

In The Name Of Almighty

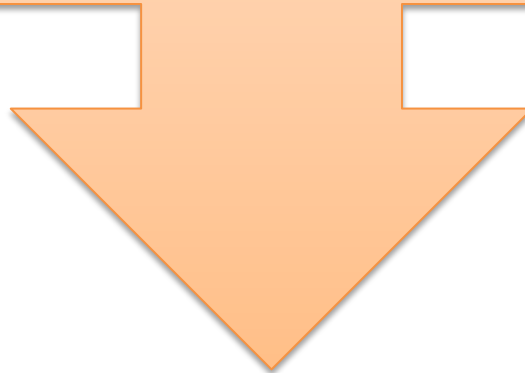
18 Principles Of Language Teaching

Vision 2

DR . Rahimi

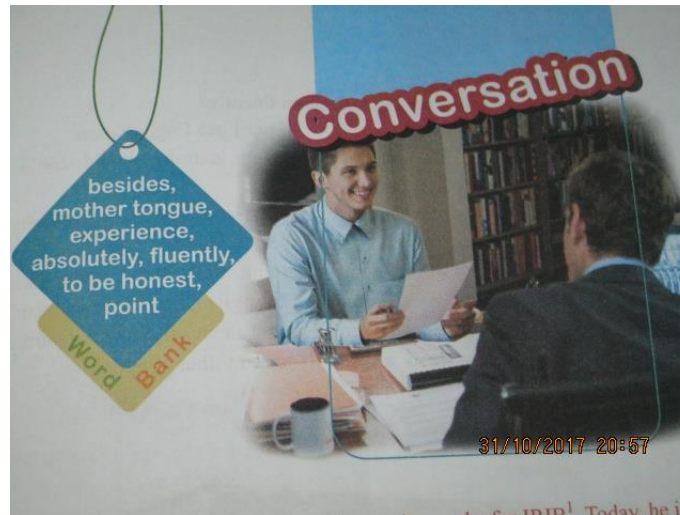
2017.11.11

Prepared by : N. L. B



Content & Sequencing Principles

Pr.1.Frequency



Vocabulary Frequency

1.	<u>ability</u>	despite	honest	<u>neighbor</u>	<u>take picture</u>
3.	absolutely	<u>develop</u>	imagine	percent	tiny
4.	action		<u>impossible</u>	pick	tongue
5.	<u>amount</u>	<u>enjoy</u>	<u>language</u>	<u>piece</u>	<u>valuable</u>
5.	available		loaf	<u>popular</u>	<u>vary</u>
6.	<u>besides</u>	<u>exchange</u>	lose	quit	wish
7.	candle	<u>exist</u>	lots of	<u>quiet</u>	
8.	century	explanation	make up	range	Frequent :23 ≈ 41 % less frequent / infrequent : 33 ≈ 59%
9.	circle	<u>familiar</u>	master	<u>receive</u>	
10.	communicate	<u>favorite</u>	<u>means</u>	region	
11.	continent	<u>fortunately</u>	mental	researcher	
12.	culture	give up	<u>native</u>	<u>sign</u>	
13.	deaf	grass	nearly	surf	

Pr.2.Strategies Reading Strategy lesson 1

Reading Strategy
Scanning

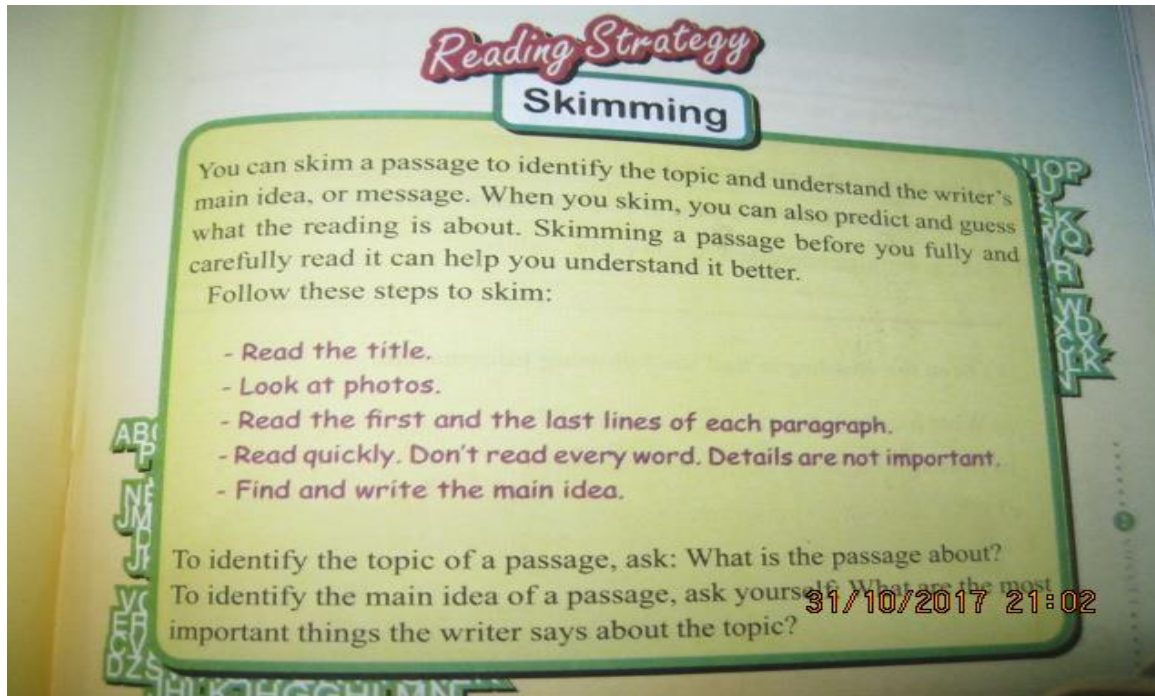
You can scan a reading passage to look for and find specific information quickly such as a number, a name, a word, or a phrase.
Follow these steps to scan:

- Make a clear picture in your mind of the information you are looking for.
- Look for that information.
- Move your eyes quickly across the text. Don't read every word. When you find the information, stop, read the sentence and mark the information.

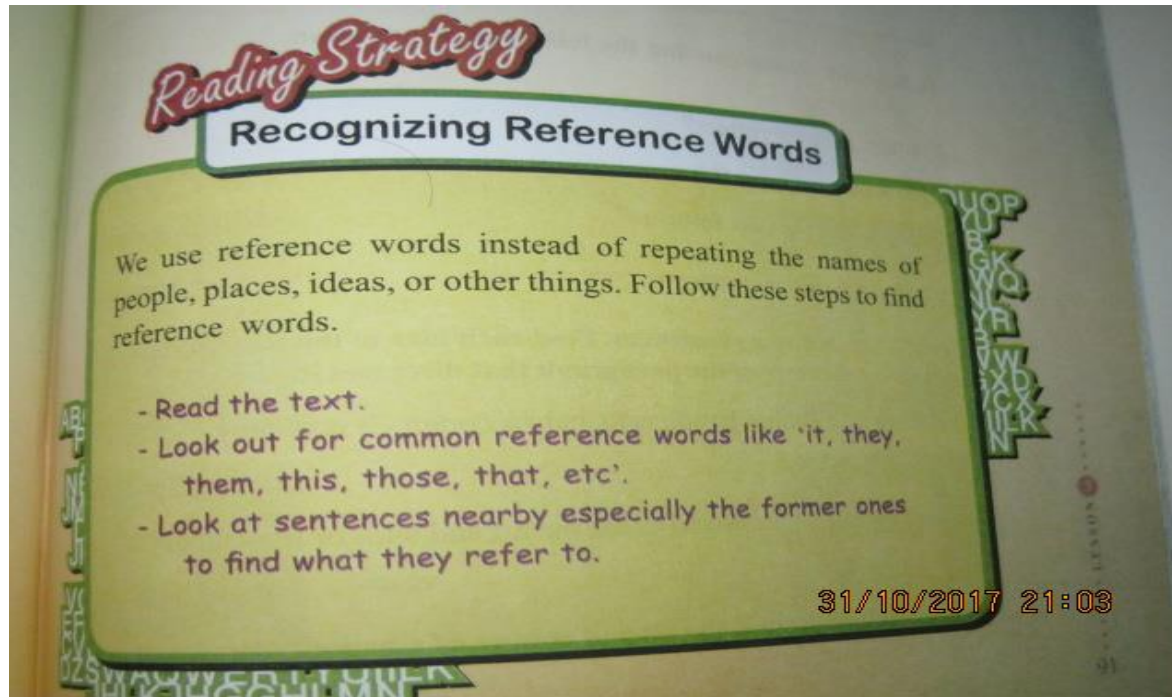
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The page features decorative borders of letters: 'ABP', 'N', 'M', 'J', 'V', 'E', 'C', 'D', 'Z', 'S' on the left; 'U', 'O', 'P', 'B', 'G', 'K', 'Q', 'W', 'V', 'R', 'H', 'I', 'W', 'X', 'D', 'C', 'X', 'N', 'L', 'K' on the right; and 'J', 'H', 'L', 'K', 'J', 'H', 'G', 'G', 'H', 'L', 'M', 'N' at the bottom.

