .....       | 10. loaf    | ..... |
| 3. foot    | .....       | 11. cactus  | ..... |
| 4. basis   | .....       | 12. bread   | ..... |
| 5. story   | .....       | 13. volcano | ..... |
| 6. knife   | .....       | 14. shrimp  | ..... |
| 7. deer    | .....       | 15. goose   | ..... |
| 8. quiz    | .....       | 16. moose   | ..... |

### E Put the given nouns into different groups. (Capitalize if needed.)

bushehr – toothpaste – state – california – army – cactus – lung – university – post office  
 football – staff – ladybug – air – milk – swarm – melbourne – boat – wool – the mississippi  
 freedom – seashell – herd – band – society – colony – javaher deh

Common Nouns	Proper Nouns	Collective Nouns	Compound Nouns

## Reading

Read the following texts and answer the questions.

### Mila the Beluga Whale

A 26-year-old diver was taking part in a free diving contest without breathing equipment among the whales in a terribly cold water more than 20 feet deep. When she tried to return to the surface, she found her legs unable to move because of the freezing cold.

At that point, Mila the beluga (white whale) started pushing the diver to the top of the pool with her leg in Mila's mouth. Thankfully, belugas, which live in the Arctic (most northern part of the world) and feed on small fish, have only small teeth and the diver was uninjured.

Officials say Mila is a sensitive animal who works closely with humans and the diver owes Mila her life. The diver agreed that she thought it was over for her until she felt a force pushing her up from the bottom.



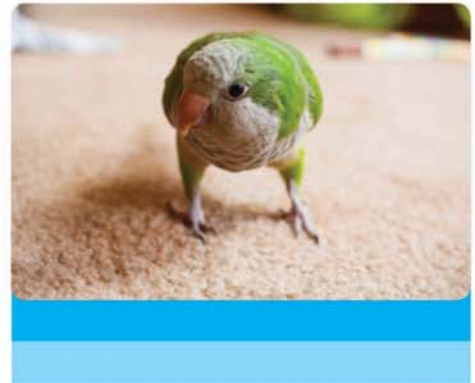
### Willie the Parrot

A 2-year-old girl named Hannah Kuusk would have choked to death if it weren't for Willie, a parrot.

Megan Howard, the child's babysitter and the bird's owner, prepared a Pop-Tart for Hannah, placed it on the table to cool and then ran to use the bathroom.

While she was in the bathroom, Willie started screaming, and saying things like, "Mama! Baby! Mama! Baby!" Howard ran out of the bathroom to find Hannah in the kitchen, holding the partly eaten Pop-Tart, unable to breathe, her face and lips a terrifying shade of blue, and Willie still screaming.

Howard saved the little girl, but she says Willie is the real hero. The bird was later presented with the Animal Lifesaver Award.



**A** Read the texts carefully and decide if these sentences are true or false.

- |  |      |       |
|--|------|-------|
| 1. The diver was without breathing equipment among sharks.           | True | False |
| 2. The diver wasn't injured because the whale had only small teeth.  | True | False |
| 3. Megan was the child's sister.                                     | True | False |
| 4. Megan received a Lifesaver Award because she saved Hannah's life. | True | False |

**B** Answer the following questions.

5. Why wasn't the diver able to get back to the surface of water?  
.....
6. How did the beluga save the diver and why wasn't she injured?  
.....
7. Where was Megan Howard when the accident happened?  
.....
8. How did Willie help to save the baby?  
.....

## Pronunciation

### Linking Consonant to Vowel

When a word ends in a consonant sound, we often move the consonant sound to the beginning of the next word if it starts with a vowel sound.

For example, in the phrase *turn off*...

we write it like this:	turn off
we say it like this:	tur-noff

Remember that it's the **sound** that matters.

In the next example sentence, *have* ends with...

- the letter *e* (which is a vowel)
- but the **sound** *v* (which is a consonant)

So we link the ending consonant sound of *have* to the beginning vowel sound of the next word *a*.

And in fact we have four consonant to vowel links in this sentence:

We write it like this:	Can I have a bit of egg?
We say it like this:	ca-ni-ha-va-bi-to-vegg?



## Listening

**A** Listen to the conversation and answer the following questions.

1. What animal(s) is Jane allergic to?

.....

2. Why does the shopkeeper suggest Jane a small pet?

.....

3. What pet does Jane choose?

.....

