

IN THE NAME OF ALLAH
THE COMPASSIONATE, THE MERCIFUL

انگلیسی (۱) و (۲)

دورهٔ پیش‌دانشگاهی

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Success and failure originate from man himself. Man has the potentiality for success and failure.
Self-reliance is the basis of all achievements.

Imam Khomeini

اساس همه‌ی شکست‌ها و پیروزی‌ها
از خود آدم شروع می‌شود. انسان
اساس پیروزی است و اساس شکست
است. باور انسان اساس تمام امور
است.

امام خمینی (ره)

IN THE NAME OF ALLAH

Map of the Book

| <i>How to Study this Book</i> | | | <i>Page i</i> |
|---------------------------------|--|---|--|
| <i>Review of English Book 3</i> | | | <i>Page vi</i> |
| Lesson | Reading | Vocabulary | Grammar |
| 1 P. 1 | “Why Exercise Is Important!” Sentence Functions: Explaining Reading Skills: Paragraph Headings, Guessing Unknown Vocabulary | rely, efficiently, protect, injury, joint, flexible, bend, stretch, nutrient, fuel, store, fat, excellent, release | Conjunctions of Time, Reason and Condition: when, as, because, since, whether ... or |
| 2 P. 11 | “How to Give a Good Speech” Sentence Functions: Instructing Reading Skills: Guessing Unknown Vocabulary | audience, embarrassment, confidence, presentation, concentrate, firmly, distract, emphasize, gesture, expression, mood, projection, add variety, humor, nervousness | Verb+ Object+ Bare Infinitive Expressing Manner: By + Gerund |
| 3 P. 22 | “Global Warming, Global Concern” Sentence Functions: Defining Reading Skills: Understanding Reference, Guessing Unknown Vocabulary | concern, climate, trap, region, mainly, pattern, cause, sea, level, extinction, weigh something against something, environment, recycle, pollution. | Reduced Adjective Clauses |
| 4 P. 33 | “Earthquakes and How to Survive Them” Sentence Functions: Instructing (Review) Reading skills: Understanding Punctuation Marks, Guessing Unknown Vocabulary | float, consist of, smoothly, shake, rattle, damage, populated, destructive, probable, entirely, predict, locate, forecast, flood, emergency, procedure, calm, provide | Modification of Adjectives: so/such that enough/too |

| <i>Lesson</i> | <i>Reading</i> | <i>Vocabulary</i> | <i>Grammar</i> |
|------------------------------|--|---|---|
| 5 P. 43 | <i>“Child Labor: A Global Issue”</i> <i>Sentence Functions:</i> <i>Exemplifying</i> <i>Reading Skills:</i> <i>Recognizing Text Structure, Guessing Unknown Vocabulary</i> | <i>issue, vacation, apprentice, extreme, right, industrialized, rural, agriculture, trade, manufacturing, construction, domestic, poverty, prevent irrelevant, fail, willing, union, remove, social, movement</i> | <i>Expressing Contrast:</i> <i>while, whereas</i> |
| 6 P. 52 | <i>“Space Exploration”</i> <i>Sentence Functions:</i> <i>(Review) Defining and Exemplifying</i> <i>Reading Skills:</i> <i>Recognizing the Main Points of a Text, Guessing Unknown Vocabulary</i> | <i>exploration, feature, launch, artificial, density, mission, astronaut, sample, vehicle, beyond, mass, base, run</i> | <i>Expressing Purpose:</i> <i>so that, to, in order to, so as to</i> |
| 7 P. 62 | <i>“IT and Its Services”</i> <i>Sentence Functions:</i> <i>(Review) Defining, Exemplifying, and Explaining</i> <i>Reading Skills:</i> <i>Summarizing, Guessing Unknown Vocabulary</i> | <i>data, network, access, server, multimedia, compose, attach, document, forward, continuously, transfer, log on, addictive</i> | <i>Expressing Contrast (Unexpected Result):</i> <i>although, though, even though</i> |
| 8 P. 72 | <i>“Great Men and Women”</i> <i>Reading Skills: Outlining; Guessing Unknown Vocabulary</i> | <i>missionary work, community, nun, suffering, convent, devote, slum, voluntary, financial, charity, promotion, live on, sign, complex, private, tin</i> | <i>Expressing Possibility, Deduction, and Advisability in the Past: may/might</i> <i>must + have + p.p.</i> <i>should</i> |

Appendix

List of Irregular Verbs
Word List

Page 80
Page 83

سخنی با معلم

آموزش و یادگیری مفید زبان‌های خارجی می‌تواند یکی از دروس اصلی و مهم در نظام آموزشی کشورمان به‌شمار آید. توجه سیاست‌گذاران و مسئولان به امر آموزش مناسب زبان خارجی، فرصتی مغتنم برای همه کسانی است که به نحوی در اعتلای نظام آموزش کشور مشارکت دارند؛ از این رو، بر همه ماست با توجه به فرمایشات امام خمینی (ره) در امر توسعه مفید آموزش زبان در کشور بکوشیم. در مقام یک معلم، ایجاد انگیزه برای یادگیری مفید در دانش‌آموزان مهم و روش تدریس شما می‌تواند در این امر مؤثر باشد.

تألیف کتب جدید آموزش زبان که نیازمند فرایندهای علمی خاص خود از قبیل پژوهش‌های نیازسنجی، تولید و اعتباربخشی راهنمای برنامه درسی است در آینده نزدیک عملی خواهد شد. هم‌اکنون راهنمای برنامه درسی آموزش زبان خارجی تولید شده و در مرحله اعتباربخشی است.