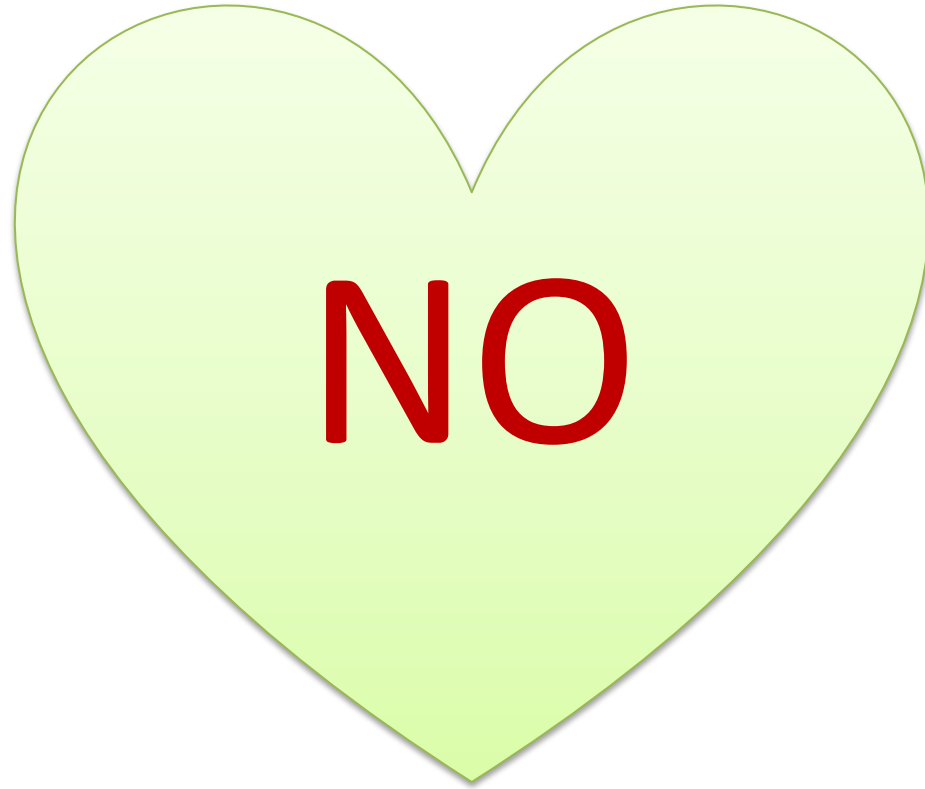
Reading Strategy Lesson 2



Reading Strategy Lesson 3

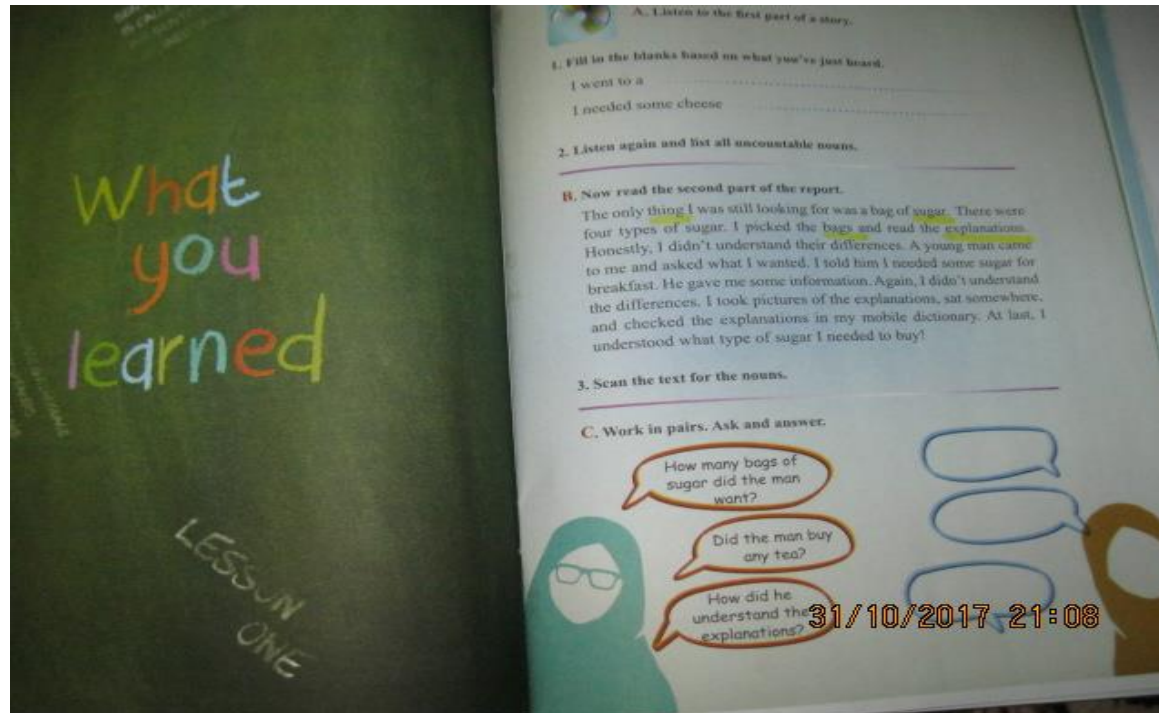


Strategy In Listening



Pr.3.Space Retrieval / 3Reviews

At the end of each unit



Pr.4.Generalizability of Language System

a. Word instruction in Writing

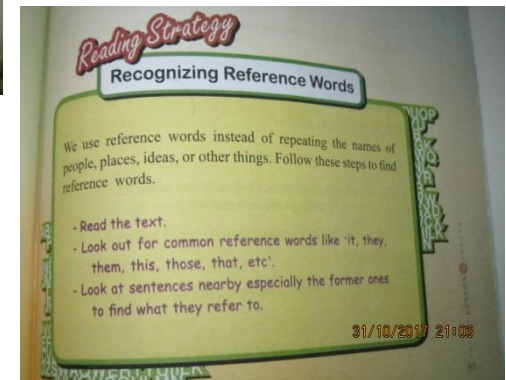
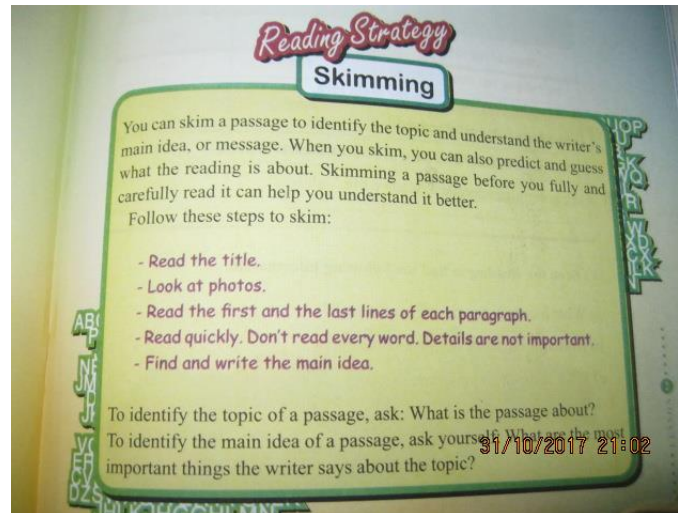
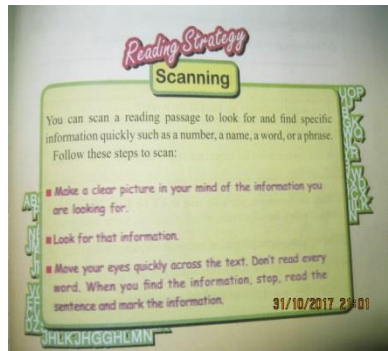
G. Read the following sentences. Find the subject(S), verb(V), object(O) and additional information(AI).

Example: She studies English at school every week.
S V O AI (Place) AI (Time)

1. On weekends, I read storybooks.
2. I usually get good grades.
3. Last night, my mother made cookies.
4. My friends take photographs of animals.

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b. Reading Strategies



c. In Vocabulary Development





Vocabulary Development

SYNONYMS

Synonyms are words with similar meanings, for example, 'hard' and 'difficult', or 'begin' and 'start' are synonyms. Learning synonyms is a good way to develop our vocabulary.

