



بِسْمِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

English **2**

English for Schools

کلیه رشته‌ها

شاخه‌های فنی و حرفه‌ای و کاردانش

پایه یازدهم دوره دوم متوسطه



وزارت آموزش و پرورش سازمان پژوهش و برنامه‌ریزی آموزشی

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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.



پیش تر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان های زنده دنیا جزء برنامه تبلیغات مدارس باشد.... امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی رفت. امروز ما می توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

امام خمینی (قُدَسَ سِرَّة)



وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ
الْسِّنَتِمْ وَالْوَانِكُمْ، إِنَّ فِي ذَلِكَ لآيَاتٍ لِلْعَالِمِينَ

روم، ۲۲

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

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

برگرفته از ترجمهٔ مرحومه دکتر طاهره صفارزاده

مقدمه

با استعانت از الطاف خداوند متعال و عنایات حضرت ولی عصر (عج) الله تعالی فرجه الشریف) دومین جلد از مجموعه کتاب‌های English به منظور تدریس در پایه یازدهم تحصیلی، شاخه‌های فنی و حرفه‌ای و کاردانش 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 از سال تحصیلی ۱۳۹۲-۱۳۹۱ آغاز گشت. مجموعه مذکور، دوره‌ای پیوسته شامل دو زیر مجموعه با نام‌های Prospect و English برای شاخه‌های فنی و حرفه‌ای و کاردانش می‌باشد. مهم‌ترین ویژگی‌های رویکرد ارتباطی فعال و خودباورانه و روح کلی حاکم بر مجموعه کتاب‌های نامبرده متکی بر اصول کلی زیر است:

- توجه هم‌زمان به هر چهار مهارت زبانی
- استفاده از فعالیت‌های 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 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 زبان‌های خارجی این سند را به دقت مطالعه نمایند تا با سمت و سو و سیاست‌های اصلی و مبنایی آموزش زبان‌های خارجی در این سند مهم که نقشه راه نظام آموزشی کشور است بیشتر آشنا شوند.

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

همچنین از همکاران گرامی خواهشمندیم دو درس دوم کتاب راهنمای معلم مربوط به کتاب Vision 1 را با توجه و دقت هر چه تمام‌تر مطالعه نمایند. به این شکل بسیاری از پرسش‌ها و ابهامات احتمالی درباره شیوه تدریس کتاب، نحوه زمان‌بندی و فعالیت‌های جنبی برطرف می‌شود. مجدداً تأکید می‌کنیم تدریس درست و مؤثر این کتاب، بدون مطالعه کتاب راهنمای معلم آن، امکان‌پذیر نیست.

توصیه دیگر، توجه به هر چهار مهارت زبانی، به صورت هم‌زمان است که تحقق این مهم نیز مستلزم آشنایی با نحوه صحیح تدریس و طراحی درسی دقیق می‌باشد. علاوه بر کتاب راهنمای معلم، مشاهده نرم‌افزار و فیلم آموزشی معلمان با نام «بر فراز آسمان» نیز بسیار مفید خواهد بود.

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

لازم به یادآوری است که دستیابی به مجموعه غنی و کاملی از منابع مورد نیاز همکاران از جمله فایل‌های تمامی اجزای بسته آموزشی، مجموعه دستورالعمل‌ها و آئین‌نامه‌های مربوطه و جدیدترین اخبار و اطلاعات مورد نیاز همکاران گرامی و نیز ارتباط با گروه زبان‌های خارجی از طریق وبگاه گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی به نشانی زیر، امکان‌پذیر است، لذا بازدید مرتب از این پایگاه اکیداً توصیه می‌شود:

در خاتمه مجدداً تأکید می‌شود که بسته آموزش 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، لوح فشرده صوتی و همچنین لوح فشرده آموزش معلم، مجموعه کاملی را در اختیار فراگیران قرار داده است. نکته پایانی اینکه طبق ضوابط مصوب وزارت آموزش و پرورش، در صورت نیاز، تنها استفاده از کتاب‌ها و منابع کمک‌آموزشی تأیید شده توسط طرح سامان بخشی کتاب‌های کمک‌آموزشی دفتر تکنولوژی و انتشارات کمک آموزشی سازمان پژوهش و برنامه‌ریزی آموزشی مجاز می‌باشد. بی‌شک 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

English 2



Lesson 1: The Value of Knowledge (15-39)

Get Ready

Introduction to the Lesson

Conversation

Talking about Famous Iranian Scientists

New Words & Expressions

Learning Vocabulary of Reading

Reading

No Pain No Gain

Reading
Comprehension

Grammar

Past Progressive

See Also
(Self Pronouns)

Listening & Speaking

Narrating a Story

Pronunciation

Emphatic Stress

Writing

Verb | Action and State Verbs |
Simple and Continuous Verbs

What You Learned

Reviewing Lesson 1

Lesson 2: Traveling the World (41-61)



Get Ready

Introduction to the Lesson

Conversation

Finding a Good Tourist Destination

New Words & Expressions

Learning Vocabulary of Reading

Reading

Iran: A True Paradise

Reading
Comprehension

Grammar

Modals

See Also
(Prepositions)

Listening & Speaking

Asking about Obligations and Necessities

Pronunciation

Rising Intonation

Writing

Adverb | How to Make -ly Adverbs |

Irregular Adverbs

What You Learned

Reviewing Lesson 2

A teal circle is positioned behind the first letter 'S' of the word 'Student'. A dotted line, composed of small yellow dots, curves across the image, passing through the teal circle and the word 'Student'.