این کتاب دارای نرم‌افزار آموزشی صوتی جزء مکمل کتاب درسی و راهنمای معلم می‌باشد. همچنین در ادامه به منظور آموزش مفیدتر زبان انگلیسی در آینده نزدیک، نظر شما همکاران محترم را به چشم‌انداز آموزش زبان انگلیسی معطوف می‌داریم؛

چشم‌انداز آموزش زبان انگلیسی

با لطف و مدد الهی، همسو با برنامه‌ریزی‌های جدید به منظور بسترسازی مناسب برای ایجاد تحول بنیادین در نظام آموزشی - تربیتی کشور، در گروه زبان‌های خارجی دفتر برنامه‌ریزی و تألیف کتب درسی، نظریه و رویکردی نوین و نوآورانه مورد توجه صاحب نظران و کارشناسان قرار گرفت.

در این رویکرد، ضمن توجه به اهمیت پرداختن به چیستی، چرایی و چگونگی فعالیت‌های آموزشی - تربیتی، آموزش کیفی و توانمندسازی مهارت‌های چهارگانه زبانی (گوش دادن، سخن گفتن، خواندن و نوشتن) و کیفی‌سازی آموزش مهارت‌های یادگیری نیز مدنظر است. در این راستا، فراگیرندگان باید متفکرانه، عاقلانه و عالمانه از یک سو، و با نگاهی دو سویه، هدفمند و ارزش‌مدار از سویی دیگر، فعالانه و آگاهانه، مهارت‌آموزی کنند.

به منظور دست‌یابی به زیبایی‌شناسی فطری، تألیف کتاب‌های درسی جدید رویکردی تفکرگرا، تعقل‌محور و خودشکوفادار و در آن ایجاد ارتباطی سالم، با نشاط، ارزش‌مدار، هدفمند، فعال، پویا، معنادار، دو سویه و تأثیرگذار، مورد تأکید است. در برنامه‌ریزی‌های جدید، رویکرد تألیف کتاب‌های زبان‌های خارجی به‌ویژه زبان انگلیسی، از نگاهی علمی - معرفتی، منطقی و فرهنگی برخوردار است که در واقع ارزش‌های هویتی اسلامی - ملی‌مان را در بر دارد. این برنامه، کیفی‌سازی آموزش زبان را با نگرشی توحیدی نسبت به تنظیم اهداف، محتوا، روش یاددهی، ارزش‌یابی فرایندی و ... نیز پوشش می‌دهد.

در این رویکرد، پیام‌های آموزشی – تربیتی از مرز مفاهیم پیش‌تر می‌روند و کاربردی می‌شوند. فراگیرندگان در فضای آموزشی – تربیتی و کلاس درس، مصرف‌کننده صرف اطلاعات دریافتی نیستند، بلکه خود می‌توانند ناقد و تحلیل‌گر محتوای آموزشی باشند و بر رشد فرایندی فعالیت‌های علمی – معنوی در مشارکتی معنادار بیفزایند و هم‌افزایی کنند.

همچنین در برنامه‌ریزی‌های جدید بسته‌های آموزشی – تربیتی، علاوه بر کتاب درسی به عنوان منبع اصلی، کتاب کار و نرم‌افزار آموزشی برای خودآموزی فراگیرندگان، کتاب راهنمای معلم، و فعالیت‌های جانبی و مکمل دیگری از جمله معرفی سایت‌های مفید و فیلم‌های زیرنویس‌دار دو یا سه زبانه، سی‌دی‌ها و کتاب‌های آموزشی – تربیتی و تولیدات جدید و ... نیز مورد توجه است.

لذا در امر آموزش، علاوه بر توجه به کیفی‌سازی مهارت‌های یادگیری و مهارت‌های دریافتی، توجه به مهارت‌های تولیدی به‌ویژه سخن گفتن و نگاشتن، ضمن دقت در فلسفه آموزش و فراگیری و همچنین تقویت نگاه و روحیه پرسش‌گری و پاسخ‌گویی مسئولانه و ... ملاک فعالیت‌هاست تا ویژگی‌های انسان از دیدگاه قرآن حکیم (تفکر، تعقل، علم، ایمان به خالق هستی‌بخش، عمل صالح و اخلاق نیکو) در فرد متبلور شوند و فراگیری معنادار به تغییر رفتار مستمر و پایدار در مسیر الهی بی‌انجامد. در برنامه‌ریزی‌های جدید سعی شده است، ضمن ایجاد نشاط علمی در فضای آموزشی – تربیتی، رشد تربیت علمی – معرفتی و تعمیق فعالیت‌های مفید فرهنگی، به‌ویژه فرهنگ‌سازی برای تولید محتوا، مدنظر قرار گیرد. به‌علاوه، بر توسعه انسانی فطرت‌گرا، گسترش زیبایی‌شناسی فطری، اهمیت و جایگاه علم و معرفت کاربردی در زندگی تأکید شود و در راستای چشم‌انداز ۲۰ ساله نظام جمهوری اسلامی ایران، برای رشد و تعالی ارتباطات انسانی – اجتماعی جامعه بشری، ارتباطات زبانی را ارزش‌مدار، معنادار، تأثیرگذار، مفید و خودباورانه سازد. توفیق شما را از درگاه احدیت خواهانیم.

گروه درسی زبان‌های خارجی دفتر برنامه‌ریزی و تألیف کتب درسی

<http://eng-dept.talif.sch.ir>

How to study this book

دانش آموز گرامی

کتابی که در دست دارید، ضمن آن که دارای نرم افزار آموزشی صوتی برای افزایش سطح مهارت گوش دادن و خواندن شما می باشد، می کوشد با ارائه چارچوبی منسجم، مهارت خواندن را در شما تقویت نماید. برای این منظور، ابتدا لازم است خواندن را تعریف کنیم.