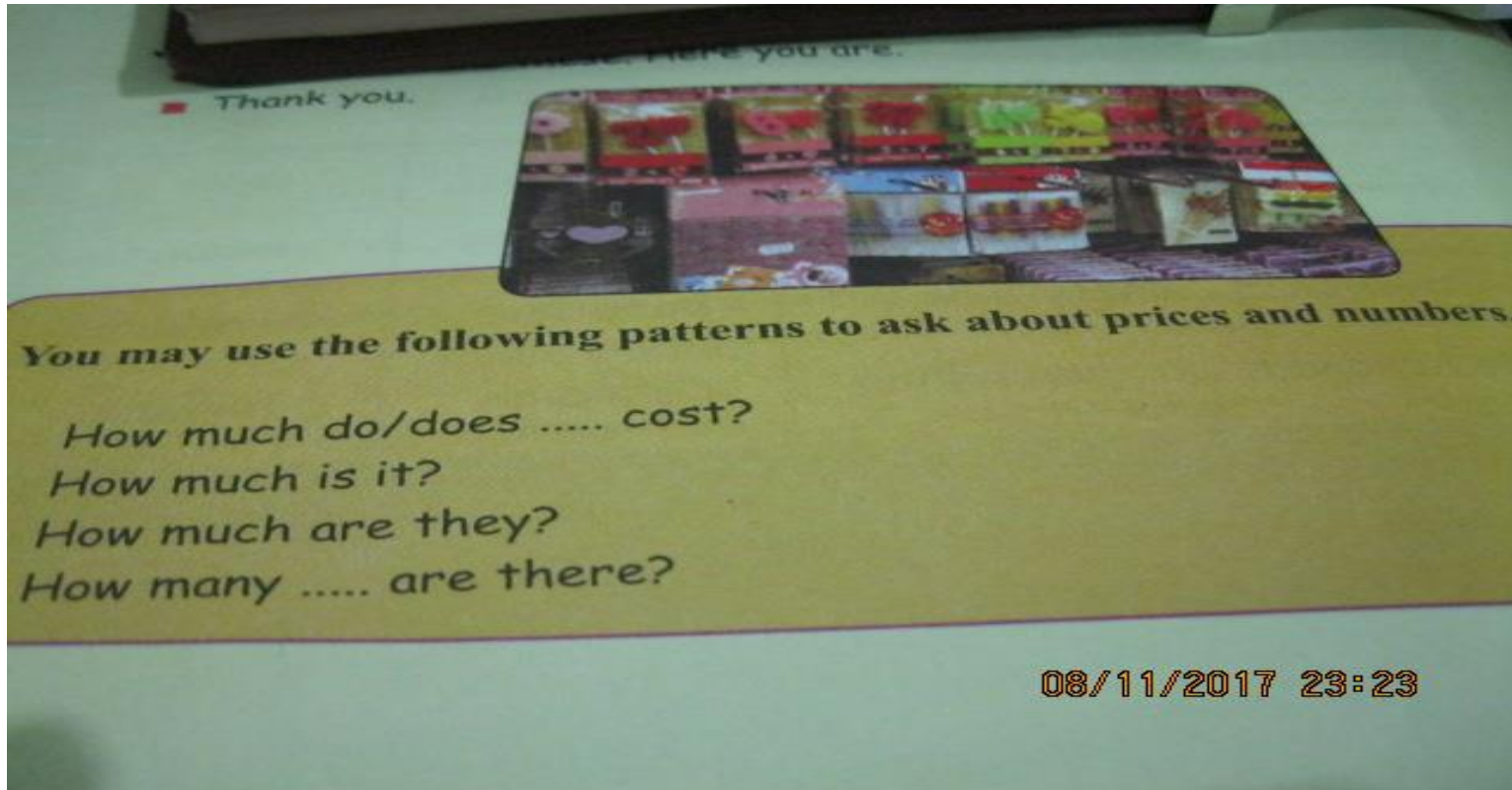
A. Write the words that mean the same under the picture where they belong.

small	powerful	quick	strong
fast	tiny	simple	easy


08/11/2017 23:15

d. In Speaking strategies



Thank you.

Please, Here you are.



You may use the following patterns to ask about prices and numbers.

How much do/does cost?

How much is it?

How much are they?

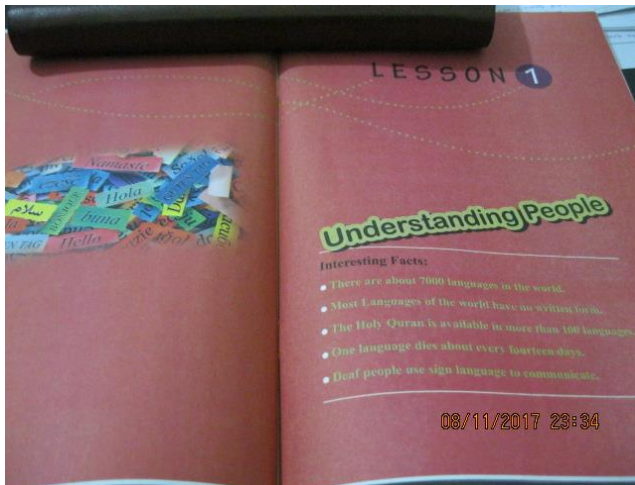
How many are there?

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Pr.5.To keep Moving Forward

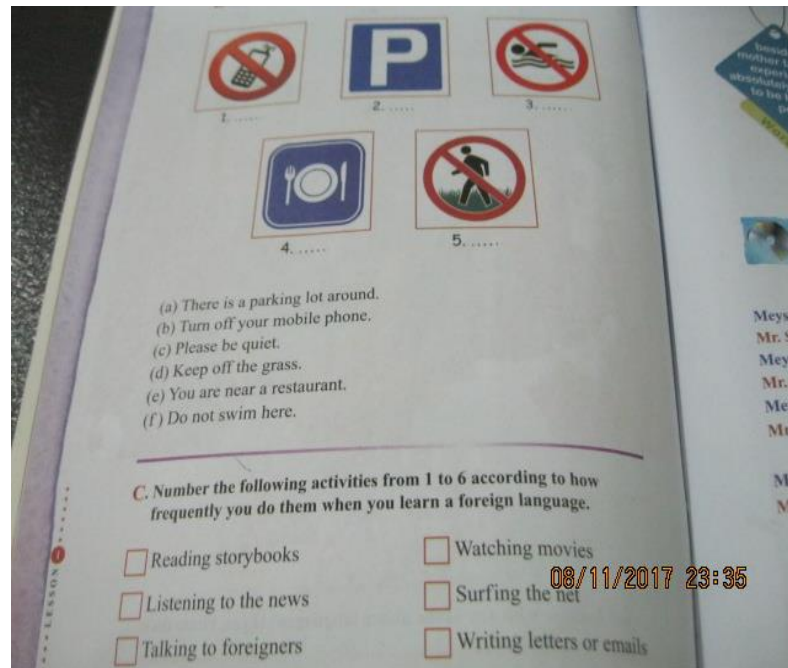
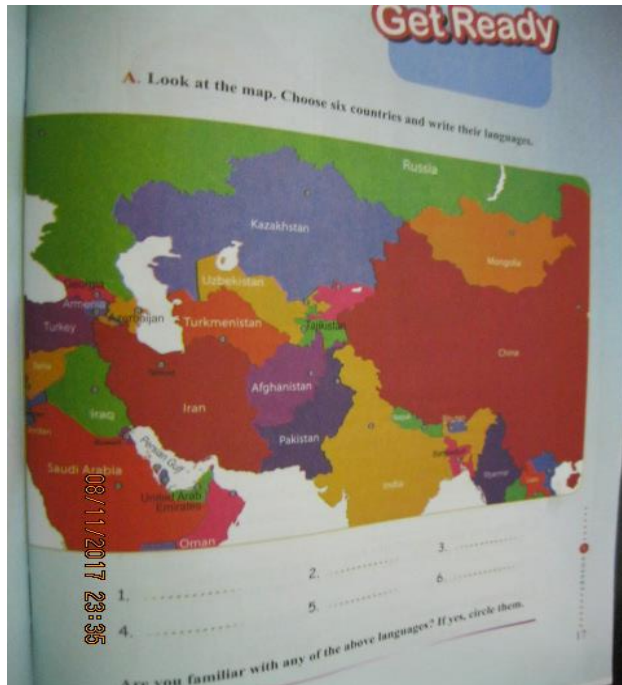
Goal : Meaningful communication

Activity 1. Impact page & interesting facts



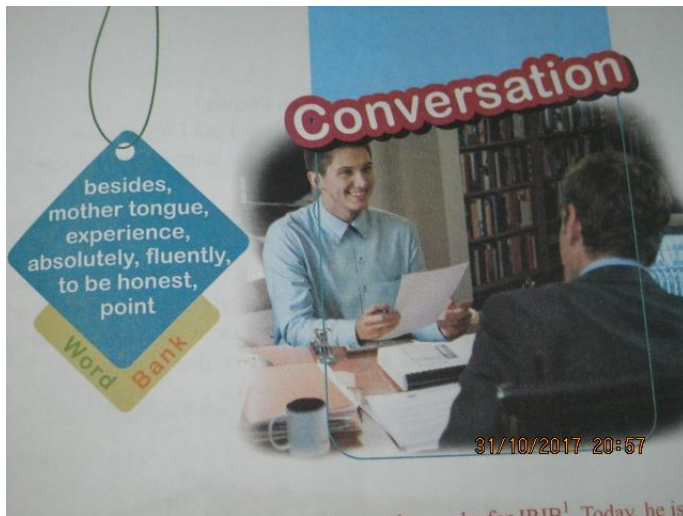
Activity 2

- Get Ready : Introducing the new theme & Reviewing previous Knowledge



Activity 3

- Providing comprehensible input/ A context for awareness about the structure




Activity 4


- New words & Expressions (comp. Input)

New Words and Expressions


A. Look, Read and Practice.




Mazandaran is one of the best farming **regions** of Iran.




