

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَآلِ مُحَمَّدٍ وَعَجِّلْ فَرَجَهُمْ

Vision 3

English for Schools

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

پایه دوازدهم
دوره دوم متوسطه

Student Book

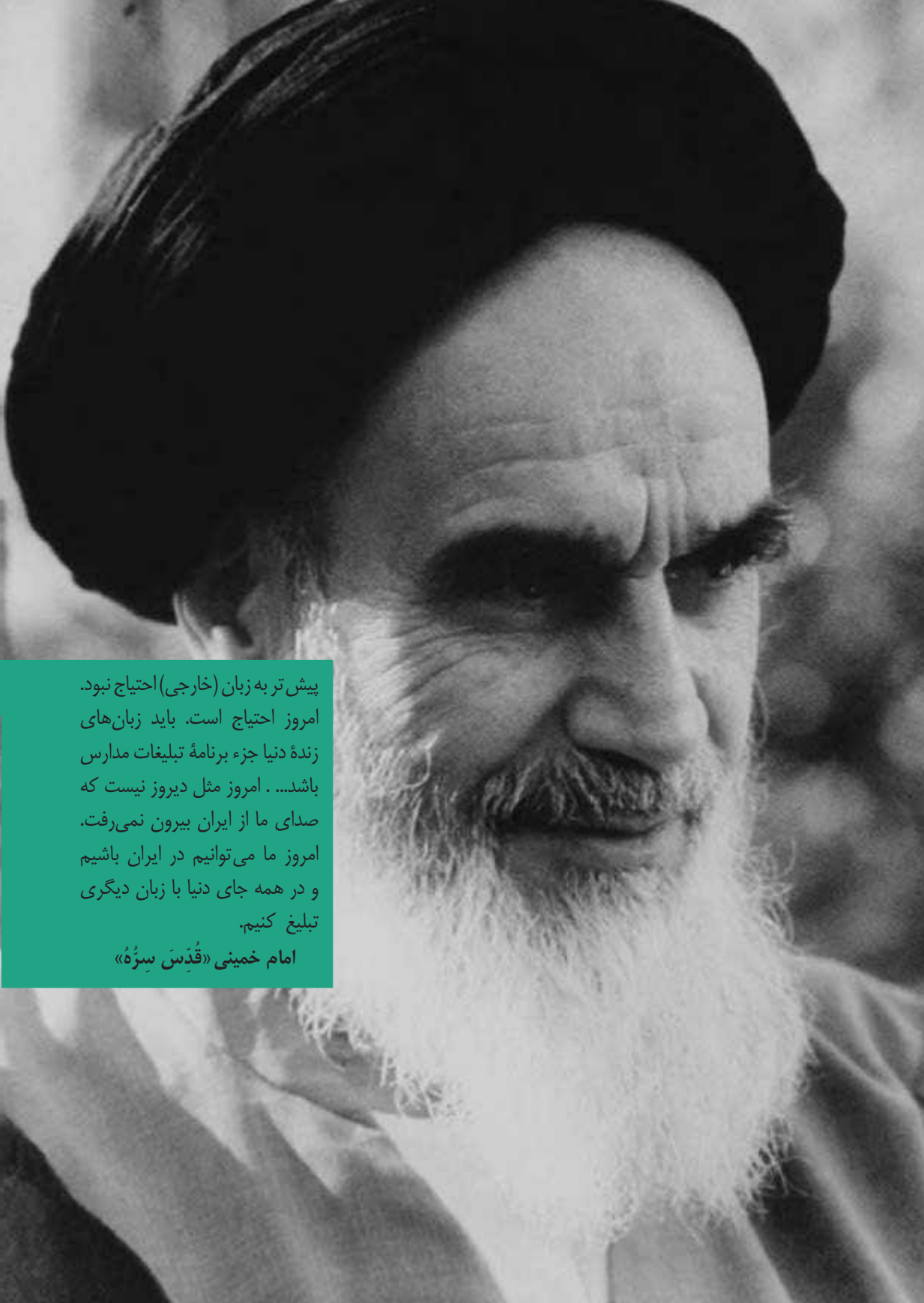


وزارت آموزش و پرورش
سازمان پژوهش و برنامه‌ریزی آموزشی



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پیش تر 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 «قُدَسِ سرُّه»

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 به صورت 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.



وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ
الْسِّنَتِكُمْ وَالْوَانِكُمْ، إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

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 ترجمه مرحومه دکتر طاهره صفارزاده

مقدمه

با استعانت از الطاف خداوند متعال و عنایات حضرت ولی عصر (عج الله تعالی فرجه الشریف) سؤمین جلد از مجموعه کتاب‌های Vision به منظور تدریس در پایه دوازدهم 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 تحوّل بنیادین و اساسی بوده است که ریشه در تحوّل کلی نظام آموزش و پرورش، اجرای سند برنامه درسی ملی و سند تحوّل بنیادین نظام تعلیم و تربیت جمهوری اسلامی دارد و در چارچوب رویکرد ارتباطی فعال و خودباورانه مورد تصریح در برنامه ملی محقق شده است. در رویکرد ارتباطی فعال و خودباورانه، زبان‌های خارجی، از جمله زبان انگلیسی، به منظور ایجاد ارتباط با جهان به شیوه‌ای فعال و با تأکید بر ارزش‌ها و داشته‌های فرهنگ غنی اسلامی و ایرانی فراگیران آموزش داده می‌شود.

تحوّل در آموزش زبان انگلیسی در قالب ارائه مجموعه کتاب‌های English for Schools و از سال تحصیلی ۱۳۹۲-۱۳۹۱ آغاز گشت. مجموعه مذکور دوره‌ای شش جلدی شامل دو زیر مجموعه سه جلدی با نام‌های Prospect و Vision می‌باشد. مهم‌ترین ویژگی‌های رویکرد ارتباطی فعال 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 (گوش دادن، صحبت کردن، خواندن و نوشتن)
- استفاده از فعالیت‌های آموزشی متنوع در فرایند یادگیری زبان
- تأکید بر یادگیری زبان از طریق تجربیات زبانی
- استفاده از محتوای غنی، معنا دار و قابل فهم در تدوین محتوای آموزشی
- ارتقای روحیه فراگیری زبان در محیط مشارکتی و از طریق همکاری و همیاری در کلاس
- ارائه بازخوردهای اصلاحی مناسب به خطاهای فراگیران
- توجه به جنبه‌های عاطفی و نقش آنها در فرایند آموزش زبان

نکات قابل توجه دبیران گرامی:

نخستین توصیه ما به همکاران گرامی این است که در آغاز تدریس این مجموعه، حتماً برنامه درسی ملی و حوزه مربوط به آموزش زبان های خارجی این سند را به دقت مطالعه نمایند تا با سمت و سو و سیاست های اصلی و مبنایی آموزش زبان های خارجی در این سند مهم که نقشه راه نظام آموزشی کشور است بیشتر آشنا شوند.

توصیه دوم این است که کتاب های Prospect یک تا سه (دوره اول متوسطه) را ملاحظه نموده و با مطالعه کتاب راهنمای معلم آن کتاب ها و مشاهده فیلم های آموزشی دبیران با عنوان «برفراز آسمان» با اصول تدریس بر اساس رویکرد ارتباطی فعال و خودباورانه آشنایی کامل پیدا کنند. مطالعه کتاب های فوق به فهم دقیق سطح فعلی دانش آموزان، کمک شایان توجهی می کند.

همچنین از همکاران گرامی خواهشمندیم کتاب راهنمای معلم مربوط به مجموعه کتاب های Vision را با توجه و دقت هر چه تمام تر مطالعه نمایند. به این شکل بسیاری از پرسش ها و ابهامات احتمالی درباره شیوه تدریس کتاب، نحوه زمان بندی و فعالیت های جنبی برطرف می شود. مجدداً تأکید می کنیم تدریس درست و مؤثر این کتاب بدون مطالعه کتاب راهنمای معلم آن، امکان پذیر نیست.

توصیه دیگر، توجه به هر چهار مهارت زبانی، به صورت هم زمان است که تحقق این مهم نیز مستلزم آشنایی با نحوه صحیح تدریس و طراحی درسی دقیق می باشد. علاوه بر کتاب راهنمای معلم، مشاهده نرم افزار و فیلم آموزشی معلمان با نام «برفراز آسمان» نیز بسیار مفید خواهد بود. (در وبگاه گروه درسی زبان های خارجی یا شبکه ملی مدارس (رشد) موجود است). همچنین شایسته است والدین نیز از تغییر و تحولات انجام شده در نظام آموزش زبان انگلیسی آگاه گردند و به این منظور پیشنهاد می شود با استفاده از ظرفیت جلسات ویژه تعامل والدین با مدرسه، درباره این تحولات، اطلاع رسانی لازم انجام گیرد.