Student

nt Book





LESSON 1



The Value of Knowledge

Seek knowledge
from the cradle to the grave

Holy Prophet (PBUH)¹

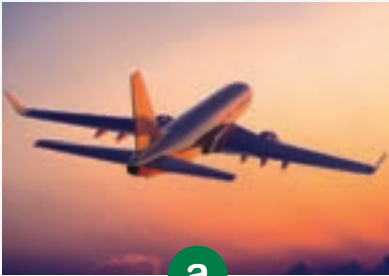
1. Peace Be Upon Him



Get Ready

Part One

A. Match the pictures with the sentences.



a



b



c



d

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

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

	a	b	c
Camera			
Light bulb			
Telephone			
Airplane			

Part Two

A. Match the pictures with the words.



- scientists
- a laboratory
- a building

B. Choose an appropriate adjective for each word above.

modern

Iranian

old

Conversation



medicine, famous,
build,
Believe me!
Cool!

Word Bank



Roya and Mahsa are leaving the library.

Roya: When I came in, you were reading a book. What was it?

Mahsa: I was reading a book about famous Iranian scientists.

Roya: But such books are not very interesting.

Mahsa: At first I had the same idea, believe me!

Roya: Did you find it useful?

Mahsa: Oh yes. Actually I learned many interesting things about our scientists' lives.

Roya: Like what?

Mahsa: For example Razi¹ taught medicine to many young people while he was working in Ray Hospital. Or Nasireddin Toosi built Maragheh Observatory when he was studying the planets.

Roya: Cool! What was the name of the book?

Mahsa: Famous Iranian Scientists.

1. Also Rhazes in English

Questions

Answer the following questions orally.

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



New Words and Expressions



A. Look, Read and Practice.



Melika **tries** hard to learn English.



Babak is an **energetic** boy.



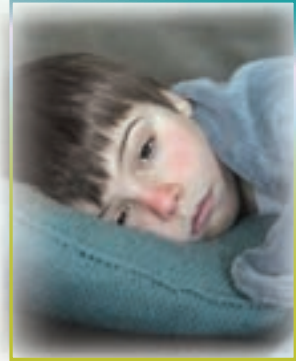
The students **do experiments**
in the school laboratory.



Children **grow up**
rapidly.



She is **doing** research on blood cells.



He has the flu and **feels** weak.



No **success** is possible without hard work.



Edison **invented** the first light bulb.



B. Read and Practice.

solve: to find an answer to a problem
We can help you **solve** your problems.

develop: to grow or change into a stronger, larger or better form
This book can **develop** your speaking skill.

belief: something that you believe
Her **belief** in Allah gave her hope during difficult times.

quit / give up: to stop doing something
Fortunately, his father is going to **quit** smoking.
He **gave up** his work without saying anything to us.

thousands of: a large number of things or people
There are **thousands of** things I want to do.

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

Reading



No Pain No Gain¹

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

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

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

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

۱. ناپرده رنج گنج میسر نمی شود.

Reading Comprehension

A. Choose the best answer.

- 1) Where did Edison learn science?
a) In the library b) At school c) In the laboratory
- 2) How did Edison find answers to problems?
a) By sleeping in the laboratory
b) By doing many experiments
c) By quitting what he was after
- 3) Which is not true about scientists?
a) They find facts
b) They invent things
c) They feel weak

B. True/False

- 1) Edison finally lost his interest in inventing things. T F
- 2) Edison did not attend school at all. T F
- 3) Hard work is the key to scientists' success. T F

C. Match two halves.

1. After Edison lost his hearing
 2. When scientists were working on problems
 3. If you like to be successful
- a. you must not feel weak.
 - b. he did not quit studying.
 - c. they did not give up.
 - d. he became a famous person.

Grammar

A. Read the following texts.

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



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

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

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



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

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

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

See Also

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

I You Zahra Amir The computer Maryam and I You and your friends The scientists	did the experiment	myself. yourself. herself. himself. itself. ourselves. yourselves. themselves.
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- Alexander Graham Bell invented the telephone himself.
- Marie Curie found uranium herself.