Asia is the largest **continent** of the world.



Does water really **exist** on Mars?



Spanish is Diego's **native** language.



Dictionary prices **range** from \$5 to \$15.

08/11/2017 23:56



Rice is the most popular food in Iran.



Today, less than 40 **percent** of people live in villages.



Imagine you are traveling in **space**.



Scientists say that by 2050, wind power can meet the needs of the world.



2000-2099
We are living in the twenty-first **century**.



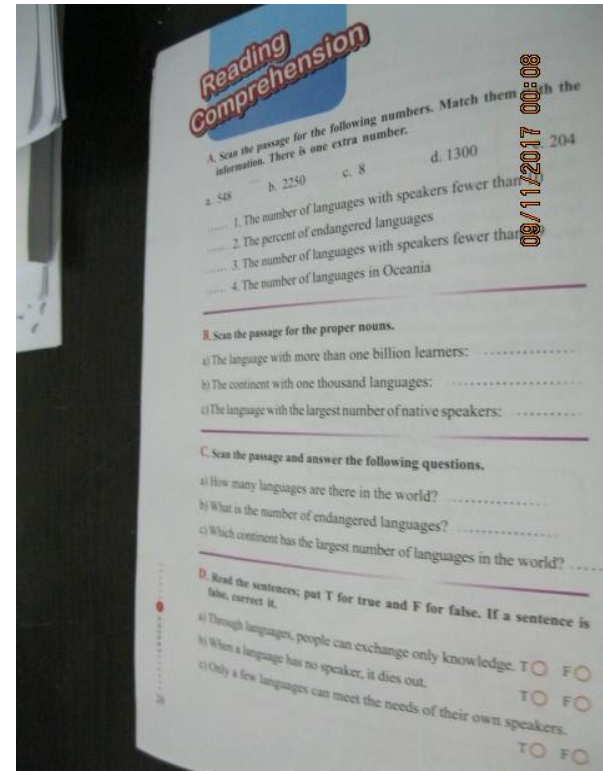
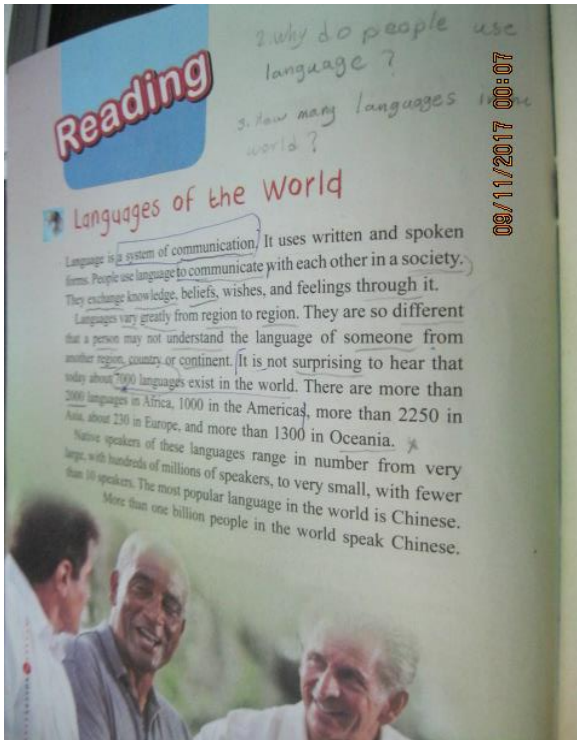
Our teacher tried to explain the new word by **means** of sign language.

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22

Activity 5

- Reading as a comp. Input(helps practice new words)



Activity 6

- Vocabulary Development /words relationship (Synonyms/Antonyms/ Prefixes/ Suffixes)(C.I)


Vocabulary Development

SYNONYMS

Synonyms are words with similar meanings, for example, 'hard' and 'difficult'; or 'begin' and 'start' are synonyms. Learning synonyms is a good way to develop our vocabulary.

A. Write the words that mean the same under the picture where they belong.

small powerful quick strong
fast tiny simple easy



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Vocabulary Development

PREFIXES AND SUFFIXES

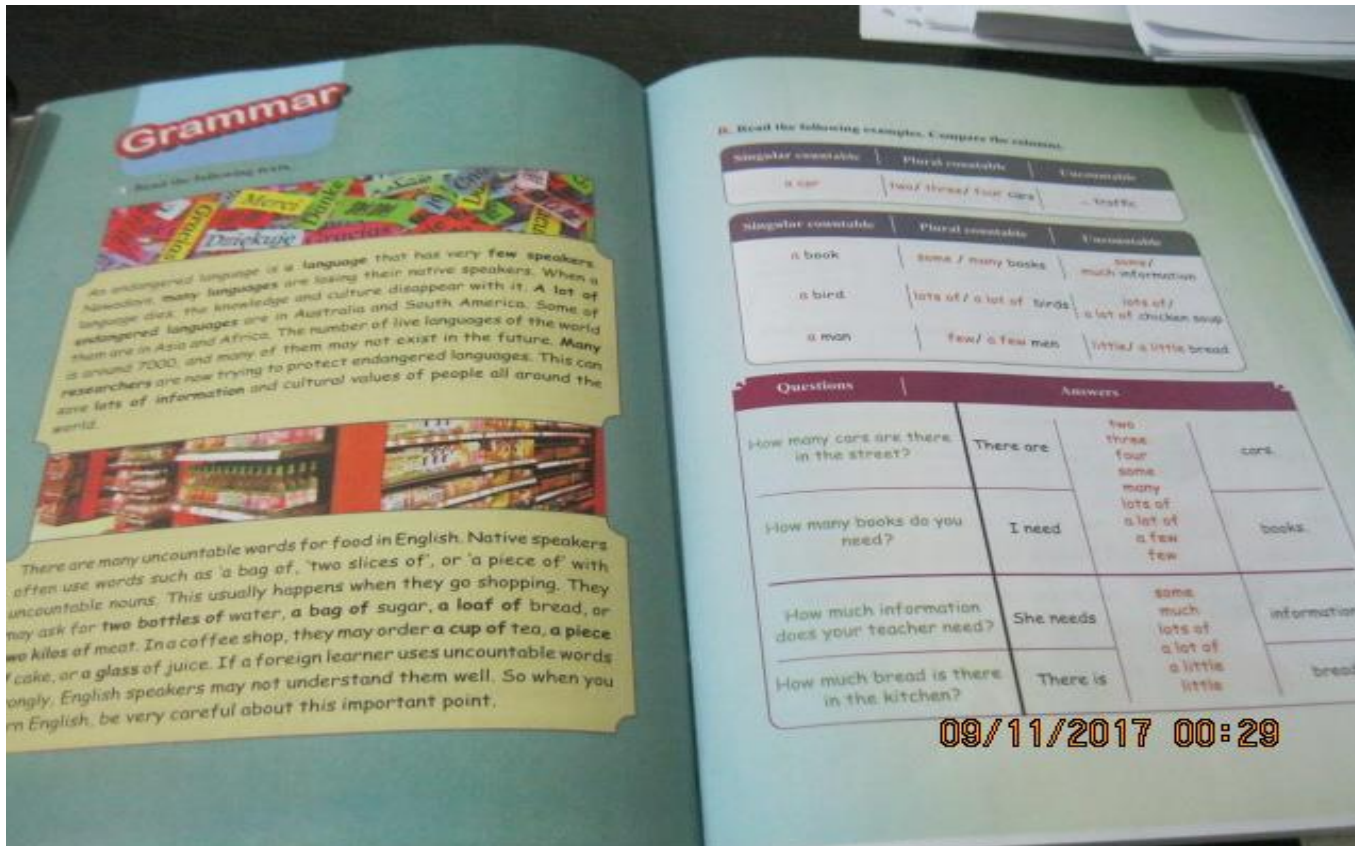
A prefix is a letter or a group of letters that comes at the beginning of a word. Each prefix has a meaning. For example:

PREFIX	MEANING	EXAMPLE
re-	again	rewrite: write again
un-	not	unimportant: not important
im- in-	not	impossible: not possible incorrect: not correct
dis-	not/opposite of	dislike: not like
mid-	middle	midday: the middle of the day

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Activity 7









- Grammar :Use of language (form meaning use)



Activity 8

- Hint : More about Grammar

HINT
Measure words with uncountable nouns

a bottle of		two, three, ... bottles of	water
a cup of		two, three, ... cups of	tea, coffee
a glass of		two, three, ... glasses of	water, juice
a bag of		two, three, ... bags of	rice, sugar
a piece of		two, three, ... pieces of	cake, paper
a slice of		two, three, ... slices of	melon, banana
a kilo of		two, three, ... kilos of	meat, rice
a loaf of		two, three, ... loaves of	bread

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Activity 9


- Listening & Speaking : Role play using appropriate strategies
- With the taught grammar

Listening and Speaking

Shopping, asking and answering about prices and numbers

3. You may use 'how much' to ask about prices. You may use 'how many' to ask about numbers.

- May I help you?
- Yes, please. I'm looking for some birthday candles.
- How many candles do you need?
- I need 12 birthday candles.
- You can find different types of candles over there.
- Um... How much are those?
- 20 000 Tomans.
- What about these?
- 10 000 Tomans.
- I think I'll take these. Here you are.
- Thank you.