لازم به یادآوری است که مجموعه غنی و کاملی از منابع مورد نیاز همکاران از جمله فایل های تمامی اجزای بسته آموزشی، مجموعه دستورالعمل ها و آئین نامه های مربوطه و جدیدترین اخبار و اطلاعات مورد نیاز همکاران گرامی از طریق وبگاه گروه زبان های خارجی دفتر تألیف کتاب های درسی به نشانی زیر قابل دستیابی است که بازدید مرتب از این پایگاه نیز اکیداً توصیه می شود. یادآوری می گردد دبیران گرامی و دانش آموزان محترم می توانند فایل صوتی (کتاب گويا) را از وبگاه زیر تهیه نمایند.

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در خاتمه مجدداً تأکید می‌شود که بسته آموزشی حاضر با حاکمیت رویکرد ارتباطی فعال و خودباورانه، جنبه‌های متنوع نیازهای آموزشی دانش‌آموزان را در نظر داشته و در کنار کتاب دانش‌آموز با ارائه کتاب کار، کتاب راهنمای معلم، فایل صوتی کتاب (کتاب گويا) و همچنین فیلم آموزش معلمان (بر فراز آسمان)، مجموعه کاملی را در اختیار فراگیران قرار داده است. نکته پایانی این که طبق ضوابط مصوب وزارت آموزش و پرورش، در صورت نیاز، تنها استفاده از کتاب‌ها و منابع کمک آموزشی تأیید شده توسط طرح سامان بخشی کتاب‌های کمک آموزشی دفتر تکنولوژی و انتشارات کمک آموزشی سازمان پژوهش و برنامه‌ریزی آموزشی مجاز می‌باشد.

بی شک تحقق اهداف مورد نظر این بسته آموزشی نیازمند حمایت‌های همه‌جانبه و ارزشمند همکاران گرامی است که در سراسر ایران اسلامی با دلسوزی و تلاش فراوان، زمینه 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

Map of

Vision 3

Lesson 1: Sense of Appreciation (15-41)

Get Ready

Introduction to the Lesson

Conversation

Talking about a Great Person

New Words
& Expressions

Learning Vocabulary of Reading

Reading

Respect your Parents	Reading Strategy (Question generation)	Reading Comprehension
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Vocabulary
Development

Collocations

Grammar

Passive Voice	See Also (Tag questions)
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Listening &
Speaking

Eliciting Agreement and Signaling Uncertainty

Writing

Compound Sentences

What
You Learned

Review Lesson 1

Lesson 2: Look it Up! (43-69)

Get Ready

Introduction to the Lesson

Conversation

Talking about Dictionaries

New Words & Expressions

Learning Vocabulary of Reading

Reading

How to Use a Dictionary	Reading Strategy (Highlighting)	Reading Comprehension
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Vocabulary Development

Word Part Families

Grammar

Relative Clauses	See Also (Conditional sentences: Type II)
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Listening & Speaking

Talking about Imaginary Situations

Writing

Paragraph

What You Learned

Review Lesson 2

Lesson 3: Renewable Energy (71-99)

Get Ready

Introduction to the Lesson

Conversation

Talking about Wind Turbines

New Words & Expressions

Learning Vocabulary of Reading

Reading

Earth for our Children	Reading Strategy (Note taking)	Reading Comprehension
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Vocabulary Development

Proverbs

Grammar

Passive Voice with Modals	See Also (Past perfect tense)
---------------------------	----------------------------------

Listening & Speaking

Talking about an Activity before
another Activity in the Past

Writing

Supporting & Concluding Sentences

What You Learned

Review Lesson 3



LESSON 1

Sense of Appreciation

Interesting Facts:

- Helping others lowers blood pressure.
 - Kindness boosts energy and strength in elderly people.
 - Teenagers who help others are more successful in life.
 - Listening to the advice of older people improves our lives.
 - Taking care of grandchildren increases brain function and memory.
-



Get Ready

A. Match the pictures with the following sentences.



1. Children should respect their parents.
2. We have to take care of elderly people.
3. Family members should listen to each other.
4. We can help many people by donating what they need.

B. Why are these people famous?

1. Rizali Khajavi

.....

2. Hassan Omidzadeh

.....

3. Jabbar Baghcheban

.....

4. Abbas Babaei

.....

How do you feel when you read about these people?

.....

.....

C. Write appropriate nouns after the following adjectives. Then check (✓) the positive adjectives.

☐ a polite

☐ a cruel

☐ some lazy

☐ two kind

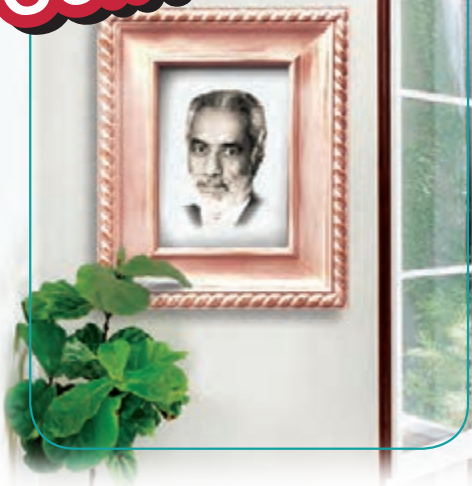
☐ a loving

☐ some careful

Conversation

take temperature,
physician, regard,
dedicated, spare no
pains, distinguished,
not surprisingly,
found

Word Bank



Sara has been in the Children's Medical Center for a week. She has caught a terrible flu. The doctor told her to stay there to get better. There is a photograph of an old man on the wall. While the nurse is taking her temperature, they start talking.



- Sara:** Excuse me, who is that man in the picture?
- Nurse:** Oh, don't you know him? Have you ever heard of Dr. Mohammad Gharib?
- Sara:** I guess I have only seen his name in my English book, but I'm not sure about it.
- Nurse:** Dr. Gharib was a famous physician.
- Sara:** Oh,... can you tell me a little about his life?
- Nurse:** Dr. Gharib was born in Tehran in 1288. After receiving his diploma, he went abroad to study medicine. In 1316 he became a physician and then came back to his homeland. In 1347 this center was founded by Dr. Gharib and one of his close friends.
- Sara:** Really? I didn't know that.
- Nurse:** Dr. Gharib was also a generous man. He spared no pains

to cure sick children. He was very friendly and helpful to poor families. Not surprisingly, he was regarded as a dedicated physician.

Sara: It's a pity! I didn't know such a great man.

Nurse: He was known as a distinguished university professor, too. The first Persian textbook on children's diseases was written by him. He taught medicine to thousands of students.

Sara: Oh, what a great man he was!

Nurse: By the way, it might be interesting to know that your physician was one of Dr. Gharib's students!

Sara: Really?! That's interesting!



Questions

Answer the following questions **orally**.

1. When was Dr. Gharib born?
2. Why was Dr. Gharib regarded as a kind physician?
3. Have you seen Dr. Gharib TV series?



New Words and Expressions

A. Look, Read and Practice.



Hamid sits on the **sofa** and watches TV all the time.



My grandfather feeds the **pigeons** in the park every morning.



Dad really **shouted** at me when I didn't do my homework.



We have to speak louder, because my grandmother is **hard of hearing**.



Ferdowsi **was born** in a village
near Toos.



My uncle went to his son and
hugged him.



My little sister sits on my
mother's **lap** all the time.

B. Read and Practice.



burst into tears: to cry suddenly

Aida **burst into tears** when she saw her score.

repeatedly: many times

I've told Mohsen **repeatedly** to talk politely to his teachers.

forgive: to stop being angry with someone

Mom **forgave** me for breaking the vase.

calmly: in a quiet way

He always speaks slowly and **calmly**.

diary: a book in which you record your thoughts or feelings or what has happened every day.

I have kept a **diary** for twelve years.



C. Go to Part 'Vocabulary' of your Workbook and do B and C.

Reading



Respect your Parents

On a spring morning, an old woman was sitting on the sofa in her house. Her young son was reading a newspaper. Suddenly a pigeon sat on the window.

The mother asked her son quietly, “What is this?” The son replied: “It is a pigeon”. After a few minutes, she asked her son for the second time, “What is this?” The son said, “Mom, I have just told you, “It is a pigeon, a pigeon”. After a little while, the old mother asked her son for the third time, “What is this?” This time the son shouted at his mother, “Why do you keep asking me the same question again and again? Are you hard of hearing?”