You may also say:

I You Zahra Amir The computer Maryam and I You and your friends The scientists	myself yourself herself himself itself ourselves yourselves themselves	did the experiment
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- Alexander Graham Bell himself invented the telephone.
- Marie Curie herself found uranium.

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

Speaking Strategy

Narrating a story

Listening and Speaking

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

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



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

What were you doing (yesterday at 8)?

What was happening (yesterday at 8)?



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

Conversation 1



1. Leila was
2. The driver

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

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

Conversation 2



1. Amir
2. Amir was

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

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

Pronunciation



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

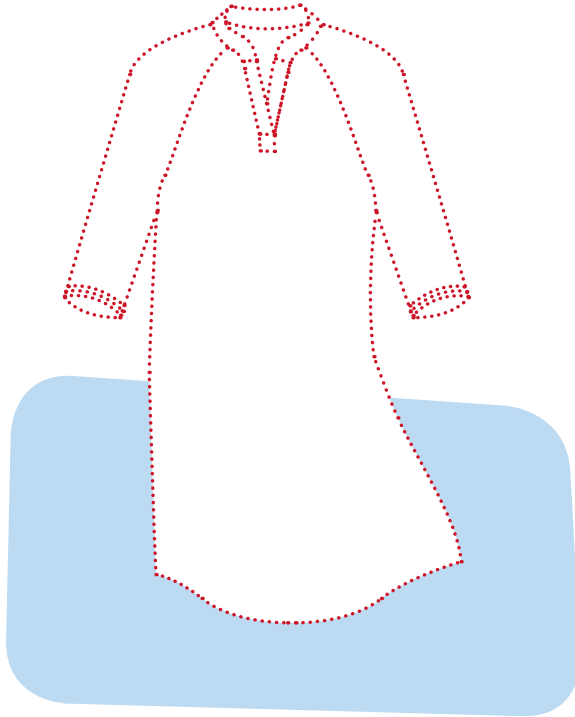
1. Were you doing the research? No, **Ali** was.
2. Who broke the window? It wasn't **me**.
3. Why were the students making so much noise? They weren't. **The workers** were making noises.
4. Is it Jim's car over there? No, his car is **white**.

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



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

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



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

Writing

Verb

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

1) Action verbs:

The verbs that express an **action**. For example:

He **is writing** a letter.



The children **went** to school
by bus yesterday.



My brother **drinks** milk every day.



2) State verbs:

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

We **believe** in Allah.



We **love** our country.



She **feels** happy.



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

Simple and Continuous Forms

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

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

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

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

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

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

...ION TO
...STUDENTS LEARN
ABOUT SAVING THE WILDLIFE,
AND SOME HUNTERS DON'T GO
HUNTING ANymore HOPEFULLY,
THE NUMBER OF CHEETAHS IS
GOING TO INCREASE IN THE
FUTURE.

What you learned

...G
...THEIR HOMES
...TIVE MORE
...THEM AND MAKE
...MOVIES ABOUT THEIR
TEA
LESSON ONE



A. Listen to the first part of a story.

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

Sajjad was taking pictures yesterday at

When he was taking pictures came to help.


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

B. Now listen to the rest of the story.

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

3. Underline all 'past progressive verbs'.

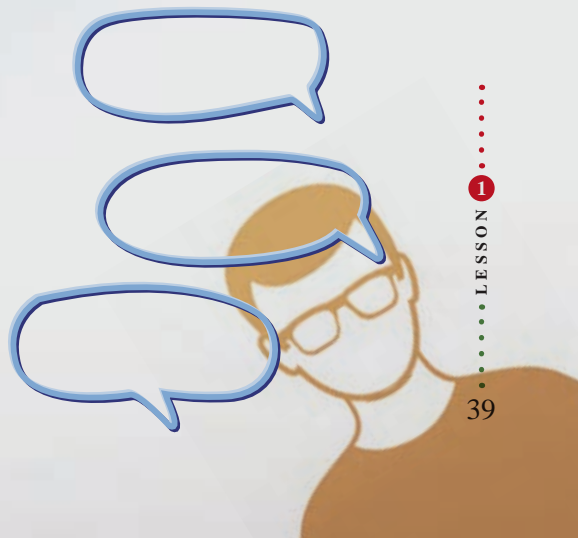
C. Work in pairs. Ask and answer. Use appropriate sentence stress and intonation.



What was Sajjad doing in the park?

Did Sajjad put out the fire?

Were the firefighters working slowly?





