بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

IN THE NAME OF ALLAH

اَللّٰهُمَّ صَلِّ عَلىٰ مُحَمَّدٍ وَ آلِ مُحَمَّدٍ وَ عَجِّلْ فَرَجَهُمْ

Vision 1

English for Schools

پایهٔ دهم
دورهٔ دوم متوسطه

Student Book

وزارت آموزش و پرورش
سازمان پژوهش و برنامه‌ریزی آموزشی

نام کتاب: انگلیسی (۱) ـ پایهٔ دهم دورهٔ دوم متوسطه ـ ۱۱۰۲۳۰

پدیدآورنده: سازمان پژوهش و برنامه‌ریزی آموزشی

مدیریت برنامه‌ریزی درسی و تألیف: دفتر تألیف کتاب‌های درسی عمومی و متوسطه نظری

شناسه افزوده برنامه‌ریزی و تألیف: سیّد بهنام علوی‌مقدّم، رضا خیرآبادی، مهرک رحیمی، حسین داوری (اعضای گروه تألیف)

مدیریت آماده‌سازی هنری: اداره کلّ نظارت بر نشر و توزیع مواد آموزشی

شناسه افزوده آماده‌سازی: احمدرضا امینی (مدیر امور فنی و چاپ) ـ جواد صفری (مدیر هنری) ـ علی بخشی (طراح گرافیک، طراح جلد و صفحه‌آرا) ـ علیرضا کاهه، رعنا فرج‌زاده‌دروئی، فاطمه پزشکی و حمید ثابت‌کلاچاهی (امور آماده‌سازی)

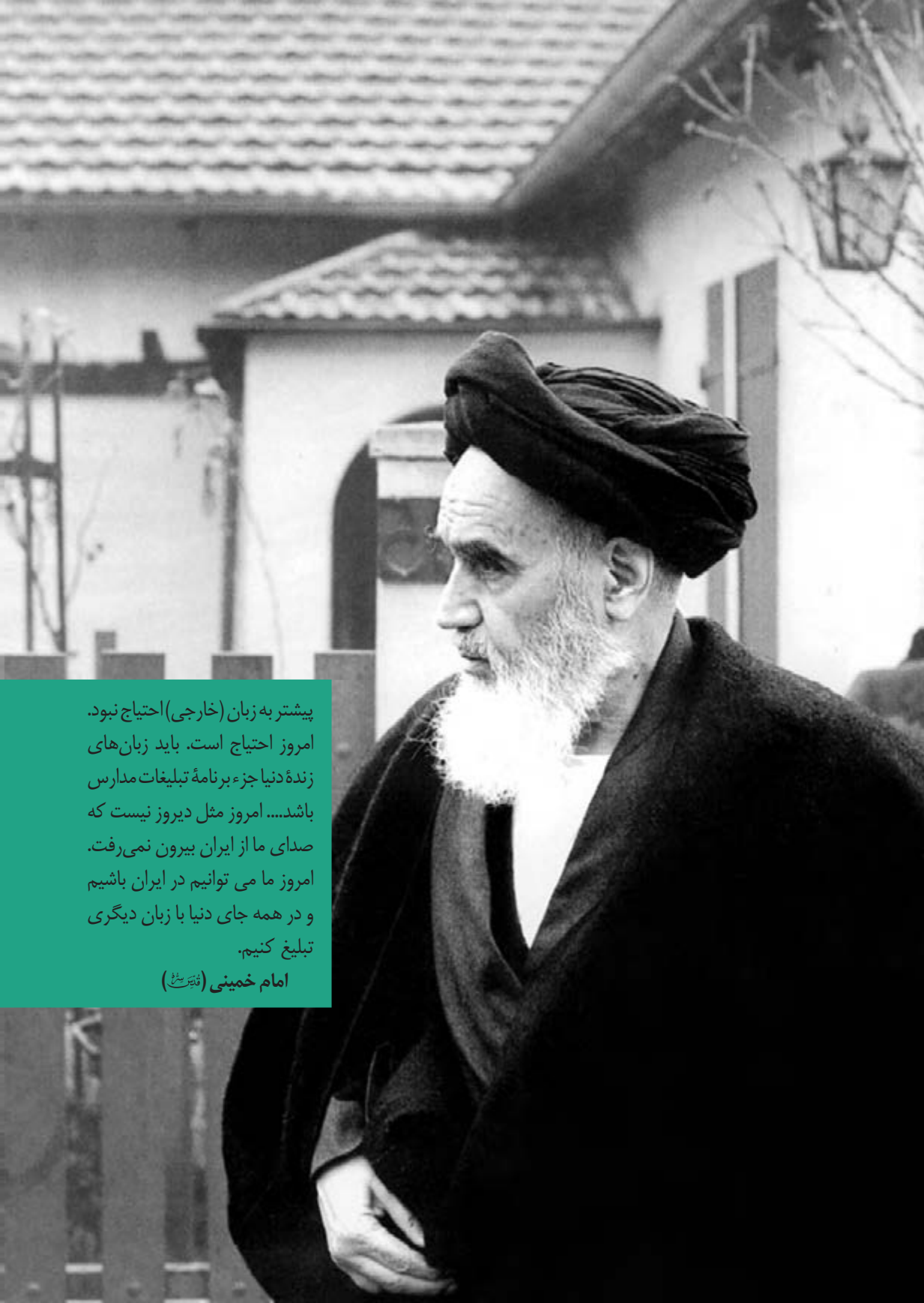
نشانی سازمان: تهران: خیابان ایرانشهر شمالی ـ ساختمان شمارهٔ ۴ آموزش و پرورش (شهید موسوی)
تلفن: ۹ـ۸۸۸۳۱۱۶۱، دورنگار: ۸۸۳۰۹۲۶۶، کد پستی: ۱۵۸۴۷۴۷۳۵۹
وبگاه: www.chap.sch.ir و www.irtextbook.ir

ناشر: شرکت چاپ ونشر کتاب‌های درسی ایران ـ تهران: کیلومتر ۱۷ جادهٔ مخصوص کرج ـ خیابان ۶۱ (داروپخش)
تلفن: ۵ـ۴۴۹۸۵۱۶۱، دورنگار: ۴۴۹۸۵۱۶۰، صندوق پستی: ۱۳۹ـ۳۷۵۱۵

چاپخانه: شرکت چاپ و نشر کتاب‌های درسی ایران «سهامی خاص»

سال انتشار و نوبت چاپ: چاپ نهم ۱۴۰۳

شابک ۳ـ۲۴۹۲ـ۰۵ـ۹۶۴ـ۹۷۸
ISBN: 978_964_05_2492_3



پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس باشد.... امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی‌رفت. امروز ما می توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

امام خمینی (قدس سره)

کلیه حقوق مادی و معنوی این کتاب متعلق به سازمان پژوهش و برنامه‌ریزی آموزشی وزارت آموزش و پرورش است و هرگونه استفاده از کتاب و اجزای آن به‌صورت چاپی و الکترونیکی و ارائه در پایگاه‌های مجازی، نمایش، اقتباس، تلخیص، تبدیل، ترجمه، عکس‌برداری، نقاشی، تهیه فیلم و تکثیر به هر شکل و نوع، بدون کسب مجوز از این سازمان ممنوع است و متخلفان تحت پیگرد قانونی قرار می‌گیرند.

وَ مِن آیاتِهِ خَلقُ السَّماواتِ وَالاَرضِ وَاختِلافُ
اَلسِنَتِکُم وَ اَلوانِکُم، اِنَّ فی ذٰلِکَ لَآیاتٍ لِلعالِمینَ

روم، ۲۲

و از نشانه‌های قدرت خداوند آفرینش آسمان‌ها و زمین و نیز
تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همه
اینها نشانه‌هایی از حکمت الهی برای دانشمندان نهفته است.

And of Allah’s Signs of Power is the creation of the heavens and the earth and also the variation of the languages and the color of you people; verily, in all these are Signs for men of knowledge.

برگرفته از ترجمهٔ مرحومه دکتر طاهره صفّارزاده

مقدمه

با استعانت از الطاف خداوند متعال و عنایات حضرت ولی عصر (عج الله تعالی فرجه الشّریف) اوّلین جلد از مجموعه کتاب‌های Vision به منظور تدریس در پایهٔ دهم تحصیلی، تألیف گردیده و هم اکنون پیش روی شماست. آموزش زبان‌های خارجی و به‌طور ویژه آموزش زبان انگلیسی در نظام رسمی آموزش و پرورش کشورمان در سال‌های اخیر شاهد تحوّلی بنیادین و اساسی بوده است که ریشه در تحوّل کلّی نظام آموزش و پرورش، اجرای سند برنامهٔ درسی ملی و سند تحوّل بنیادین نظام تعلیم و تربیت جمهوری اسلامی دارد و در چارچوب **رویکرد ارتباطی فعّال و خودباورانهٔ** مورد تصریح در برنامهٔ ملّی محقق شده است. در رویکرد ارتباطی فعّال و خودباورانه، زبان‌های خارجی، از جمله زبان انگلیسی، به منظور ایجاد ارتباط با جهان به شیوه‌ای فعّال و با تأکید بر ارزش‌ها و داشته‌های فرهنگ غنی اسلامی ـ ایرانی فراگیران آموزش داده می‌شود.