A little later, the mother went to her room and came back with an old diary. She said, “My dear son, I bought this diary when you were born”. Then, she opened a page and kindly asked her son to read that page. The son looked at the page, paused and started reading it aloud:

Today my little son was sitting on my lap, when a pigeon sat on the window. My son asked me what it was 15 times, and I replied to him all 15 times that it was a pigeon. I hugged him lovingly

each time when he asked me the same question again and again. I did not feel angry at all. I was actually feeling happy for my lovely child.

Suddenly the son burst into tears, hugged his old mother and said repeatedly, “Mom, mom, forgive me; please forgive me.” The old woman hugged her son, kissed him and said calmly, “We must care for those who once cared for us. We all know how parents cared for their children for every little thing. Children must love them, respect them, and care for them”.

Reading Strategy

Question generation

Question generation is a reading comprehension strategy whereby readers ask and answer meaningful questions about the important points or main ideas of a text. Using this strategy, students ask and answer their own questions rather than only answering questions provided by the book or the teacher.

Follow these steps:

1. Read the text.
2. Find the important points or main ideas.
3. Make a question for each point or idea.
4. Answer the questions.

Common question starters along with their possible answers are as follows:

Question Starter	Possible Answer
Who	Person
What	Object, Description or Process
Where	Location
When	Time
Why	Reason
How	Quantity, Process or Description

Reading Comprehension

A. Read the passage. Generate at least five questions with the question starters and then answer them.

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....

B. Skim the 'Reading'. Write its main idea.

.....

C. Read the 'Reading'. Find what these words refer to.

- | | |
|----------------------------|-------|
| her (paragraph 1, line 2) | ..... |
| his (paragraph 2, line 5) | ..... |
| you (paragraph 3, line 2) | ..... |
| me (paragraph 4, line 5) | ..... |
| them (paragraph 5, line 6) | ..... |

Vocabulary Development

COLLOCATIONS

A collocation is two or more words that often go together. Collocations tell us which words can come before or after other words. These combinations just sound 'right' to native speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound 'wrong'.

- *fast food* but *quick meal*. It would not be normal to say ~~quick food~~ or ~~fast meal~~.
- *strong wind* but *heavy rain*. It would not be normal to say ~~heavy wind~~ or ~~strong rain~~.
- *make a mistake* but *do exercise*. It would not be normal to say ~~do a mistake~~ or ~~make exercise~~.

Or in the *Reading*, you can see the following collocations:

- read a newspaper (NOT ~~study~~ a newspaper)
- sit on the sofa (NOT ~~sit at~~ the sofa)
- hard of hearing (NOT ~~difficult~~ of hearing)



A. Without looking back at the Conversation, make collocations by matching the words on the left with the ones on the right column.

- | | | |
|---------------|-------|--------------|
| 1. feel | ..... | abroad |
| 2. take | ..... | well |
| 3. go | ..... | surprisingly |
| 4. spare | ..... | temperature |
| 5. not | ..... | the way |
| 6. by | ..... | no pains |
| 7. burst into | ..... | tears |

B. With a classmate, check the answers by looking for the collocations in the Conversation. Use each collocation in a new sentence.

1.
2.
3.
4.
5.

Grammar

A. Read the following text.



Hafez is known to be as one of the most famous Persian poets of all time. He was born sometime between the years 1310 and 1337 A.D¹. in Shiraz. In his childhood, he received religious education. He is called Hafez because he learned the Holy Quran by heart. Hafez is mostly remembered for a special type of poetry that is called *Ghazal*. Emotions and ethics are used in *Ghazals* a lot. The collection of his poems is called *Divan*. It has been translated into countless languages including German, English and French. Hafez is known to be the inspiration for many poets and authors around the world.

B. Read the following example sentences.

Active	Passive
She makes pancakes every morning.	Pancakes are made every morning.
Ali broke the window yesterday.	The window was broken yesterday.
They have fixed the cars.	The cars have been fixed .
Alexander Fleming discovered penicillin.	Penicillin was discovered by Alexander Fleming.
Scientists find solutions to problems.	Solutions to problems are found by scientists.
Doctors have made a new medicine to cure cancer.	A new medicine has been made by doctors to cure cancer.

1. Anno Domini: Used after a date to show that it is after the birth of Christ.

C. Tell your teacher how 'passive voice' is made.

D. Read the Conversation and underline all 'passive voices'.

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

Many products (are developed/developed) each year. Light bulb, camera, airplane, and telephone (were invented/invented) by scientists and inventors. Laptops, smart phones, and tablets (were made/made) by lots of work. But not all products (are developed/developed) by hard work. Some inventions (were created/ are created) by accident or scientists' mistakes. Penicillin, for instance, (was discovered/were discovered) quite accidentally when Alexander Fleming (was working/ was worked) on bacteria. Microwave oven also (was invented/invented) during a scientist's experiment on energy. More interestingly, some tools and technologies (are not made/do not make) by scientists at all. Some like dishwashers and computer games (were made/made) by ordinary people like workers, housewives and school students.

F. Pair up and talk about the things that happened in the past without mentioning the doer.

Example: The window was broken.

1.
2.
3.
4.
5.

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

See Also

Tag questions

A. Read the following example sentences.

Mina is happy, isn't she?

He's writing an email, isn't he?

George wasn't hungry, was he?

The girls were weaving a carpet, weren't they?

They are going to Hamedan, aren't they?

His father won't buy a new car, will he?

The boys have broken the window, haven't they?

Your sister has passed the exam, hasn't she?

B. Go to Part 'Grammar' of your Workbook and do C.

Listening and Speaking

Speaking Strategy

Eliciting Agreement and Signaling Uncertainty

A. We use 'tag questions' for two reasons: eliciting agreement (confirming facts) and signaling uncertainty.

- Sam has not come to work. I've heard he's sick, isn't he?
- Oh, yes. He was not well yesterday.
- What's wrong with him?
- The doctors are checking his health condition.
- It isn't something serious, is it?
- I hope not.



More examples:

- He's really generous, isn't he?
- They are going to leave here, aren't they?
- This cannot be true, can it?

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



Conversation 1



Why is Amin busy these days?

What does Behzad think about health?

Pair up and ask your friends some questions that elicit agreement or confirm facts. You may use the topics in the box.

weather, future job, a place to live

Conversation 2



Where are they going?

Why does Mina prefer chess?

Pair up and ask your friends some questions that signal uncertainty. You may use the topics in the box.

future plans, health condition, problems

Writing

Compound Sentences

We have learned that every sentence must have at least one subject and one verb. Such a sentence is called a **simple sentence**.

A sentence with more than one subject, more than one verb and a connecting word such as **and**, **or**, **but** or **so** is called a **compound sentence**.

(1) Addition

'and' shows similar activities or feelings



I get up early in the morning.



I make an omelet myself.

I get up early in the morning, **and** I make an omelet myself.

(2) Contrast

'but' shows a contrast or difference



The book was boring.



Tom had to read the book.

The book was boring, **but** Tom had to read it.

A. Complete the following sentences with 'and' or 'but'.

- 1) We went to the park yesterday, we had a wonderful time.
- 2) Behnam's family went to the zoo last week, they did not enjoy it.
- 3) Susan has a pink dress, she never wears it.
- 4) Kate saw Sofia, she didn't speak to her.
- 5) My English class is really enjoyable, I have a lot of homework.

(3) Choice

'or' shows two choices



You should do your homework.

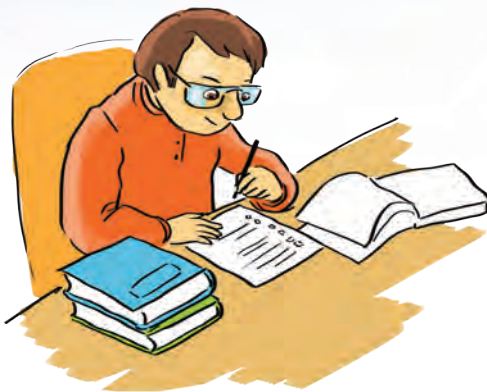


You should wash the dishes.

You should do your homework, **or** you should wash the dishes.

(4) Result

'so' shows that the second sentence is the result of the first one



Saeed studied hard for the exam.



Saeed passed the exam.

Saeed studied hard for the exam, **so** he passed it.

B. Complete the following sentences with ‘or’ or ‘so’.

- 1) My mother doesn't like fast food, she doesn't eat any.
- 2) I go out tonight, I take a rest.
- 3) We can eat our lunch at the restaurant, we can have it at home.
- 4) That dictionary is expensive, I can't buy it.
- 5) This dress is not comfortable, she rarely wears it.

