بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

IN THE NAME OF ALLAH

اَللّٰهُمَّ صَلِّ عَلىٰ مُحَمَّدٍ وَ آلِ مُحَمَّدٍ وَ عَجِّلْ فَرَجَهُمْ

Vision 2

English for Schools

رشته های علوم تجربی ــ ریاضی و فیزیک ــ ادبیات و علوم انسانی ــ علوم و معارف اسلامی

پایهٔ یازدهم
دورهٔ دوم متوسطه

Student Book

وزارت آموزش و پرورش
سازمان پژوهش و برنامه‌ریزی آموزشی

نام کتاب: انگلیسی(۲) ـ پایهٔ یازدهم دورهٔ دوم متوسطه ـ ۱۱۱۲۳۰

پدیدآورنده: سازمان پژوهش و برنامه‌ریزی آموزشی

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

شناسه افزوده برنامه‌ریزی و تألیف: سیّدبهنام علوی مقدّم، رضا خیرآبادی، مهرک رحیمی و حسین داوری (اعضای گروه تألیف) - بهروز محمودی بختیاری، علی راستگو (ویراستار علمی)

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

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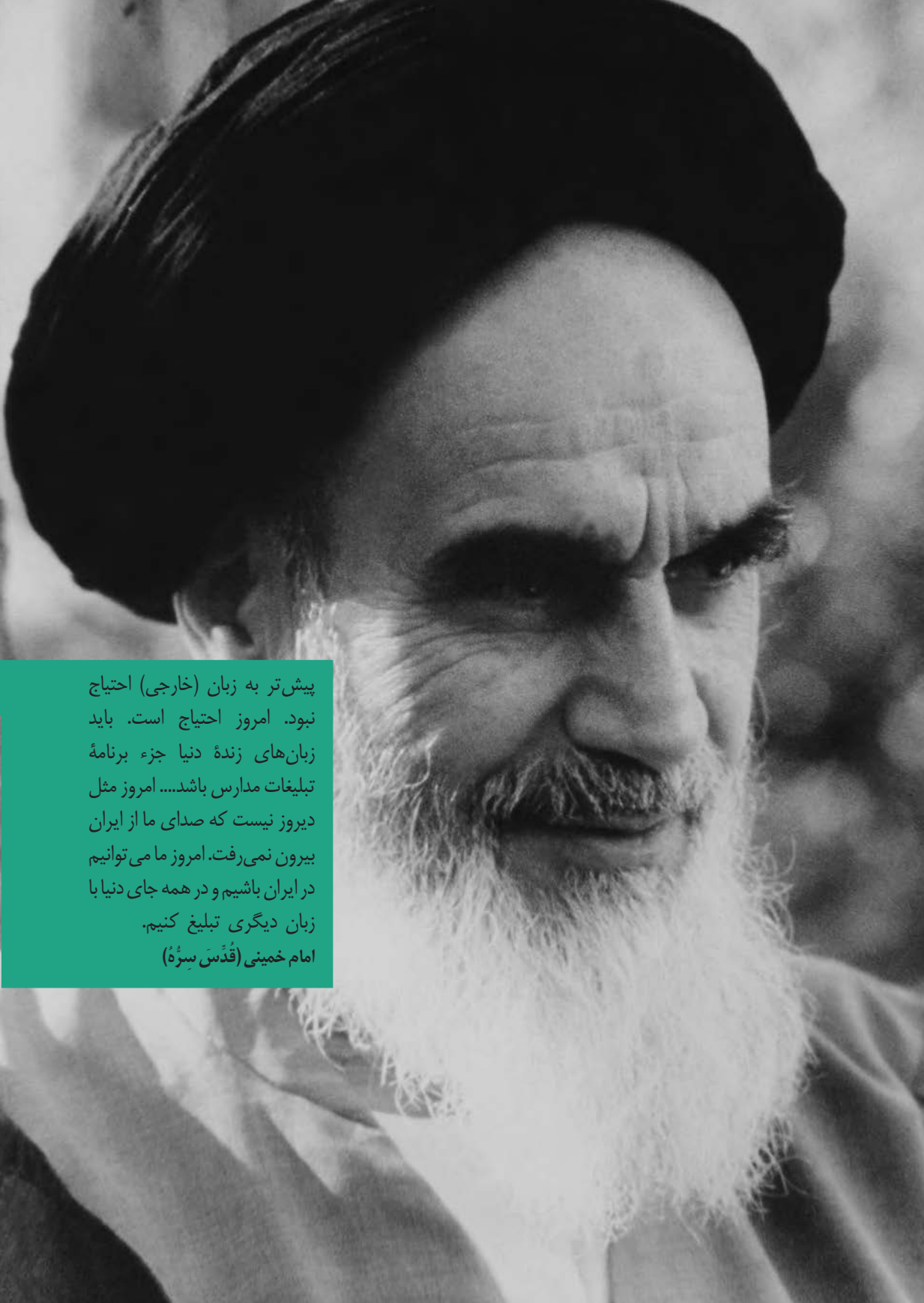
نشانی سازمان: تهران: خیابان ایرانشهر شمالی ـ ساختمان شمارهٔ ۴ آموزش و پرورش (شهید موسوی)
تلفن: ۹ـ۸۸۸۳۱۱۶۱، دورنگار: ۸۸۳۰۹۲۶۶، کد پستی: ۱۵۸۴۷۴۷۳۵۹
وبگاه: www.chap.sch.ir و www.irtextbook.ir

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 پنجم ۱۴۰۰

شابک ۸ـ۲۷۶۵ـ۰۵ـ۹۶۴ـ۹۷۸
ISBN: 978_964_05_2765_8



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 می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

امام خمینی (قُدِّسَ سِرُّهُ)

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.

محتوای این کتاب تا پایان سال تحصیلی ۱۴۰۲ - ۱۴۰۱ تغییر نخواهد کرد.

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 همهٔ
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 اللّه تعالی فرجه الشریف) دومین جلد از مجموعه کتاب‌های Vision به منظور تدریس در پایهٔ یازدهم 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 ملّی و سند تحوّل بنیادین نظام تعلیم و تربیت جمهوری اسلامی دارد و در چارچوب رویکرد ارتباطی فعّال و خودباورانهٔ مورد تصریح در برنامهٔ ملّی محقّق 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 و ایرانی فراگیران آموزش داده می‌شود.

تحوّل در آموزش زبان انگلیسی در قالب ارائهٔ مجموعه کتاب‌های English for Schools و از سال تحصیلی ۱۳۹۲ـ۱۳۹۱ آغاز گشت. مجموعهٔ مذکور، دوره‌ای شش جلدی شامل دو زیر مجموعهٔ سه جلدی با نام‌های Prospect و Vision می‌باشد. مهم‌ترین ویژگی‌های رویکرد ارتباطی فعّال و خودباورانه و روح کلی حاکم بر مجموعه بسته‌های آموزشی Prospect و Vision متکی بر اصول کلی زیر است:

- توجه هم‌زمان به هر **چهار مهارت زبانی** (صحبت‌کردن، گوش دادن،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
- توجه 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 برنامهٔ درسی ملّی 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 «برفراز 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 توجهی می‌کند.

همچنیــن از همکاران گرامی خواهشمنــدیم کتاب راهنمــای معلّم مربوط به کتاب Vision 2 را با توجه و دقت هر چه تمام‌تر مطالعه نمایند. به این شکل بسیاری از پرسش‌ها و ابهامات احتمالی دربارهٔ شیوهٔ تدریس کتاب، نحوهٔ زمان‌بندی و فعّالیت‌های جنبی برطرف می‌شود. مجدداً تأکید می‌کنیم تدریس درست و مؤثر این کتاب بدون مطالعهٔ کتاب راهنمای معلم آن، امکان‌پذیر نیست.