تحوّل در آموزش زبان انگلیسی در قالب ارائهٔ مجموعه کتاب‌های English for Schools و از سال تحصیلی ۱۳۹۲ــ۱۳۹۱ آغاز گشت. مجموعهٔ مذکور دوره‌ای پیوسته شامل دو زیر مجموعه با نام‌های Prospect و Vision می‌باشد. مهم‌ترین ویژگی‌های رویکرد ارتباطی فعّال و خودباورانه و روح کلی حاکم بر مجموعه کتاب‌های Prospect و Vision متکی بر اصول کلی زیر است:

- توجه هم‌زمان به هر **چهار مهارت زبانی** (گوش‌دادن، صحبت کردن، خواندن و نوشتن)
- استفاده از فعّالیت‌های آموزشی متنوع در فرایند یادگیری زبان
- تأکید بر یادگیری زبان از طریق تجربیات زبانی
- استفاده از محتوای غنی، معنادار و قابل فهم در تدوین محتوای آموزشی
- ارتقای روحیهٔ فراگیری زبان در محیط مشارکتی و از طریق همکاری و همیاری در کلاس
- ارائهٔ بازخوردهای اصلاحی مناسب به خطاهای فراگیران
- توجّه به جنبه‌های عاطفی و نقش آنها در فرایند آموزش زبان

نکات قابل توجه دبیران گرامی:

نخستین توصیهٔ ما به همکاران گرامی این است که در آغاز تدریس این مجموعه، حتماً برنامه درسی ملی و حوزهٔ مربوط به آموزش زبان‌های خارجی این سند را به دقّت مطالعه نمایند تا با سمت و سو و سیاست‌های اصلی و مبنایی آموزش زبان‌های خارجی در این سند مهم که نقشهٔ راه نظام آموزشی کشور است بیشتر آشنا شوند.

توصیهٔ دوم این است که کتاب‌های Prospect یک تا سه (دورهٔ اوّل متوسطه) را ملاحظه نموده و با مطالعهٔ کتاب راهنمای معلم آن کتاب‌ها و مشاهدهٔ فیلم‌های آموزشی دبیران، با عنوان «بر فراز آسمان» با اصول تدریس بر اساس رویکرد ارتباطی فعّال و خودباورانه، آشنایی کامل پیدا کنند. مطالعهٔ کتاب‌های فوق به فهم دقیق سطح فعلی دانش آموزان، کمک شایان توجّهی می‌کند.

همچنین از همکاران گرامی خواهشمندیم کتاب راهنمـای معلّم مربوط به کتاب Vision1 را با توجّه و دقّت هر چه تمام‌تر مطالعه نمایند. به این شکل بسیاری از پرسش‌ها و ابهامات احتمالی دربارهٔ شیوهٔ تدریس کتاب، نحوه زمان‌بندی و فعّالیت‌های جنبی برطرف می‌شود. مجدداً تأکید می‌کنیم تدریس درست و مؤثر این کتاب، بدون مطالعهٔ کتاب راهنمای معلّم آن، امکان‌پذیر نیست.

توصیهٔ دیگر، توجّه به هر **چهار مهارت زبانی**، به صورت هم‌زمان است که تحقّق این مهم نیز مستلزم آشنایی با نحوهٔ صحیح تدریس و طراحی درسی دقیق می‌باشد. علاوه بر کتاب راهنمای معلّم، مشاهدهٔ نرم‌افزار و فیلم آموزشی معلّمان با نام «بر فراز آسمان» نیز بسیار مفید خواهد بود (در وبگاه گروه درسی زبان‌های خارجی و شبکه ملی مدارس (رشد) موجود است).

همچنین شایسته است والدین نیز از تغییر و تحوّلات انجام شده در نظام آموزش زبان انگلیسی آگاه گردند؛ به این منظور پیشنهاد می‌شود با استفاده از ظرفیت جلسات ویژهٔ تعامل والدین با مدرسه، دربارهٔ این تحولات، اطلاع‌رسانی لازم انجام گیرد.

لازم به یادآوری است که دستیابی به مجموعهٔ غنی و کاملی از منابع مورد نیاز همکاران از جمله فایل‌های تمامی اجزای بستهٔ آموزشی، مجموعهٔ دستورالعمل‌ها و آئین‌نامه‌های مربوطه و جدیدترین اخبار و اطلاعات مورد نیاز همکاران گرامی و نیز ارتباط با گروه

زبان‌های خارجی از طریق وبگاه گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی به نشانی زیر، امکان‌پذیر است، لذا بازدید مرتّب از این پایگاه اکیداً توصیه می‌شود:

یادآوری می‌گردد دبیران محترم و دانش‌آموزان گرامی می‌توانند فایل صوتی کتاب درسی را از طریق وبگاه زیر دریافت نمایند.

roshd.ir

در خاتمه مجدداً تأکید می‌شود که بستهٔ آموزشی حاضر با حاکمیت **رویکرد ارتباطی فعّال و خودباورانه**، جنبه‌های متنوّع نیازهای آموزشی دانش‌آموزان را در نظر داشته و در کنار کتاب دانش‌آموز با ارائهٔ کتاب کار، کتاب راهنمای معلّم، فایل صوتی کتاب و همچنین فیلم آموزش معلّمان (بر فراز آسمان)، مجموعهٔ کاملی را در اختیار فراگیران قرار داده است. نکتهٔ پایانی اینکه طبق ضوابط مصوّب وزارت آموزش و پرورش، در صورت نیاز، تنها استفاده از کتاب‌ها و منابع کمک‌آموزشی تأیید شده توسط طرح سامان‌بخشی کتاب‌های کمک‌آموزشی دفتر انتشارات و فناوری آموزشی سازمان پژوهش و برنامه‌ریزی آموزشی مجاز می‌باشد.

بی‌شک تحقّق اهداف مورد نظر این بستهٔ آموزشی نیازمند حمایت‌های همه‌جانبه و ارزشمند همکاران گرامی است که در سراسر ایران اسلامی با دلسوزی و تلاش فراوان، زمینهٔ رشد و بالندگی آینده‌سازان میهن عزیزمان را فراهم می‌آورند، مؤلّفان، این تلاش ارزشمند را ارج نهاده و آرزومند اعتلای روزافزون نام مقدّس جمهوری اسلامی ایران در تمامی عرصه‌ها هستند.

نظرسنجی کتاب درسی

گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی

Map of

Vision 1

Lesson 1: Saving Nature (15-41)

Get Ready	Introduction to the Lesson	
Conversation	Visiting the Museum of 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 2: Wonders of Creation (43-69)

Get Ready	Introduction to the Lesson	
Conversation	Visiting Iranian National Observatory	
New Words & Expressions	Learning Vocabulary of Reading	
Reading	A Wonderful Liquid	Reading Comprehension
Grammar	Adjectives	See Also (comparative and superlative adjectives)
Listening & Speaking	Asking about Details	
Pronunciation	Rising Intonation	
Writing	Adjective | Kinds of Adjectives | Place of Adjectives | Spelling Hints	
What You Learned	Reviewing Lesson 2	

Lesson 3: TheValue of Knowledge (71-95)

Get Ready	Introduction to the Lesson	
Conversation	Talking about Famous Iranian Scientists	
New Words & Expressions	Learning Vocabulary of Reading	
Reading	No Pain No Gain	Reading Comprehension
Grammar	Past Progressive	See Also (Self Pronouns)
Listening & Speaking	Narrating a Story	
Pronunciation	Emphatic Stress	
Writing	Verb | Action and State Verbs | Simple and Continuous Verbs	
What You Learned	Reviewing Lesson 3	

Lesson 4: Traveling the World (97-119)

Get Ready	Introduction to the Lesson	
Conversation	Finding a Good Tourist Destination	
New Words & Expressions	Learning Vocabulary of Reading	
Reading	Iran: A True Paradise	Reading Comprehension
Grammar	Modals	See Also (Prepositions)
Listening & Speaking	Asking about Obligations and Necessities	
Pronunciation	Rising Intonation	
Writing	Adverb | How to Make -ly Adverbs | Irregular Adverbs	
What You Learned	Reviewing Lesson 4	

LESSON 1

Saving Nature

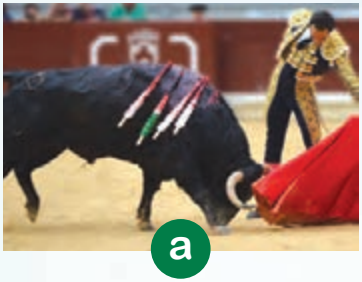
We made from water every living thing

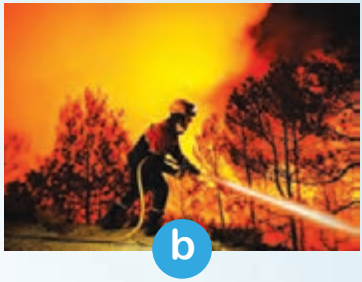
Al-Anbia 30

Get Ready

Part One

A. Match the pictures with the phrases.





- ◯ putting out the fire
- ◯ hurting the animal
- ◯ cutting down the trees
- ◯ helping the injured animal

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

.....

.....

.....

.....

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

.....

.....

.....

.....

endangered, alive, increase, hear, protect, for example

Word Bank

Conversation

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?

New Words and Expressions

A. Look, Read and Practice.

We live on **Earth**.

A **tiger** is a wild animal.

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

They are **destroying** the jungle.

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

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.