NOTE

- 1- Use a comma before **and**, **or**, **but** and **so** when you combine two sentences.
- 2- You can replace the repeated nouns with suitable pronouns.



C. Combine the two sentences with ‘and’, ‘but’, ‘or’ or ‘so’.

1) Joseph is very busy today. He cannot watch TV.

.....

2) My brother has a lot of books. He never reads them.

.....

3) We should do a lot of homework. We don’t have enough time.

.....

4) Sepideh likes spaghetti. Her grandmother hates spaghetti.

.....

5) You can buy this coat. You can buy those shoes.

.....

D. Complete the sentences.

1. I like learning Chinese, but

2. These shoes are not comfortable, so

3. You must study well, and

4. I like swimming, but

5. You can install a mobile dictionary, or

E. Write five real compound sentences about yourself, your family or friends.

1.
 2.
 3.
 4.
 5.
-

F. Go back to the Reading. Find three simple and three compound sentences. Underline the subjects and circle the verbs.

1.
 2.
 3.
-
1.
 2.
 3.

PRODUCTS (ARE DEVELOPED/DEVELOPED)
LIGHT BULB, CAMERA, AIRPLANE, AND
REINVENTED/INVENT) BY SCIENTISTS
RS. LAPTOPS, SMARTPHONES, AND
MADE/MADE) BY BITS OF WORK AND
NOT ALL PRODUCTS ARE DEVELOPED/
DEVELOPED) BY HARD WORK.

What you learned

LESSON ONE

WIRE SICK CHILDREN. HE WAS VERY FRIENDLY AND HELPFUL
POOR FAMILIES. NOT SURPRISINGLY, HE WAS
AS A DEDICATED PHYSICIAN.
I DON'T KNOW SUCH A GREAT MAN.
DISTINGUISHED UNIVERSITY
BY HIM. HE
ENTS.

A. Listen to the first part of an interview.



1. Answer the following questions based on what you just heard.

a. Why is knowing about the experience of our parents important?

.....

b. Why are our parents our first teachers?

.....

2. Listen again and write down three important points mentioned.

B. Now read the rest.

Yet another important thing is our heritage and culture. We have much to learn from our parents regarding our heritage, to be proud of our past. This heritage and history brings a sense of belonging. Most importantly, it brings us a sense of identity of our past and the responsibility to protect it for our future generations. What I can add at the end is the role of our parents' morals, values, and principles in our lives. Our elders have either learned, created or have been brought up with a set of morals, values and principles in their lives. Our elders want the best for us and they are willing to tell us what set of rules and guidelines have made them successful, and hopefully, peaceful.

3. Underline all 'passive tenses'. Make three questions about the important points. Then answer them.

C. Work in pairs. Ask and answer.

How can we learn from our parents in our lives?

How important is it to protect our culture for our next generation?

Why are our parents our blessing?





LESSON 2

Look it Up!

Interesting Facts:

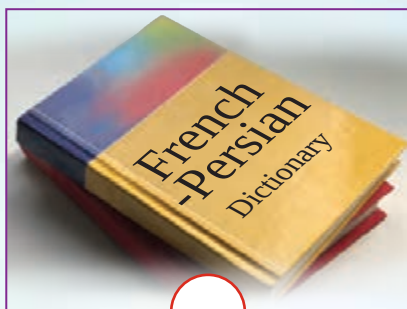
- The first Persian dictionary was compiled around 1000 years ago.
- The largest dictionary in the world took 134 years to complete (from 1864 to 1998).
- Around 4,000 new words are added to the English dictionary every year.
- The size of the smallest dictionary in the world is about 27×18 mm¹ which needs to be read with a magnifying glass.

1. Read it as: Twenty-seven by eighteen millimeters



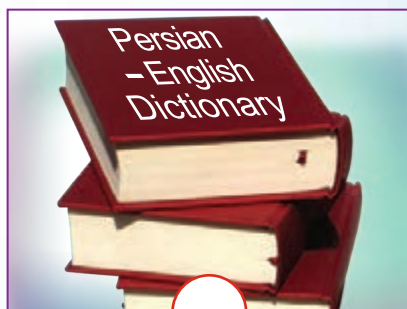
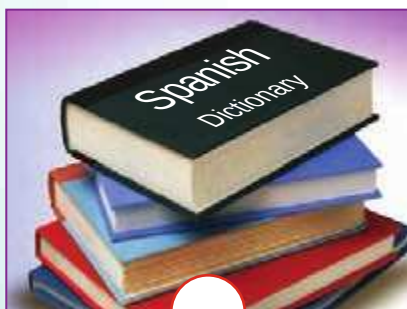
Get Ready

A. Match pictures with dictionary types.



I. A monolingual dictionary

II. A bilingual dictionary



B. Check which type of dictionary you use in the following situations.

Dictionary Types Situation	An English- Persian dictionary	A Persian- English dictionary	An English dictionary
1. Translating an English poem			
2. Finding the meanings of 'quit'			
3. Searching for the word 'ساختمان' in English			
4. Looking up the adjective of 'destroy'			
5. Looking up the Persian meaning of "actions speak louder than words"			

C. Check what types of information you cannot find in an English dictionary.

- ☐ English meaning
- ☐ Persian meaning
- ☐ pronunciation
- ☐ stories and poems
- ☐ word types (verb, noun, adjective, etc.)
- ☐ synonyms and antonyms

Conversation

recommend,
suppose, elementary,
intermediate,
advanced, app, PC,
smart phone

Word Bank



Majid is going to choose a suitable dictionary for his English class. He is talking to his English teacher during the break.



Majid: Excuse me Mr. Iranmehr, I wonder if you could help me.

Mr. Iranmehr: Sure. How can I help you?

Majid: I'd like some information about a good English dictionary.

Mr. Iranmehr: Oh, well. Have you ever used a dictionary?

Majid: Actually, I haven't. But I've heard that using a good dictionary can really help me learn English better.

Mr. Iranmehr: That's right. First, I recommend a learner's dictionary.

Majid: What is a learner's dictionary?

Mr. Iranmehr: It is designed for foreign students. It also helps them learn English better.

Majid: Is there only one type of it?

- Mr. Iranmehr:** No, in fact dictionaries have different types, levels, and sizes.
- Majid:** What type do you suggest?
- Mr. Iranmehr:** I suppose a monolingual dictionary is more suitable for you, because you can find word information in English.
- Majid:** And what about levels?
- Mr. Iranmehr:** Well, there are usually three levels: elementary, intermediate and advanced. For you as a high school student, an elementary one is OK.
- Majid:** Do I need a small size one?
- Mr. Iranmehr:** Yes, a pocket dictionary. You can carry it wherever you go.
- Majid:** Oh, it's very good. And hmm..., is it expensive?
- Mr. Iranmehr:** No, such dictionaries are not expensive. By the way, you can use a free online dictionary, too. And also there are some free dictionaries for PCs and apps for smart phones.
- Majid:** Thanks, that's a good idea, but I'd like to use a pocket dictionary!

Questions

Answer the following questions **orally**.

1. What type of dictionary does Mr. Iranmehr recommend?
2. What factors do you consider when you want to choose a dictionary?
3. What type of dictionary do you often use?



New Words and Expressions

A. Look, Read and Practice.



Try to avoid foods that **contain** a lot of fat.



I circled the dictionary **entry** for the word 'purpose'.

5 B Boron 10.819	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999	9 F Fluorine 18.998
13 Al Aluminum 26.982	14 Si Silicon 28.086	15 P Phosphorus 30.974	16 S Sulfur 32.06	17 Cl Chlorine 35.45
20 Ca Calcium 40.078	21 Sc Scandium 44.956	22 Ti Titanium 47.88	23 V Vanadium 50.942	24 Cr Chromium 51.996

C is the **symbol** for carbon.



I.R. **stands for** Islamic Republic.



Mehran couldn't **figure out** what the teacher was talking about.

B. Read and Practice.



combination: an arrangement in a particular order

From the letters X and Y, we can get two **combinations**: XY and YX.

introduction: the part at the beginning of a book that gives a general idea of what it is about

This book has only a two-page **introduction**.

effectively: in a way that is successful and achieves what you want

If you know how to study more **effectively**, you'll be able to learn more.

arrange: to put things in a neat, attractive, or useful order

We'll need to **arrange** the chairs around the table.

jump into: to suddenly decide to do something

I did not read the introduction and **jumped into** the next part.



C. Go to Part 'Vocabulary' of your Workbook and do A and C.

Reading

How to Use a Dictionary



A good dictionary gives the user information about words such as spellings, pronunciations and definitions. It also gives examples of how to use the words in sentences correctly. Therefore, it is essential to know how to use a dictionary. In this lesson, we provide you with some helpful tips on how to use a dictionary effectively.