**B** Listen again and choose the correct answers to fill in the blanks.

**Shopkeeper:** Good morning, how can I help you?

**Jane:** Hi, ..... (1) .....

**Shopkeeper:** What sort would you like?

**Jane:** I'm not sure. I live in an apartment and I don't have much space.

**Shopkeeper:** Ok. .... (2) ..... So I think you'd better choose a smaller one. Would you like to have a cat or kitten?

**Jane:** I would but I can't ..... (3) .....

**Shopkeeper:** Would you like a snake or spider? Some people love pets like that.

**Jane:** No! Nothing like that.

**Shopkeeper:** Ok. What about a small animal ..... (4) ..... or gerbil?

**Jane:** I'm not sure. Can you suggest anything else? I hate those kinds of animals.

**Shopkeeper:** The only other things I have are some goldfish. Would you like those?

**Jane:** Yes. .... (5) ..... I'll take them. Thank you very much.

**Shopkeeper:** You're welcome.

- |  |  |
|--|--|
| <p><b>1</b> A) I'd like to buy a pet</p> <p>B) I'd like to get a new pet</p> <p>C) I like to get a pet</p>                 | <p><b>2</b> A) An apartment with no garden isn't good for a big pet</p> <p>B) An apartment with a garden is just right for a cat</p> <p>C) An apartment with no garden isn't so good for a big pet</p> |
| <p><b>3</b> A) as I already have a cat</p> <p>B) as I have allergy to cats</p> <p>C) as I'm allergic to cats</p>           | <p><b>4</b> A) like a mouse, rat</p> <p>B) like a mouse, parrot</p> <p>C) like mice, rats</p>  |
| <p><b>5</b> A) A fish would be perfect</p> <p>B) A couple of fish would be perfect</p> <p>C) Two fish would be perfect</p> |  |

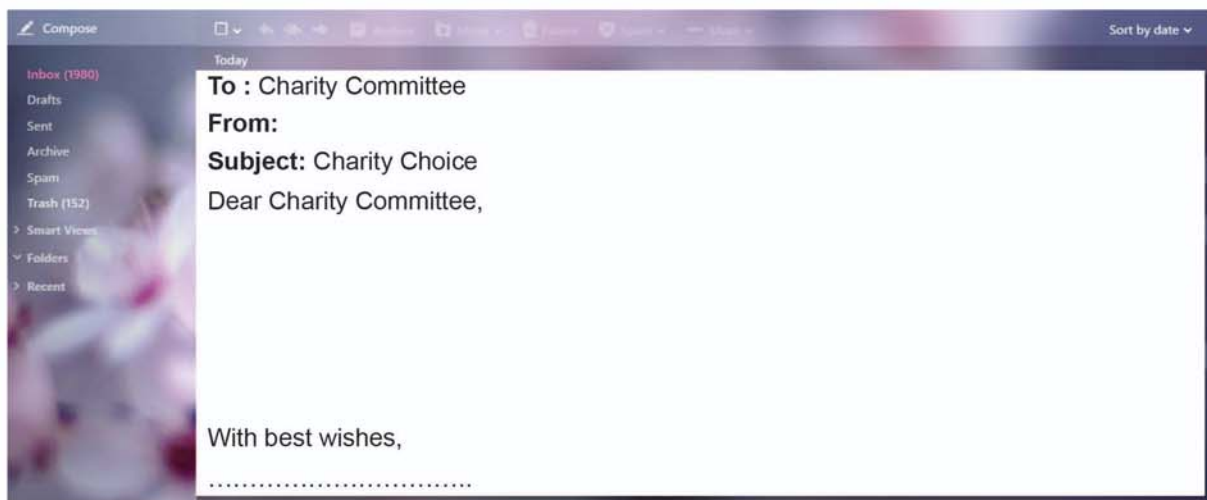
## Speaking

Discuss the following questions.