توصیهٔ دیگر، توجه به هر **چهار مهارت زبانی،** به صورت هم‌زمان است که تحقق این مهم نیز مستلزم آشنایی با نحوهٔ صحیح تدریس و طراحی درسی دقیق می‌باشد. علاوه بر کتاب راهنمای معلم، مشاهدهٔ نرم‌افزار و فیلم آموزشی معلمان با نام «بر فراز آسمان» نیز بسیار مفید خواهد بود (در وبگاه گروه درسی زبان‌های خارجی یا شبکه ملّی 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 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 از طریق وبگاه گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی به نشانی زیر قابل دستیابی است که بازدید مرتب از این پایگاه نیز

اکیداً توصیه می‌شود. یادآوری می‌گردد دبیران محترم و دانش‌آموزان می‌توانند فایل صوتی کتاب درسی (کتاب گویا) را از وبگاه زیر تهیه نمایند.

eng-dept.talif.sch.ir یا Roshd.ir

در خاتمه مجدداً تأکید می‌شود که بستهٔ آموزشی حاضر با حاکمیت رویکرد ارتباطی فعّال و خودباورانه، جنبه‌های متنوع نیازهای آموزشی دانش‌آموزان را در نظر داشته و در کنار کتاب دانش‌آموز با ارائهٔ کتاب کار، کتاب راهنمای معلم، فایل صوتی کتاب (کتاب گویا) و همچنین فیلم آموزش معلمان (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 کمک آموزشی تأیید شده توسط طرح سامان‌بخشی کتاب‌های کمک آموزشی دفتر تکنولوژی و انتشارات کمک‌آموزشی سازمان پژوهش و برنامه‌ریزی آموزشی مجاز می‌باشد.

بی‌شک تحقق 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، مؤلفان، این تلاش ارزشمند را ارج نهاده و آرزومند اعتلای روزافزون نام مقدس جمهوری اسلامی ایران در تمامی عرصه‌ها هستند.

گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی عمومی و متوسطه نظری

Map of

Vision 2

Lesson 1: Underestanding People (15-47)

Get Ready	Introduction to the Lesson		
Conversation	Talking about Languages		
New Words & Expressions	Learning Vocabulary of Reading		
Reading	Languages of the World	Reading Strategy (Scanning)	Reading Comprehension
Vocabulary Development	Synonyms		
Grammar	Countable and Uncountable Nouns	See Also (Numbers)	
Listening & Speaking	Shopping, Asking and Answering about Prices and Numbers		
Pronunciation	Teen Numbers and Ten Numbers		
Writing	Simple Sentences		
What You Learned	Reviewing Lesson 1		

Lesson 2: A Healthy Lifestyle (49-79)

Get Ready	Introduction to the Lesson		
Conversation	Talking about Lifestyle		
New Words & Expressions	Learning Vocabulary of Reading		
Reading	Having a Healthier and Longer Life	Reading Strategy (Skimming)	Reading Comprehension
Vocabulary Development	Prefixes and Suffixes		
Grammar	Present Perfect	See Also (Phrasal Verbs)	
Listening & Speaking	Talking about Past Experiences		
Pronunciation	(Emergencies) Phrasal Verbs		
Writing	Gerunds		
What You Learned	Reviewing Lesson 2		

Lesson 3: Art and Culture (81-107)

Get Ready	Introduction to the Lesson		
Conversation	Shopping Handicrafts		
New Words & Expressions	Learning Vocabulary of Reading		
Reading	Art, Culture and Society	Reading Strategy (Recognizing Reference Words)	Reading Comprehension
Vocabulary Development	Antonyms		
Grammar	Conditional Type I	See Also (Past Participles)	
Listening & Speaking	Talking about Conditions and Future Results		
Pronunciation	Intonation of Conditional Sentences		
Writing	Infinitives		
What You Learned	Reviewing Lesson 3		

Namaste
BONJOUR
Hello
cześć
GUTEN TAG
Hola
سلام
Namaste
Hola
BONJOUR
buna
GUTEN TAG
Hello

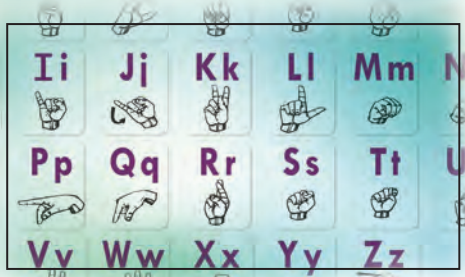
LESSON 1

Understanding People

Interesting Facts:

- **There are about 7000 languages in the world.**
- **Most Languages of the world have no written form.**
- **The Holy Quran is available in more than 100 languages.**
- **One language dies about every fourteen days.**
- **Deaf people use sign language to communicate.**

French
Vietnamese
Russian
Hindi
Persian
Polish
German
Swedish
Spanish
Languages
Arabic
Greek
Uzbek
Czech
Portuguese
Polish
English
Korean
Mandarin
Thai
Korean
Vietnamese
Japanese
Persian
English
Swedish
Japanese
Bulgarian


Ii
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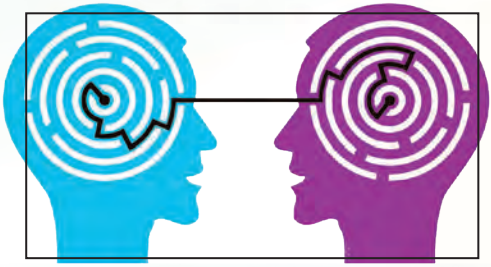


Get Ready

A. 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. Match the signs with their meanings. There is one extra sentence.

1. .....

2. .....

3. .....

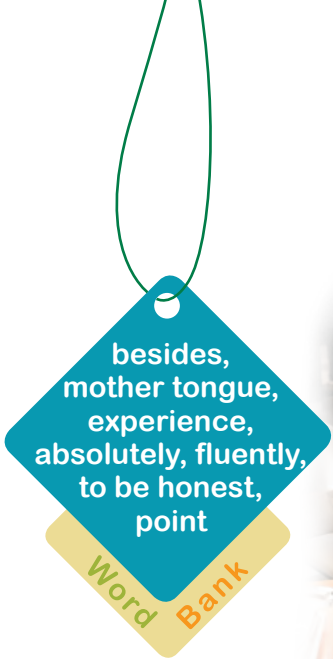
4. .....

5. .....

(a) There is a parking lot around.
(b) Turn off your mobile phone.
(c) Please be quiet.
(d) Keep off the grass.
(e) You are near a restaurant.
(f) Do not swim here.

C. Number the following activities from 1 to 6 according to how frequently you do them when you learn a foreign language.

- ☐ Reading storybooks
- ☐ Listening to the news
- ☐ Talking to foreigners
- ☐ Watching movies
- ☐ Surfing the net
- ☐ Writing letters or emails



Babak Saberian is a translator who works for IRIB[1]. Today, he is hosting Meysam in his office. Meysam is a high school student. He is interviewing Mr. Saberian for his school project.

Meysam: Thank you Mr. Saberian for inviting me to your office.

Mr. Saberian: You're welcome!

Meysam: I heard you know three languages. Is that right?

Mr. Saberian: Well, actually four languages.

Meysam: Four! Really?! What languages do you know?

Mr. Saberian: Besides my mother tongue, Persian, I know English, French and Russian well.

Meysam: Interesting! And when did you learn them?

Mr. Saberian: I began learning English at school when I was thirteen. Then I began learning French in a language institute when I was fifteen. And I learned Russian when I was a university student in Moscow.

1. Islamic Republic of Iran Broadcasting

Meysam: Can you use all of them fluently?

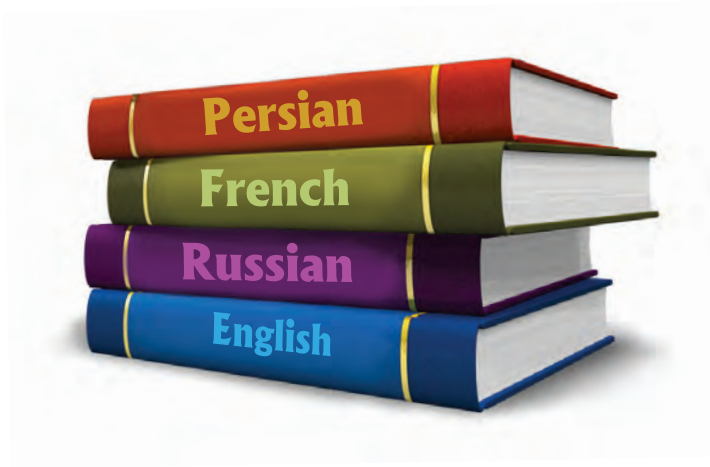
Mr. Saberian: I know all of them well, but I use English more.