1. Choose the Right Dictionary. There are many different types of dictionaries such as learner's dictionaries, general dictionaries, picture dictionaries, etc. Therefore, first identify your needs. Without choosing the right one you cannot meet your language needs.

2. Read the Introduction. The best way to learn how to use your dictionary effectively is to read its introduction. This section explains issues like how entries are arranged, what information is offered in entries and what abbreviations and pronunciation symbols are used throughout the entries.

3. Learn the Abbreviations. Different types of abbreviations are often used in the definitions for a word. This can be confusing if you do not know what the abbreviations stand for.



4. Learn the Guide to Pronunciation. If you immediately jump into using the dictionary without understanding the pronunciation guide, it can be difficult to figure it out.

5. Read the Guide Words. These are the two words at the top of each page that show the first and last entries on the page. These words will help you find the word you are looking for in the right letter section.

6. Read the Definitions. Once you find an entry, you can find the exact meaning of the word, its pronunciation, part of speech, synonyms, antonyms, and probably its origin.

7. Look for Collocations. Learning the meaning of a single word is not usually enough. Through sentence examples, try to learn 'words in combination' to expand your vocabulary.

Reading Strategy

Highlighting

One way to remember what you have read is to highlight important information. Use these guidelines for highlighting a text:

- Highlight the main ideas.
- Highlight the key points not minor details or less important information.
- Highlight phrases and parts of sentences instead of entire sentences.
- Do not highlight many sentences or too much of the text.

Reading Comprehension

- A.** Read the following paragraph and highlight the most important information.

Sharks are not all the same. In fact, there are nearly 400 different kinds. Most sharks never attack people. Only a special group of sharks can be dangerous. They kill an average of forty people every year. Let's compare sharks with snakes. Snakes kill about 60,000 people every year. And let's not forget that people kill 25,000,000 sharks every year.

- B.** Now go back to the 'Reading'. It claims that you can be familiar with useful information to use a dictionary more effectively. Highlight parts of the passage that support this claim.
-

- C.** Read the 'Reading'. Generate questions with the following question starters and then answer them.

What

- 1)
- 2)

How

- 1)
- 2)

Where

- 1)
- 2)

Vocabulary Development

WORD PART FAMILIES

One way to figure out the meaning of an unknown word is to look for its relationship with other words in the same family. Even if you cannot figure out the exact meaning, your understanding can be enough to allow you to read on. For example, *in this sentence*:

“We provide you with some helpful information on how to use a dictionary more effectively”

you can get an idea of the meaning of the word *effectively* by recognizing that it is related to the word *effect*.

In this technique which is also known as **word attack**, looking for word parts can help you read and understand the meaning of complicated words. When you recognize prefixes and suffixes and know what they mean, it will help you work out the meaning of many words you read.



A. Look at the following sentences. Write down at least one other word you know that is related to the bold word.

- My job has become **increasingly** difficult.

.....

- He wasn't very **communicative** and kept to himself.

.....

- The police believe the fire was started **accidentally**.

.....

- The pollution is **endangering** the crops.

.....

- We searched **unsuccessfully** for a map of Kerman.

.....

B. Attack these words to figure out their meanings. Try to write down other words related to them. For example:

disconnection: disconnect/ connection/ connect

■ **unsystematically:**

■ **incomprehensible:**

■ **unexpectedly:**

■ **international:**

■ **unchangeable:**

Grammar

A. Read the following text.



The first Persian dictionary which is still published was compiled more than 900 years ago. Lughat-e Fors was made by Asadi Tusi who was a famous poet in the 5th century. The list of entries has been arranged according to the final letters of the words. There are example sentences which were taken from poetry. The dictionary has synonyms and explanations that were used by young poets. This dictionary has been used widely by the poets who lived after Asadi Tusi. Many words have been added to the first dictionary which Asadi compiled. The dictionary has been published several times and is a valuable treasure of Persian language.

B. Read the following example sentences.

The man plays golf.
He lives at No. 10.



The man **who** plays golf lives
at No. 10.

The woman is coming to dinner.
You met her yesterday.



The woman **who(m)** you met
yesterday is coming to dinner.

The cat lives near us.
It was drinking milk.



The cat **which** lives near us
was drinking milk.

I found the keys.
I lost the keys yesterday.



I found the keys **which** I lost
yesterday.

The man who plays golf lives at No. 10.	The man that plays golf lives at No. 10.
The woman who(m) you met yesterday is coming to dinner.	The woman that you met yesterday is coming to dinner.
The cat which lives near us was drinking milk.	The cat that lives near us was drinking milk.
I found the keys which I lost yesterday.	I found the keys that I lost yesterday.

C. Tell your teacher how ‘relative clauses’ are made.



D. Read the following paragraph and fill in the blanks with ‘**who**’ or ‘**which**’.

Mr. Sanders is a doctor lives in a city. He works in a village is near the city. Each morning he goes to the village and comes back home in the evening. Mr. Sanders usually catches the morning train enters the station at 7:30. The train he catches is not very crowded. There are some teachers and workers also work in the village. Mr. Sanders knows some of them. They sometimes talk about interesting things, like weather and sports. He often reads on the train. He reads books or newspapers he borrows from the stand in the station. Although his travel to the village takes around 45 minutes, he enjoys every minute of it. He is the type of guy likes to spend his time wisely.

E. Complete the following sentences. Then compare them with your friend.

Example: Rudaki who lived in the 4th century is a famous Persian poet.

1. Ostrich is a bird
2. Our English teacher
3. The notebook

F. Go to Part ‘Grammar’ of your Workbook and do A.

See Also

Conditional sentences (Type II)

A. Read the following example sentences.

If the old man **had** his glasses, he **could read** the paper.

They **would be** healthier if they **lived** in a village.

If it **got** warmer, they **would travel** to the north.

John **could fix** the car if he **were** home.

If my mother **were** here, I **would ask** her for help.

I **would buy** a house if I **were** you.

B. Go to Part 'Grammar' of your Workbook and do B and C.

Listening and Speaking

Speaking Strategy

Talking about Imaginary Situations

A. We use 'conditional type II' to talk about imaginary situations.

- Oh look! It is raining so heavily.
- What would you do if it weren't raining?
- Hmm... if it were sunny, I would go to the park. I am really bored.
- We can play one of our thinking games, instead.
- We could play 'Smart Kid' if Sina were home.
- This one is also fun. Let's try it.



You may use the following to talk about imaginations, hopes, and wishes.

- What would you do if you were me?
- What would you do if you had wings?
- What would you do if you were a university student?



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

Conversation 1



Where does Mina live?
Why hasn't Zoreh invited Mina yet?

Pair up and ask your friends about the things they want to do today, but they cannot. You may use the clues in the box.

If it weren't so cold,
If you did your homework sooner,
If your father came home earlier.....
If I had enough money,

Conversation 2



What did Bijan want to buy?
Why didn't Bijan tell Mehran about the problem?
.....

Pair up and ask your friends what they would do if they were you. You may use the clues in the box.

study harder do daily exercise be more careful learn French

Writing

Paragraph

What is a paragraph?

A paragraph is a group of sentences about one idea. A paragraph can (1) give us information, (2) tell us an opinion, (3) explain something to us, or (4) tell us a short story. Every sentence in a paragraph is about the same idea. When you want to write about a new idea, begin a new paragraph.

Paragraph format

Paragraphs have a special shape. In each paragraph, the sentences are grouped together. They come one after another. Remember that sentences in a paragraph start with a capital letter and end with a period (.), question mark (?) or exclamation point (!).



A. Look at the examples below. Choose the one which has the right shape for a paragraph.

☐

Oceans and Lakes

Oceans and lakes have much in common, but they are also quite different.

Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water.

Lakes are usually surrounded by land, while oceans are what surround continents.

Both have plants and animals living in them.

The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life.

☐

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The topic sentence

The most important sentence in a paragraph is the 'topic sentence'. It is called the 'topic sentence' because it tells readers what they are going to read about.

A topic sentence has two parts:

1. A topic: what the paragraph is about,
2. A controlling idea: what the writer is going to focus on it in the paragraph.

For example:

Topic sentence 1: My sister and I respect our parents all the time.
topic controlling idea

Topic sentence 2: A cheetah is a wild animal from the cat family.
topic controlling idea

B. Look at the topic sentences from paragraphs you have seen in Vision 2. Find the topic and the controlling idea.

- 1) Language is a system of communication.
- 2) About fifty percent of the world's languages have fewer than 5000 speakers.
- 3) Bad habits and addiction can be harmful to health.
- 4) Art is what people create with imagination and skill.
- 5) Handicrafts are good examples of the art and culture of a country.