Reading

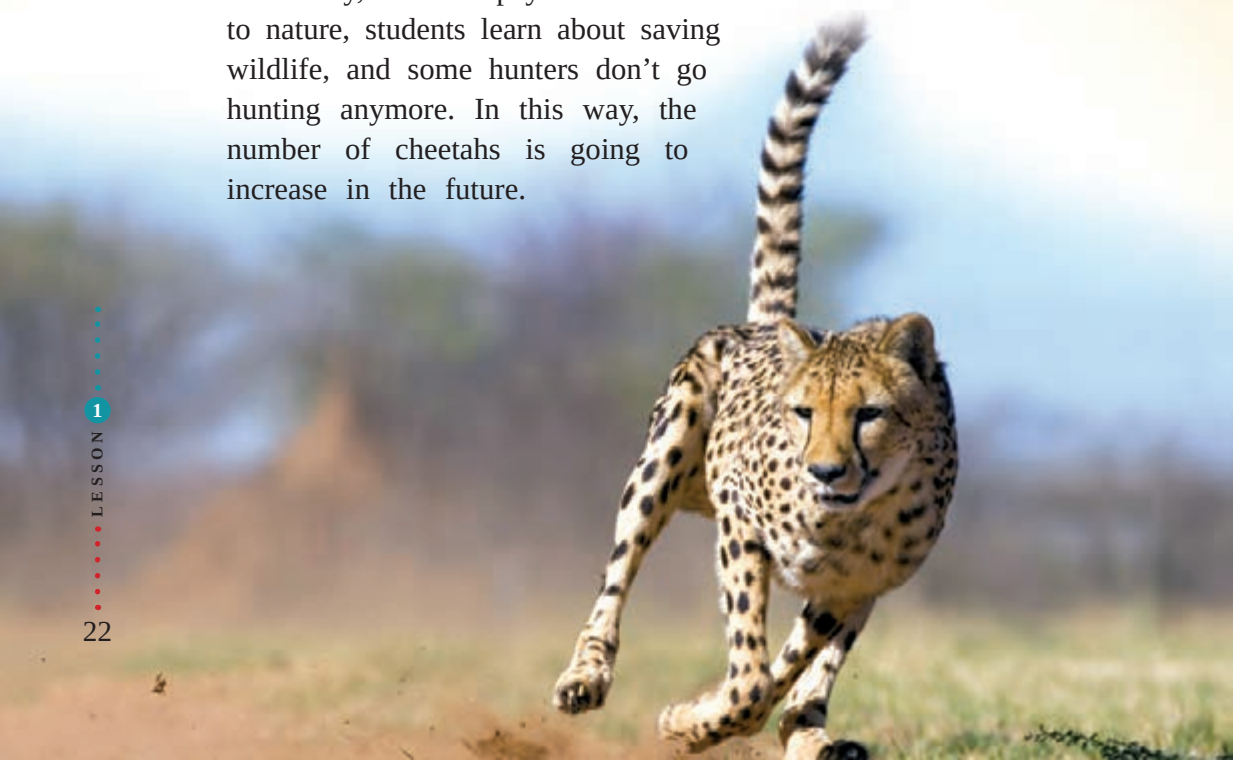
Endangered Animals

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 down 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 pay more attention to nature, students learn about saving wildlife, and some hunters don't go hunting anymore. In this way, the number of cheetahs is going to increase in the future.



Reading Comprehension

A. Choose the best answer.

1-Which of the followings is not an endangered animal?

a) panda 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. Families are interested in protecting nature. T ◯ F ◯
3. When people take care of cheetahs, the number of these animals 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.

Grammar

A. Read the following texts.

Tomorrow I **will travel** to Africa. I **will go** to a hot and dry country. I **will stay** in a hotel near a lake. I **will travel** to many places and visit people and animals. I **will learn** many things there.

Nowadays, many people are taking care of nature. They pay more attention to our world. Hopefully, we **won't lose** any plants and animals and we **will have** enough food in the future. The animals **won't lose** their natural homes and they **will live** longer. In this way, we **will have** a happy life.

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?

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

D. Read the 'Reading' 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 Rome. He **likes/will like** to travel and see different places of the world. He **takes/will take** photos especially of 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.

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?

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.

See Also

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** **They**	**are**	**going to play**	**tomorrow.**
He **She**	**is**		

B. Go to Part II of your Workbook and do D.

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 ... .

B. Listen to the following conversations and complete the sentences.

Conversation 1

1. Alice is going to .....
2. Alice will .....

Pair up and ask your friends about the things 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 .....
2. His family will .....

Pair up and ask your friends about the things 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

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.

B. Listen and find where the sentences end. Do this by putting a period (.) 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 IV of your Workbook and do it.

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

3) A Thing

computer, apple, car

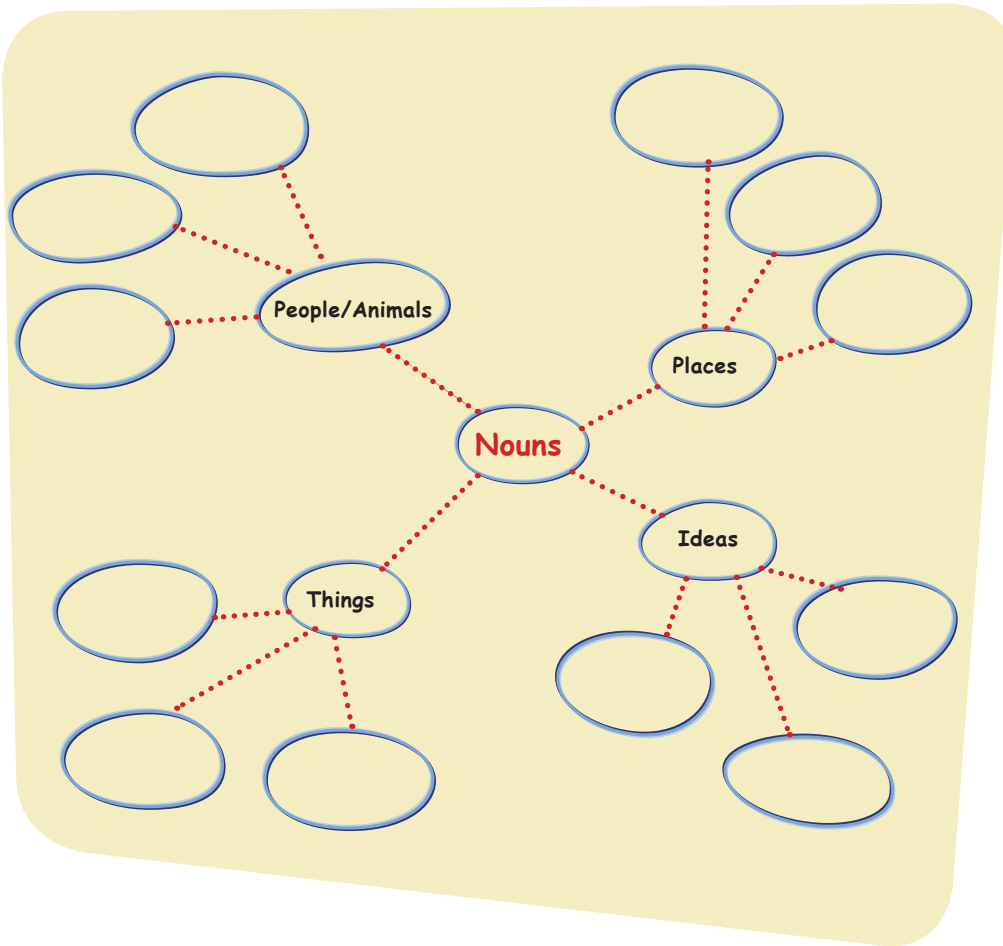
a book

4) An Idea

pain, attention, danger

love of country

A. **Read the second paragraph of the 'Reading'. Find the nouns and write them in the correct circles of the word web. You can add more circles.**



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.

1) Regular:	book →	books		lake →	lakes
	girl →	girls		hen →	hens
	box →	boxes		bus →	buses
2) Irregular:	man →	men		foot →	feet
	woman →	women		life →	lives
	child →	children		wolf →	wolves

B. Write the appropriate form of each noun.

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

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.

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.

What you learned

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.

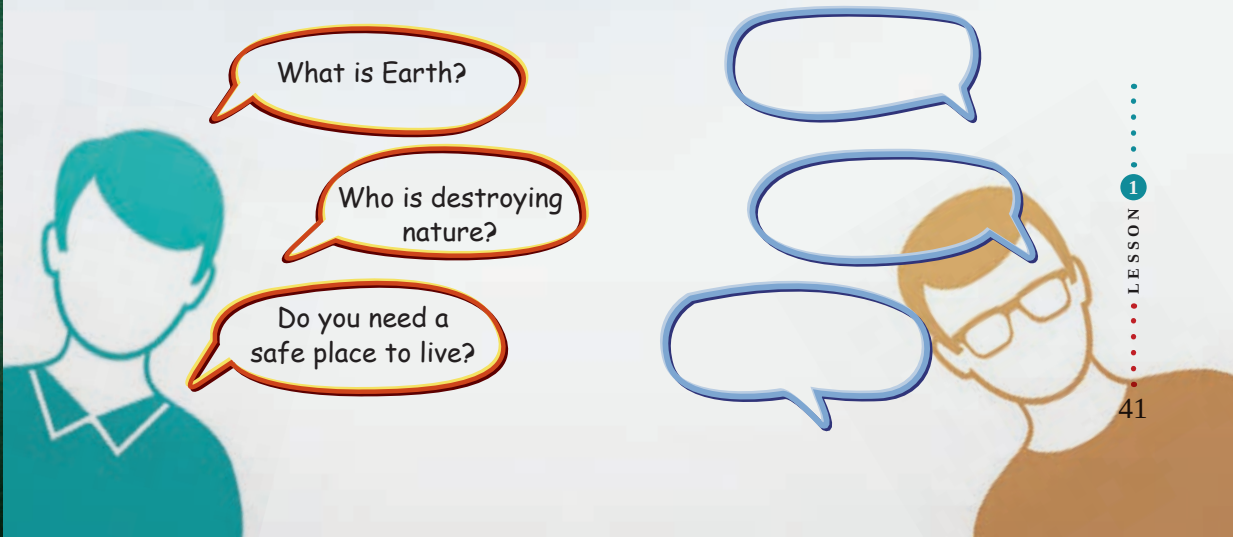
B. Now read the second part of the report.

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.

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



LESSON 2

Wonders of Creation

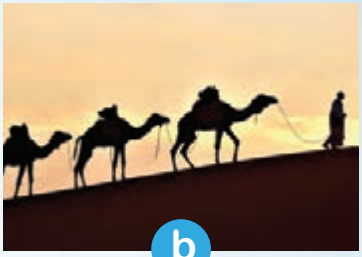
And of Allah's Signs of Power is the creation of the heavens and the Earth

Al-Rum 22

Get Ready

Part One

A. Match the pictures with the sentences.



- ◯ Planets go around the Sun.
- ◯ Our body is a wonderful system.
- ◯ Ants are amazing animals.
- ◯ Camels can live without water for a long time.