Meysam: OK. Do you think language learning should start as early as possible?

Mr. Saberian: My experience says interest and hard work are really more important than age.

Meysam: Hmm… that's an important point. May I know what your favorite language is ? English, French, or Russian?

Mr. Saberian: To be honest, I enjoy using them all, but my favorite language is absolutely my mother tongue!



Questions

Answer the following questions orally.

1. Where does Mr. Saberian work?
2. Was Mr. Saberian living in a foreign country when he was 13?
3. How many languages do you know?

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.

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.

We are living in the twenty-first century.

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

B. Read and Practice.

society: a large group of people who live together
We live in an Islamic society.

ability: the physical or mental power or skill to do something
Human's ability to talk makes him different from animals.

vary: to be different from each other
In some cities, prices vary from shop to shop.

make up: to form a thing, amount or number
China makes up 18% of the world's population.

despite: without taking any notice of
I enjoy the weekend, despite the bad weather.

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

Reading

Languages of the World

Language is a system of communication. It uses written and spoken forms. People use language to communicate with each other in a society. They exchange knowledge, beliefs, wishes, and feelings through it.

Languages vary greatly from region to region. They are so different that a person may not understand the language of someone from another region, country or continent. It is not surprising to hear that today about 7000 languages exist in the world. There are more than 2000 languages in Africa, 1000 in the Americas, more than 2250 in Asia, about 230 in Europe, and more than 1300 in Oceania.

Native speakers of these languages range in number from very large, with hundreds of millions of speakers, to very small, with fewer than 10 speakers. The most popular language in the world is Chinese. More than one billion people in the world speak Chinese.

Interestingly, English has fewer native speakers than Chinese, but there are about one billion learners of English all around the world. They learn English as an international language.

About fifty percent of the world's languages have fewer than 5000 speakers. In the beginning of the twenty-first century, 204 languages had fewer than 10 speakers and 344 languages had between 10 and 99 speakers. The 548 languages with fewer than 99 speakers make up nearly 8 percent of the world's languages. We call them 'endangered languages'. As the speakers of such languages grow old and die, their languages will die, too.

All languages are really valuable, despite their differences. Every language is an amazing means of communication that meets the needs of its own speakers. It is impossible to imagine the world without language. Therefore, we should respect all languages, no matter how different they are and how many speakers they have.

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.

Reading Comprehension

A. Scan the passage for the following numbers. Match them with the information. There is one extra number.

a. 548 b. 2250 c. 8 d. 1300 e. 204

..... 1. The number of languages with speakers fewer than 10

..... 2. The percent of endangered languages

..... 3. The number of languages with speakers fewer than 99

..... 4. The number of languages in Oceania

B. Scan the passage for the proper nouns.

a) The language with more than one billion learners: .....

b) The continent with one thousand languages: .....

c) The language with the largest number of native speakers: .....

C. Scan the passage and answer the following questions.

a) How many languages are there in the world? .....

b) What is the number of endangered languages? .....

c) Which continent has the largest number of languages in the world? .....

D. Read the sentences; put T for true and F for false. If a sentence is false, correct it.

a) Through languages, people can exchange only knowledge. T ◯ F ◯

b) When a language has no speaker, it dies out. T ◯ F ◯

c) Only a few languages can meet the needs of their own speakers. T ◯ F ◯

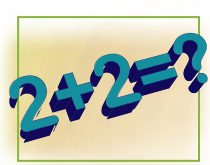
Vocabulary Development

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



....

....

B. Two of the words in each group are synonyms. Find them.

a) amazing/ probable/ wonderful
b) seek/ search for/ exercise
c) quit/ live/ give up
d) fortunately/ luckily/ really

C. Look back at the *Reading* to find synonyms for the words.

a) In paragraph 2, find a synonym for 'largely': .....
b) In paragraph 4, find a synonym for 'nearly': .....
c) In paragraph 5, find a synonym for 'to form': .....
d) In paragraph 6, find a synonym for 'to think of': .....

Grammar

A. Read the following texts.

An endangered language is **a language** that has very **few speakers**. Nowadays, **many languages** are losing their native speakers. When a language dies, the knowledge and culture disappear with it. **A lot of endangered languages** are in Australia and South America. Some of them are in Asia and Africa. The number of live languages of the world is around 7000, and many of them may not exist in the future. **Many researchers** are now trying to protect endangered languages. This can save **lots of information** and cultural values of people all around the world.

There are many uncountable words for food in English. Native speakers often use words such as 'a bag of, 'two slices of', or 'a piece of' with uncountable nouns. This usually happens when they go shopping. They may ask for **two bottles of** water, **a bag of** sugar, **a loaf of** bread, or **two kilos of** meat. In a coffee shop, they may order **a cup of** tea, **a piece of** cake, or **a glass** of juice. If a foreign learner uses uncountable words wrongly, English speakers may not understand them well. So when you learn English, be very careful about this important point.

B. Read the following examples. Compare the columns.

Singular countable	Plural countable	Uncountable
a car	two/ three/ four cars	_ traffic

Singular countable	Plural countable	Uncountable
a book	some / many books	some/ much information
a bird	lots of/ a lot of birds	lots of/ a lot of chicken soup
a man	few/ a few men	little/ a little bread

Questions	Answers		
How many cars are there in the street?	There are	two three four some many lots of a lot of a few few	cars.
How many books do you need?	I need		books.
How much information does your teacher need?	She needs	some much lots of a lot of a little little	information.
How much bread is there in the kitchen?	There is		bread.

MINT

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	watermelon, banana
a kilo of		two, three, … kilos of	meat, rice
a loaf of		two, three, … loaves of	bread

C. Tell your teacher how different 'countable' and 'uncountable nouns' are.

D. Underline all 'countable and uncountable nouns' in *Reading*.

E. Choose appropriate words to complete the following sentences.

1. The students need to read (many/much) books about history.
2. Please buy (a loaf of/a bottle of) bread for breakfast.
3. Children should drink (a lot of/a few) milk.
4. We did not have (much/many) visitors this week.
5. Could you please bring me (a glass of/a piece of) water?

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

1. How many books did you read in summer?
2. How much milk do you drink each day?
3. How much money do you save each month?
4. How many pencils do you have in your bag?

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

See Also

Numbers

A. Read the examples and see how numbers are used before nouns.

Numbers	Nouns
a/one	car
an/one	apple
two, three, four, five, six, seven, eight, nine, ten	tables
eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen	chairs
twenty, twenty-one, twenty-two, ..., twenty-nine	students
thirty, thirty-one, thirty-two, ..., thirty-nine	trees
forty, forty-one, forty-two, ..., forty-nine	horses
fifty, fifty-one, fifty-two, ..., fifty-nine	books
sixty, sixty-one, sixty-two, ..., sixty-nine	boxes
seventy, seventy-one, seventy-two, ..., seventy-nine	children
eighty, eighty-one, eighty-two, ..., eighty-nine	bags
ninety, ninety-one, ninety-two, ..., ninety-nine	men

Numbers	Nouns
one hundred, two hundred, three hundred, ...	languages
one thousand, two thousand, three thousand, four thousand, ...	birds
one million, two million, three million, ...	cells
one billion, two billion, three billion, ...	dollars

B. Read the examples and see how numbers are used before adjectives + nouns.

Numbers	Adjectives	Nouns
a /one	small	car
a /one	red	apple
an /one	interesting	movie
two, ..., ninety-nine	beautiful	trees
two hundred, ..., ten billion	Canadian	dollars

Listening and Speaking

Speaking Strategy

Shopping, asking and answering about prices and numbers

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

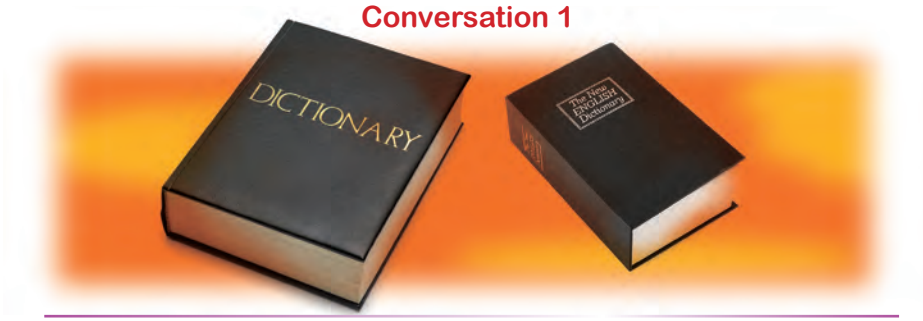
- May I help you?
- Yes, please. I'm looking for some birthday candles.
- How many candles do you need?
- I need 12 birthday candles.
- You can find different types of candles over there.
- Um... How much are those?
- 20 000 Tomans.
- What about these?
- 10 000 Tomans.
- I think I'll take these. Here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

B. 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 have. You may use the words in the box.

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

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.