خواندن فرآیندی است که محصول آن درک مطلب است. طی این فرآیند، خواننده در تعامل با متن قرار می گیرد: او به متن چاپ شده نگاه می کند، علائم روی صفحه را رمزخوانی می کند، درباره معنی آن علائم و نحوه ارتباط آن ها با یک دیگر تصمیم گیری می نماید و درباره آن چه می خواند فکر می کند. می خواهد بداند متنی که می خواند تا چه حد سرگرم کننده، آموزنده یا خسته کننده است. او به دشواری یا آسانی این کار و راه های برطرف کردن مشکلات آن می اندیشد و سرانجام به ارزیابی خواننده هایش می پردازد تا ببیند که آیا آنچه را در متن جستجو می کرده، یافته است؟

خواندن فرآیندی پویا، متغیر و متفاوت است. از همین رو، وقتی متن واحدی را در زمان دیگر و یا برای هدف دیگری می خوانیم، شرایط تغییر می یابد. به همین ترتیب، این فرآیند برای افراد مختلف به هنگام خواندن متون گوناگون در زمان های متفاوت و با اهداف مختلف، مشابه نخواهد بود.

خواننده خوب، خواننده فعالی است که از همان ابتدا، اهداف مشخصی

برای خواندن دارد. او پیوسته می سنجد که آیا متن و خواندن آن، اهداف او را برآورده می سازد یا خیر. معمولاً، قبل از خواندن، نگاهی کلی به متن می اندازد و به نکاتی مانند ساخت متن و بخش هایی که به اهداف خواندن مرتبط هستند، توجه می کند. درحین خواندن، اغلب به پیش بینی مطالب بعدی می پردازد. انتخابی می خواند و مدام درباره خواندن تصمیم گیری می نماید: چه چیز را به دقت بخواند، چه چیزی را سریع بخواند، چه چیزی را دوباره بخواند، چه چیزی را نخواند و غیره.

برای این که خوب بخوانیم، لازم است به چند راهکار مهم توجه کافی داشته باشیم :

۱. بدانیم چرا می‌خواهیم بخوانیم. برای خواندن دلایل مختلفی وجود دارد که در زیر به چند مورد اشاره می‌کنیم.

- خواندن برای به‌دست آوردن اطلاعات
- خواندن برای یاد گرفتن
- خواندن برای یکپارچه کردن اطلاعات
- خواندن برای نوشتن
- خواندن برای نقد کردن
- خواندن برای درک کلی

در بعضی موارد شاید لازم باشد متنی را به چند دلیل بخوانیم.

۲. قبل از خواندن باید بدانیم درباره موضوع موردنظر چقدر اطلاعات داریم و چه چیزهایی را می‌خواهیم بدانیم. از همین رو پیشنهاد می‌کنیم قبل از خواندن متون، جدولی نظیر جدول زیر در دفتر تمرین خود ترسیم نموده، آن را بسته به اطلاعات خواسته شده قبل، در حین و پس از خواندن متن کامل کنید.

| چطور می‌توانیم بیشتر یاد بگیریم؟ How can we learn more? | آنچه یاد گرفته‌ایم What we have learned | آنچه می‌خواهیم بدانیم What we want to know | آنچه می‌دانیم What we know |
|--|--|---|-------------------------------|
| | | | |

۳. به عنوان‌ها، تصویرها، جدول‌ها و به‌طور کلی امکانات دیداری روی صفحه به دقت توجه کنید. در بسیاری موارد، مشکلات درک مطلب از طریق توجه به این نشانه‌ها مرتفع می‌گردند.

۴. در خواندن بعضی قسمت‌های متن از اطلاعات قبلی و تجربه‌های شخصی خود و در سایر قسمت‌ها، از دانش زبانی خود شامل واژگان و دستور استفاده نمایید. بنابراین همیشه لازم نیست معنی تک‌تک کلمات به کار رفته در هر پاراگراف را بدانیم. گاهی با عبور از برخی کلمات و به واسطه همسو بودن اطلاعات قبلی با پیام متن به یک درک نسبی می‌توان دست یافت. صرفاً زمانی که اطلاعات موجود در متن با دانسته‌های قبلی‌تان همخوانی ندارد، روی زبان از طریق توجه به واژگان و ساختارهای دستوری تکیه کنید.

۵. به علائم نشانه‌گذاری، کلمات ربط و ضمائر توجه زیادی داشته باشید. گاهی، دقت نکردن به این موارد، در فرآیند درک اختلال ایجاد می‌کند.

۶. از آن‌جا که جمله‌ها نقش‌های متفاوتی ایفا می‌نمایند، سعی کنید با دریافت پیام هر جمله ببینید به چه منظور به کار رفته است. گاهی جملات دارای معانی ضمنی هستند که آن‌ها را با توجه به متن باید استنتاج نمود.

۷. در حین خواندن، در حاشیه متون نکات مهم را به‌طور خلاصه یادداشت کنید.

۸. سعی کنید سرعت خواندن خود را با کم کردن تعداد نگاه‌های خود به متن افزایش دهید (یعنی در هر بار نگاه، تعداد کلمات بیشتری را ببینید). برای این منظور تمرین زیر را همواره انجام دهید :

لیستی از عبارت‌های دوکلمه‌ای مانند نمونه‌ی زیر تهیه کنید، سپس خطی عمودی میان صفحه کشیده و کلمه‌های هر عبارت را در دو طرف این خط بنویسید، آنگاه با تمرکز روی خط میانی سعی کنید کلمه‌های دوطرف خط را بخوانید؛ اگر کلمه‌ها برایتان واضح نیستند، این بدان معنی است که دید جانبی شما نیاز به تقویت دارد. می‌توانید این کار را چندین مرتبه با لیست‌های دیگری از عبارت‌های دوکلمه‌ای (حتی با کلمات طولانی‌تر) انجام دهید و زمانی که این توانایی را به دست آوردید، با عبارت‌های چهار کلمه‌ای، شش کلمه‌ای یا بیشتر ادامه دهید.

| | |
|------|------|
| my | town |
| the | book |
| red | car |
| hard | job |
| less | time |
| very | well |

چند توصیه برای یادگیری بهتر

۱. همواره با مشارکت با سایر دانش آموزان به انجام فعالیت های کلاسی بپردازید. به طور مثال، پاسخ های خود را به تمرین ها با همکلاسی هایتان مقایسه کنید و با آن ها درباره ی نحوه حل تمرین ها و انجام کارهای کلاسی مشورت نمایید. به همین منظور در پایان اکثر بخش های کتاب، جمله ای است که شما را به مقایسه یا به بحث گذاشتن کارهایتان با سایر دانش آموزان دعوت می نماید.