B. Which one is more interesting for you? Order the words based on your interest.

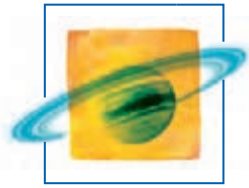
Camels	Ants	Planets	Body
.....	.....	.....	.....

Part Two

A. Match the pictures with the words.

ring heart blood moon

observatory telescope microscope



B. Put the above words into the following groups.

Alireza is visiting an observatory. He is talking to Ms. Tabesh who works there.

Ms.Tabesh: Are you interested in the planets?

Alireza: Yes! They are really interesting for me, but I don't know much about them.

Ms.Tabesh: Planets are really amazing but not so much alike. Do you know how they are different?

Alireza: Umm... I know they go around the Sun in different orbits.

Ms.Tabesh: That's right. They have different colors and sizes, too. Some are rocky like Mars, some have rings like Saturn and some have moons like Uranus.

Alireza: How wonderful! Can we see them without a telescope?

Ms.Tabesh: Yeah..., we can see the planets nearer to us without a telescope, such as Mercury, Venus, Mars, Jupiter and Saturn. We can see Uranus and Neptune only with powerful telescopes.

Alireza: And which planet is the largest of all?

Ms.Tabesh: Jupiter is the largest one. It has more than sixty moons. Do you want to look at it?

Alireza: I really like that.

Questions

Answer the following questions orally.

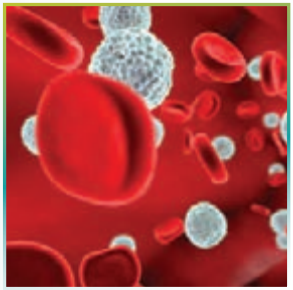
1. How are the planets different?
2. Can we see all planets without a telescope?
3. Do you know the names of the planets in Persian?

New Words and Expressions

A. Look, Read and Practice.

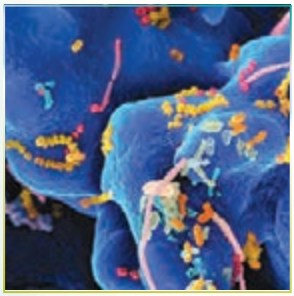
Water is a type of **liquid.**

There are some **drops** of paint on his shirt.



Blood **cells** are red and white.

About one **thousand** people live in this village.



There are many different types of **microbes**.

Doing daily exercise is useful for everyone.

Gahar Lake is famous for its **clear** water.

The heart **pumps** blood round the body.

B. Read and Practice.

healthy: 1. strong and well
He is a healthy boy.
2. good for your body
A healthy breakfast can give you more energy.

defend: to protect someone or something from danger
The brave soldiers defended our country.

carry: to move someone or something from one place to another
Monkeys carry their babies all day long.

collect: to go and get someone or something
The school bus collects the children each morning.

fact: things that are true or that really happened
It's a fact that Earth goes around the Sun.

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

Reading

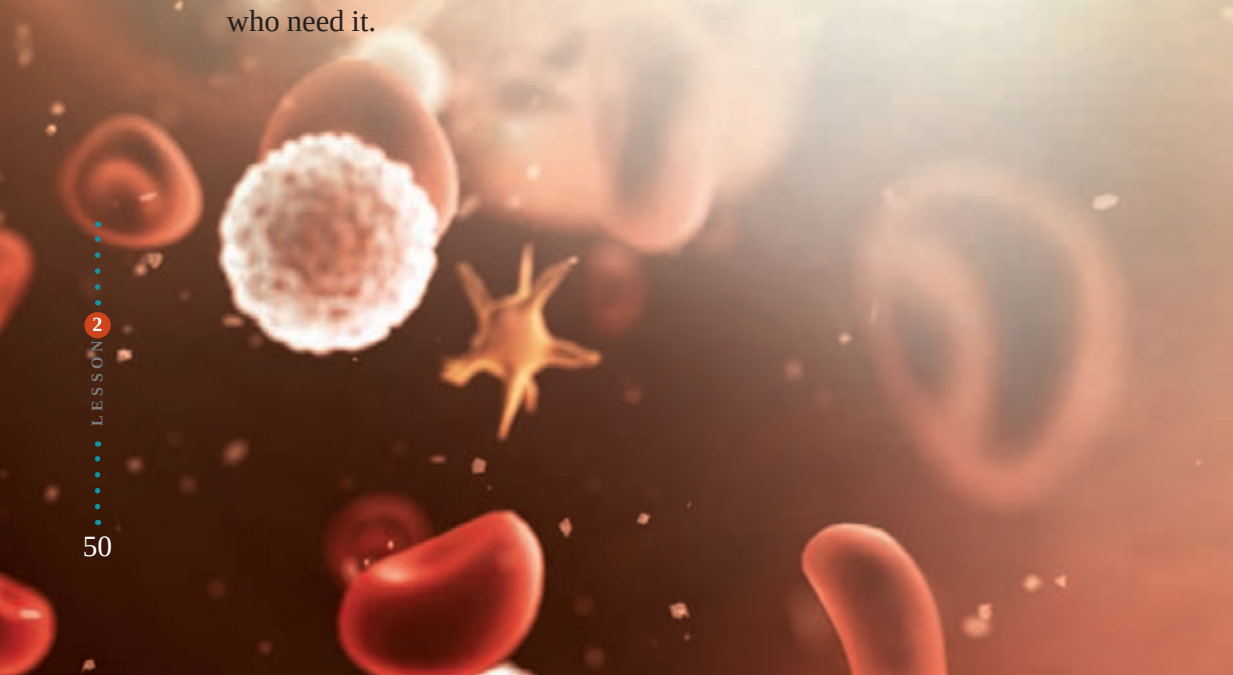
A Wonderful Liquid

The human body is a real wonder. It is sometimes good to think about our body and how it works. Our body is doing millions of jobs all the time.

One of the most important parts of the body is blood. The heart pumps this red liquid around the body. This keeps us healthy and alive.

More than half of blood is plasma. This is a clear and yellow liquid. It carries red and white cells. There are millions of red blood cells in one small drop of blood. They carry oxygen round the body and collect carbon dioxide from body parts. There are thousands of white cells in a drop of blood. They are bigger than red cells. They defend our body against microbes.

This wonderful liquid is a great gift from Allah. We can thank Allah by keeping our body healthy. One way to do that is eating healthy food and doing daily exercises. Another way is to donate our blood to those who need it.



Reading Comprehension

A. Choose the best answer.

1- What color is plasma?

a) red b) yellow c) white

2- How can we keep our body healthy?

a) By eating fast foods

b) By doing daily exercises

c) By sleeping late

3- How many white blood cells are there in a drop of blood?

a) hundreds b) thousands c) millions

B. True/False

1. There are only white cells in plasma. T ◯ F ◯
2. Red cells are smaller than white cells. T ◯ F ◯
3. The number of red cells is more than white cells. T ◯ F ◯

C. Match two halves.

1. The heart pumps blood round the body .....
2. Our body is really wonderful .....
3. Red blood cells carry oxygen round the body .....

a. so it is sometimes good to think about it.
b. then it is dangerous.
c. and collect carbon dioxide.
d. to keep us alive.

Grammar

A. Read the following texts.

The Nile is **the longest** river on Earth. It is **more than** 6,000 kilometers long. It is an **important** river for African people. It gives water to people and animals. There are other rivers in Africa but they are not **as important as** the Nile. These rivers aren't very **long**. They are **useful** for villages and **small** cities.

We live in a **wonderful** world. All around us there are **amazing** things like **small** and **big** animals; **long** rivers; **dark** jungles; **tall** mountains; and **different** people and nations. This world is like a **strange** book. We need to read it carefully. Then we can find many **great** things in our world.

B. Read the following examples.

Adjectives

Look at the	blue	sky!
I just watched an	interesting	movie.
They are	amazing	people.
He works with	powerful	computers.

- Many interesting animals live in forests of Iran.
- Robert's father is a very tall man.

Adjectives

Sara is	as kind as	Neda.
Our class is	as big as	your class.

- His grandfather is as old as my grandfather.
- Tigers are as dangerous as lions.

Comparative Adjectives

Damavand is	taller than	Dena.
Asia is	bigger than	Europe.
Omid is	younger than	Reza.

- Karoon is longer than Atrak.
- Mars is smaller than Jupiter.

Superlative Adjectives

Damavand is	the tallest	mountain of Iran.
Asia is	the biggest	of all.
Omid is	the youngest	student of our class.

- Karoon is the longest river of Iran.
- Jupiter is the largest of all.

C. Tell your teacher how 'adjectives' are used in sentences.

D. Read the 'Conversation' and underline all 'adjectives'.

E. Look at the pictures and choose the best sentence.

1. ◯ This is a modern car.
   ◯ This is an old car.

2. ◯ Our house is the smallest of all.
   ◯ Our house is as small as their houses.

3. ◯ David is taller than his father.
   ◯ David is as tall as his father.

4. ◯ The blue pencil is longer than the yellow pencil.
   ◯ The yellow pencil is as short as the blue pencil.

F. Work with a friend.

Make sentences with these adjectives to describe and compare people, things, or places you know.

1. brave
2. kind
3. large
4. fast

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

HINT

Some adjectives have irregular comparative and superlative forms.

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	farther	the farthest
many / much	more	the most

See Also

A. Read the following examples with 'comparative/superlative adjectives'.

- This problem is more difficult than that one. Actually, this is the most difficult problem of the book.
- Persian zebras are more beautiful than African zebras. They are the most beautiful of all.
- This laptop is more expensive than that one. It is the most expensive of all.
- Sharks are more dangerous than whales. They are the most dangerous animals of the sea.