The bird does not sing.

The apple fell down.

The teacher is hard-working.

1) To find a subject, ask who or what the sentence is about. Your answer is the subject.

- Who is the first sentence about? Mahan
- What is the second sentence about? The bird
- What is the third sentence about? The apple
- Who is the fourth sentence about? The teacher

HINT

Remember that the 'subject' of a sentence is a 'noun' (any person, place, or thing) or a pronoun. A pronoun is simply a word like I, we, he, she, it, you, or they used in place of a noun.

2) To find a verb, ask what the sentence says about the subject.

- What does the first sentence say about Mahan? Mahan is sleeping.
- What does the second sentence say about the bird? The bird does not sing.
- What does the third sentence say about the apple? The apple fell down.
- What does the fourth sentence say about the teacher? The teacher is hard-working.

HINT

As you see, a sentence begins with a capital letter and ends with a period.

A. Read each group of words. Do these words make a sentence? If yes, write them again with a capital letter and a period.

- studying in the library .....
- she laughed .....
- suitable for both boys and girls .....
- the lion died .....
- the tree will fall down .....
- the baby with her small hands .....
- it is very good for children .....
- a beautiful lake in the forest .....

B. Write an appropriate word in the following blanks. The answer will be the subject of the sentence.

- ..... is one of my best teachers.
- A ..... runs faster than a mouse.
- Every night, ... exercise for 30 minutes.
- Many ..... live in this forest.

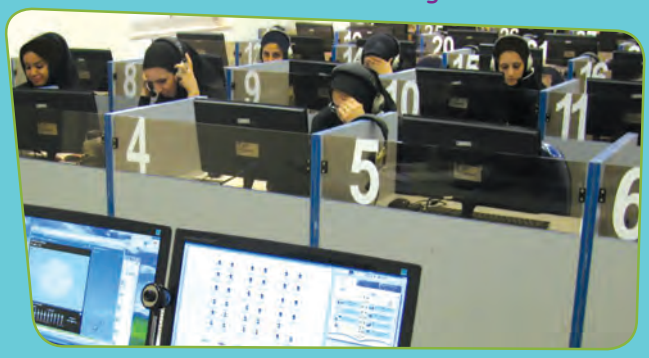
C. Write an appropriate word in the following blanks. Each answer will be the verb of the sentence.

- The child ..... loudly.
- Shayan ..... always kind to his sister.
- We ..... for hours.
- The museum ..... at 8 a.m.

A simple sentence can also have an object.
An object is a noun that receives an action.

The students are drinking milk.

The students learn English.



Mahdi visited his doctor.

NOTE

You can find an object by asking yourself 'who' or 'what' is receiving the action in a sentence.

D . Read the following sentences. Circle the objects.

1. The boy runs fast.
2. Mina speaks English.
3. We must respect our neighbors.
4. Shadi is working at home.
5. Ali is a smart student.

E. Write an appropriate word in the following blanks. Each answer will be an object.

1. They will meet ..... .
2. Ali and I bought ..... .
3. We are going to learn ..... .
4. Children should not eat ..... .

F. Rearrange the words to create correct sentences.

1. borrowed / I / that book .....
2. is going / she / the TV / to turn on .....
3. can / learn / we / a new language .....
4. sang / a song / my grandfather .....

- **A simple sentence can also have additional information mostly in the forms of 'adverbs of place, time and manner'.**

- Ali will have an exam next week.
- Zahra studies English at school.
- Yesterday, I saw my teacher in the street.
- We usually visit our grandmother on Fridays.
- My brother can speak French fluently.

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.

5. I have a math class on Wednesdays.

H. Using past, present and future tenses, write five simple sentences about yourself.

1. .....

2. .....

3. .....

4. .....

5. .....

What you learned

LESSON ONE

A. Listen to the first part of a story.

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

I went to a .....

I needed some cheese .....

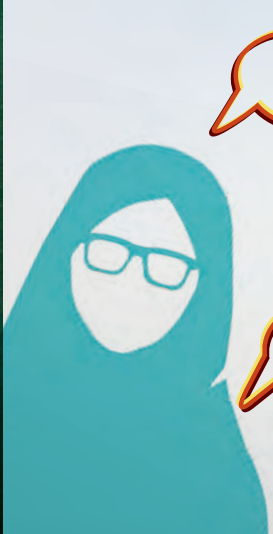
2. Listen again and list all uncountable nouns.

B. Now read the second part of the report.

The only thing I was still looking for was a bag of sugar. There were four types of sugar. I picked the bags and read the explanations. Honestly, I didn't understand their differences. A young man came to me and asked what I wanted. I told him I needed some sugar for breakfast. He gave me some information. Again, I didn't understand the differences. I took pictures of the explanations, sat somewhere, and checked the explanations in my mobile dictionary. At last, I understood what type of sugar I needed to buy!

3. Scan the text for the nouns.

C. Work in pairs. Ask and answer.



How many bags of sugar did the man want?

Did the man buy any tea?

How did he understand the explanations?

LESSON 2

A Healthy Lifestyle

Interesting Facts:

- **People with higher education usually live longer.**
- **Our health improves when we visit our friends and family members.**
- **Sitting a lot increases health risks.**
- **Laughter is the best medicine for your health.**

Get Ready

A. Look at the people in the pictures. Check (✓) if what they are doing is good for their health.

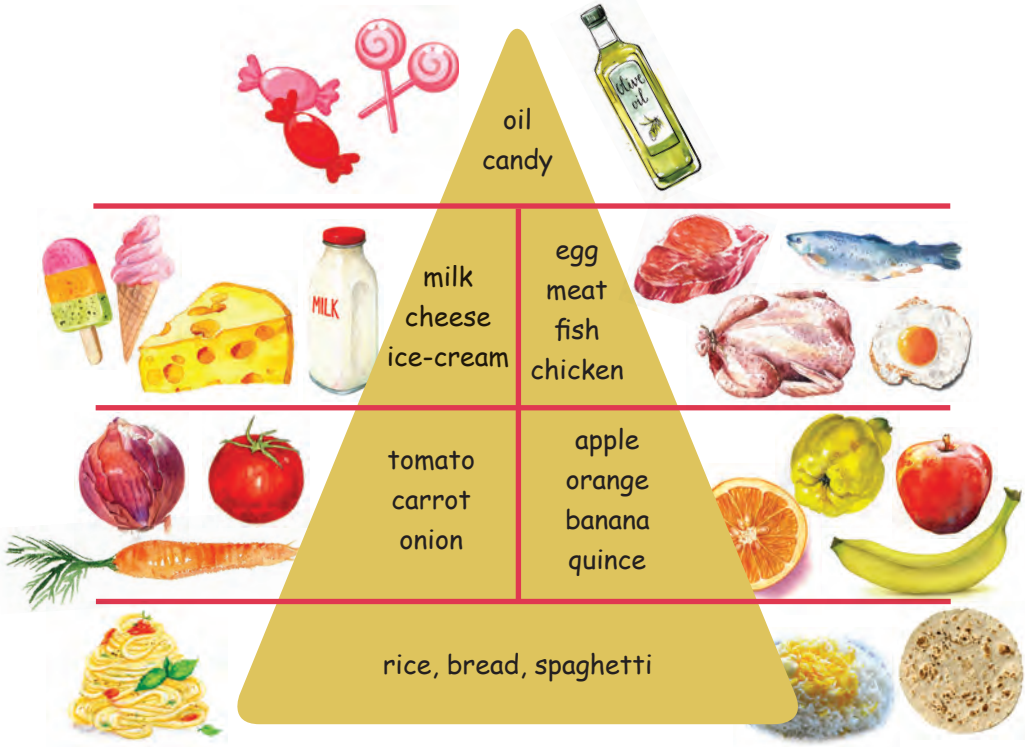
Now match the pictures with the words and sentences.

a worked b jog c hangs out d eating

e surfing f climbed

1. Behzad likes ..... junk food when he's watching TV.
2. Reza is ..... the net.
3. I go out and ..... every morning at 6.
4. Mahdi ..... with his friends on Fridays.
5. They ..... Mount Damavand last year.