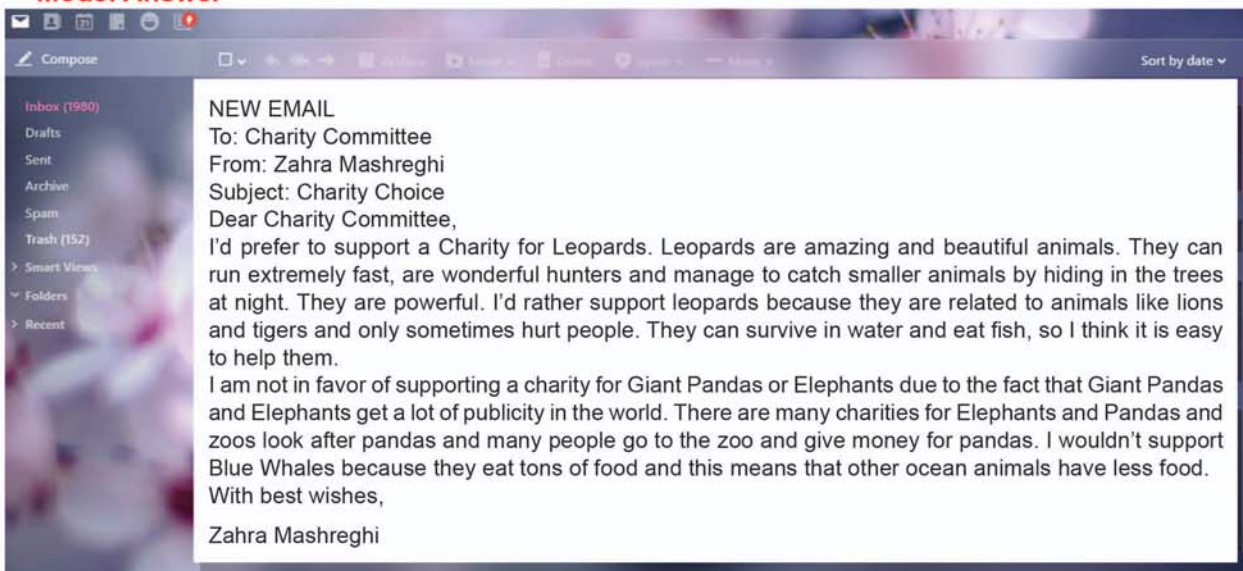
1. What are the primary ways in which species are endangered? Which of these are caused by human activities?
2. Why do you think some species are endangered?
3. How do you think or feel about this ongoing global problem?
4. What happens when an animal or plant species becomes extinct?
5. How do you think this situation can be realistically improved? Why should it be improved?

## Writing

Your school has decided to support a Charity for one of the animals you have read about. Write an email to the Charity Committee saying which animal you want to support and why. Write about why you do not want to support the other animals.



### Model Answer





## Vocabulary

Listen and practice.

### 1 deforestation



the cutting or burning down of all the trees in an area

### 2 wildlife



plants and animals living in a natural environment

### 3 endangered species



animals or plants that soon may no longer exist

### 4 environmentalist



a person who cares about the natural world and tries to protect it

### 5 extinction



the loss of a species in the world

### 6 global warming



the gradual increase in temperature on earth

### 7 habitat



the natural home of a plant or animal

### 8 sanctuary



an area for birds or animals where they are protected and cannot be hunted

### 9 inhabit



to live in a place

### 10 poacher



someone who illegally catches or shoots animals, birds or fish

### 11 veterinarian / vet



a doctor for animals

### 12 conservation efforts



measures / activities to protect and restore the natural world



## Conversation 1 🎧

Listen to the conversation. Why are rhinos going extinct?

**Vincent:** Rhinos look like dinosaurs, right?

**Diego:** No Vincen! Rhinos are mammals, dinosaurs were reptiles. Rhinos look like Rhinos.

**Vincent:** Oh, I am sorry. I don't have much information about animals.

**Diego:** That's because dinosaurs are extinct.

**Vincent:** But we still have Rhinos around, don't we?

**Diego:** Yes, but very few. If it continues like that, they will become extinct too.

**Vincent:** What's happening to them?

**Diego:** People are cutting down the jungles, and hunting them for their horns. It's a shame.

**Vincent:** It's terrible. When will human beings learn to be human?



## Conversation 2 🎧

Listen to the conversation between Shamim and Mojgan. What are they talking about?

**Shamim:** Mojgan, is the tiger skin in your house real?

**Mojgan:** Yeah, that's real. My granny says it's the skin of a Siberian tiger.

**Shamim:** Oh! The Siberian tigers are the largest in the cat family. Unfortunately, there are only a few hundreds alive now.

**Mojgan:** I know. My great-grandfather was a hunter and he hunted it. I really wish he hadn't.

**Shamim:** Well, it's not your fault. I'm sure you don't like to hurt animals.

**Mojgan:** No Shamim, I don't. I love animals. I'm an animal rights activist in fact.

**Shamim:** Why do you still keep that skin in your house?

**Mojgan:** I can't help it. My parents think it's a souvenir from their ancestor.



## Grammar

### Simple Future Tense

**A** The structure of the Simple Future tense is:

subject + will + (not) + main verb + ...