The topic sentence is usually the first or sometimes the last sentence, but it can be any sentence in the paragraph.

Read the following paragraphs. First find the topic sentence, then circle the topic, and underline the controlling idea.



1. Ants are found everywhere in the world. They make their home in buildings, gardens, etc. They live in anthills. Ants are very hardworking insects. Throughout the summers they collect food for the winter season. Whenever they find a sweet on the floor, they stick to the sweet and carry it to their home. Thus, in this way, they clean the floor. Ants are generally red and black in colour. They have two eyes and six legs. They are social insects.



2. The stars are tiny points of light in the space. On a clear night we can see around 2,000 to 3,000 stars without using a telescope. Stars look tiny in the sky because they are far away from the Earth. In ancient times the sky watchers found patterns of stars in the sky.



3. An online dictionary is one that is available on the Internet or World Wide Web and is accessed through a Web browser using a computer or a mobile device, primarily by typing a term into a search box on the site. Online dictionaries offer immediate, direct access through large databases to a word's spelling and meanings, plus a host of information, including its spellings, pronunciation, and origin, etc.



4. A hearing device is available for some people suffering from hearing loss. This device uses a magnet. Like other aids, it converts sounds into vibrations and transmits them directly to the magnet, and then to the inner ear, producing a clearer sound. The device helps those with a hearing loss caused by infection or other problems in the middle ear.

C. Write a topic sentence for the following items.

- 1) sport
- 2) writing
- 3) forest
- 4) smoking
- 5) firefighters
- 6) Avicenna
- 7) clean energy
- 8) Persian Gulf

language needs.
The best way to learn
dictionary effectively is to read
this section explains issues
are arranged, what information
ries and what abbreviations and
mbols are used throughout the

abbreviations. Different types of
are often used in the definitions for

What you learned

PARAGRAPHS HAVE A SPECIAL
PARAGRAPH, THE SENTENCES
TOGETHER. THEY COME ONE AFTER
REMEMBER THAT SENTENCES IN A P
START WITH A CAPITAL LETTER
WITH A PERIOD (.), QUESTION MARK
EXCLAMATION POINT

LESSON TWO

A. Listen to the first part of a report.



1. Answer the following questions.

a. What would you do if you had a time machine now?

.....

b. Would you live in a jungle if you were allowed to?

.....

2. Listen again and take note of three questions you hear.

B. Now read the rest.

Have you ever thought of superhuman? What abilities would you like to have if you had superhuman powers? Some may say, "I would like to fly if I had superhuman powers." Others may say, "I would like to be very strong to help people." Some may say, "I would like to be invisible or read people's minds." What about you? Would you like to be able to do these? Think of being an astronaut; where would you like to go?

3. Underline 'if clauses'.

C. Work in pairs. Ask and answer.

Would you like to fly?

What would you do if you found some money?

Where would you like to travel if you were an astronaut?





LESSON 3

Renewable Energy

Interesting Facts:

- The first wind machine was used in ancient Persia around 300 BC¹.
- One wind turbine can produce enough electricity to power 300 homes.
- Renewable energy sources create three times more jobs than fossil fuels.
- Albert Einstein² won the Nobel Prize in 1921 for his experiments with solar power.

1. Before Christ: Used after a date to show that it was before the birth of Christ.

2. English pronunciation: /¹aɪnstam/



Get Ready

A. Match the pictures with energy sources.



a. wind

b. water

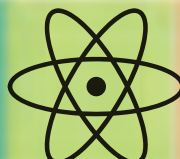
c. sunshine

d. plants

Now fill in the blanks with the above words.

1. Some scientists are working on producing electricity from
This way, while the plant is growing, electricity is produced.
2. Hydropower or power is produced as a result of falling or running water.
3. Solar energy or the energy that comes from can be used to heat, cool, and light our homes and schools.
4. Wind turbines convert the kinetic energy in the into mechanical power.

B. Draw a circle around renewable energy sources.



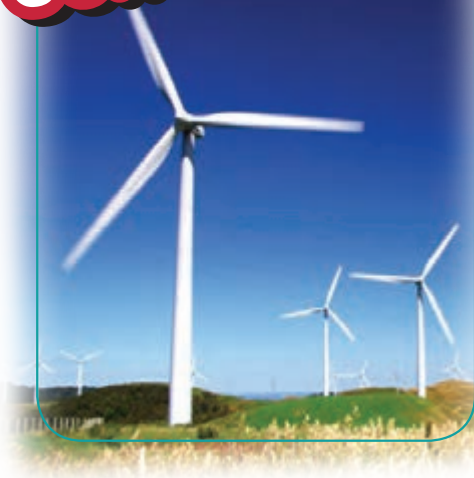
C. This picture shows six ways you can save energy. Place the letter next to the correct description.



- 1. Close the door behind you so the cold or warm air doesn't go out.
- 2. If you're the last person to leave the room, turn off the TV.
- 3. Trees can lower the cooling costs of your home.
- 4. Using a dishwasher saves much more water than hand washing.
- 5. LED light bulbs use 75% less energy and last 10 times longer than string light bulbs.
- 6. Let your computer monitor go to sleep or turn it off to save more energy.



Conversation

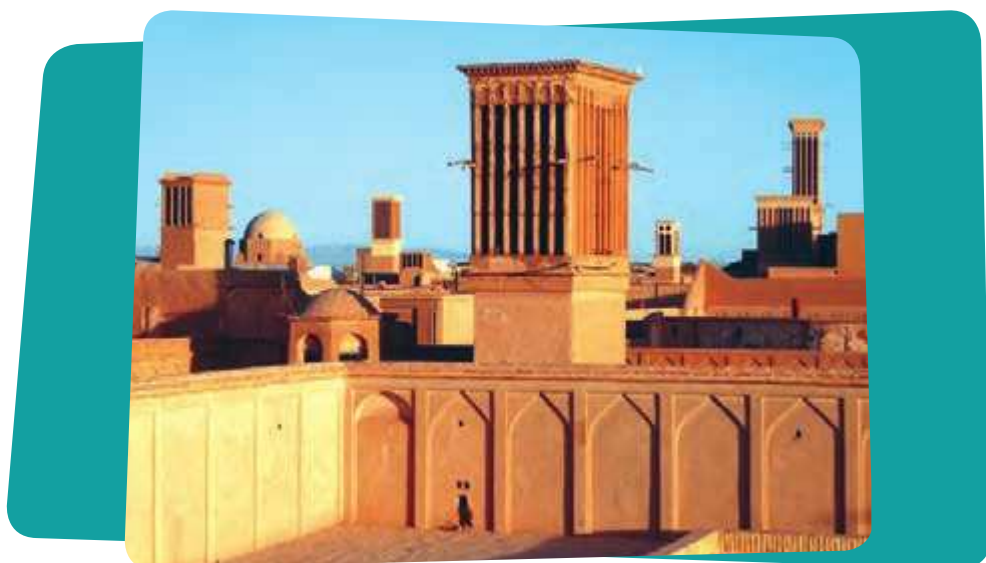


Emad and his father are traveling to Guilan. On the way, in Manjeel, Emad sees huge wind turbines.



- Emad:** Daddy, look at those big fans!
- Father:** They are actually wind turbines.
- Emad:** Wind turbines?
- Father:** Yes, wind turbines are used to produce electricity from wind power.
- Emad:** I know electricity can be produced from water and sunlight. How might it be generated from wind?
- Father:** Well, a wind turbine works the opposite of a fan. Instead of using electricity to make wind, a turbine uses wind to make electricity. It is a type of clean energy.
- Emad:** These wind turbines remind me of what I read about using wind power in Yazd's buildings.
- Father:** You mean wind towers?

- Emad:** Yes, they are natural air cooling systems and can be used instead of electrical air conditioners. This is another source of clean energy, isn't it?
- Father:** Yes, it is. An excellent type of clean energy!
- Emad:** Daddy, can we travel to Yazd this Norooz?
- Father:** That's OK with me. Let's check it with others.



Questions

Answer the following questions **orally**.

1. Where are Emad and his father?
2. Has Emad ever traveled to Yazd?
3. What types of clean energy can you find in your city or village?



New Words and Expressions

A. Look, Read and Practice.



Oil, coal and natural gas are three common **fossil fuels**.



The main sources of **renewable energy** are wind, water and sun.



Iran is rich in oil **resources**.



The factory has **polluted** the river.



The new light bulbs **consume**
less electricity.



My uncle often sits in the **balcony**,
has a cup of coffee and reads a book.