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

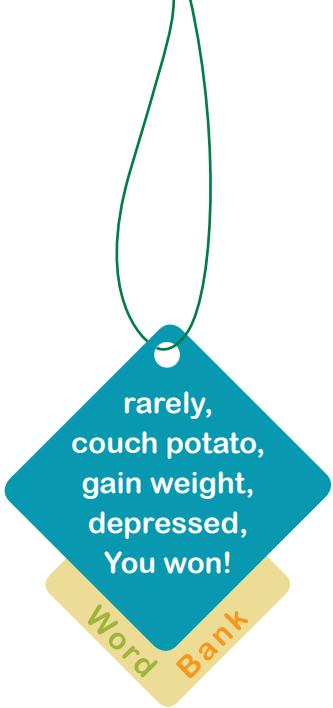


Do you think you have a healthy diet? How do you know that?

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?! Oh, no, I haven't been there for a long time. I prefer to stay home and watch my movies on the weekend. I've bought lots of things to eat, too.

Behzad: Come on! Stop being a couch potato! I guess you haven't exercised for a long time. I think you are a bit fat now.

Sina: Um… actually, you're right. I've gained five kilos in three months. I really do not like to move!

Behzad: See? I told you. Working with computers for a long time makes people sick and depressed. I've read about this somewhere.

Sina: All right. You won!… When and where should we meet?

Questions

Answer the following questions orally.

1. What does Sina do at home?
2. Is Sina a sportsperson?
3. What is your favorite sport?

New Words and Expressions

A. Look, Read and Practice.

Eating vegetables is an important part of a healthy diet.

The doctor is listening to my grandfather's heartbeat.

My uncle has high blood pressure.

My sister measures herself every month.

Our neighbor had a heart attack yesterday.

One serving of rice is not enough for them.

Smoking is harmful to everyone.

Arash has a bad eating habit.

Today, addiction to technology is a big problem.

B. Read and Practice.

physical: relating to the body

Swimming is a physical sport.

calm: without worry

My teacher has a very calm manner.

balanced: with all parts existing in the correct amounts

A balanced diet contains lots of fruits and green vegetables.

recent: happening or starting a short time ago

The price of bananas has increased in recent weeks.

emotional: relating to the emotions

Her doctor said the problem was more emotional than physical.

prevent: to stop something from happening

Daily exercise can prevent diseases.

relationship: the way in which two or more people feel and behave towards each other.

She has a very good relationship with her aunt.

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

Reading

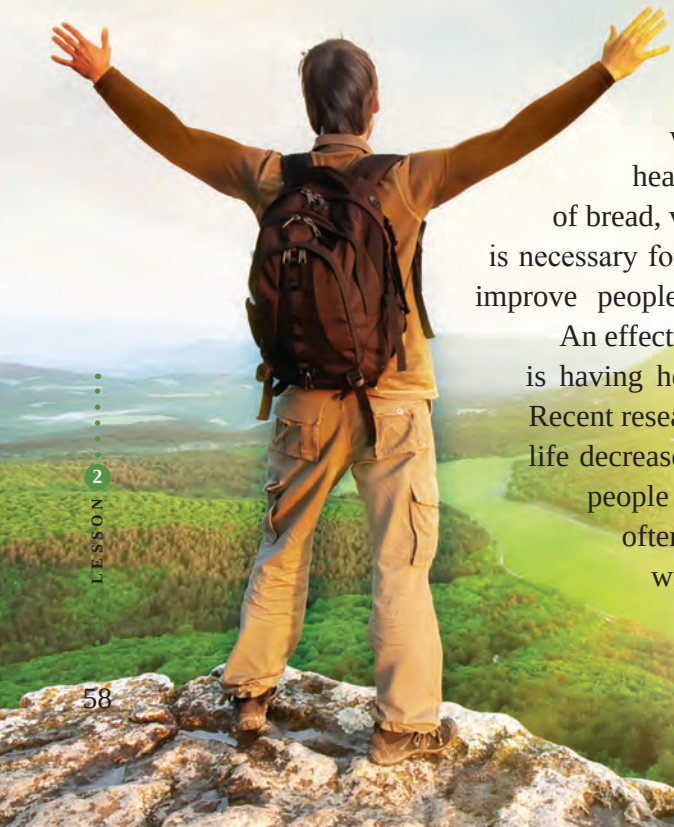
Having a Healthier and Longer Life

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 of a passage, ask yourself: What are the most important things the writer says about the topic?

Reading Comprehension

A. Read the following sentences. Find each idea in the *Reading* and then write the number of the paragraph that discusses it.

- Having a healthy relationship with others makes our lives better. Paragraph .....
- Addiction is a harmful habit. Paragraph .....
- Paying attention to our food is necessary for our physical health. Paragraph .....

B. Skim the *Reading*. Circle the main idea.

a) Smoking is harmful to health.

b) Having a healthy and long life needs a careful plan.

c) Praying gives people a healthy life.

C. Scan the *Reading* to find the following information.

a) What increases the risk of heart attack?

b) How can we check our general health?

c) What is the most important factor to have a healthier life?

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

A suffix is a letter or a group of letters added to the end of a word to make a different word. For example, when a suffix changes a verb into a noun, it is a noun maker suffix.

SUFFIX	FUNCTION	EXAMPLE
-er /-or	noun maker	write + -er = writer translate + -or = translator
-ness	noun maker	happy + -ness = happiness
-ion /-tion /-sion	noun maker	create + -ion = creation
-ful	adjective maker	use + -ful = useful
-ous	adjective maker	danger + -ous = dangerous
-y	adjective maker	rain + -y = rainy
-al	adjective maker	nature + -al = natural
-ly	adverb maker	slow + -ly = slowly

A. Read the following words. Circle the prefixes:

disagree	midterm	uncle
unsafe	read	image
reality	incomplete	disorder
unfortunately		

B. Read the following words. Circle the suffixes:

scanner	powerful	homeless
paper	replay	invitation
cultural	famous	family

C. Read the fourth paragraph of the Reading and find five suffixes:

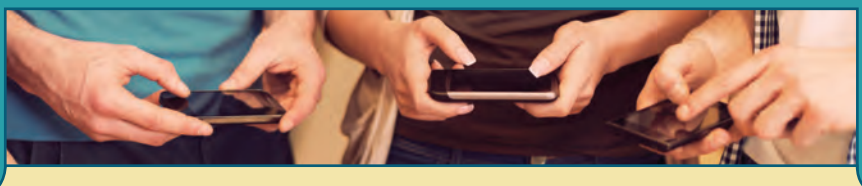
.....

D. Look at the nouns. Their adjective forms are given in the *Reading*. Find them.

Noun	Adjective form
1. care	..... (par. 1)
2. health	..... (par. 4)
3. danger	..... (par. 5)
4. emotion	..... (par. 6)

Grammar

A. 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 quit** 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, as 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	worked	hard?
Have	I you we the farmers		

- Have you been to Paris?
- Has Mr. Ahmadi produced that movie?

C. Tell your teacher how 'present perfect tense' is made.

D. Read the *Conversation* and underline all 'present perfect verbs'.

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

I am 55 years old now and I am going to retire this week. When I look back and read the book of my life, I see that I (have-have had) a very interesting life. I was born into a good family. My father was a teacher and my mother was a nurse. They always worked very hard and gave me a normal and healthy life. When I was a kid, I (wanted-have wanted) to become a firefighter. After university, I (join-joined) the Fire Service. I (have worked-work) there for 30 years. It is a really difficult but exciting job. I (worked-work) very hard to become a good firefighter. I (have been-was) in many missions for the past 25 years. But honestly, I don't remember how many lives I (have saved-save) and how many people I (have made-make) happy. Of course one thing I know for sure: I (have enjoyed-enjoy) every minute of my life as a firefighter.