Gold	**is**	**expensive.**	
	is	**more expensive than**	**silver.**
	is	**the most expensive**	**metal of the world.**

B. Go to Part II of your Workbook and do D.

Listening and Speaking

Speaking Strategy

Asking about details

A. You may use adjectives to describe something or ask about details such as the quality, size, age, and color.

- How was the movie?
- It was very interesting. I am going to watch it again.
- Was it an old film?
- Yeah, actually it was black and white.

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

How is (was).....? It is (was) interesting/ beautiful/ nice, …
What color is it? It is black/ white/ yellow,.....
Was it a modern house? Yes, it was. (No, it was an old house).

B. Listen to the following conversations and complete the sentences.

Conversation 1

1. She bought .....
2. It was .....

Pair up and add 2 turns to the conversation by asking about the size and quality of the dress. You may use the adjectives in the box.

Size: long, large Quality: beautiful, nice

Conversation 2

1. She likes .....
2. Cooking is .....

Pair up and choose 3 adjectives in box 2 to describe people, places, and fruits in box 1. Compare your answers with your friend's.

Box 1	Box 2
my best friend, apple, our school, our English teacher, Boostan Park, pepper	small, green, yellow, medium, fresh, red, kind, careful, neat, nice, beautiful, long, helpful

Pronunciation

A. Listen to the following sentences. They have rising intonation.

1. Is this your new car? ↗
2. Was the book interesting? ↗
3. Is this problem easier than that one? ↗
4. Are they the most expensive houses in this city? ↗

When you check information, use rising intonation.

B. Go to Part IV of your Workbook and do it.

C. Listen to the conversation and draw downward or upward arrows to identify falling and rising intonations.

A: I heard you travelled abroad this summer. Is it true?

B: Yes. I went to Japan. I was there for 2 weeks.

A: How was your trip?

B: It was very interesting. The country was very clean and people were very polite.

A: What about food?

B: I ate seafood. Japanese people make delicious food with fish.

A: Do you like to go there again?

B: Yes, of course. But I like to stay there longer and visit different places.

Writing

Adjective

An adjective describes a noun. It gives more information in terms of such elements:

1) Quality/ Opinion

nice - neat - boring

a beautiful flower

2) Size

small - tall - short

a big cat

3) Age

young - new - modern

an old tree

4) Color

black - red - dark

a blue sky

5) Nationality

Iranian - German - Chinese

African lions

6) Material

wooden - rocky - golden

plastic balls

A. Read the 'Reading' and find all 'adjectives'.

Place of Adjectives

Adjectives usually come

1) before a noun:	an interesting planet two small moons red cells
2) after the verb 'be':	Human body is amazing. She was so happy. Venus is smaller than Earth.

B. Complete each sentence with a suitable adjective. One adjective is extra.

funny careful tall golden cloudy

1. It's not ..... . Don't laugh please!
2. She looked at the ..... sky above the sea.
3. Be ..... ! Look both ways when you cross the street.
4. Mary lost her ..... watch in the park.

Spelling Hint
Look at the following adjective forms:

Adjectives	Comparative	Superlative
hot big red	hotter bigger redder	the hottest the biggest the reddest
easy cloudy happy	easier cloudier happier	the easiest the cloudiest the happiest

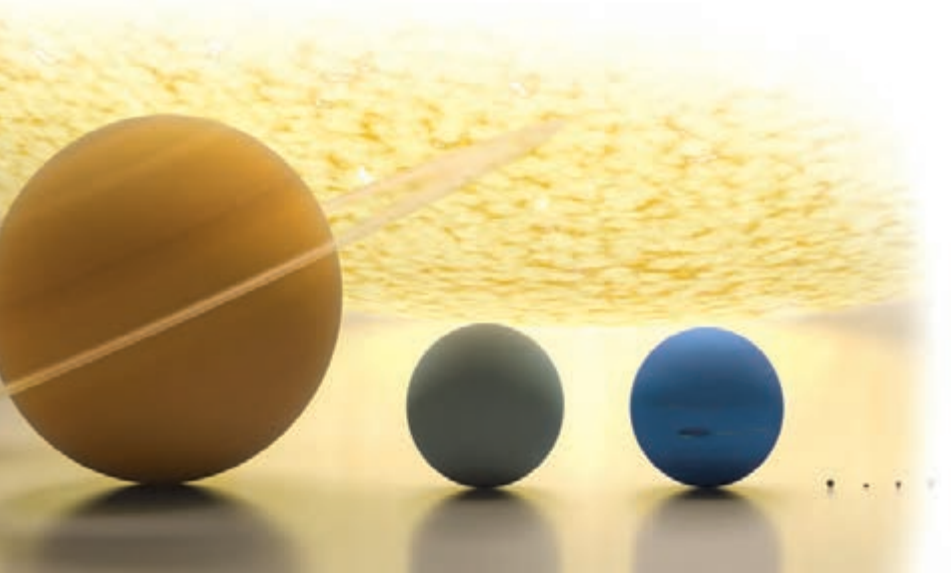
C. Write the 'comparative' and 'superlative' forms of each adjective.

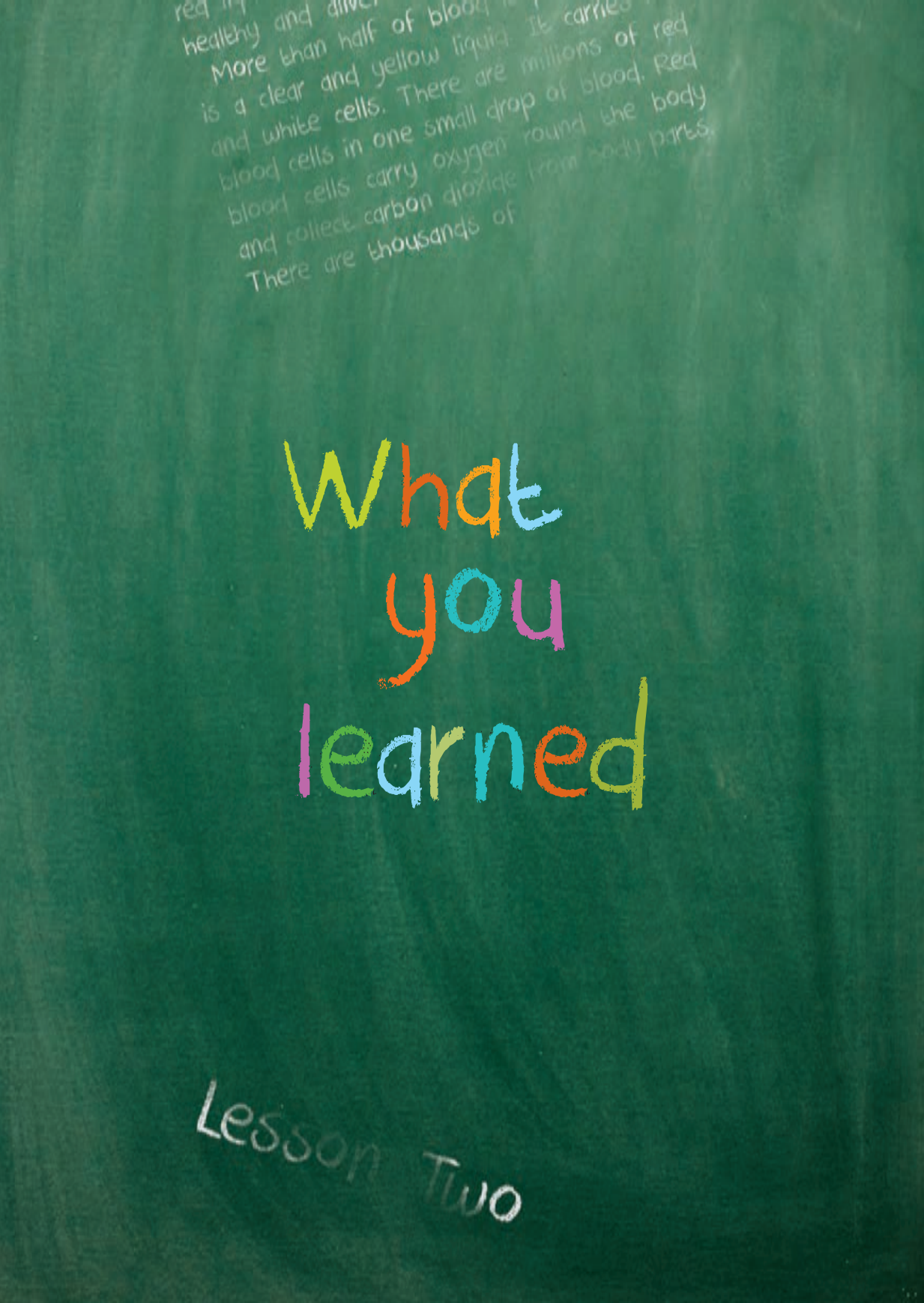
1. angry ....
2. strong ....
3. hot ....
4. far ....
5. neat ....
6. ugly ....

D. Complete each sentence with a comparative or superlative form of an adjective in the box.

deep good dangerous expensive small

1. Pluto is ..... than the moon of Earth.
2. Are you sure this is the ..... way of doing it?
3. Lions are ..... animals in the world.
4. This lake is ..... one in the world.
5. A plane ticket is ..... than a train ticket.




red
healthy and
More than half of blood
is a clear and yellow liquid. It carries
and white cells. There are millions of red
blood cells in one small drop of blood. Red
blood cells carry oxygen round the body
and collect carbon dioxide from body parts.
There are thousands of
What
you
learned
Lesson Two

A. Listen to five interesting things about our brain.

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

The brain becomes smaller when ..... doesn't .....

enough .....

When you laugh ..... different parts of the ..... are .....