۲. در کلاس، یک فرهنگ لغت مناسب به همراه داشته باشید. ترجیحاً از فرهنگ لغت انگلیسی به انگلیسی آموزشی استفاده کنید. این نوع کتاب های مرجع، علاوه بر معانی کلمات، تلفظ، قسم کلمه، الگوی کاربرد دستوری لغت، مثال از کاربرد کلمه در جمله، کاربردهای اصطلاحی واژه و تفاوت های معنایی کلمات هم معنا را نیز ارائه می دهند. برای تهیه چنین فرهنگ لغتی از دبیر محترمتان نظر بخواهید.

۳. دفترچه واژگان برای خود تهیه نمایید و در آن از شیوه های مختلف برای ثبت کلمات استفاده کنید. برخی از این شیوه ها عبارتند از:

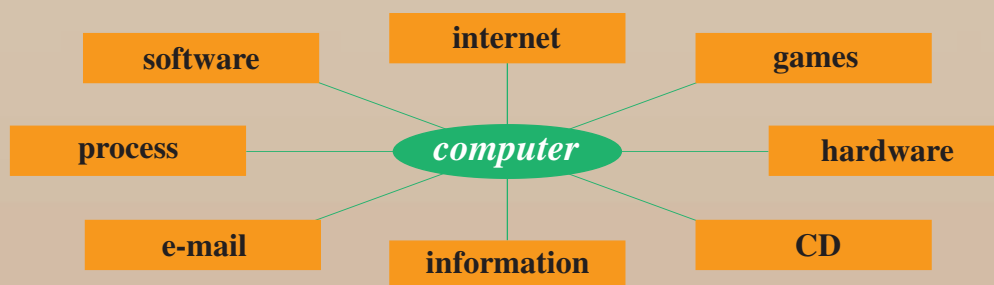
● ثبت واژه به همراه تلفظ، قسم کلمه، معنی و یک مثال از کاربرد آن در جمله مانند:

familiar/ fə'mɪliər/ adj. usual; that you often see, hear, etc. : *the familiar faces of your parents. be familiar with*, know something well: *I can't drive this tractor because I'm not familiar with the controls.*

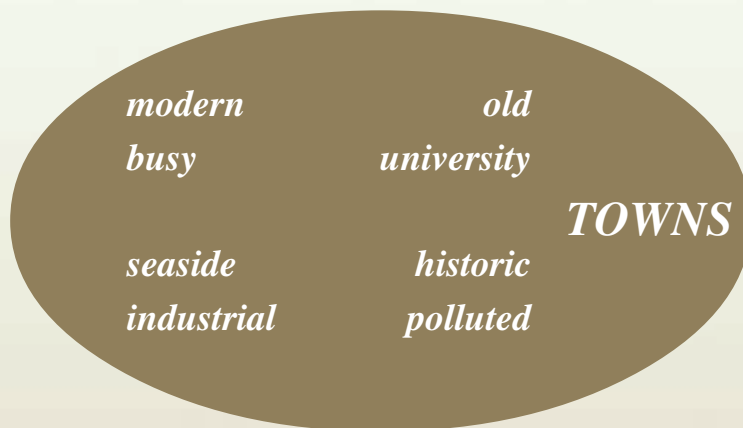
● دسته بندی کلمات براساس موضوع. به طور مثال:

| <i>Food</i> | <i>Animals</i> | <i>Body</i> | <i>Jobs</i> |
|---------------------|----------------|-------------|----------------|
| <i>spaghetti</i> | <i>cat</i> | <i>arm</i> | <i>teacher</i> |
| <i>chicken soup</i> | <i>lion</i> | <i>leg</i> | <i>lawyer</i> |
| | | | |
| | | | |

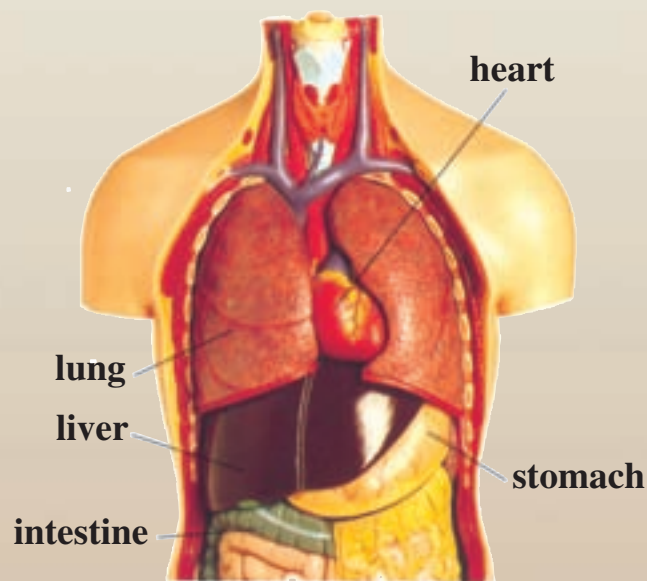
● ترسیم شبکه های واژگانی موضوعی. به طور مثال:



- ثبت کلمات هم‌نشین، یعنی کلماتی که غالباً با یکدیگر به کار می‌روند. به‌طور مثال :



- استفاده از تصاویر برای تداعی کردن معنی و کاربرد کلمات. به‌طور مثال :



- ۴. برای تقویت مهارت خواندن لازم است که علاوه بر آشنایی با راهبردهای خواندن به خواندن گسترده نیز مبادرت ورزید. از این رو سعی کنید برحسب علاقه‌تان از منابع مختلف، متون گوناگونی را استخراج کنید و بخوانید. برای آشنایی با این منابع و همچنین اطلاع از گونه‌های مختلف متنی، از دبیر محترمتان نظر بخواهید.