F. Read the following examples.

I've known them since 2008.

We've lived here for 20 years.

He hasn't got a job yet.

Have they ever traveled to Madrid?

G. Pair up and talk about the things you have and have not done. You may use 'since', 'for', 'yet', or 'ever' in your questions and answers.

Example: I have studied lesson 4.
I haven't done my English homework yet.

1. .....

2. .....

3. .....

4. .....

5. .....

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

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.

Listening and Speaking

Speaking Strategy

Talking about past experiences

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

A: Have you ever played the game 'Travel to Mars'?
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 ever .....?

Yes, I have ..... it once, last year, ...

No, I haven't. Maybe I try it later.

B. Listen to the following conversations and fill in the blanks.

Conversation 1

1. Hamid is on a ..... team.
2. He has quit the team to .....

Pair up and ask your friends about the experiences they have had. You may use the verbs in the box.

watch Amir Kabir TV series, read poems of Hafez, play football, make a paper boat, travel to the South

Conversation 2

1. Farideh wants to .....
2. Farideh has tried .....

Pair up and ask your friends about the things they haven't experienced yet. You may use the verbs in the box.

play golf, climb Mount Everest, travel to the moon, take part in the Olympics

Pronunciation

A. Listen to the following sentences. All of the words are important and thus they are all stressed.

1. Watch out!
2. Come back!
3. Sit down!
4. Go away!
5. Take care!

In some situations, emergencies for example, all of the words are important. In that case, all words carry stress.

B. Say the following sentences with appropriate stress patterns.

1. Get away!
2. Turn round!
3. Wake up!
4. Hurry up!
5. Take care!

Writing

Gerunds

Cycling is good exercise.
Vahid enjoys cycling.

A gerund is a verb + -ing that works like a noun. A gerund can be a subject or an object in a sentence.

Gerund as Subject

- Swimming is useful for everyone.
- Reading helps us learn English.

A gerund is always singular. When one gerund is the subject of a sentence, it takes a singular verb.

- Walking makes me happy.

But when two gerunds form the subject, the verb is plural.

- Cycling and jogging are my favorite sports.

Sometimes a noun follows a gerund:

- Playing football was his fun.
- Taking photos is her hobby.
- Learning a language takes time.

A. Change the following verbs into gerunds. Then complete the sentences.

write	eat	travel	do

1) ..... fast food makes you fat.
2) ..... by train is cheap and safe.
3) ..... English well is one of my goals.
4) ..... regular exercise is useful for everyone.

HINT

In notices, you often see NO before –ing forms. It means that it is forbidden here. For example, NO FISHING means "Fishing is forbidden".

Gerund as Object

- I enjoy swimming.
- Maryam loves reading.

*We can use a gerund after the following verbs:

enjoy	finish
give up	imagine
keep on	practice
quit	love

*We usually use *go + a gerund* to describe recreational activities.

- Let's go shopping.
- Yesterday, we went biking.

Here are some common examples:

go fishing	go skating	go sailing
go skiing	go jogging	go running
go swimming		

B. Change the following verbs into gerunds. Then complete the sentences.

play	walk	fish	do

1) My sister enjoys ..... in the rain.

2) Mehran loves ..... volleyball.

3) My dad goes ..... on Fridays.

4) Has she finished ..... her homework?

C. Using gerunds (as subject and object) make five sentences about yourself, your family or your friends.

1. .....

2. .....

3. .....

4. .....

5. .....

NOTE

Do not confuse a ‘gerund’ with the ‘present progressive’.

- Maryam’s favorite hobby is writing poems.
- Maryam is writing an email now.

D. Read the following sentences. Which of the underlined words is a gerund?

1) They were watching a football match when I called.
2) Saeed is cycling in the park right now.
3) Farzaneh enjoys watching scientific movies.
4) My favorite sport is hiking.

Gerunds after Prepositions

Prepositions are words such as *at*, *by*, *for*, *against*, *after*, *about*, *on*, *in*, *with*, *without* and so on.

Here are some common examples of *prepositions + gerunds* :

- Parastoo is good at speaking and writing German.
- Alice is interested in playing tennis.
- What do you think about living in a village?
- Nancy and Margaret have plans for doing their homework soon.
- I am tired of washing the dishes.

E. Find all gerunds in the *Conversation*. Which one has come after a preposition?

What you learned

LESSON TWO

A. Listen to the first part of a report.

1. Complete the sentences based on what you've just heard.

Some people have three bad habits. They are .....

.....

By making just a few changes in their lifestyle, people .....

.....

2. Listen again and list all 'present perfect tenses'.

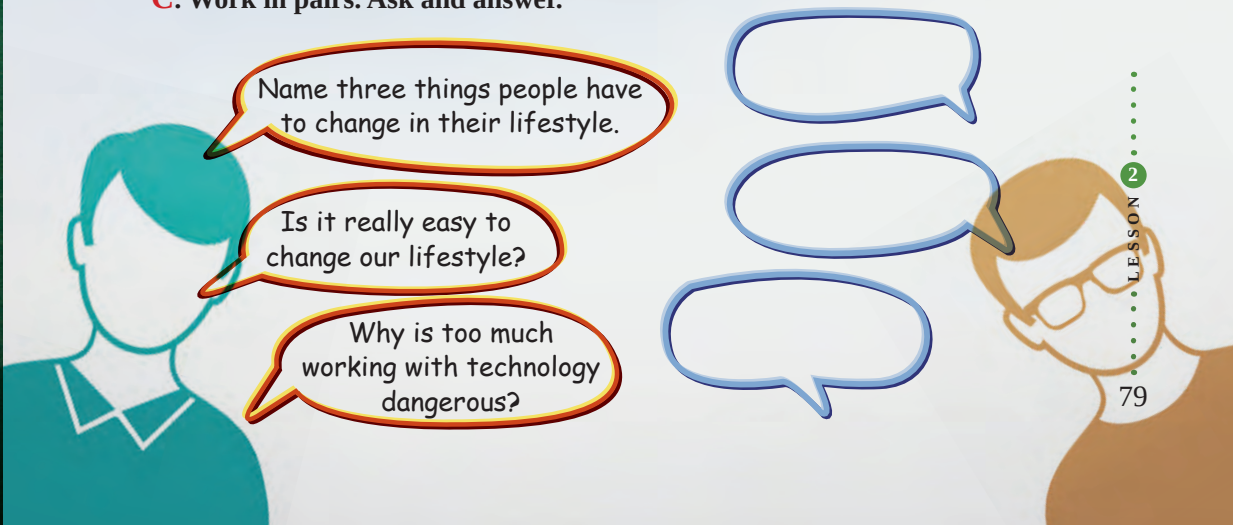
B. Now read the rest.

People's busy lifestyle in big cities has created many problems for their health. Rushing to and from school and work has made it hard for everyone to be physically active. Many people do not have time to cook or prepare healthy food. They eat unhealthy snacks and junk food. This type of diet has changed people's taste and many young people now prefer fast food to homemade dishes. Watching TV and working with technology for long hours have also risked people's health. They have increased the risk of heart diseases and sleep disorders. So the things that seem so simple now can cause serious problems in the future.

3. Skim the text and suggest a title for it.

4. Scan the text and underline all 'gerunds'.

C. Work in pairs. Ask and answer.



LESSON 3

Art and Culture

Interesting Facts:

- **Art increases brain's activity.**
- **Art helps students learn math and science better.**
- **Art makes people more creative and sociable.**
- **There are at least 12 different meanings for the word 'art' in English.**

Get Ready

A. Look at the pictures. Mark two parts on the map of Iran where these artworks and crafts are made.

Now match the pictures with the following words.

a carpet b pottery c tilework

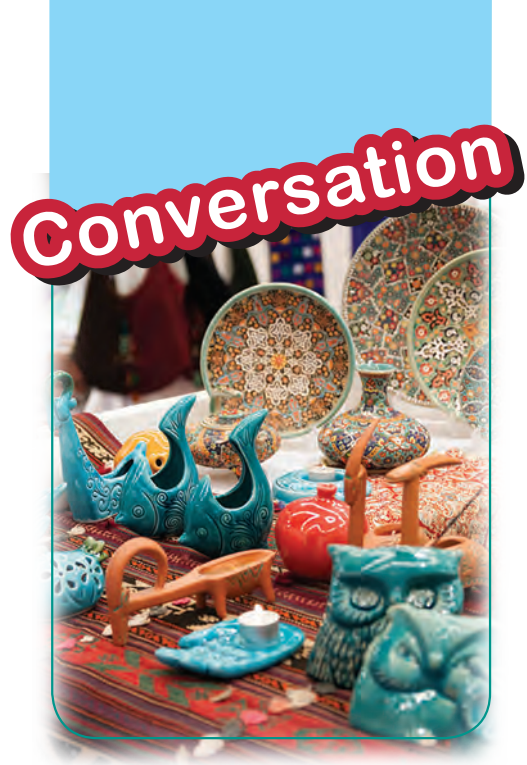
d painting e calligraphy

B. Use 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 Farshchian's ..... in Astan Ghods Museum.
5. 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



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. Please pack them for me.