LESSON 2



Traveling the World

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

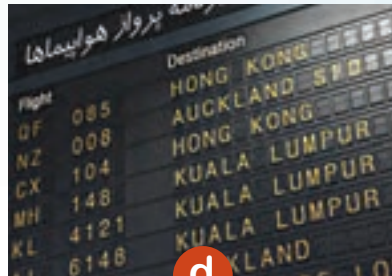
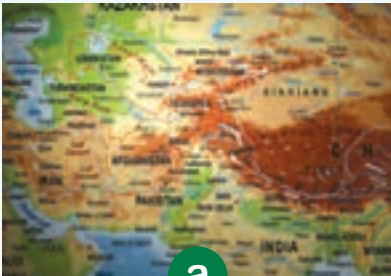
Al-Ankabut 20



Get Ready

Part One

A. Match the pictures with sentences.



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

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



Iran



Italy



Spain

France

Egypt



Brazil



Part Two

A. Match the pictures with the words.



pilgrims

booklet

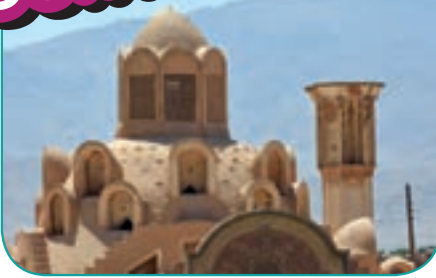
sites

vacation

B. Complete the sentences with the above words.

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

Conversation



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

Diego: Excuse me, sir! I am planning for my summer vacation.

Carlos: How can I help you?

Diego: Actually I want to visit Asia, but I am not sure about my destination. Do you have any suggestion?

Carlos: Well, you may have some choices. You can visit China. It is famous for the Great Wall.

Diego: Yes, but I was in Beijing two years ago.

Carlos: What about India? In fact, the Taj Mahal is a popular destination, but it is hot in summer. Probably Iran is the best choice.

Diego: I heard Iran is a great and beautiful country, but I don't know much about it.

Carlos: Well, Iran is a four-season country. It has many historical sites and amazing nature. Also, its people are very kind and hospitable.

Diego: It seems a suitable choice. But how can I get more information about Iran?

Carlos: You can check this booklet or may see our website.

Questions

Answer the following questions **orally**.

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



New Words and Expressions



A. Look, Read and Practice.



Mehrabad is one of the first **international** airports of Iran.



There are more than 100 **pyramids** in Egypt.



Ancient wind towers of Iran are attractive to tourists.

1000 000 000

Around one **billion** people live in India.



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



B. Read and Practice

entertainment: activities that people enjoy

He plays the piano only for his **entertainment**.

domestic: relating to one country

Domestic flights are cheaper than international flights.

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

Alice is studying Persian language and **culture**.

range: a set of similar things

This shop sells a wide **range** of garden fruits.

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

Reading

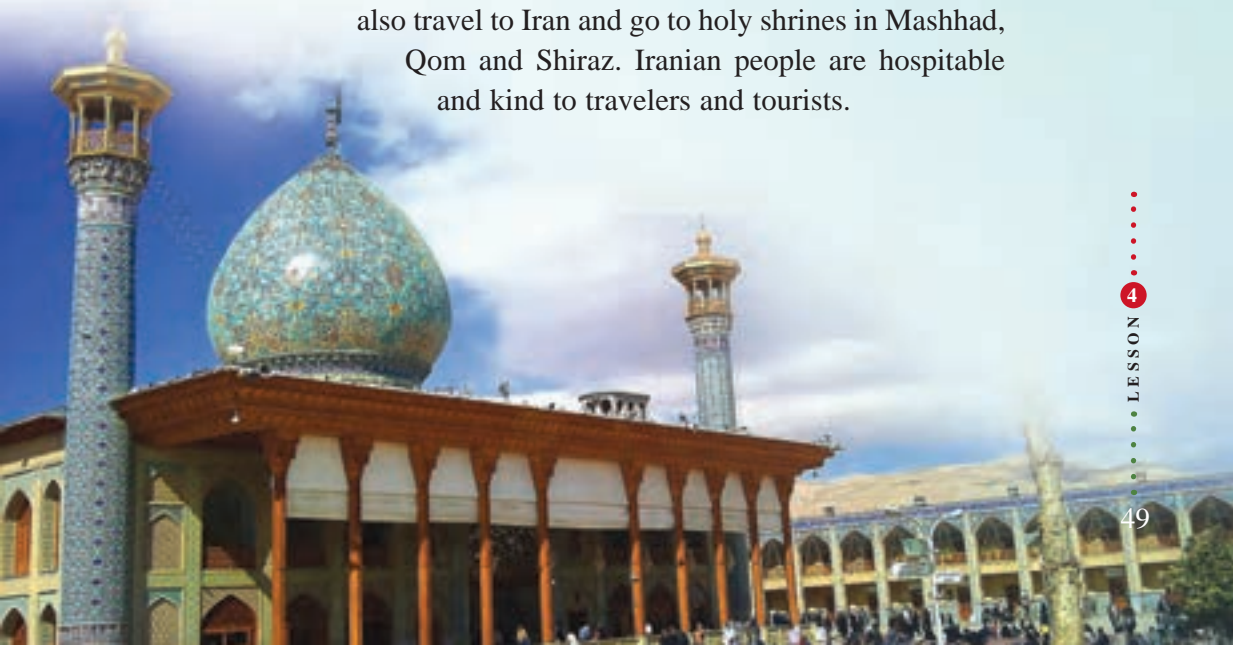


Iran: A True Paradise

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

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

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



Reading Comprehension

A. Choose the best answer.

- 1) Which one is a four-season country?
a) Brazil b) Iran c) Egypt
- 2) South American countries are famous for.....
a) amazing nature
b) delicious food
c) traditional ceremonies
- 3) In which continent can we visit the ancient pyramids?
a) Asia b) Africa c) Europe