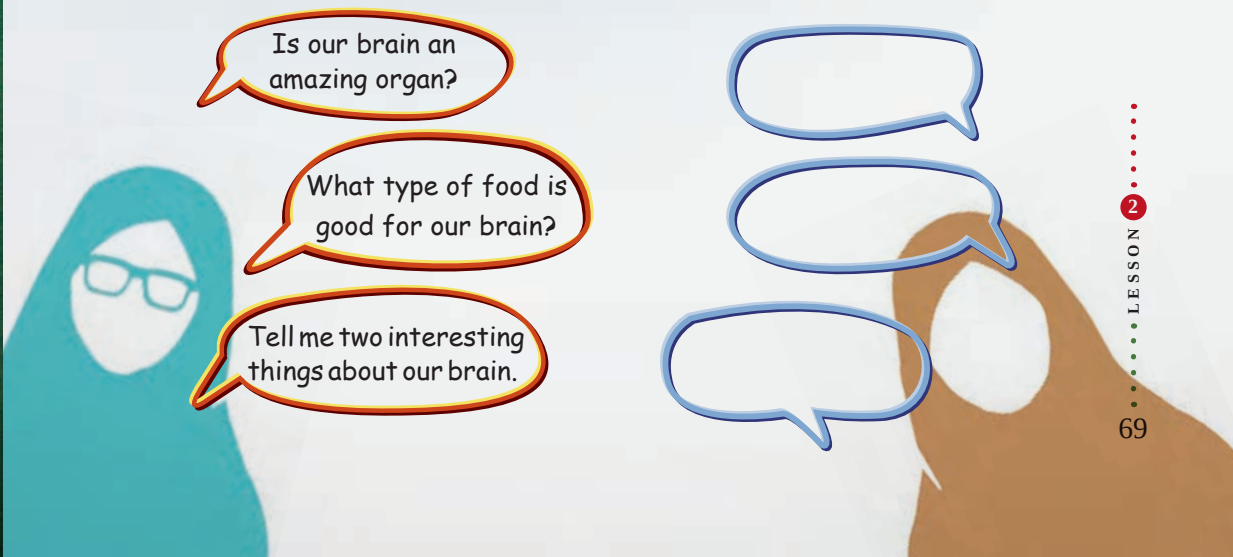
2. Listen again and list all 'adjectives'.

B. Now read five more interesting things about our brain.

6. The brain gives enough energy to light a small lamp. 7. Seafood is the best food for the brain. 8. The brain is the fattiest body organ. 9. Reading and listening help the brain work well. 10. Good and deep sleep helps the brain work better.

3. Underline all 'adjectives'

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



LESSON 3

The Value of Knowledge

Seek knowledge
from the cradle to the grave

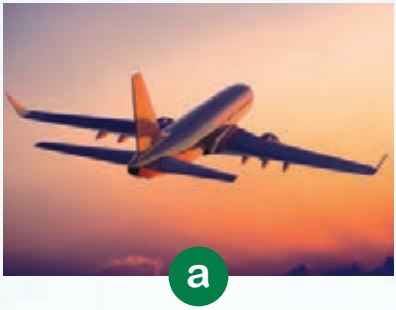
Holy Prophet (PBUH)[1]

1. Peace Be Upon Him

Get Ready

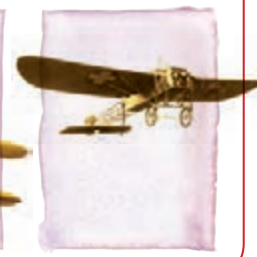
Part One

A. Match the pictures with the sentences.



- ◯ This gives us an easier life when there is no light.
- ◯ People use this to talk with someone in another place.
- ◯ We use this to take and keep pictures very easily.
- ◯ This helps us travel very fast to far places.

B. Order the followings from 'oldest to newest'.

	a	b	c
Camera			
Light bulb			
Telephone			
Airplane			

Part Two

A. Match the pictures with the words.

a

b

c

- ◯ scientists
- ◯ a laboratory
- ◯ a building

B. Choose an appropriate adjective for each word above.

modern .....

Iranian .....

old .....

Conversation

Word Bank

medicine, famous, build, Believe me! Cool!

Roya and Mahsa are leaving the library.

Roya: When I came in, you were reading a book. What was it?
Mahsa: I was reading a book about famous Iranian scientists.
Roya: But such books are not very interesting.
Mahsa: At first I had the same idea, believe me!
Roya: Did you find it useful?
Mahsa: Oh yes. Actually I learned many interesting things about our scientists' lives.
Roya: Like what?
Mahsa: For example Razi[1] taught medicine to many young people while he was working in Ray Hospital. Or Nasireddin Toosi built Maragheh Observatory when he was studying the planets.
Roya: Cool! What was the name of the book?
Mahsa: Famous Iranian Scientists.

1. Also Rhazes in English

Questions

Answer the following questions orally.

1. Were Mahsa and Roya in a laboratory?
2. Who came to the library sooner, Mahsa or Roya?
3. Do you know any interesting story about famous scientists?

New Words and Expressions

A. Look, Read and Practice.

Melika tries hard to learn English.

Babak is an energetic boy.

The students do experiments in the school laboratory.

Children grow up rapidly.

She is doing research on blood cells.

He has the flu and feels weak.

No success is possible without hard work.

Edison invented the first light bulb.

B. Read and Practice.

solve: to find an answer to a problem

We can help you solve your problems.

develop: to grow or change into a stronger, larger or better form

This book can develop your speaking skill.

belief: something that you believe

Her belief in Allah gave her hope during difficult times.

quit / give up:to stop doing something

Fortunately, his father is going to quit smoking.

He gave up his work without saying anything to us.

thousands of: a large number of things or people

There are thousands of things I want to do.

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

Reading

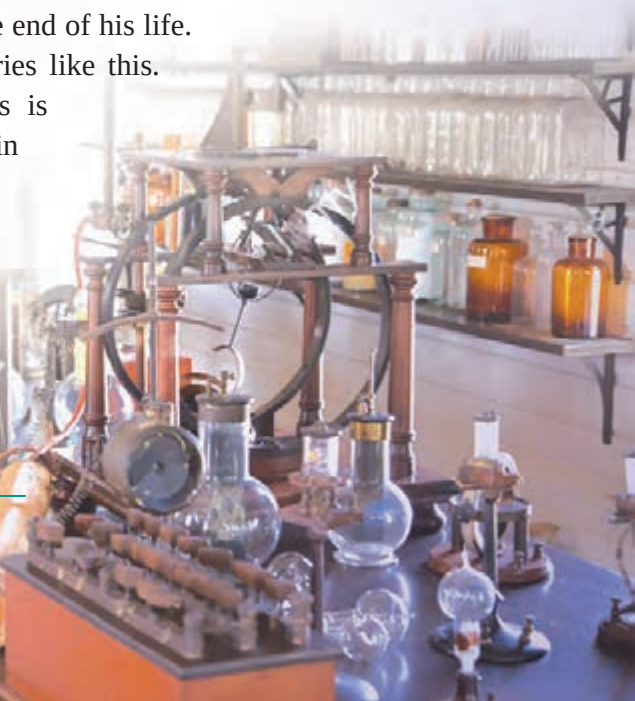
No Pain No Gain[1]

Human knowledge develops with scientists' hard work. Many great men and women try hard to find facts, solve problems and invent things.

Some of these scientists did not have easy lives. But they tried hard when they were working on problems. They never felt weak when they were studying. They never gave up when they were doing research.

There are great stories about scientists and their lives. One such a story is about Thomas Edison. As a young boy, Edison was very interested in science. He was very energetic and always asked questions. Sadly, young Edison lost his hearing at the age of 12. He did not attend school and learned science by reading books in the library himself. When he grew up he worked in different places, but he never lost his interest in making things. Edison was famous for doing thousands of experiments to find answers to problems. He said, "I never quit until I get what I'm after". Edison had more than 1,000 inventions and was very successful at the end of his life.

Many great names had stories like this. But the key to their success is their hard work and belief in themselves. If you want to get what you want, work hard and never give up.



۱. نابرده رنج گنج میسر نمی‌شود.

Reading Comprehension

A. Choose the best answer.

1) Where did Edison learn science?

a) In the library b) At school c) In the laboratory

2) How did Edison find answers to problems?

a) By sleeping in the laboratory

b) By doing many experiments

c) By quitting what he was after

3) Which is not true about scientists?

a) They find facts

b) They invent things

c) They feel weak

B. True/False

1) Edison finally lost his interest in inventing things. T ◯ F ◯

2) Edison did not attend school at all. T ◯ F ◯

3) Hard work is the key to scientists' success. T ◯ F ◯

C. Match two halves.

1. After Edison lost his hearing .....
2. When scientists were working on problems .....
3. If you like to be successful .....

a. you must not feel weak.
b. he did not quit studying.
c. they did not give up.
d. he became a famous person.

Grammar

A. **Read the following texts.**

Tahereh Saffarzadeh was an Iranian writer, translator and thinker. When other kids **were** still **playing** outside, she learned reading and reciting the Holy Quran at the age of 6. As a young student, she **was working** very hard to learn new things. She also **was writing** poems at that time. She published her first book while she **was** still **studying** in the university. She got interested in translating the Holy Quran when she **was studying** and **teaching** translation. She published her translation of the Holy Quran in 1380. Saffarzadeh passed away in 1387.

Alexander Fleming was a great researcher. He **was doing research** in his laboratory in winter 1928. He **was trying** to find a new medicine to save people's lives. He found a new medicine when he **was working** on antibiotics. This was the amazing penicillin. Many other doctors **were** also **working** on this medicine in those days. They helped the first patient with penicillin in 1942 when the flu **was getting around**.

B. Read the following examples.

Affirmative

I He She The computer	was	working on a difficult problem	at 4. when the power went out.
We You They	were		

- The scientist was doing research in his laboratory during 1370.
- Newton was sitting under a tree when an apple hit his head.

Negative

I He She The computer	wasn't	working on a difficult problem	at 4. when the power went out.
We You They	weren't		

- Tina wasn't reading a novel when her mother came in. She was studying her English book.
- Reza was not doing an experiment when the phone rang. He was solving a math problem.

Interrogative

Was	I he she the computer	working on a difficult problem	at 4? when the power went out?
Were	we you they		

- Was Mahsa doing her homework when her mother called?
- Were they talking when the teacher came in?