Reza: Yes, sure.

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

Reza: Actually, it is my father's workshop and store. I work here after school. All my family members work here to help our family business.

Tourist: Well done! How lucky you are to work in such a lovely shop! I really appreciate the culture and art of Iran.

Reza: Thank you very much. If you are interested in knowing more about our products, you can check this booklet.

Questions

Answer the following questions orally.

1. What did the tourist buy?
2. Are all Persian handicrafts expensive?
3. What is the most famous handicraft of your city or village?

New Words and Expressions

A. Look, Read and Practice.

My aunt bought a decorative wall clock.

Iran is a vast country in Southwest Asia.

Iranian craftsmen and craftswomen are hard-working people.

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.

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

Reading

Art, Culture and Society

Art is what people create with imagination and skill. As a part of culture, it shows the way of life and identity of a nation and reflects the history of a society. In fact, the history of humankind is the history of art. If we want to know a country or a nation well, we should study its art.

Handicrafts are good examples of the art and culture of a country. By handicrafts, we mean making decorative items in a skillful way using our hands. Each country and culture has its own handicrafts.

Making and selling handicrafts are good ways to help a country's economy and introduce its culture to other nations. Many people of the world produce handicrafts and sell them to tourists. In some Asian countries a part of the country's income comes from making and selling handicrafts.

Iran has a five-thousand-year-old history of artistic works and handicrafts including pottery, painting, calligraphy, rugs and carpets, etc. If you travel across Iran, you'll get back home with excellent handicrafts as souvenirs for your family and friends.

Iranian art is also quite famous all around the world. There are very excellent collections of Persian art in many important museums of the world. If we want to name countries with richest art and cultural diversity, Iran is among them. Persian art is famous in the world for reflecting moral and social values of Iranian people and the natural beauty of this vast country.

Iranian craftsmen and craftswomen are famous for producing very unique artworks from wood, metal and other simple materials around them. Many people of the world appreciate the art and skill of a young Iranian girl who weaves a beautiful silk carpet in a small village of Azarbaijan or Kordestan. When tourists buy Persian rugs or carpets, they take a part of Iranian art and culture to their homelands.

Reading Strategy

Recognizing Reference Words

We use reference words instead of repeating the names of people, places, ideas, or other things. Follow these steps to find reference words.

- Read the text.
- Look out for common reference words like 'it, they, them, this, those, that, etc'.
- Look at sentences nearby especially the former ones to find what they refer to.

Reading Comprehension

A. Read the *Reading*. Use the above strategy to find what these words refer to.

1. it (paragraph 1, line 2) .....
2. its (paragraph 2, line 3) .....
3. them (paragraph 3, line 3) .....
4. them (paragraph 5, line 4) .....
5. they (paragraph 6, line 6) .....

B. Scan the *Reading* to find the following information.

1. What does art reflect?
2. How can we help the economy of our country?
3. Why is Persian art famous?

C. Read the following sentences. Find each idea in the *Reading* and then write the number of the paragraph that discusses it.

1. Making and selling handicrafts help a country's economy.

   Paragraph .....

2. Many people in the world value the art and skill of Iranian artists.

   Paragraph .....

3. Handicrafts can show the art and culture of a nation. Paragraph .....

Vocabulary Development

ANTONYMS

Antonyms are words that have opposite meanings. Sometimes antonyms are very different words, for example 'true' and 'false' or 'hot' and 'cold'. Other times, they are made by adding or changing prefixes or suffixes, for example, 'like' and 'dislike' or 'careful' and 'careless'. Learning antonyms is a good way to develop our vocabulary.

A. Write a word in each blank that is the opposite of the words in the left column.

cold .....

fast .....

happy .....

B. Two of the words in each group are antonyms. Find them.

a) start/ finish/ decrease/ produce

b) quickly/ sadly/ greatly/ slowly

c) rise/ move/ reflect/ fall

d) cheap/ famous/ expensive/ interesting

C. Look back at the *Reading* to find synonyms and antonyms for the words.

a) In paragraph 1, find a synonym for 'reflect': .....

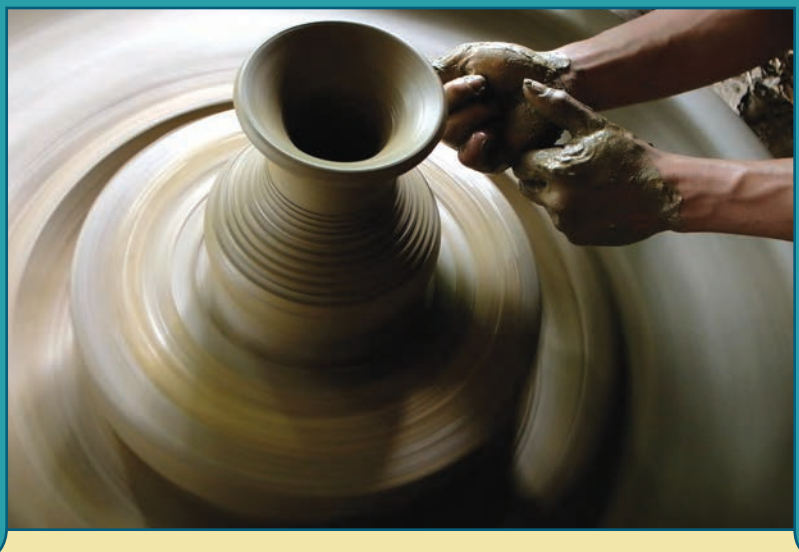
b) In paragraph 3, find an antonym for 'buy': .....

c) In paragraph 5, find a synonym for 'well-known': .....

d) In paragraph 6, find an antonym for 'ugly': .....

Grammar

A. Read the following text.

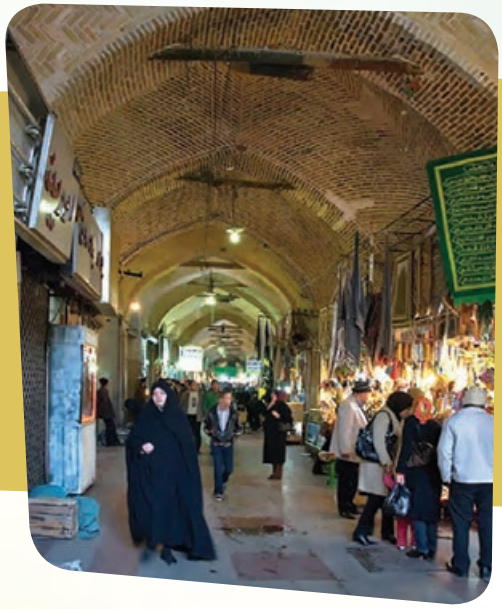


Our neighbor is a craftsman. I love his beautiful artworks. Whenever I see his works, I say to myself, "when I grow up, I will become an artist like him". One day he told me: "Amir, are you really interested in art? **If** you enjoy art, you will become a good artist. Most people like art, but some do not understand it. **If** you do not see any special thing in a pottery, you won't appreciate its value. **If** you do not appreciate the value of art, you cannot become a successful artist. You will just make things. **If** you really like art, you will need two things in the future: education and experience. Study hard, work hard, and create things to make people happy."