You may use the following patterns to ask about prices and numbers.

How much do/does cost?
How much is it?
How much are they?
How many are there?

11. Listen to the following conversations and answer the questions.

Conversation 1




1. The boy wants
2. How many words does the first dictionary have?

Pair up and ask at least two questions about the prices of things you or your friends have in your/their bags. You may use the words in the box.

pen, pencil, eraser, pencil-sharpener, ruler, notebook

Conversation 2



1. How much is a ticket?
2. How many tickets does she want?

Pair up and ask about the numbers of things you or your friends may use the words in the box.

sisters, brothers, uncles, aunts, books, pens, pencils

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Activity 10

.Pronunciation (aims at both recognizing &producing in oral conversation)

Pronunciation

A. 'Ten numbers' (ten, twenty, thirty, ...) have strong stress on their first part. Listen and repeat.

• •	• •
twenty	sixty
thirty	seventy
forty	eighty
fifty	ninety



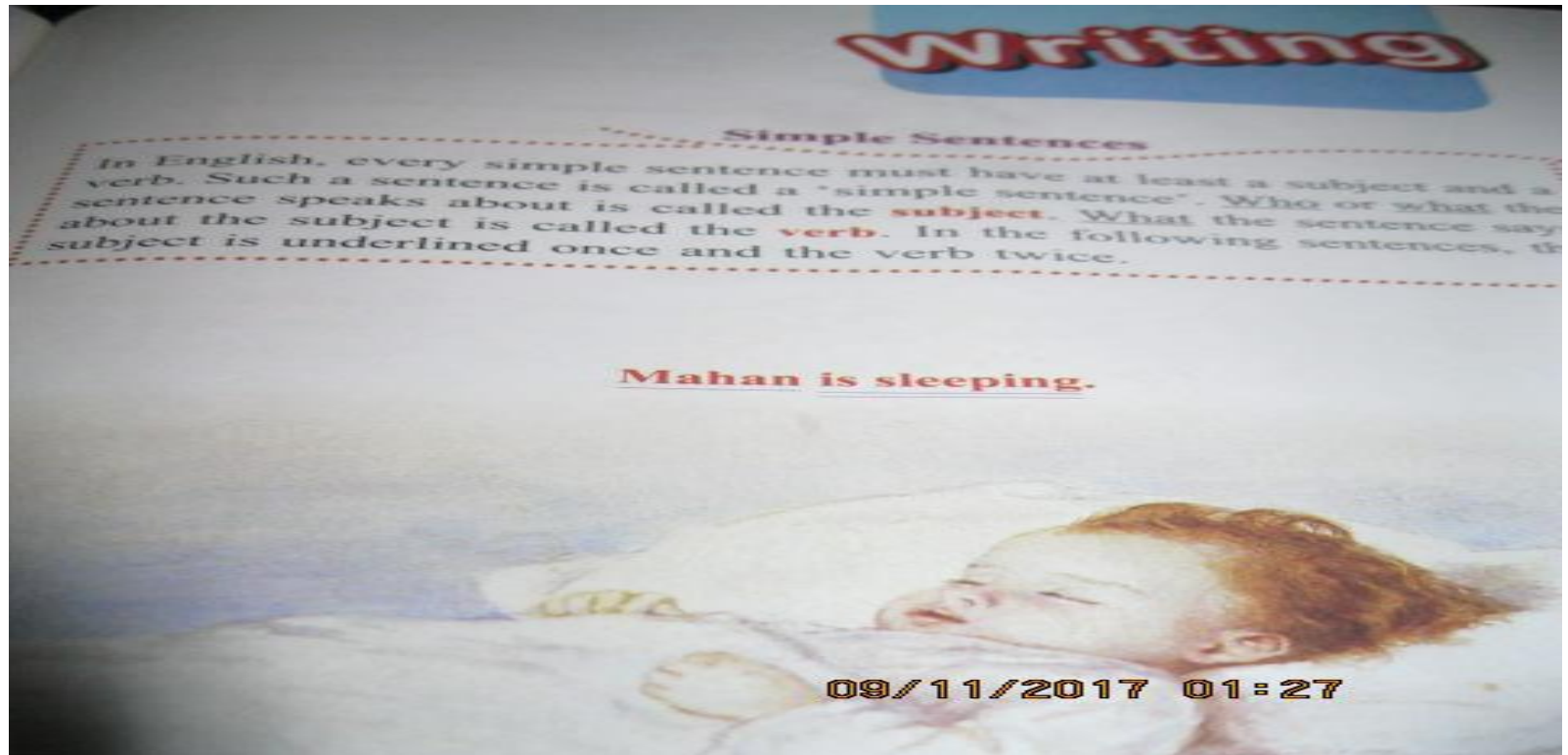
B. 'teen numbers' have strong stress on 'teen'.

- She is almost thirteen.
- Did you say eighty or eighteen?

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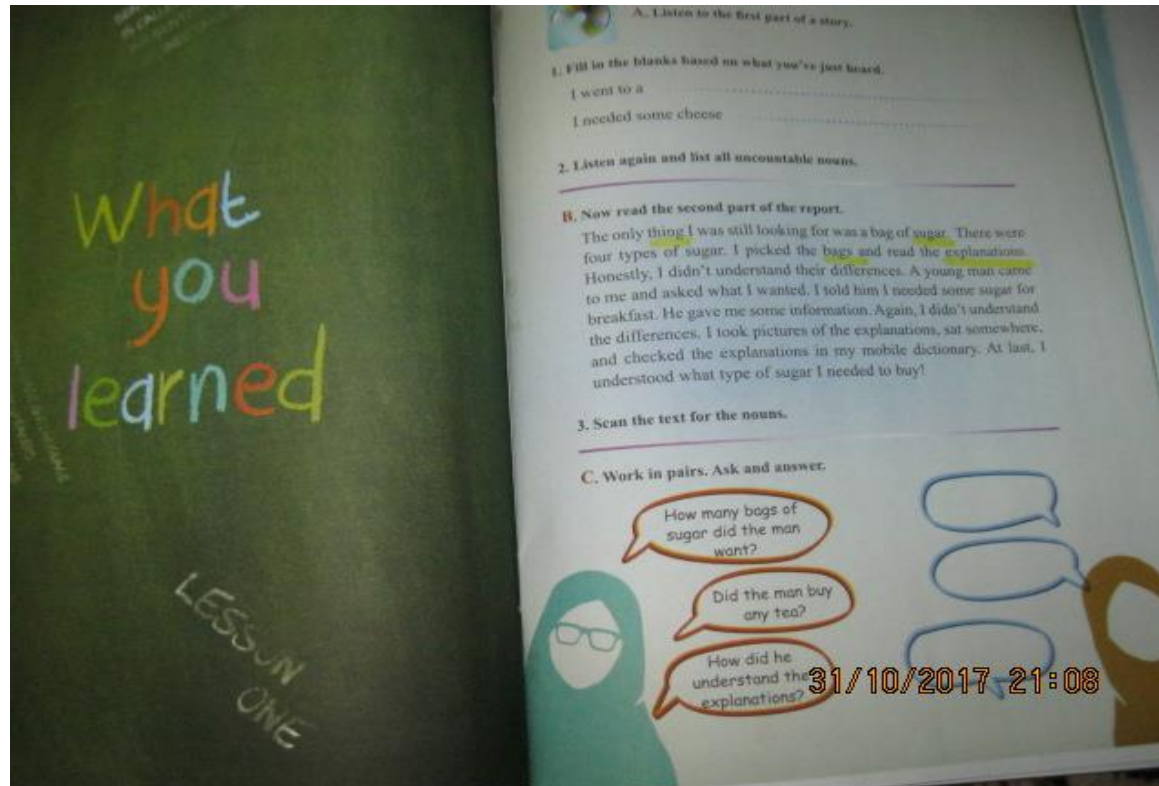
Activity 11

- Writing : Helps ss. Move from words to meaningful sentences (Comprehensible Output)



Activity 12

- What You Learned :Provides ss with fluency



Pr.6.Teachability

- Structures are in order of acquisition
- S+V+O V+ING V+TO+V

G. Read the following sentences. Find the subject(S), verb(V), object(O) and additional information(AI).

Example: She studies English at school every week.
S V O AI (Place) AI (Time)