B. Read and Practice.



variety: many different types of things or people

They do a variety of fitness activities.

tide: the rise and fall of the sea

Here you can see two high and two low tides each day.

replace: 1.to take the place of somebody or something

The factory replaced most of its workers with robots.

2.to put something back in the right place

She carefully replaced the china plate on the shelf.

use up: to finish something

Don't use up all the milk - we need some for breakfast.

forever: for all time

No one can live forever.

demand: the amount of a product or service that people want

Demand for organic food is increasing.

convert: to change in form or character

The sofa converts into a bed.

absorb: to take something in, especially gradually

Plants absorb carbon dioxide.

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

Reading



Earth for our Children

Energy is the ability to do work. It can take a variety of forms: mechanical, electrical, chemical, and nuclear. To produce any type of energy, the resources of the earth are used. The main resources of the earth are fossil fuels such as natural gas, oil, and coal.

We get most of our energy from these fossil fuels, but this is harmful to the environment. Fossil fuels are nonrenewable and cannot be replaced easily. Once we use them up, they're gone forever. They are not clean as they pollute water or air.

In recent years, scientists try to use other types of energy resources. They call them clean energy resources because they do not pollute the earth. Clean energy is renewable. It is made from resources that can be replaced, like wind, water, sunshine, tides, and plants. When renewable energy resources are used, the demand for fossil fuels is reduced.

The most common type of clean energy is the solar power. Solar energy is produced by the radiation that reaches the earth. People have used the sun as a heat source for thousands of years. Iranians, for instance, use special designs and arrangements of windows, balconies and yards to get the most sunshine. Different types of materials might also be used in building the houses. This keeps people warm during cold seasons and cool during hot days of the year.

Nowadays, solar energy can be converted into other forms of energy, such as heat and electricity. Solar energy might be used for heating water and air in homes,



buildings, or swimming pools. Maybe you've seen buildings or houses with big shiny panels on the roof. These are solar collectors that collect heat by absorbing sunlight and producing solar power. Also, solar energy can be used in generating electricity to provide power for watches, highway signs, houses and even space stations.

Clean energy resources are widely used in many countries to keep cities and villages clean. As a result, fewer fossil fuels are consumed each year and they are saved for the future generations.

Reading Strategy

Note taking

Learning to take good notes is very important. Good notes can help you remember and review a text you have read. There is no magic formula to taking notes when reading. You have to find out what works best for you. However, the following guidelines are suggested:

- ◆ Be sure to include all the important ideas and examples.
- ◆ Write only important words, not complete sentences.
- ◆ Use abbreviations and symbols.

You can write your notes in the margins or on a separate page. For example, the notes of the following paragraph were taken as follows:

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.

Healthier lifestyle

- 1) checking general health: blood pressure & heartbeat
- 2) checking family health history

Reading Comprehension

A. Use the information in the ‘Reading’ to complete the notes. Then compare your notes with your classmates’ notes.

.....

.....

.....

.....

B. Go back to the ‘Reading’ and try to take notes on the basis of the guidelines:

.....

.....

.....

.....

C. Read the ‘Reading’. Find what these words refer to.

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

Vocabulary Development

PROVERBS

A proverb is a short well-known sentence that gives practical advice about life. Proverbs surround us every day. Whether at home, work, school, or during a conversation with a friend, the likelihood of hearing a proverb is high. For example, the following common proverbs in English have common equivalents in Persian.

English Proverb	Meaning	Persian Proverb
God helps those who help themselves	Don't just wait for good things to happen to you. Work hard to achieve your goals.	از تو حرکت از خدا برکت
The early bird catches the worm	You should wake up and start work early if you want to succeed.	سحر خیز باش تا کامروا باشی



A. Match the following proverbs with their meanings and then write their equivalents in Persian.

English Proverb	Meaning	Persian Proverb
1. Birds of a feather flock together	a) When two people cooperate with each other, they come up with better ideas.	
2. Actions speak louder than words	b) When you get money quickly, like by winning it, it's easy to spend it or lose it quickly as well.	
3. Practice makes perfect	c) When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders.	
4. Too many cooks spoil the broth	d) You soon forget people or things that are no longer visible or present.	
5. Easy come, easy go	e) People like to spend time with others who are similar to them.	
6. Two heads are better than one	f) Just saying that you'll do something doesn't mean much. Actually doing it is harder and more meaningful.	
7. Don't count your chickens before they hatch	g) You have to practice a skill a lot to become good at it.	
8. Out of sight, out of mind	h) Your plans might not work out, so don't start thinking about what you'll do after you succeed. Wait until you've already succeeded, and then you can think about what to do next.	

B. Write the Persian equivalents for the following English proverbs.

1. Cut your coat according to your cloth.

.....

2. A burnt child dreads the fire.

.....

3. Kill two birds with one stone.

.....

4. Don't look a gift horse in the mouth.

.....



Grammar

A. Read the following text.



Did you know that the things nobody needs **can be used** to produce electricity, heat or fuel? Changing waste to energy **can be considered** one of the most helpful ways to save the resources of the earth. Because garbage **can be changed** directly into a liquid fuel, it can be used in cars, trucks, buses and airplanes. To do that, garbage **should be collected and taken** to a landfill by workers. **People may be paid for** voluntary garbage delivery as well. It is important to know that not all types of waste **can be used** to produce fuel. Some materials may give off harmful gases in the process. Therefore, people **should be informed** of this danger and **warned** about the possible harms.

B. Read the following example sentences.

The principal **should call** the parents.

The parents **should be called** (by the principal).

The cook **may make** a fish salad for dinner.

A fish salad **may be made** for dinner (by the cook).

People must **obey** the traffic rules.

The traffic rules **must be obeyed** (by everyone).

C. Tell your teacher how 'passive voice' is made using 'modals'.

D. Read the Conversation and underline all 'passive voices with modals'.

E. Read the following sentences and use passive voice with the given verbs in the parentheses.

1. Something (should/do) about global warming, or some types of animals will die out.
 2. The bill (must/pay) before leaving the restaurant.
 3. Some dangerous gases (may/produce) when garbage is burned.
 4. Wind (can/change) into electricity.
-

F. Pair up and talk about the things that can/may/should/must be done without mentioning the doer.

Example: Water can be converted into ice in cold weather.

1.
 2.
 3.
 4.
 5.
-

G. Go to part 'Grammar' of your Workbook and do A and B.

See Also

Past perfect tense

A. Read the following example sentences.

Joe had studied Chinese	before	he moved to China.
She had never seen a bear	before	she went to the zoo.

I knew I had seen that man somewhere	before.
The woman told me that she had worked in Isfahan	before.

Everything in the garden was brown	because	it hadn't rained .
They gave me some money back	because	I had paid too much.

When I arrived at the party,	my grandparents had already gone home.
When I sent the book to her,	she had already bought it.

B. Go to part 'Grammar' of your Workbook and do D.

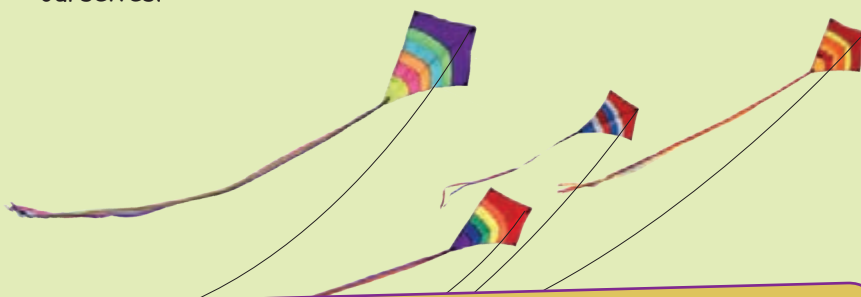
Listening and Speaking

Speaking Strategy

Talking about an Activity before another Activity in the Past.

A. We use the 'past perfect tense' to talk about an event that happened before another event in the past.

- OK, Tell me about the picnic. What did you do?
- That was great, dad. We played volleyball and had a barbecue.
- Oh, come on! Did you do anything fun?
- Yeah, it was all fun. Before we played volleyball, we had taken some photographs.
- Great! Did you do anything in the afternoon?
- Oh, something interesting! After we had eaten lunch, we flew our kites. That was fantastic because we had made the kites ourselves!



You may use the following structures to talk about two activities in the past.