B. Read the following examples.

If you study hard,	you will pass the exams.
If my friends come,	I will become happy.
If Reza goes to Rey,	he will visit the bazaar.

I'll phone you	if I have time.
You'll hurt yourself	if you jump into the river.
Maryam will get a prize	if she answers the question correctly.



C. Tell your teacher how 'conditional sentences' are made.

D. Read the *Conversation* and underline all 'conditional sentences'.

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

I sometimes think about my future job. I want to have a job to help the people of my country. When I (grow up / will grow up), I (become / will become) a teacher. I will work hard and help children. If I (teach / will teach) well, my students (learn / will learn) many things. If they (study / will study) hard, they (become / will become) successful in their lives. They can have good jobs in the future. They may become teachers, nurses, farmers, and artists. If my students (become / will become) successful, I (feel / will feel) happy and satisfied. This helps people to have a happier life.

F. Pair up and talk about the things you will do or will happen in the following conditions.

1. If it rains tomorrow, ...
2. If I study hard for my exams, ...
3. If we go to Noshahr this Friday, ...
4. If I eat so much junk food, ...
5. If I get a good mark, ...

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

See 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 will.....

B. Listen to the following conversations and fill in the blanks.

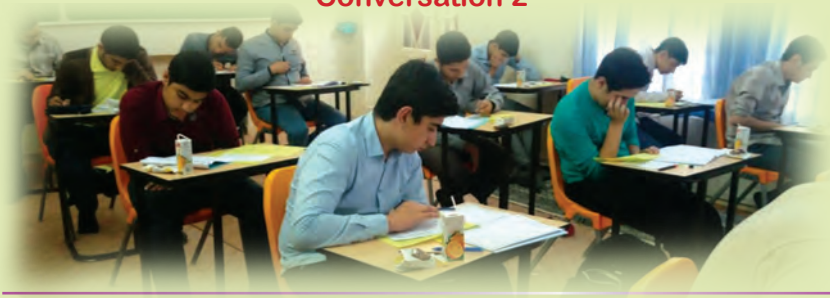
Conversation 1

1. They are going to .....
2. 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



1. Mohammad is going to .....
2. Amir is going to .....

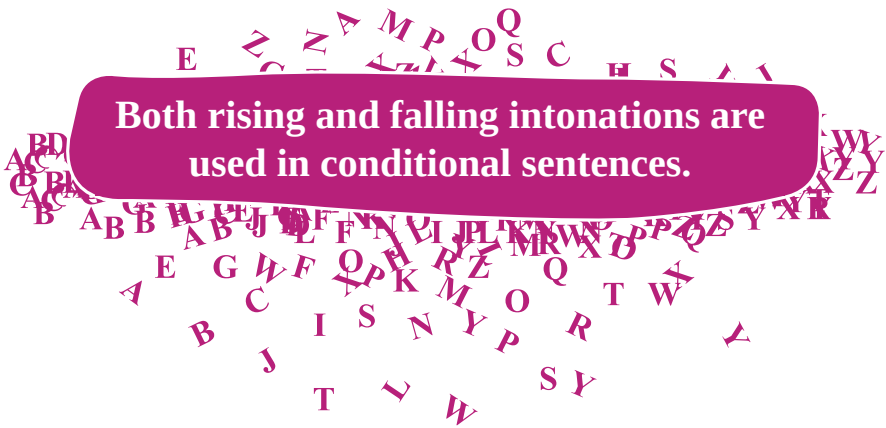
Pair up and ask your friends about the things they have to do now to achieve something in the future. You may use the verbs in the box.

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.

1. If I get the money, ↗ I will buy a new mobile phone. ↘
2. We'll get to the school late ↗ if the bus does not come on time. ↘
3. If the kids answer the questions, ↗ the teacher will give them a prize. ↘
4. 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.

1. If it snows, people will drive carefully.
2. If I earn enough money next year, I will buy a new car.
3. She will pass the exam if I help her.
4. If you eat healthy food, you will live longer.

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

A. 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.

We make negative infinitives with *not + to + verb.*

- I told the children not to make so much noise.
- My dad tries not to forget the phone numbers.

We can use infinitives after some adjectives.

- She became happy to see her classmate after ten years.
- Ali was really sad to leave us soon.

Some other common adjectives are:

careful	amazed
certain	ashamed
glad	fortunate
shocked	lucky
sorry	surprised

B. Using five adjectives from the above, write five sentences with infinitives about yourself.

1. .....

2. .....

3. .....

4. .....

5. .....

C. Read the *Reading* and find all gerunds and infinitives.

....

....

....

What you learned

LESSON THREE

A. Listen to the first part of a report.

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

Art is helpful .....

People can make .....

2. Listen again and take note of all 'if clauses'.

B. Now read the rest.

Art can improve people's physical, mental, and emotional wellness. If people use their art skills in a right way, they will be able to communicate their feelings. They will understand their family and friends better. Art can help people have better relationship with each other. The power of art decreases the risk of many illnesses such as heart attack. If people practice art, they will get along with their stress and enjoy the pleasure of making artwork. You can try this by drawing simple things or making simple objects. You will see its power!

3. What does 'their' in line 2 refer to? What does 'its' in the last line refer to?

4. Underline all 'conditional sentences'.

C. Work in pairs. Ask and answer.

Irregular Verbs

Base form	Past simple	Past participle
be	was, were	been
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven

Base form	Past simple	Past participle
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said

Base form	Past simple	Past participle
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	showed/shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
win	won	won
write	wrote	written

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2021

اسامی دبیران و هنرآموزان شرکت کننده
در اعتبارسنجی کتاب زبان انگلیسی (۲) با کد ۱۱۱۲۳۰

ردیف	نام و نام خانوادگی	استان محل خدمت	ردیف	نام و نام خانوادگی	استان محل خدمت
۱	مرجان احمدی	خراسان جنوبی	۲۵	میترا فتوحی انارکی	اصفهان
۲	مجید ساعدی دویسه	کردستان	۲۶	پریسا احمدی	اردبیل
۳	محمد حسن حیدری	شهرتهران	۲۷	عبدالعلی وحید پور	کرمان
۴	علی رضائی جاویدان	همدان	۲۸	مارال عزیزی	فارس
۵	بهروز جمالوندی	ایلام	۲۹	محمود پیشوا	کهگیلویه وبویراحمد
۶	مرتضی علیزاد	آذربایجان غربی	۳۰	یعقوب شهریاری	فارس
۷	رسول مهرورز	آذربایجان غربی	۳۱	مسعود مشیدی	مرکزی
۸	آمنه جعفری	سمنان	۳۲	یدا.. فیضی	کرمانشاه
۹	زهره صوفیانی	شهرستان‌های تهران	۳۳	مرضیه رضا بیگی	کرمانشاه
۱۰	محمد جواد شیخیانی	بوشهر	۳۴	مریم پورنظر	هرمزگان
۱۱	نرگس خاتون صادق	بوشهر	۳۵	سعید خیری	البرز
۱۲	نازنین حسینی نژاد	خراسان جنوبی	۳۶	الهام فرجی	ایلام
۱۳	محمود حلاج مقدم	خراسان رضوی	۳۷	مهدی کرمی	همدان
۱۴	محمود خالصی	اصفهان	۳۸	تیمور انصاری	آذربایجان شرقی
۱۵	لیلا سیاح	خوزستان	۳۹	مجیددرویش‌حسینی	قزوین
۱۶	واله غلامی	قزوین	۴۰	عاطفه حسینی	کردستان
۱۷	فرزانه ملکی ارفعی	مازندران	۴۱	سروش بحرالعلومی	هرمزگان
۱۸	فرنوش طاهریان	سمنان	۴۲	محمدعلی احمدی	زنجان
۱۹	روشنک رضائی	همدان	۴۳	مریم توکلی راد	قم
۲۰	ثریا حسن نیا یزدی	شهرتهران	۴۴	مسعود حکیمیان	اردبیل
۲۱	مریم مصلحی	مرکزی	۴۵	زهرا حیدری	کرمان
۲۲	سهیلا رکنی	خراسان رضوی	۴۶	افشین عطائی	گیلان
۲۳	عادله حیدری	چهارمحال وبختیاری	۴۷	زهرا کمالی	آذربایجان شرقی
۲۴	محمدرضا یعقوبی	مازندران			