B. True/False

- 1) Peru and Chile are historical countries. T F
- 2) Holy shrines in Iran are destinations only
for domestic tourists. T F
- 3) All countries have tourist attractions for
international travelers. T F

C. Match two halves.

1. When a country is a four-season one
 2. Many tourists travel to Egypt every year
 3. Both history and nature
- a. nobody likes to travel there.
 - b. to visit the wonderful pyramids.
 - c. people can do both summer and winter activities at the same time.
 - d. make South America an attractive destination for tourists.

Grammar

A. Read the following texts.

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



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

B. Read the following examples. Compare their meanings.

Affirmative

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

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

Negative

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

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

Interrogative

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

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

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

D. Read the ‘Conversation’ and underline all ‘modals’.

E. Use appropriate modal to complete the following sentences.

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

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

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

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

See Also

A. Read the following examples with ‘prepositions’.

Prepositions of Time

in
the morning / the afternoon / the evening
September / Shahrivar
(the) spring / summer/fall/winter
Norooz
2016/ 1395

at
8 o'clock
night / noon
midnight / midday
sunrise / sunset

on
Wednesday / Friday
Monday morning / Tuesday evening
vacation / holiday

Prepositions of Place

in Tehran / Beirut
Italy / Pakistan
Asia / Europe

on the table / the desk
page 5

next to the hospital / the post office

in front of the bank / the station



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

Listening and Speaking

Speaking Strategy

Asking about obligations/
possibilities

- A.** You may use ‘modals’ (can, may, should, must) to ask and answer about what you can (not)/must (not)/should (not)/may (not) do.
- May I use your camera for my trip?
 - Honestly, no. I need it this week. You should buy a camera for yourself.
 - But I can't pay for it now. I should pay for the ticket and other things.
 - Well, you may ask Parvin. She can help you.



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

May I leave the class?

Yes, you may.

Should they be more careful?

Yes, they should.

Must we drive fast?

No, you must not.

Can he speak French ?

No, he can't.



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

Conversation 1



1. The man
2. Who is coming?

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

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

Conversation 2



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

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

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

Pronunciation



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

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

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



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

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

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

Writing

Adverb

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

It is an **easy** language.

Bahar is a **careful** driver.

The woman was **happy**.

Ali is **polite**.

We can **learn** this language **easily**.

She **drives** **carefully**.

She **spoke** **happily**.

He **talks** **politely**.

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

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

How to Make -ly Adverbs

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

quick → quickly

real → really

but:

Adjectives ending in **-y** change to **-ily**

angry → angrily

easy → easily

Adjectives ending in **-ble** change to **-bly**

possible → possibly

probable → probably

B. Change the following adjectives to adverbs:

polite:

loud:

comfortable:

wonderful:

quiet:

slow:

cruel:

interesting:

quick:

suitable:

Irregular Adverbs

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

fast → fast

late → late

hard → hard

good → well

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

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

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

What you learned

Lesson Two



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

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

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

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

B. Now read the rest.

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

3. Underline all 'modals'.

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

Is food cheap or expensive in airports?

Do you like fast food or home - made food when you travel?

Are chips and cookies suitable or not suitable for travelers?





Work

book

The image features the word "book" in a bold, white, sans-serif font. The letters are partially obscured by two large, solid red circles. One circle is positioned behind the letter 'b', and the other is behind the letter 'k'. Below the text, a decorative line of small, yellow dots curves across the page, starting from the left and ending on the right.

LESSON 1

1



The Value of Knowledge

Part I

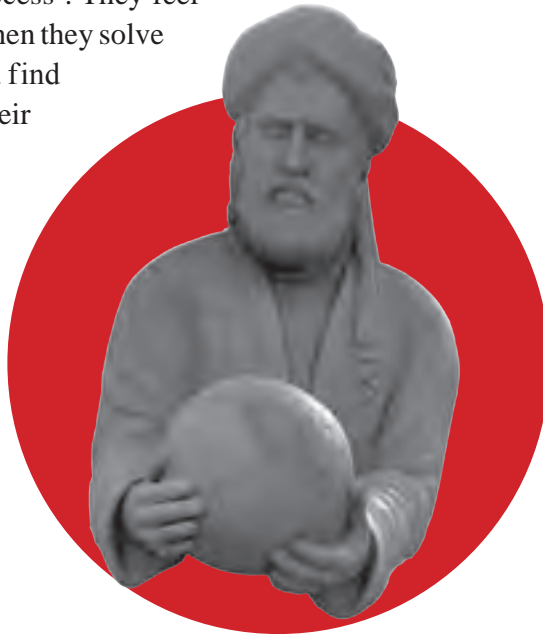
Reading Comprehension

Who is a scientist?