C. Tell your teacher how 'past progressive' is made.

D. Read the 'Conversation' and underline all 'past progressive verbs'.

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

It was raining yesterday. I was **sitting/sit** in the living room. I **watched/was watching** a movie about a great scientist, Ghiyath al-Din Jamshid Kashani. He was a great inventor. He was from Kashan. His father was a doctor. Jamshid **is/was** very interested in numbers and planets. Actually, he **invented/invent** many interesting things when he **was solving/solved** math problems. Sadly, this scientist **has/had** a very short life. Someone **was killing/killed** him when he **worked/was working** in his observatory. He **was/is** only 42 years old.

F. Pair up and talk about the things you were doing at the given times.

1. Yesterday at 5 .....
2. When the teacher came in .....
3. This morning at 5:30 .....
4. When my father came home .....

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

See Also

A. Read the following examples with 'Self Pronouns'.

I	did the experiment	myself.
You		yourself.
Zahra		herself.
Amir		himself.
The computer		itself.
Maryam and I		ourselves.
You and your friends		yourselves.
The scientists		themselves.

- Alexander Graham Bell invented the telephone himself.
- Marie Curie found uranium herself.

You may also say:

I	myself	did the experiment
You	yourself	
Zahra	herself	
Amir	himself	
The computer	itself	
Maryam and I	ourselves	
You and your friends	yourselves	
The scientists	themselves	

- Alexander Graham Bell himself invented the telephone.
- Marie Curie herself found uranium.

B. Go to Part II of your Workbook and do D.

Speaking Strategy

Narrating a story

Listening and Speaking

A. You may use 'simple past' and 'past progressive' together to narrate a story. Past progressive is sometimes used to give background/ situation to the story.

Last night at 8 o'clock we were sitting in the hall. We were talking about our day. Suddenly we heard a noise. My father went out to see what was making the noise. When my father was walking in the yard, we went to the kitchen. We saw a kitty in the kitchen. It was eating a cookie. The Poor kitty was hungry.

You may use the following patterns to ask and answer about stories that happened in the past.

What were you doing (yesterday at 8)?

What was happening (yesterday at 8)?

B. Listen to the following conversations and complete the sentences.

Conversation 1

1. Leila was ..... .
2. The driver ..... .

Pair up and ask your friends about the things they were doing last weekend in the afternoon. You may use the verbs in the box.

talk to someone, read a book, watch TV, play in the yard

Conversation 2

1. Amir ..... .
2. Amir was ..... .

Pair up and ask your friends about the things they did or didn't do when they were solving a problem. You may use the verbs in the box.

study hard, work long hours, quit working, feel weak, try hard, give up trying

Pronunciation

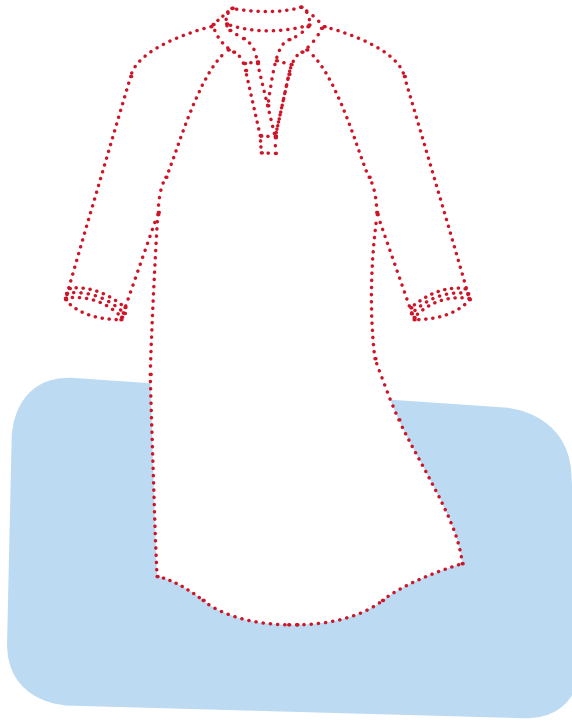
A. Listen to the following sentences. Notice how the speakers say some words with more emphasis.

1. Were you doing the research? No, **Ali** was.
2. Who broke the window? It wasn't **me**.
3. Why were the students making so much noise? They weren't. **The workers** were making noises.
4. Is it Jim's car over there? No, his car is **white**.

When you want to put special emphasis on something, you say it more strongly.

B. One word in each sentence is red. Say the sentence with emphatic stress on that word. Can you guess how the meanings of the sentences are different?

1. **Mina's** dress is white.
2. Mina's **dress** is white.
3. Mina's dress is **white**.



C. Go to Part IV of your Workbook and do it.

Writing

Verb

A verb is a word that expresses an action or a state of being.

1) Action verbs:

The verbs that express an action. For example:

He is writing a letter.

The children went to school by bus yesterday.

My brother drinks milk every day.

2) State verbs:

The verbs that express a state rather than an action. They usually relate to emotions, thoughts, and senses.

We believe in Allah.

We love our country.

She feels happy.

A. Read the 'Reading'. Find 'the action and state verbs'.

Simple and Continuous Forms

1) We can use the simple or the continuous form of action verbs:

- I cleaned my room yesterday.
- I am cleaning my room now.

2) We usually use the simple form rather than the continuous form of state verbs:

- I don't know the name of the street.
- Kids love chocolate.

B. Read the following sentences and choose the best verb forms:

1. I (don't like / am not liking) reading newspapers.
2. At 3 o'clock yesterday, I (needed / was needing) a taxi.
3. She (watches / is watching) television at the moment.
4. I (want / am wanting) to go to the cinema tonight.
5. Unfortunately, he (didn't remember / wasn't remembering) my name.

What you learned

Lesson Three

Some of these scientists did not have easy lives. But they tried hard when they were working on problems. They never felt weak when they were studying. They never gave up when they were doing research.

A. Listen to the first part of a story.

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

Sajjad was taking pictures yesterday at .....

When he was taking pictures ..... came to help.

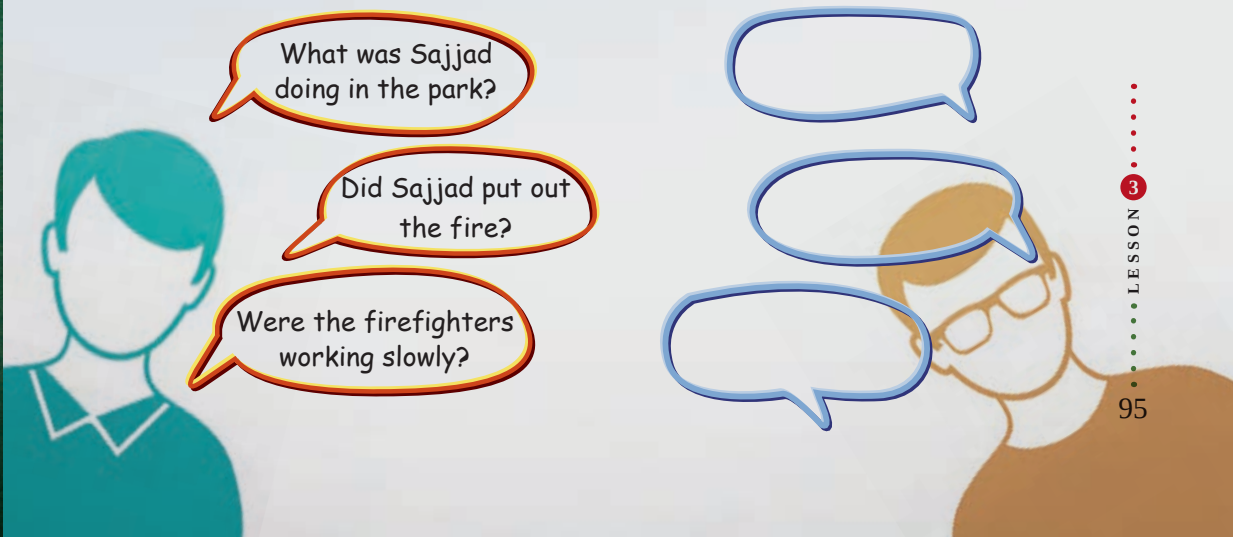
2. Listen again and list 'past progressive verbs'.

B. Now listen to the rest of the story.

The firefighters jumped out of their cars. They were working quickly. They were putting out the fire. People were standing near the building. They were watching the fire. It was dangerous. Sajjad put his camera aside and asked people to leave. The firefighters put out the fire when he was talking with people.

3. Underline all 'past progressive verbs'.

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



LESSON 4

Traveling the World

Travel in the Earth
and see how He makes the first creation

Al-Ankabut 20

Get Ready

Part One

A. Match the pictures with sentences.

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

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

Iran

Italy

Spain

France

Egypt

Brazil

Part Two

A. Match the pictures with the words.

pilgrims

booklet

sites

vacation

B. Complete the sentences with the above words.

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

Conversation

Word Bank

plan, agent, choice, probably, hospitable, suggestion

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

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

Questions

Answer the following questions orally.

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

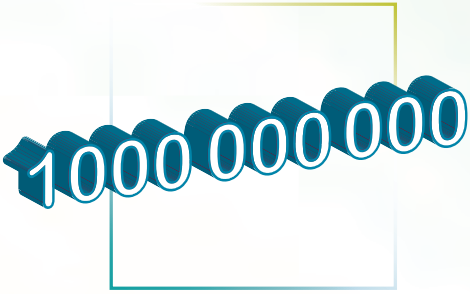
New Words and Expressions

A. Look, Read and Practice.

Mehrabad is one of the first international airports of Iran.

There are more than 100 pyramids in Egypt.

Ancient wind towers of Iran are attractive to tourists.



Around one billion people live in India.

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

B. Read and Practice

entertainment: activities that people enjoy

He plays the piano only for his entertainment.

domestic: relating to one country

Domestic flights are cheaper than international flights.

culture: the way of life, especially the beliefs and behavior of a group of people

Alice is studying Persian language and culture.

range: a set of similar things

This shop sells a wide range of garden fruits.