1. On weekends, I read storybooks.

2. I usually get good grades.

3. Last night, my mother made cookies.

4. My friends take photographs of animals.

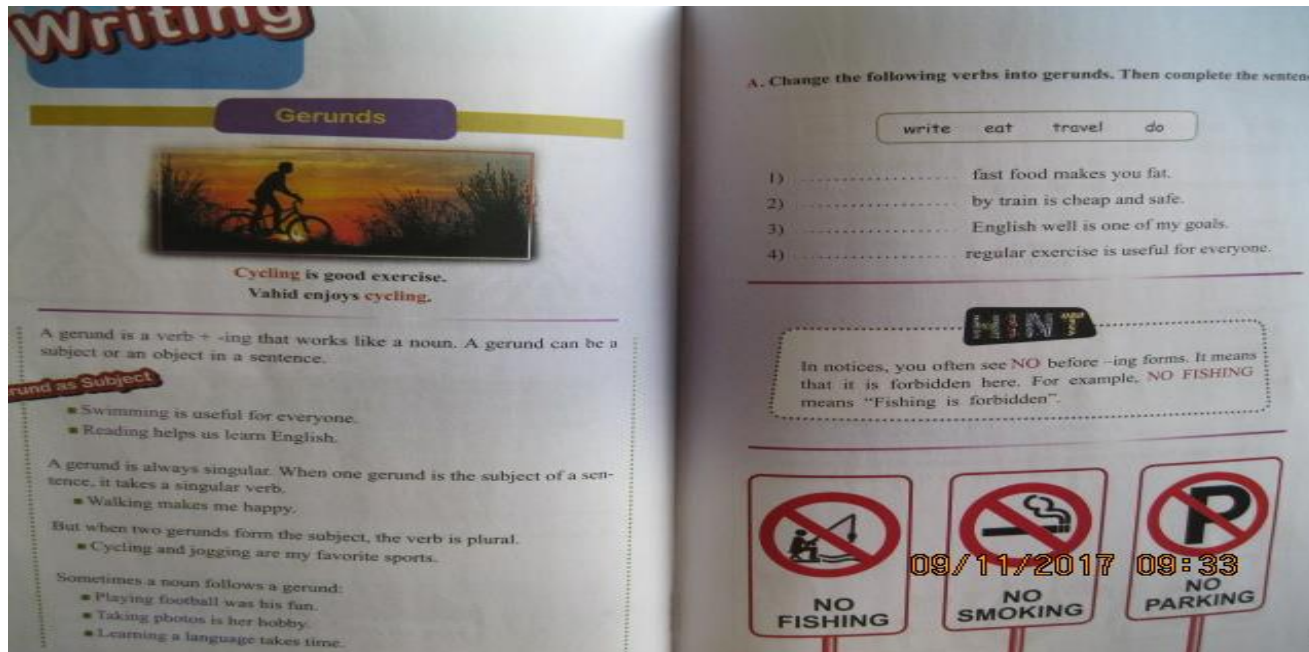
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Pr.7.Learning burden

- Some vocabularies of previous book
- E.g. Endangered in lesson 1 – exercise – blood-pyramid in lesson 2,..
- No use of L1 in the book but in teachers' guide it is allowed when necessary .

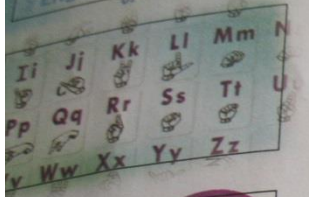
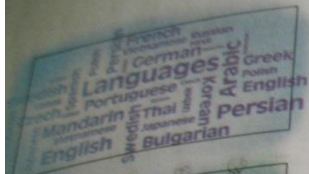
Pr.8. Inferences

- Strongly related items are not presented together except some free Associations.
- For example : verbs followed by infinitives and those followed by gerunds presented in different lessons



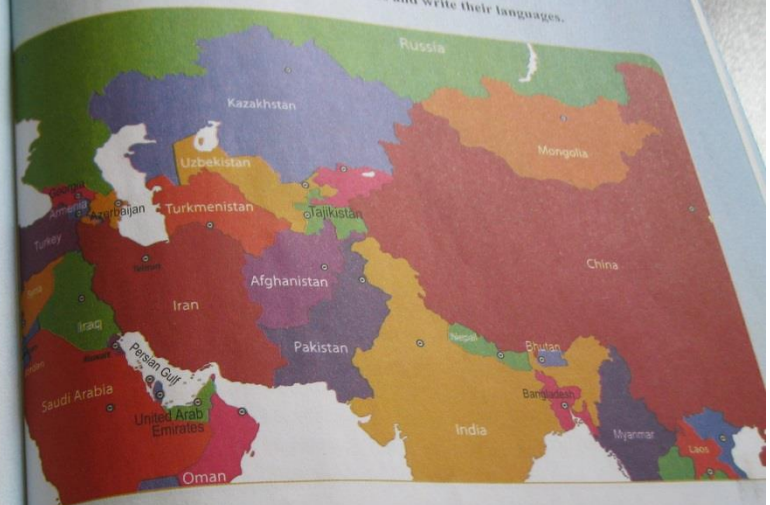
10 principles of Format & Presentation

- 1. Motivation +
 - A. **Interesting topics & pictures**
E. g. : Lesson 1 (sign language)
Lesson 2 (Healthy Life style)
Lesson 3 (Art &Culture)
 - B. **Familiar /useful materials**
Most activities have familiar materials
Useful Topics and materials specially in lessons 2 &3
 - C . **Difficulty level (i+1)** The Lessons include this feature except for Talented students
E.g. In Writing they have background knowledge of words order now
They learn how to add frequency adverbs into sentence



Get Ready

▲ Look at the map. Choose six countries and write their languages.



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Are you familiar with any of the above languages? If yes, circle them.

B. In the pyramid below circle the food you eat each day.



Do you think you have a healthy diet? How do you know that?

C. Read the following sentences and use adverbs of frequency (never, sometimes, often, usually, always) to show how often you do them.

1. I work on my computer.
2. I watch TV in the afternoon.
3. I go out and play with my friends.
4. I eat fast food.
5. I walk to school.

Compare your answers with your classmates'.

Conversation



Sina and Behzad are old friends. They have not seen each other for about three months. Behzad has called Sina.

- Behzad: Hi Sina. How is it going? I haven't seen you since Norooz.
- Sina: Hi Behzad. Thanks for calling. I am home most of the time. I do different things like surfing the net and playing computer games.
- Behzad: How about your free time? Going out, jogging, playing football, ...?
- Sina: Nope. I rarely go out and hang out with my friends.
- Behzad: I see. Reza and I are going to Darband for climbing and walking this Thursday. We really like to see you. Will you come with us?
- Sina: What? I haven't been there for a long time. I prefer to stay home and play my computer games on the weekend. I bought lots of things to eat, too.
- Behzad: Come on! Stop being a couch potato! I guess you have exercised for a long time. I think you are a bit fat now.

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B Use the words in part A to complete the following sentences. Make the necessary changes.

- I bought this beautiful cup in Meibod.
- The little boy was sleeping on the It was soft and warm.
- Can you read that ? It seems to be one of Nezami's poems.
- There is a collection of Farsi's in Astan Ghods Museum.
- There are lots of in Sheikh Lotfollah Mosque.



C How do you feel when you look at an artwork?

- happy and cheerful uncertain and worried
 bored and tired proud and hopeful

Conversation



Listen to the conversation between Reza and a tourist.

Reza: How can I help you, sir?

Tourist: I am looking for some Iranian handicrafts.

Reza: Here you can find a range of Iranian hand-made products, from carpets to pottery and tilework, but we don't sell metalwork.

Tourist: I'd like to buy a Persian carpet, but it seems too expensive.

Reza: The price depends on its size. Instead, you can take an Isfahan Termeh or a Qashqai Gabbeh.

Tourist: Wow! How touching this Gabbeh is! How much is it?

Reza: It is 85 dollars. If you buy more than 100 dollars, you'll get a 20 percent discount. You can take this calligraphic tile for only 30 dollars.

Tourist: Well, I'll take both.

Reza: Yes, sure.

Tourist: Do you work for this shop? Who has made these beautiful items?

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2.Four Strands

1.Meaningful input (Meaning Focused input) 33.3%

- Word bank & Conversation P:19
- New words& expression P: 21
- Vocabulary Development P:27,61,93
- Reading Comprehension P: 24,25 - 58,59 -90,91

Reading

Having a Healthier and Longer Life

Have you ever thought of a healthy lifestyle to live longer? People can do many things to have a healthier life. Most people have a special diet or do lots of exercise; however, without a careful plan they may hurt themselves.

To have a healthier lifestyle, people need to do certain things. First they should check their general health. Measuring blood pressure and heartbeat is the most important thing to do. They also need to check their family health history. In this way, they understand if anyone in the family has had a special illness.

Another thing is paying attention to physical health. For example, eating healthy food helps people live longer and prevents diseases. Eating junk food makes people gain weight, and increases the risk of heart attack. Eating balanced servings of bread, vegetables, fruits, protein, and oil is necessary for everyone. Also, daily exercises improve people's health condition.

An effective way to enjoy a better lifestyle is having healthy relationships with others. Recent research has shown that a good social life decreases the risk of death. Sadly, some people do not visit their relatives very often these days. They are really busy with their work and usually use technology to communicate.

Bad habits and addiction can be harmful to health. One day of smoking can take around 5 hours away from the smoker's life. Addiction to technology such as using computers for a long time is also dangerous.

Above all, the most important thing to enjoy a good life is having emotional health. Praying decreases stress and gives people a calm and balanced life. People with this lifestyle have had a better life.