The world around us is full of amazing things. Knowing this beautiful world is very interesting for humans. One group of people who study the world are scientists. A scientist studies nature, animals, or people. Scientists work hard and do research to solve problems, find facts or invent new things. Scientists learn about the world by observing and experimenting.

There are different types of scientists. Some of them study plants, earth, seas, or animals. Others study people and how they behave and learn. Some scientists like to study history or languages. Others are interested in making new things. They want to make people's lives easier.

Some scientists become very rich and famous. Many people around the world may remember their names and faces. But this is not what they call 'success'. They feel successful when they solve problems and find answers to their questions.



A. True or False

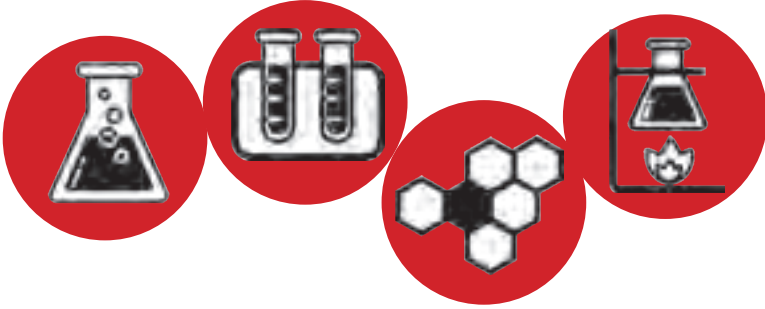
- 1) Only scientists like to study the world. T F
- 2) There are different types of scientists. T F
- 3) Scientists think 'success' means becoming rich. T F



B. Answer the following questions.

- 1) How do scientists learn about the world?
.....
- 2) What does an inventor do?
.....
- 3) Do you like to do research about the world?
.....

Part II
Grammar



A. Unscramble the following sentences.

1. doing research / a new medicine / when / was /she / Shirin /
found / .

.....

2. the injured animal / they / trying hard / were / to save / .

.....

3. English / as a translator / worked / when / he / studying /
Hassan / was / at university / .

.....

4. called him / Reza / studying / Arabic book / when / his / was
/ his mother / ?

.....

B. Look at this photo. My uncle took it yesterday at 8 o'clock. Then complete the sentences.



1. My father was reading a newspaper.
2. My mother
3. My sister was
4. My brother was
5. My grandfather was

C. Write what you were doing at the given times.

1. Yesterday afternoon,

2. Last week at this moment,

3. This morning at 5,

4. When my mother was cooking dinner last night,

.....



D. Read the following text. Complete it with appropriate ‘self-pronouns’.

Yesterday I was all alone. I was cleaning the house. As no one was helping me, I was doing everything It was very difficult. I remember how my mother cleaned the house when we didn’t help her. I felt so sorry and ashamed. I was still working when my mother came in. I was cleaning the kitchen. She asked: “Babak, did you do that?” I answered: “Yes, mom. I did it” She said, “Thank you, dear. But now wait, don’t do that Let’s do everything together”.



1. Did Babak’s brothers clean the house themselves?
2. Was Babak cleaning the room when his mother came in?
3. Will his mother clean the kitchen herself ?

Part III

Vocabulary

A. Read the descriptions and find the word.

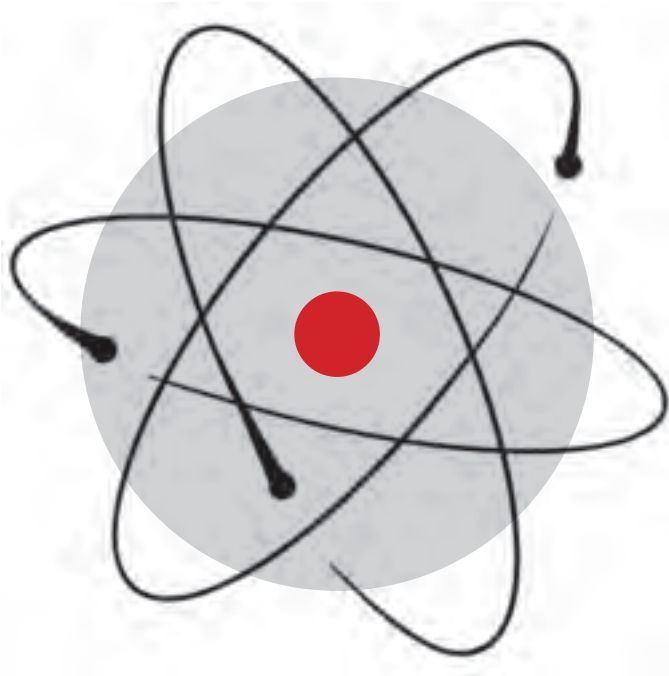
1. a person who does research and finds facts
2. to stop doing something
3. something that you believe
4. to grow or change into a stronger, larger or better form
5. to find an answer to a problem