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

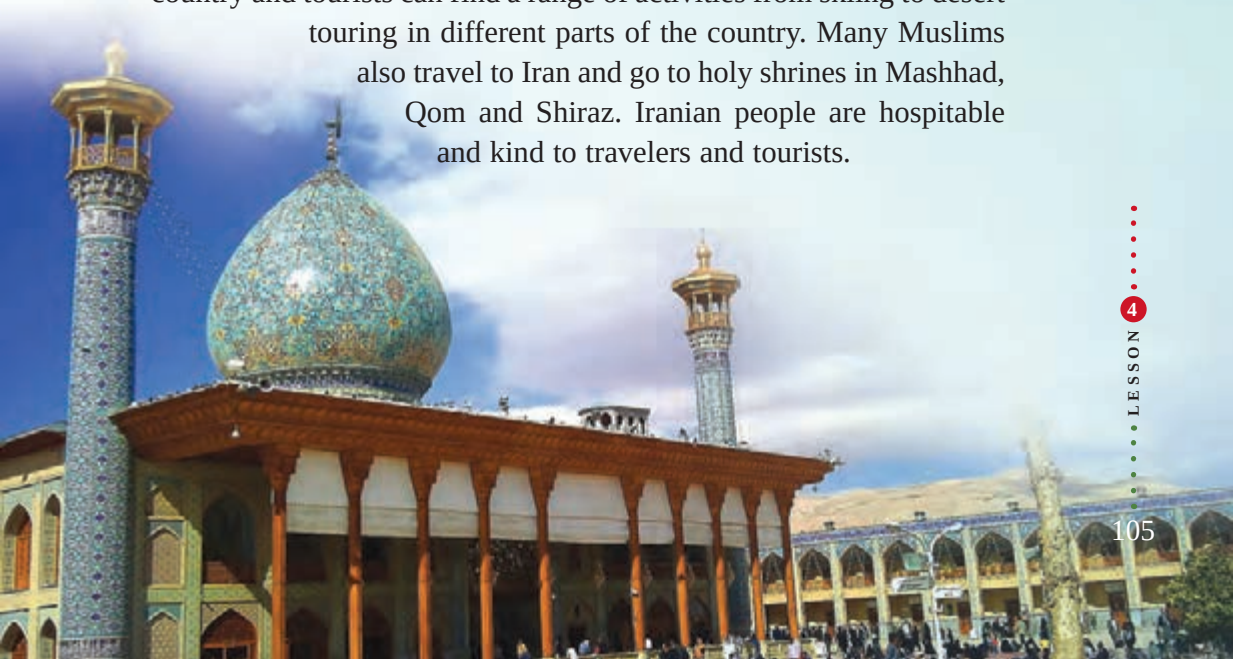
Reading

Iran: A True Paradise

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

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

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



Reading Comprehension

A. Choose the best answer.

1) Which one is a four-season country?

a) Brazil b) Iran c) Egypt

2) South American countries are famous for ..... .

a) amazing nature

b) delicious food

c) traditional ceremonies

3) In which continent can we visit the ancient pyramids?

a) Asia b) Africa c) Europe

B. True/False

1) Peru and Chile are historical countries. T ◯ F ◯

2) Holy shrines in Iran are destinations only for domestic tourists. T ◯ F ◯

3) All countries have tourist attractions for international travelers. T ◯ F ◯

C. Match two halves.

1. When a country is a four-season one .....
2. Many tourists travel to Egypt every year .....
3. Both history and nature .....

a. nobody likes to travel there.
b. to visit the wonderful pyramids.
c. people can do both summer and winter activities at the same time.
d. make South America an attractive destination for tourists.

Grammar

A. Read the following texts.

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

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

B. Read the following examples. Compare their meanings.

Affirmative

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

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

Negative

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

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

Interrogative

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

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

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

D. Read the 'Conversation' and underline all 'modals'.

E. Use appropriate modal to complete the following sentences.

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

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

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

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

See Also

A. Read the following examples with 'prepositions'.

Prepositions of Time

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

Prepositions of Place

in	Tehran / Beirut Italy / Pakistan Asia / Europe
on	the table / the desk page 5
next to	the hospital / the post office
in front of	the bank / the station

B. Go to Part II of your Workbook and do D.

Listening and Speaking

Speaking Strategy

Asking about obligations/ possibilities

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

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

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

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

B. Listen to the following conversations and complete the sentences.

Conversation 1

1. The man ..... .
2. Who is coming? ..... .

Pair up and ask at least two questions about what your friend can (not) or/must (not) do. You may use the verbs in the box.

play football, do homework, help mother, speak Arabic, study hard

Conversation 2

1. The girl must ..... .
2. What should she do? ..... .

Pair up and ask at least two questions about what your friend may (not) or should (not) do. You may use the verbs in the box.

use a pencil, read a book, call in the evening

Pronunciation

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

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

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

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

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

C. Go to Part IV of your Workbook and do it.

Writing

Adverb

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

It is an easy language.
Bahar is a careful driver.
The woman was happy.
Ali is polite.

We can learn this language easily.
She drives carefully.
She spoke happily.
He talks politely.

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

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

How to Make –ly Adverbs

Most adverbs are formed by adding -ly to an adjective (slow → slowly):

quick → quickly real → really

---

but:
Adjectives ending in -y change to -ily

angry → angrily easy → easily

Adjectives ending in -ble change to -bly

possible → possibly probable → probably

B. Change the following adjectives to adverbs:

polite: ..... loud: .....

comfortable: ..... wonderful: .....

quiet: ..... slow: .....

cruel: ..... interesting: .....

quick: ..... suitable: .....

Irregular Adverbs

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

fast → fast late → late

hard → hard good → well

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

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

What you learned

Lesson Four

countries attract a lot of
every year. Egypt, one of
st countries of Africa, is
or its wonderful pyramids.
taly and Spain are three
European countries. They
many tourists from other
the world. Brazil, Peru and
South America are famous

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

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

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

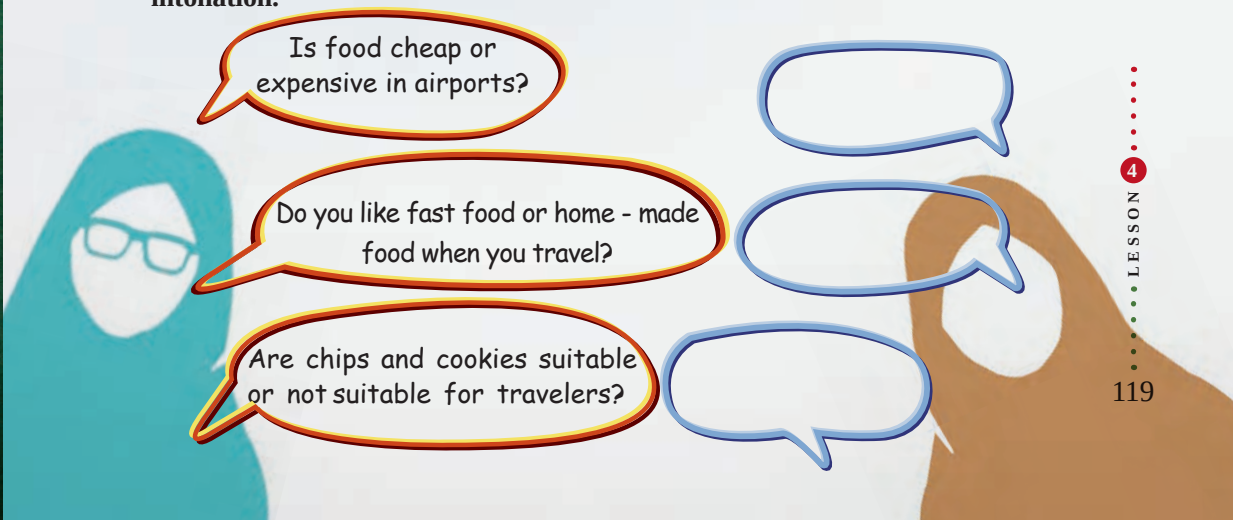
2. Listen again and list all 'modals' you hear.

B. Now read the rest.

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

3. Underline all 'modals'.

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



Appendix

Irregular Verbs

Verb	Past simple
be	was/were
become	became
bleed	bled
break	broke
bring	brought
build	built
buy	bought
choose	chose
come	came
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feed	fed
feel	felt
find	found
forget	forgot

Verb	Past simple
get	got
give	gave
go	went
have	had
hear	heard
hit	hit
hurt	hurt
keep	kept
know	knew
leave	left
lose	lost
make	made
meet	met

Verb	Past simple
pay	paid
put	put
read	read /red
ride	rode
run	ran
say	said
see	saw
set	set
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept

Verb	Past simple
speak	spoke
stand	stood
stick	stuck
swim	swam
take	took
take off	took off
teach	taught
tell	told
think	thought
understand	understood
wake	woke
wear	wore
write	wrote

Ministry of Education of Islamic Republic of Iran
Organization for Educational Research and Planning (OERP)

Authors:

Seyyed Behnam Alavi Moghaddam
(Faculty member of OERP)

Reza Kheirabadi
(Faculty member of OERP)

Mehrak Rahimi
(Faculty member of Shahid Rajaee Teacher Training University)

Hossein Davari
(Faculty member of Damghan University)

2024

معلّمان محترم، صاحب‌نظران، دانش‌آموزان عزیز و اولیای آنان می‌توانند نظر اصلاحی خود را درباره مطالب کتاب‌های درسی از طریق سامانه «نظرسنجی از محتوای کتاب درسی» به نشانی «nazar.roshd.ir» یا نامه به نشانی تهران ـ صندوق پستی ۴۸۷۴ ـ ۱۵۸۷۵ ارسال کنند.

سازمان پژوهش و برنامه‌ریزی آموزشی