There are many other things people can do to live healthier and longer. The key point, however, is having a plan for the way they want to live and take care of their physical and emotional health.

Reading Strategy

Skimming

You can skim a passage to identify the topic and understand the writer's main idea, or message. When you skim, you can also predict and guess what the reading is about. Skimming a passage before you fully and carefully read it can help you understand it better.

Follow these steps to skim:

- Read the title.
- Look at photos.
- Read the first and the last lines of each paragraph.
- Read quickly. Don't read every word. Details are not important.
- Find and write the main idea.

To identify the topic of a passage, ask: "What is the passage about?"
To identify the main idea, ask yourself: "What are the most important things the writer is trying to say?"

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2.1. Form Focused(Language Focused input) 25 %

- Reading Strategy P: 25
- Grammar & Hints P:28-30
- Pronunciation P:36

Grammar

Read the following texts.



Technology has influenced the lives of people in this century. Working with computers and mobile phones has changed people's habits and lifestyles. Some people use their laptops and especially their mobile phones everywhere for no good reason. Some of them have not read a book for months. Some have not visited their relatives for a long time. Some even have not slept well or have not eaten properly for a long time. Some of these people have **quitted** good habits like doing daily exercises or attending social events. They have **chosen** an unhealthy lifestyle. To live longer, they need to rethink the way they live, work, and use technology.



Technology has helped the researchers and scientists of our time. New medicines and medical inventions have saved the lives of many people. They have **let** people have a happy life and live longer. New medicines such as anti-cancer drugs and new antibiotics have cured many patients. Some technological inventions have **helped** doctors to check people's health condition. They have **found** keys to the secrets of the human body. New technologies have **helped** doctors to understand how diseases develop. They have **found** ways to fight and stop diseases in their early stages. Technology for some people may think, is not a bad thing at all. The way we use technology is important.

B. Read the following examples.

Affirmative

He Samira	has	started	a business.
I You Erfan and Ehsan They	have		

• Amir has written a letter. • I have watched that movie.

Negative

Behrooz She	has not hasn't	forgotten	the accident.
I You We My friends	have not haven't		

• My mother has not made a cake.
• The students haven't finished their homework.

Interrogative

Has	he Maral	finished	hard?
Have	the farmers		

• Have you been to Paris? • Has Mr. Alsmall produced that movie?

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Listen to the following conversations and fill in the blanks.

Conversation 1



They are going to
If all goes well,

• Pair up and ask your friends about the things they have to do now to achieve something in the future. You may use the verbs in the box.
become a doctor in the future, go to Marivan in Norooz, buy a new computer next year

Conversation 2



Mohammad is going to
Amir is going to

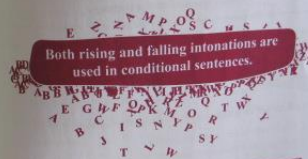
• Pair up and ask your friends about the things they have to do now to achieve something in the future. You may use the verbs in the box.
take part in charity, study Physics, visit historical sites of Hamedan

Pronunciation

A. Listen to the following sentences. A part of the sentence has a rising intonation, another part of it has a falling intonation.

- If I get the money, I will buy a new mobile phone. ↗
- We'll get to school late if the bus does not come on time. ↘
- If the kids answer the questions, the teacher will give them a prize. ↗
- You'll get a good job if you work hard. ↘

Both rising and falling intonations are used in conditional sentences.



B. Listen to the sentences and draw upward or downward arrows for rising and falling intonations.

- If it snows, people will drive carefully.
- If I earn enough money, I will help her.
- She will pass the exam if I help her.
- If you eat healthy food, you will live longer.

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2.3. Meaning focused output

0.25%

- Speaking Strategy P:34
- Writing Activities P: 40
- Conversation P:19

Writing

Infinitives



To learn a language can be interesting.
Hamed wants to learn a language.

An infinitive is the "to" form of a verb, for instance, the infinitive form of "study" is "to study".

Infinitive as Subject

You can use an infinitive as the subject of a sentence:

- To smoke is very bad for everyone.
- But its gerund form is more natural:
- Smoking is very bad for everyone.

Infinitive as Object

We can also use infinitives as an object of a sentence.

- I like to watch this movie.
- She wanted to buy an Iranian handicraft.

After some verbs we use infinitives. The most common ones are:

choose	expect
decide	remember
want	try
promise	attempt
forget	agree
wait	learn

4. Complete the following sentences with the gerunds or infinitives of the verbs in the box.

learn leave make give catch turn off

- 1) I went home after the school.
- 2) I have decided Spanish.
- 3) We can't learn English without mistakes.
- 4) Mahboobeh bought some flowers to her mother.
- 5) Remember the lights.
- 6) I ran fast the bus.



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Conversation

depend on,
How touching?,
discount,
product, pack

Listen to the conversation between Reza and a tourist.

8. Fill in the words in part A to complete the following sentences. Make the necessary changes.

1. I bought this beautiful cup in Meibod.
2. The little boy was sleeping on the It was soft and warm.
3. Can you read that? It seems to be one of Nezami's poems.
4. There is a collection of Farshchi's in Astan Qods Museum.
5. There are lots of in Sheikh Lotfollah Mosque.

How do you feel when you look at an artwork?

happy and cheerful uncertain and worried

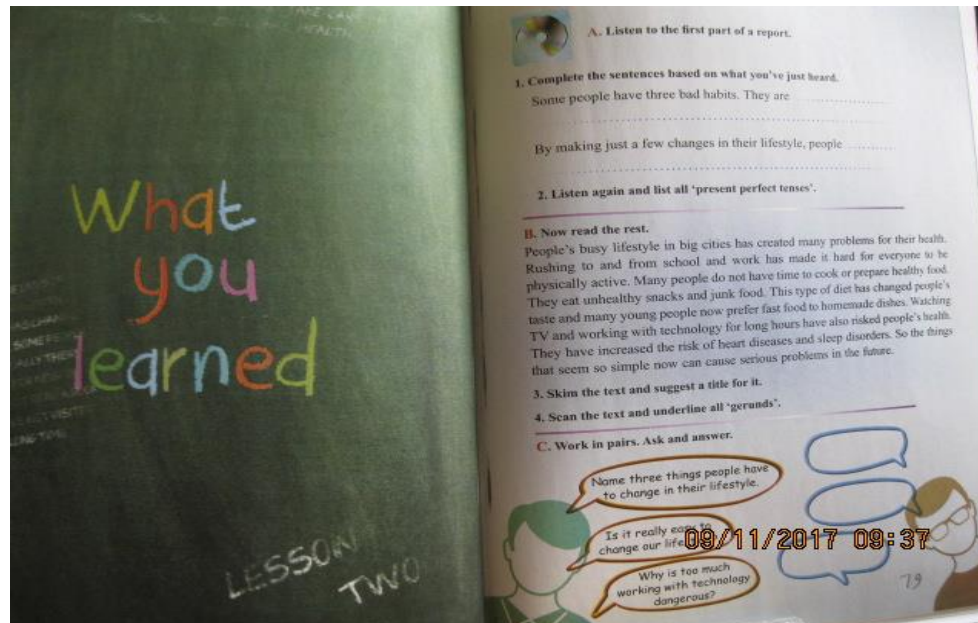
bored and tired proud and hopeful

Reza: How can I help you, sir?
Tourist: I am looking for some Iranian handicrafts.
Reza: Here you can find a range of Iranian hand-made products, from carpets to pottery and tilework, but we don't sell metalwork.
Tourist: I'd like to buy a Persian carpet, but it seems too expensive.
Reza: The price depends on its size. Instead, you can take an Isfahan Termeh or a Qashqai Gabbeh.
Tourist: Wow! How touching this Gabbeh is! How much is it?
Reza: It is 85 dollars. If you buy more than 100 dollars, you'll get a 20 percent discount. You can take this calligraphic tile for only 30 dollars.
Tourist: Well, I'll take both.
Reza: Yes, sure.
Tourist: Do you work for this shop? Who has made these beautiful items?