inventor scientist quit develop experiment
belief famous solve



B. One odd out.

1. a. find b. solve c. invent d. attend
2. a. grow up b. develop c. destroy d. increase
3. a. inventor b. researcher c. farmer d. thinker
4. a. observatory b. library c. laboratory d. memory
5. a. powerful b. weak c. strong d. energetic





C. Match columns A and B.

A

B

become

an interview

build

a laboratory

attend

a poem

translate

successful

D. Put these famous people in four groups.

Wright Brothers

Parvin Etesami Mohammad Ghazi

Victor Hugo Shahriyar

Mahmood Hakimi Tahereh Saffarzadeh

Alexander Graham Bell

Poet	Inventor
.....
.....
.....
Translator	Writer
.....
.....
.....

E. Fill in the blanks with the given words.

believe, grow up, inventions, bulb, successful



1. The airplane is one of the greatest of human.
2. Some scientists are very in their lives.
3. When children their personality changes.
4. Do you what she was saying about Mars?
5. He changed the to have more light in the room.

F. Use appropriate nouns with the following verbs.

- 1. do
- 2. give up
- 3. solve
- 4. translate
- 5. change



Part IV

Pronunciation

Say the sentences with emphatic stress over the appropriate element.

1. I was reading Arabic. (Not Amir)
2. I was reading Arabic. (Not writing Arabic)
3. I was reading Arabic. (Not English)



Part V
Writing

A. Complete the spelling of words.

r ... m ... mb ... r

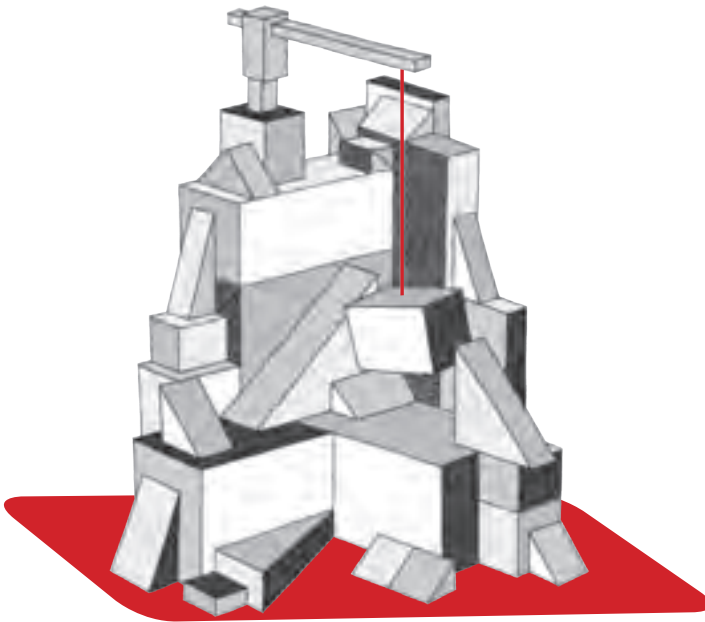
at ... e ... d

b u d

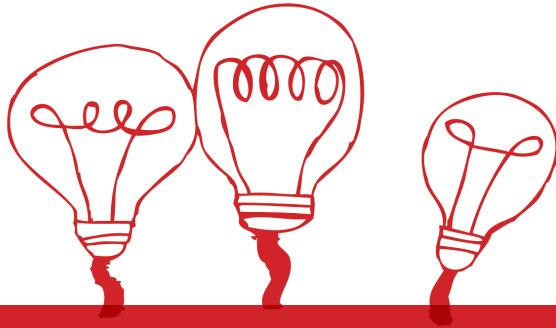
in ... e ... t

cr te

b ... l ve



B. Complete the word family chart.



Verb	Noun
invent	inventor
	building
believe	
	knowledge
translate	
	thinker

C. Read the text. Find nouns, adjectives and verbs. Write them in appropriate columns.

Yesterday, it was snowing heavily. Maryam was playing inside. She really wanted to go out to play. But she stayed in because it was very cold outside. She was thinking about what to do to have fun inside the house. She went into her room. She was looking at her things when her friend Mina called. She lives next door. Mina was coming to Maryam’s house with her mother. She was bringing some interesting books and games. They were reading and playing all evening. They really had a good time.



Noun	Verb	Adjective
.....
.....
.....
.....
.....
.....
.....