Review of English Book 3

Vocabulary



Write the missing meanings and example sentences.

| <i>Word</i> | <i>Meaning</i> | <i>Example Sentence</i> |
|-------------|---|---|
| action | | We must take action before the problem gets worse. |
| aspect | one part of a problem, subject, etc. | |
| capacity | the ability to do, experience, or understand something | |
| choice | | He had no choice but to accept their offer. |
| effect | a change that happens because of something | |
| event | something that happens, especially something important or unusual | |
| fact | | No decision will be made until we know all the facts. |
| object | a thing that you can see or touch but that is usually not alive | |
| observation | | The doctor wants to keep him under observation for a week. |
| research | | They are doing research into the effects of smoking on people's health. |

Compare your answers with a partner's.



Fill in the blanks with the correct form of the following words. There is one extra word.

| | | | | |
|--------|---------|---------|--------|----------|
| invent | improve | process | hold | organize |
| occur | involve | include | design | |

1. The committee has decided to this year's competitions in Sweden.
2. I'll invite people if you can food and drinks.
3. Computers have given banks the power to millions of transfers a day.
4. Parents should themselves in their child's education.
5. His health has a lot since the operation.
6. Noboy knows exactly what on the night William died.
7. The car was and built in Korea.
8. Today's program will a workshop on language learning games.

Compare your answers with a partner's.



Match the items in A with those in B. There is one extra item in B.

| A | | | | B |
|---------|---------|---------|---------|--|
| 1. | 2. | 3. | 4. | a) full of people in need of medical attention. |
| 5. | 6. | 7. | 8. | b) and I've lost the instructions. |
| | | | | c) when he talks about the war. |
| | | | | d) for her work in medical research. |
| | | | | e) about giving up smoking. |
| | | | | f) I'll not be able to come. |
| | | | | g) that many Western governments continue to face. |
| | | | | h) to see the effects of smoking on the brain. |
| | | | | i) before we make a decision. |
| 1. | 2. | 3. | 4. | |
| 5. | 6. | 7. | 8. | |

Compare your answers with a partner's.

Grammar



Finish the following sentences with your own ideas.

1. I don't know why
2. I can now understand how
3. I would like to know when

Compare your answers with a partner's.



Complete the sentences using modals and the correct form of the verbs in brackets.

1. Meat (keep) in a freezer or it will spoil.
2. The entire village (see) from their mountain home.
3. Your son has a good voice. His interest in singing (encourage)
.....

Compare your answers with a partner's.



Fill in the blanks with the correct form of the verbs in brackets.

1. Mary isn't interested in (look for) a new job.
2. When Bob got tired, he stopped (work)
3. I enjoy (take) a long walk every morning.
4. Fred didn't have any money, so he decided (find) a job.
5. My boss expects me (finish) this job as soon as possible.

Compare your answers with a partner's.

IN THE NAME OF ALLAH

LESSON 1

Before You Read

Why Exercise Is Important



As you know, doing exercise keeps you healthy. But how? In this lesson, you will read how exercise is important to your mind and body.

1 *Answer the following questions.*

1. How much do you weight?
2. Do you have to lose some weight? Why/Why not?
3. Do you exercise? How often?
4. What sports do you do/play?
5. How do you feel after an exercise/ playing a game?



Now ask your partner the same questions.

2 *Read the following statements. Do you agree or disagree? Put a check mark (✓).
Add two more statements of your own.*

| <i>statement</i> | <i>agree</i> | <i>disagree</i> |
|---|--------------|-----------------|
| You do not need to exercise if you are active in your daily life. | | |
| Without exercise, we won't feel happy. | | |
| Those who exercise look stronger. | | |
| Exercise can help you keep in shape. | | |
| Those who exercise live longer. | | |
| | | |
| | | |

Discuss your ideas with a partner.



Why Exercise Is Important!*

1 You know what exercise is, but do you know why exercise is important? It is important because it keeps people's bodies and minds healthy. Without it, we would not be feeling or looking very good. Actually, there are so many reasons why exercise is good for you. It is time to get right into it and see why it is good to be fit!

Exercise Makes Your Heart Happy

2 Your heart is one hardworking part of your body, pumping blood every day of your life. The heart is a muscle, and it is the strongest muscle in your body, but it can always become stronger! Since it cannot lift weights to get stronger, it **relies** on you to do aerobic exercise.

relies:
depends

3 Aerobics is a word for needing oxygen, and aerobic exercise is any kind of activity that makes your muscles use oxygen. Aerobic exercise is repetitive, meaning it is an activity that you do over and over, to keep bringing fresh oxygen to all of your muscles. When you do aerobic exercise and bring in that oxygen, your heart becomes stronger and even a bit bigger! The number of blood cells in your blood increases, so the blood can carry even more oxygen. The blood in your body even moves more easily through the blood vessels. All these things mean that your body works **more efficiently** to keep you healthy, and you can do a lot of exercise without getting tired.

**more
efficiently:**
better

Exercise Makes Muscles Stronger

4 All the muscles in your body do a fine job when you use them for easy things, like picking up a book or walking down the stairs. But what about using them for harder activities, like taking long bike rides or climbing a tree? That is where exercise comes in: it makes your muscles stronger and sometimes

* adapted from <http://kidshealth.org/kids/stay-healthy/fit/work-it-out.html>

larger. As your muscles get stronger, you can do more active things for longer periods of time. Strong muscles also help **protect** you from **injuries** when you exercise, because they give better support to your **joints**.

Exercise Makes You Flexible

5 Can you touch your toes easily? Most children are **flexible**, which means that they can **bend** and **stretch** their bodies without too much trouble. But as people get older, they usually get less flexible; that is why it is important to exercise when you are still young to stay flexible. In addition, when you are flexible, you can be more active.