- Before I , I had
- After I had , I

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



Conversation 1



1. Had Rasool tried the restaurant sauce before?
2. Did Rasool go to the new restaurant alone?

Pair up and ask your friends to talk about what they did in the past before or after other actions. You may use the clues in the box.

travel to Mashhad
catch cold

borrow a book
go home

spend money
leave Tehran

Conversation 2



1. When had Samira and her friends gone to the museum?
2. When did Samira's guests leave her home?

Pair up and ask your friends to talk about what they hadn't done before. You may use the clues in the box.

climb Damavand
sing a song

apply for a job
go abroad

pay a check
play futsal

Writing

Supporting sentences

In Lesson Two you got familiar with the paragraph format as well as the structure of a topic sentence. Now, two other components of a paragraph, namely supporting sentences and concluding sentence are introduced.

Supporting sentences come after the topic sentence. These sentences can:

- explain the idea in the topic sentence
- give reasons
- give examples
- tell a short story

A. Read the following paragraphs. Cross out any sentences that do not support the topic sentences.

Ants are strange insects. Like all insects, they have six legs. Each leg has three joints. Yesterday, I saw an ant. The legs of ants are very strong, which help ants run very quickly. I can run quickly too. If a man could run as fast for his size as an ant can, he could run as fast as a racehorse.

The new century has brought big changes in communication. Cell phones are small enough to carry in your pocket. Students should not use cell phones in schools. Videophones let you see the person you are talking to on the phone. But some people do not have such phones. Tiny hand-size computers know your favorite subjects. The Internet is everywhere.

The concluding sentence

The last sentence in a paragraph is often a concluding sentence. This sentence repeats the idea of the topic sentence.

Remember: Not all paragraphs have concluding sentences.

B. Read the following paragraphs. Which one has a concluding sentence?

Horses are farm animals. They are usually black, grey, white and brown in color. They carry people and goods from one place to another. They have long legs, which are very strong. They can easily run long distances. Horses usually move in herds. They live in a stable. They are very useful farm animals.

Energy is important. Without it, we would have a harder time because most of our activities like cooking a dinner, heating a house, lighting a street, keeping a hospital open, running a factory all require energy. It is thus at the heart of everybody's life.

Elephant is the largest animal to walk the Earth. An elephant can carry a load of 1200 pounds¹. They eat 300 pounds of food a day. An elephant baby can weigh 200 pounds at birth. Elephants can live up to 70 years.

1. 1 pound = 454 grams

C. Unscramble the following sentences. Then write them in correct order to form a paragraph.

- 1) In order of distance from the Sun, the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.
- 2) The Solar System consists of the Sun, Moon and Planets.
- 3) The Sun is at the centre of the Solar System and these planets revolve around it.
- 4) The Sun is the largest member of the Solar System.



.....

.....

.....

.....

.....

D. Below are sentences from a paragraph in the wrong order. Decide if the sentences are topic sentences (T), supporting sentences (S), or concluding sentence (C).

- a) Trees are very valuable.
- b) They also cause rain.
- c) They take carbon dioxide from the atmosphere and fill it with oxygen.
- d) In short, the trees are the best friends of man.
- e) They supply us with many necessary things of everyday life.



.....

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.....

E. Now you are going to write a paragraph about ‘Learning a New Language’. Follow the steps:

◆ Try to write a good topic sentence.

◆ Generate at least three supporting sentences.

◆ Write a good concluding sentence.

◆ Now organize them to form a paragraph.



F. Using the following pictures, write a paragraph about ‘Sport’:



.....

.....

.....

.....

.....

G. Look at the following picture and then write a paragraph to describe it.



.....

.....

.....

.....

.....

...are small enough to carry in
...Videophones let you see the person you are
talking to on the phone. But some people do not
have such phones. Tiny hand-size computers know
your favorite subjects. The Internet is everywhere.

LESSON THREE

What you learned

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
can find out if anyone in the family
has a special illness.

A. Listen to the first part of a story.



1. Answer the following questions based on what you've just heard.

a. How was the street at night?

.....

b. Had the man experienced such a thing before?

.....

2. Listen again and take note of 'past perfect tenses'.

B. Now read the rest.

He was one of our clients. He had come to our office two or three times before. The last time he was there, he was so upset. He was worried because he had lost his documents. Everyone in the office tried to help him. They started to look for his suitcase. Finally, he remembered that he had left his suitcase in his car! He apologized for his anger and left. I haven't seen him since then.

3. Scan the text and list 'past perfect tenses'.

.....
.....

C. Work in pairs. Ask and answer.

Had the man lost
his suitcase in the
office?

Did the man apologize?

Have you ever forgotten
doing something?



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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2022



سازمان پژوهش و برنامه‌ریزی آموزشی جهت ایفای نقش خطیر خود در اجرای سند تحول بنیادین در آموزش و پرورش و برنامه درسی ملی جمهوری اسلامی ایران، مشارکت معلمان را به‌عنوان یک سیاست اجرایی مهم دنبال می‌کند. برای تحقق این امر در اقدامی نوآورانه سامانه تعاملی بر خط اعتبارسنجی کتاب‌های درسی راه‌اندازی شد تا با دریافت نظرات معلمان درباره کتاب‌های درسی نونگاشت، کتاب‌های درسی را در اولین سال چاپ، با کمترین اشکال به دانش‌آموزان و معلمان ارجمند تقدیم نماید. در انجام مطلوب این فرایند، همکاران گروه تحلیل محتوای آموزشی و پرورشی استان‌ها، گروه‌های آموزشی، دبیرخانه راهبری دروس و مدیریت محترم پروژه آقای محسن باهو نقش سازنده‌ای را بر عهده داشتند. ضمن ارج نهادن به تلاش تمامی این همکاران، اسامی دبیران و هنرآموزانی که تلاش مضاعفی را در این زمینه داشته و با ارائه نظرات خود سازمان را در بهبود محتوای این کتاب یاری کرده‌اند به شرح زیر اعلام می‌شود.

اسامی دبیران و هنرآموزان شرکت‌کننده در اعتبارسنجی کتاب زبان انگلیسی ۳- کد ۱۱۲۲۳۰

ردیف	نام و نام خانوادگی	استان محل خدمت	ردیف	نام و نام خانوادگی	استان محل خدمت
۱	محسن نظری	خراسان شمالی	۲۶	مهدی حسن پورقلعه	البرز
۲	فرنوش طاهریان	سمنان	۲۷	رضا طاهریان	خراسان رضوی
۳	محمد مهدی یزدانی	خراسان شمالی	۲۸	مرضیه توحیدی مقدم	گیلان
۴	زهره قاسمی	البرز	۲۹	مجید درویش حسینی	قزوین
۵	فرزانه ملکی ارفعی	مازندران	۳۰	مرضیه رضاییگی	کرمانشاه
۶	محمود امیدی‌پور	فارس	۳۱	محمدجواد شیخیانی	بوشهر
۷	معصومه احمدی	خراسان جنوبی	۳۲	عاطفه حسینی	کردستان
۸	سیده مزگان صالحی	شهرستان‌های تهران	۳۳	عادلہ حیدری	چهارمحال و بختیاری
۹	عمران نوری	البرز	۳۴	محمود خالصی	اصفهان
۱۰	فرشته سراج	سمنان	۳۵	معصومه صداقت‌زاده	تهران
۱۱	محمد حسینی	همدان	۳۶	مهین السادات محمدیان	اصفهان
۱۲	سید محمد قریشی	خوزستان	۳۷	مرتضی علیزاد	آذربایجان غربی
۱۳	پریسا احمدی	اردبیل	۳۸	سمیرا غرقی	زنجان
۱۴	محسن قربان‌پور	قزوین	۳۹	پهروز جمالوندی	ایلام
۱۵	مارال عزیزی	فارس	۴۰	حسن رضوانی جویباری	گیلان
۱۶	مجید ساعدی دویسه	کردستان	۴۱	علی اکبر ارجمند راد	قم
۱۷	نازنین حسینی‌نژاد	خراسان جنوبی	۴۲	مسعود مشیدی	مرکزی
۱۸	زهره صوفیانی	شهرستان‌های تهران	۴۳	مریم پور نظر	هرمزگان
۱۹	سیدحسین هاشمی	یزد	۴۴	زهره حیدری	کرمان
۲۰	یعقوب شهریاری	فارس	۴۵	مهدی کرمی	همدان
۲۱	زهره کمالی	آذربایجان شرقی	۴۶	مریم مصلحی	مرکزی
۲۲	نرگس خاتون صادق	بوشهر	۴۷	هادی مسجدی	خراسان رضوی
۲۳	مسعود حکیمیان	اردبیل	۴۸	مریم توکلی راد	قم
۲۴	یلدا هومن	سیستان و بلوچستان	۴۹	الهام فرجی	ایلام
۲۵	تیمور انصاری	آذربایجان شرقی	۵۰	اسماعیل عباسی	سیستان و بلوچستان