LESSON 2



Traveling the World

Part I

Reading Comprehension

How to be a good traveler

Travel is about visiting new places and meeting new people. When visiting a destination, a traveler should take care of people, places and cultures. So, before any travel, we must pay attention to some points.

First, we must read as much as possible about the main tourist attractions we are going to visit. Searching the Internet is an easy way to know about them. Also, learning a few words and phrases of the local language can be very useful, especially when we meet new people there.

When we meet local people, we must not forget that we are guests! So, we must respect their way of living. When visiting historical and especially holy places, we must respect them, too.

When we visit natural places such as lakes, forests and deserts, we must protect the plants and wild animals. In this way, every travel can be a great experience for us.



A. True or False

1) Learning about other cultures is not important for a traveler.

T F

2) Reading is a good way to know about a tourist destination.

T F

3) A good traveler should pay attention to plants and wildlife.

T F



B. Answer the following questions.

1) Is it good to surf the net to know about our trip?

.....

2) Should we try to know the language of our destination?

.....

3) Do you have another suggestion to be a good traveler?

.....



Part II
Grammar

A. Answer the following questions with the given words and phrases.



1. Where can you travel in summer? (North)

.....

2. When should she buy her ticket ? (before her travel)

.....

3. What may they buy? (souvenirs)

.....

4. How can Amir find a good hotel? (searching the net)

.....

5. Which language must we speak in that city? (Chinese)

.....

B. Write a sentence for each picture.



must/smoke

.....People must not smoke.....



may/leave

.....



can/park

.....



should /speak loudly



must/drive carefully

C. Write five things you do before your travel.

1. I can

2. I should

3. I must

4. I may

5. I shouldn't



D. Read the following text. Complete it with appropriate prepositions.

Armin is a student. He lives Shahrood. He usually wakes up 5 o'clock the morning. Thursdays and Fridays, he wakes up later because he doesn't go to school. their house, there is a stadium. He goes there to play football. noon, he comes back home and rests.



E. Now answer the following questions.

1. Where does Armin live?

.....

2. When does he usually wake up?

.....

3. Where is the stadium?

.....

Part III

Vocabulary

A. Find 10 words related to travel.

pilgrim, scientist, destination, ticket, check in,
attraction, plant, war, course, poem, angry, creation,
baggage, brave, passport, plane, vacation, invention,
word, train





B. One odd out.

1. travel / trip / nation / journey
2. local / international / domestic / national
3. hospitable / kind / polite / angry
4. jungle / town / desert / plain
5. Europe / Asia / Spain / Africa

D. Put the words in three groups considering their means of transportation.

bus, airplane, ship, train,
balloon, boat, helicopter, bicycle

Land	Air	Sea
.....
.....
.....



E. Order the following means of transportation based on their speed.
(from the fastest to the slowest)



1. 2. 3.

4. 5. 6.

F. Fill in the blanks with the given words.

range, cultures, suggestion, attracts,
probably, famous



1. Egypt is for its Pyramids.
2. Amazing nature of Iran many tourists.
3. We should respect the languages and of other countries.
4. We can do a of activities in our free time.
5. Do you have any to solve the problem?

G. Unscramble the following sentences.



1. famous / is / China / the Great Wall / for /.

.....

2. Shiraz / sites / historical / many / and /an amazing nature / has /.

.....

3. attracts / a lot of / Hamedan / tourists / from / of Iran / cities / other /.

.....

4. to Mashhad and Qom / travel / to go to / many Muslims / shrines / holy /.

.....

5. is / the best / what / souvenir / your city / of / ?

.....

Part IV

Pronunciation

Ask and answer with contrastive stress and appropriate intonation.



1. Which country are you from, **Iran** or **Italy**?
2. Where do you go, **Isfahan** or **Yazd**?
3. Which color do you like more, **yellow** or **brown**?
4. What do you want to have, **spaghetti** or **kebab**?
5. Should I check it **online** or **offline**?

A. Change the following adjectives into adverbs. Pay attention to their spelling.



quick
real
angry
easy
probable
good
careless

B. Read the text; then complete the tables.

People usually go to different places by different means of travel. If they want to arrive fast and comfortably, they can travel by a plane. Probably some people prefer to travel by train. Actually it is cheap and safe. But sometimes it is not easy to find train and plane tickets. So they may use their cars, but they should drive carefully.

adjective	→	adverb
different	→	differently
.....	→
.....	→
.....	→
.....	→

adverb	→	adjective
usually	→	usual
.....	→
.....	→
.....	→
.....	→



Appendix



Irregular Verbs

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

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

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

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



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لوح فشرده دانش آموز

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معلّمان محترم، صاحب نظران، دانش آموزان عزیز و اولیای آنان می توانند
نظر اصلاحی خود را دربارهٔ مطالب این کتاب از طریق نامه به نشانی تهران،
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