+	I	will		open	the door.
+	You	will		finish	before me.
-	She	will	not	be	at school tomorrow.
-	We	will	not	leave	yet.
?	Will	you		arrive	on time?
?	Will	they		want	dinner?

**B** Contraction with Simple Future

will → 'll      will not → won't

**C** When to use simple future tense:

**1. When there is no plan and the decision is made at the time of speaking:**

- Hold on. I'll get a pen.
- We will see what we can do to help you.

**2. Making a prediction about the future:**

- It will rain tomorrow.
- People won't go to Jupiter before the 22nd century.

**D** Put the verbs into the correct form (simple future).

James, 18 years old, asked his grandpa to predict his future. Here is what he told him:

1. You ..... (find) a job in a very big company and you ..... (be/always) very happy.
2. You ..... (make) a lot of money.
3. You ..... (buy) two beautiful houses, one in the countryside and one downtown.
4. Your friends ..... (envy) you.
5. You ..... (meet) a beautiful girl and you ..... (marry) her.
6. You and your wife ..... (never/leave) each other.
7. You ..... (not/have) any pets.
8. But all this ..... (happen/only) when you are 70 years old.



## To be going to

**A** “To be going to” is not a tense. It is a special structure that we use to talk about the future.

subject + be + (not) + going + to-infinitive + ...

+	I	am		going	to buy	a new car.
+	They	're		going	to go	swimming.
-	He	is	not / n't	going	to take	the exam.
-	It	is	not / n't	going	to rain.	
?	Are	you		going	to paint	the house?
?	Is	she		going	to cook	pasta for lunch tomorrow?

**B** When to use to be going to:

### 1. When there is a plan or intention to do something before speaking

- Jo has a lot of money. He says he's going to buy a Porsche.
- We're not going to paint our bedroom tomorrow.
- When are you going to go on holiday?

### 2. When we make a prediction about the future based on present evidence

- The sky is very black. It's going to snow.
- It's 8:30! You're going to miss your train!
- I crashed the company car. My boss isn't going to be very happy!

**C** Using the words in parentheses, complete the sentences below with the appropriate tenses.  
(will / to be going to)

- A: Why are you holding a piece of paper?  
B: I ..... (write) a letter to my friend in Texas.
- A: I'm about to fall asleep. I need to wake up!  
B: I ..... (get) you a cup of coffee. That will wake you up.
- A: I can't hear the television!  
B: I ..... (turn) it up so you can hear it.
- We are so excited about our trip next month to France.  
We ..... (visit) Paris, Nice and Grenoble.
- Sarah ..... (come) to the party. Oliver ..... (be) there as well.
- After I graduate, I ..... (attend) medical school and become a doctor.  
I have wanted to be a doctor all my life.



## Reading

Read the article and answer the questions.

### Polar Bear Makes the List

In spring 2008, the polar bear was placed on the endangered species list. According to the Endangered Species Act (ESA), an endangered species is an animal that is likely to face extinction in its natural habitat. Polar bears are known as a "threatened" species. The ESA defines a threatened species as one that is likely to become "endangered" in the near future.

The polar bear is the first animal classified as endangered because of global warming. Polar bears live on the sea ice in the Arctic. This is where they hunt for fish and build up fat reserves. When the ice melts, many polar bears move to land and use their stored fat. In the Arctic, global warming is causing the ice to melt earlier and form later. This results in a shorter feeding season for the polar bear. Some risk their lives to find ice. If they have to swim too far, they will drown (die under water) from tiredness and hunger.

Polar bear is not the only animal that is at risk in the Arctic. Every species of plant, animal, and insect there is threatened by global warming. However, environmentalist groups often study large carnivores (meat-eater) in order to study the health of an ecosystem. The Arctic food chain depends on the polar bear. In addition, donations are more commonly offered for the protection of large animals such as bears or elephants. People in general are less interested in conservation efforts that protect small wildlife, such as plants or insects. However, by using donor money to protect the habitat of the larger animals, all the ecosystems can be protected.

It is important that animals such as the polar bear are added to the endangered species list. Once they are on the list, there are laws that protect these animals from being hunted for food or sport. Agencies also receive money and tools to protect the habitat and recover the species. Thanks to the Endangered Species Act, the population of endangered animals is increasing. Since the Endangered Species Act was introduced in 1973, many species have been removed from the list due to increased populations. Sadly, many species do go extinct while waiting for consideration.