Exercise Keeps You at a Healthy Weight

6 Every time you eat food, your body does the same thing: it uses some of the **nutrients** in the food as **fuel**. It burns these nutrients to give us energy or calories. You need calories for all of your body's functions, whether it is things you think about doing, like brushing your teeth, or things you never think about doing, like breathing. But if the body is not able to use all the calories that are coming from food, it **stores** them as **fat**. Exercise helps keep you at a weight that is right for your height, by burning up extra calories. When you exercise, your body uses that extra fuel to keep you strong.

Exercise Makes You Feel Good

7 Exercising is an **excellent** way to feel happy, whether you are exercising on your own or with a group. If you have had a hard day at school, or just feel unhappy, exercising can help you feel better. That is because when you exercise, your body can **release** endorphins, chemicals that create a happy feeling. In addition, when you are breathing deeply during exercise and bringing more air into your lungs, your brain enjoys the extra oxygen. And when you are active and running around, sometimes it is hard to think about what was bothering you.

8 Exercise can make you feel proud, too. In other words, when you are stronger and you are able to do things better, you can feel better about yourself.

protect: keep safe

injuries: physical harm to the body
joint: part of the body where two bones meet

flexible: able to change without breaking

bend: move (part of) the body so that it is not straight any more

stretch: put arms and legs out straight

nutrients: things needed to keep a living thing alive and to help it grow

fuel: material burnt to produce energy

stores: keeps
fat: a white/yellow material under the skin

excellent: very good

release: let a chemical come out

After You Read

Comprehension Check

1 Check your understanding. Are these statements True (T) or False (F)? If they are not mentioned in the passage, write (N).

-1. Aerobic exercise does not change the size of your heart.
-2. Exercise keeps us safe from some injuries.
-3. Children get less injuries than older people.
-4. Fat people do not usually use all the calories that are coming from food.
-5. Happiness has no chemical basis.

Compare your answers with a partner's.

2 A) In paragraph 3, the writer explains how aerobic exercise helps your body work better to keep you healthy. Choose the sentence that best summarizes the explanation.

- Aerobic exercise
- a) helps you feel no tiredness
 - b) helps the heart to send more oxygen to the muscles
 - c) makes your muscles use less oxygen
 - d) increases your blood.

Tell the class why the other sentences are wrong.

B) Complete the following sentence to show how exercise keeps you at a healthy weight. Then compare your sentence with a partner's.

Exercise helps you the extra that is stored in the body.

C) Exercise does three things to make you feel good. What are they?

- 1.
- 2.
- 3.

Compare your answers with a partner's.

Discuss the following questions in class.

1. Why is exercise important?
2. How can exercise keep you at a healthy weight?
3. Why do people who exercise feel good about themselves?
4. How do we know what kind of exercise is good for us?

Sentence Functions

Look at the following sentences.

There are so many reasons why exercise is good for you.

- Exercise is good for you because it can make you feel happy.
- Exercise is good for you because it can help you do more things for longer periods.

Now read the text and find out four more reasons why exercise is good for you.

Exercise is good for me because

- a)
- b)
- c)
- d)

Compare your answers with a partner's.

Ask your partner why English is useful for him/her.

Example: Why do you study English?

I study English because it can help me find a good job.

Reading Skills

یکی از مهارت‌های خواندن، توجه به عناوین پاراگراف‌های متن (Paragraph Headings) است. نویسنده، در متون بلند، برای راهنمایی کردن خواننده از عناوین استفاده می‌نماید. عناوین، متن را به قسمت‌های کوچک‌تر تقسیم نموده، به خواننده کمک می‌کنند که اطلاعات خاص را سریع‌تر بیابد. تمرین زیر به تقویت این مهارت می‌پردازد.

1 Look back at the reading to answer the questions below.

1. How many headings has the writer used?
2. Under which heading has the writer talked about the effects of exercise on your heart?
3. Under which heading has the writer talked about how exercise keeps you in shape?
4. Under which heading can you find information on endorphins?
5. Why do you think the writer has used so many headings for this passage?

Compare your answers with a partner's.

یکی دیگر از مهارت‌های خواندن، پی بردن به معنای کلمات ناآشنا، از طریق توجه به نشانه‌های موجود در متن است. در بعضی متون، نویسنده از طریق معنی کردن یا بیان مجدد مفاهیم یا با استفاده از علائم نشانه‌گذاری تلاش می‌کند مفاهیم مشکل را برای خواننده آسان کند. از این رو، شناسایی این امکانات برای درک بهتر، ضروری می‌نماید.

Examples:

The heart **is** the organ inside your chest that sends blood around your body.
The exercise should be more reasonable, **i.e.** lighter.
Doctors say he has broken his skull (**the bony part of the head that protects the brain**)

2 Read the passage and write the number of the paragraph where you can find information about the following words. Then define them using the information in the paragraphs.

| Word | Paragraph Number | Definition |
|------------|------------------|------------|
| aerobic | | |
| repetitive | | |
| endorphins | | |
| proud | | |

Compare your answers with a partner's.



Vocabulary Review

Read the following sentences and choose the best answer a, b, c or d.

1. When you your family, you try to help them.
a. injure b. bother c. support d. release
2. When a man something, he makes something new.
a. stores b. creates c. lifts d. increases
3. Being suggests that one has a high opinion of himself.
a. proud b. regular c. efficient d. flexible
4. Breathing means taking air into one's and sending it out again.
a. vessels b. muscles c. joints d. lungs
5. When you do something you do it well and with no waste of time, money, or energy.
a. flexibly b. efficiently c. seriously d. perfectly

Compare your answers with a partner's.

Focus on Grammar

Conjunctions of Time, Reason and Condition

Read the following sentences carefully.