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2.4. Fluency activities 16.6%

- “What you learned” at the end of each unit
P:79 a. Listening b. reading

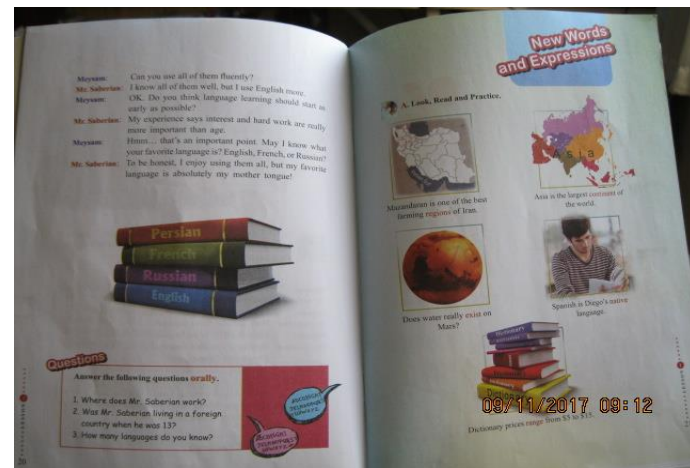
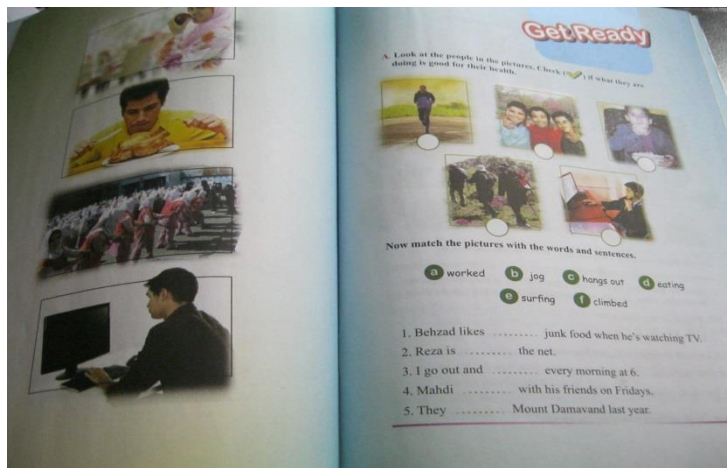


3. Comprehensible input

Comprehensible activities in Listening & Reading

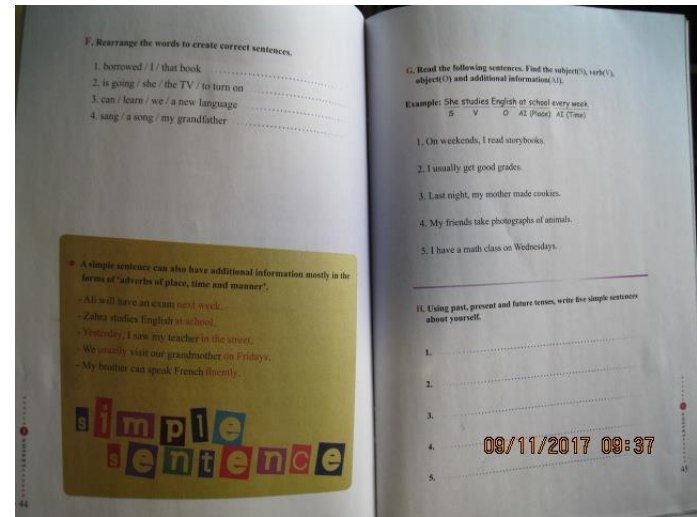
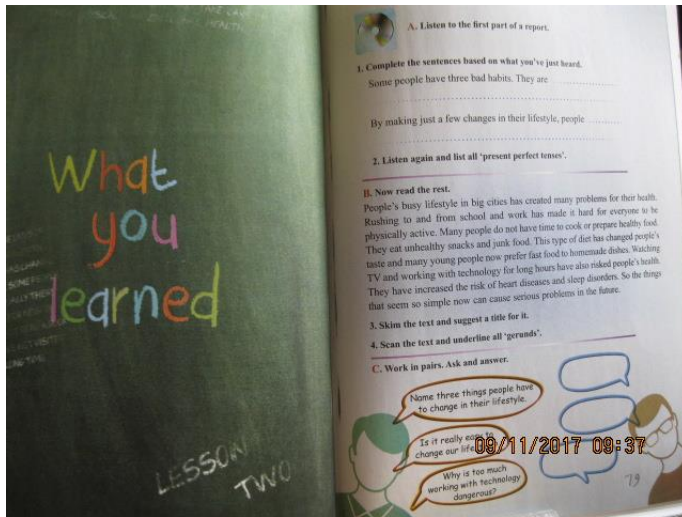
E.g. Before Lesson 1 Reading / listening SS.

have been familiar with vocabularies
/Structures that exist in reading & listening



4. Fluency

- Providing activities aimed at increasing the fluency .
- Controlled vocab.
- E. g . In Lesson 2 , 2.8 % of vocabularies are new (3 out of 107) P:79
- Spaced repetitions
- E. g. Listening /fill in the blank P: 46
- Syllabus with holes



5. output

- Oral discourse /speaking strategy
- Both fluency & accuracy
- E.g : Talking about past experiences P:69
- Writing
- Enough form and activities in writing
- E.g. on p: 102,103

See Also

Phrasal verbs

Read the following examples. Check the meaning of the phrasal verbs.

Would you like to leave a message? No, I'll call back later.

Have you checked in? Oh, yes. I am in my room now.

When did you get up? Early in the morning.

Has your father given up smoking? Yes, he knows smoking is harmful to his health.

Did she go to school in Karaj? No, she grew up in Lavasan.

Hurry up! We're late.

Sara looked after us very well. She's an excellent cook.

Turn off the washing machine. It's making too much noise.

James usually wakes up early. But today he's still asleep.

Speaking Strategy
Talking about past experiences


Listening and Speaking

A. You may use 'present perfect tense' to ask and talk about past experiences.

A: Have you ever played the game 'Trivial Pursuit' to Mary?
B: Oh, yes. I have learned to play it recently. But I don't want to play it again.

A: Really? Why?
B: It takes a lot of my time. I have attended a Spanish class since last Monday. I like to spend my time on that.

A: I see. But you can play it in your free time.
B: I don't know. I haven't thought about that yet.




You may use the following patterns to ask and answer about your past experiences.

Have you?
Yes, I have. / It
No, I haven't. Maybe I try it later.

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Writing

Infinitives



To learn a language can be interesting.
Hamed wants to learn a language.

An infinitive is the 'to' form of a verb, for instance, the infinitive form of 'study' is 'to study'.

Infinitive as Subject

You can use an infinitive as the subject of a sentence:

- To smoke is very bad for everyone.
- But its gerund form is more natural.
- Smoking is very bad for everyone.

Infinitive as Object

We can also use infinitives as an object of a sentence.

- I like to watch this movie.
- She wanted to buy an Iranian handicraft.


After some verbs we use infinitives. The most common ones are:

choose	expect
decide	remember
want	try
promise	attempt
forget	agree
will	learn

4. Complete the following sentences with the gerunds or infinitives of the verbs in the box.

learn leave make give catch turn off

- I went home after the school.
- I have decided Spanish.
- We can't learn English without mistakes.
- Mahboobeh bought some flowers to her mother.
- Remember the lights.
- I ran fast the bus.



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6. Deliberate learning

- Language focused learning in sound system , vocab. , grammar, discourse area .
- Simple : E.g simple sentence in grammar ,
Focus on stress in pronunciation
- Developmental sequence
- Some grammatical points come before the others.
- Learner's awareness
- Through forms

Pronunciation

A. 'Ten numbers' (ten, twenty, thirty, ...) have strong stress on their first part. Listen and repeat.

• •	• •
twenty	sixty
thirty	seventy
forty	eighty
fifty	ninety



B. 'teen numbers' have strong stress on 'teen'.

- • She is almost thirteen.
- • Did you say eighty or eighteen?

Writing

Simple Sentences

In English, every simple sentence must have at least a subject and a verb. Such a sentence is called a 'simple sentence'. Who or what the sentence speaks about is called the subject. What the sentence says about the subject is called the verb. In the following sentences, the subject is underlined once and the verb twice.

Mahan is sleeping.



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7. Time on Task

- As much time as possible is spent on using L2
- Different pictures / No use of L1

8. Depth of processing

- Learners' positive attitudes should be considered .
- The quantity of learning depends on the quality of mental activity .
- E.g. Foreign language explanation P: 87
- pre – reading Activities (discuss the topic
- in group as a thoughtful activity
-



He is weaving a rug.



Gold and silver are valuable metals.



Each person's fingerprint is unique.



The animal diversity of Lorestan is amazing.

B. Read and Practice.

custom: traditional or usual things that people do in an area
My uncle is interested in old local **customs**.

identity: Who or what a thing or person is
The policeman is searching for the **identity** of that man.

reflect: to show something
This poem **reflects** the poet's love of nature.

humankind: all people
The World Wars have been really bad for **humankind**.

appreciate: to value somebody or something
Each society **appreciates** its art and culture.



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

9. Integrative motivation

.Basic motivational condition +

- Initial student motivation +
- Promoting motivation +
- Providing motivational feedback

10 .Learning Style

- Individual differences & different learning style
- The book provides learners with
- Both aural & written input

So Also

Past participles

Read the following examples.

- Amir is **bored** with his present job.
- Mina got **amused** by the story.
- I'm totally **confused**. Would you please explain it again?
- He often **gets depressed** about his weight.
- I'm so **excited** that we're going to Yazd.
- To tell the truth, I **was frightened** to death.
- I've always **been interested** in football.
- They **were greatly surprised** at the news.
- I'm **tired** of watching television; let's go for a walk.

Listening and Speaking

Speaking Strategy Talking about conditions and future results

A. We use "will" with "if" to talk about what will happen in the future if certain conditions are met at the present time.

- We want to buy a new store.
- Really, what for?
- We want to make and sell more pottery work.
- I've heard people are really interested in your work.
- Yeah, if everything goes well, we will open the new store in June.



You may use the following to talk about conditions and future results.

- If everything goes well, I will _____
- If all goes well, they will _____
- If our plans work, we _____

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Thanks for your
attention