1. **When** you exercise, your body uses that extra fuel to keep you going strong.
2. **As** you do aerobic exercise and bring in oxygen, your heart becomes stronger.
3. I saw Peter **as** I was getting off the bus.
4. He has a very strong body **because** he does a lot of exercise.
5. Exercise helps protect you from injuries **since** it gives better support to your joints.
6. **Since** you are unable to answer, perhaps we should ask someone else.
7. **As** he was too tired, he didn't feel like going to the gym.
8. We asked Philip to come with us, **as** he knew the road.
9. Exercising is an excellent way to feel happy **whether** you do it alone **or** with your friends.
10. Look, Kate, I'm calling the doctor, **whether** you like it **or** not.

Now answer the following questions.

1. What does *as* in sentences 2 and 3 mean?
2. What do *since* and *as* in sentences 5, 6, 7 and 8 mean?
3. What does *whether* *or* in sentences 9 and 10 mean?

Grammar Practice



Match a line in A with a line in B.

A

1. As we had no food at home,
2. Since we didn't need the car,
3. As we walked along the street,
4. When we arrived at the party,
5. Since we had done a lot of exercise,

B

- a. we looked into the shops.
- b. Mary was cutting the birthday cake.
- c. we decided to go to the restaurant.
- d. we felt too tired.
- e. we decided to sell it.

Compare your answers with a partner's.



Fill in the blanks with *since*, *as*, *when* or *whether* . Sometimes more than one answer is possible.

1. You can still enjoy exercising you are young or old.
2. Mary joined the national basketball team she was 21.
3. Some people change their eating habits they get older.
4. the weather was fine, we went out for a walk.
5. He started regular exercise at a club he was going to lose weight.

Compare your answers with a partner's.



Combine the following sentences using *since*, *as*, *when*, *whether* ... *or* .

1. I felt really tired. I stayed at home and had a rest.

.....

2. The little boy felt lonely. No one played with him.

.....

3. You'll have to do this job. You may like it or not.

.....

4. Ali heard the news on the radio. He was driving home.

.....

5. My brother usually gets a headache. He watches TV for a long time.

.....

Compare your answers with a partner's.

Grammar Digest



1. *When* and *as* are conjunctions of *time*. *When* is used when one thing happens after another. *As* is used when two things happen at the same time.

- **When** I heard the doorbell, I opened the door.
- I saw an accident **as** I was walking home.

2. *As*, *since* and *because* are conjunctions of *reason*. They are used to give the reason why something happened or why somebody did something.

- **As** I was too hungry, I stopped to buy a sandwich.
- She didn't go out **because** it was raining.
- **Since** the exercise is too easy, we can easily do it.

3. *Whether ... or* shows *condition*. It expresses the idea that neither this condition nor that condition matters because the result will be the same.

- You will have to accept it **whether** you like it **or** not.
- We must do all these exercises **whether** they are easy **or** difficult.

LESSON 2

Before You Read

How to Give a Good Speech



The number one fear of most people is speaking in public. This lesson introduces some ways to improve your speaking ability, as well as to overcome the fear of speaking to a group.

1 *Answer the following questions.*

1. Does standing up in front of a group make you nervous?
2. How about having to talk to that group as well?
3. Do you remember the last time you talked to a group? How did you feel?
4. Why do so many people feel anxious in this situation?

Now ask your partner the same questions.



2 *What are the most important parts of a good speech? With a partner, rank the following from the most important (1) to the least important (5).*

- () Choosing an interesting topic
- () Telling jokes and funny stories
- () Making eye contact
- () Teaching the audience something new
- () Keeping the speech short

Compare your ranking with other pairs.



How to Give a Good Speech*

1 Whether for an **audience** of 50 or an audience of 1, fear and **embarrassment** about speaking to people can be controlled. Public speaking is a skill that everyone can learn with practice. Learn how to speak with **confidence**, and make your **presentation** interesting by using the communication power tools below.

2 Eye Contact

- Good eye contact helps your audience feel more relaxed and builds confidence in your speaking ability. Keep eye contact by knowing your speech so well that you need to have a quick look at your notes only from time to time.
- Find a few friendly faces in the audience that react to your message and **concentrate** on giving your speech to them. Keep eye contact for four to five seconds at a time, and then move to someone else.

3 Stance and Body Movements

- Good posture shows confidence. Stand **firmly**. Too much movement can be **distracting** to your listeners.
- You normally hold your arms along your sides. To **emphasize** main points, you'll want to use movements that are slow and careful but look natural.
- Be aware of habits you might have like crossing your arms, leaning against a wall, or tapping a pen. This might also be distracting to your audience or might tell them that you are uninterested or unconfident.
- Practice your speech in front of a mirror to check your way of presentation and body movements and change them if necessary. Try many different ways to find a comfortable balance of **gestures** to use in front of an audience.

4 Facial Expressions

- Friendly facial expressions help to build a warm and positive relationship with your audience. A smile on your face lets them know that you are human and trustworthy, giving them more reasons to accept your ideas.
- Expressions on your face show the **mood** of your speech and keep the audience involved.

audience:

group of people watching or listening to sth

embarrassment:

state of being ashamed of sth

confidence:

a belief in your own ability

presentation:

a talk that gives information on a special subject

concentrate:

give all your attention to sth

firmly:

in a strong way

distract:

take somebody's attention away from sth

emphasize:

give special importance to sth

gesture:

a movement of your hands, arms, or head that shows how you feel or think

expression:

a look on the face

mood:

the way sth makes you feel

* adapted from

[http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/rsv912?opendocument](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/rsv912?opendocument)

5 Suitable Dress

- Good choice of clothes helps you have respect for your audience. Before you arrive to give your presentation, ask others for their opinion on your choice of clothing and how suitable it is for the occasion.

6 Voice Projection

Sometimes tone of voice can have a stronger effect than the message. Put feeling and energy into your voice by practicing. You can **add variety** to your speech by:

- raising or lowering your voice,
- changing the speed of your words to make the audience feel excited,
- using pauses and silences instead of saying 'uh', 'umm', and 'you know',
- increasing and decreasing the volume of your voice to emphasize main points and involving the listeners,
- adding energy so that your voice will never be boring or emotionless, and
- practicing every day and recording your voice to see where changes may be necessary.

7 Audience Involvement

- Involve your audience by asking questions, talking to them directly, and getting them interested. This helps build a relaxed relationship with your audience.
- Involve the audience by using attractive opening sentences, pictures, maps, pieces of films, or by asking for help from the audience.

8 Sense of Humor

- The purpose of humor is not to be a comedian but for you to create a comfortable atmosphere and have fun with your audience. Humor can make the difference between an average and an excellent presentation.
- A little humor in your speech lets the audience know you are human and people actually learn more if they are having fun. Try to include personal stories or recent events to add fun to your speech.

9 Controlling Nervousness

Most people are afraid of speaking in public. They fear this even more than death. Everyone has a certain amount of nervousness when talking to a group, but the point is not to end nervousness; learn to control it.

- Just before your speech do some deep breathing exercises to relax.
- Use your nervousness to add excitement to your speech.
- Remember you were asked to talk because you had something important to say.
- Everyone wants you to succeed.

10 Speaking in public is a skill you can learn with practice. Controlling your fear and practicing the above skills in public speaking can bring you success.

voice projection:
the act of making your voice be heard clearly

add variety:
make sth interesting by using different things

humor:
ability to laugh or make people laugh

nervousness:
state of being worried

After You Read

Comprehension Check

- 1** Check your understanding. Are these statements True (T) or False (F)? If they are not mentioned in the text, write (N).

While giving a speech,.....

1. eye contact disturbs the audience.
2. too much body movement is distracting.
3. habits like crossing your arms or leaning against
a wall may have bad effects on the audience.
4. you can attract the audience by introducing yourself.
5. using humor can improve your presentation.

Compare your answers with a partner's.

- 2** A) If you keep the same speed of words when speaking, you ignore "the....." communication power tool.

- | | |
|-------------------------|-----------------------|
| a) audience involvement | b) facial expressions |
| c) voice projection | d) sense of humor |

B) Complete the following sentence.

To build a warm and positive relationship with the audience

C) In paragraph 3, the writer gives a warning. What is it? Copy down the sentence.

.....
.....

Compare your answers with a partner's.

- 3** Based on the passage decide if the following have good or bad effects on an audience during a speech. Compare your answers with a partner's.

| <i>Statement</i> | <i>Good Effect</i> | <i>Bad Effect</i> |
|---|--------------------|-------------------|
| 1. Looking at your notes most of the time | | |
| 2. Having no pauses at all | | |
| 3. Talking about recent personal experiences | | |
| 4. Looking as serious as possible | | |
| 5. Making the audience take part in your presentation | | |

- 4** Discuss the following questions in class.

1. Which power tool(s) do you use most when you speak to a group?
2. In what jobs is giving a good speech more important?
3. Can all people make good speakers? How?

Sentence Functions

Look at the following sentences from the text.

- Use your nervousness to add excitement to your speech.
- Keep eye contact for four to five seconds at a time and then move to someone else.
- Put feeling and energy into your voice by practicing.

- 1** Now, suppose your partner is going to give a speech and asks you for some advice on adding variety to his/her speech. What would you tell him/her to do?

1.
2.
3.

Compare your answers with a partner's.

2 *Dave gave a speech yesterday. The teacher evaluated him according to the following form. from 1 (weak) to 4 (very good) Read the form carefully and write the instructions you can give him to improve his speech in the space provided. The first one is done for you.*

| <i>Aspects of giving a speech</i> | <i>Rating</i> | <i>Tell him how to improve this aspect</i> |
|--|---------------|--|
| 1. Did he keep eye contact? | 1 ② 3 4 | Keep eye contact with the audience. |
| 2. Did he stand firmly? | 1 2 3 ④ | |
| 3. Did he use an attractive opening sentence? | ① 2 3 4 | |
| 4. Was his clothing suitable? | 1 2 3 ④ | |
| 5. Did he involve the audience by asking questions? | 1 ② 3 4 | |
| 6. Did he include any personal stories to add fun to his speech? | ① 2 3 4 | |
| 7. Did he use humor in his speech? | 1 ② 3 4 | |
| 8. Did he have friendly facial expressions? | 1 2 3 ④ | |
| 9. Did he change the volume of his voice for emphasis? | 1 ② 3 4 | |

Compare your answers with a partner's.

Reading Skills

از دیگر راه‌های حدس زدن معنی کلمات ناآشنا در متن آگاهی از شیوه‌های ساخت واژه (Word Formation) از طریق افزودن پسوندها و پیشوندها است.

What do the following words from the text mean?

| Word | Part of Speech | Formed from | Meaning |
|-------------|----------------|----------------|---------|
| silence | noun | silent (adj) | |
| confident | adjective | confidence (n) | |
| emotionless | adjective | emotion (n) | |
| facial | adjective | face (n) | |
| react | verb | act (v) | |

Compare your answers with a partner's.

Vocabulary Review

Read the following sentences and choose the best answer a, b, c or d.

- The manager the importance of everyone working together.
a. increased b. emphasized c. created d. influenced
- Simin is a good student, but she doesn't have enough in herself.
a. confidence b. emotion c. respect d. humor
- The boy his bicycle against the wall and then went into the shop.
a. crossed b. lowered c. tapped d. leaned
- I like my new job because there's so much in it.
a. speech b. effect c. variety d. energy
- A loud conversation in the next room disturbed my
a. concentration b. projection c. occasion d. expression

Compare your answers with a partner's.

Focus on Grammar (1)

Verb + Object + Bare Infinitive

Read the following sentences carefully.

1. Good eye contact **helps** your audience **feel** more relaxed.
2. Good eye contact **helps** your audience **to feel** more relaxed.
3. A smile **lets** your audience **know** that you are human and trustworthy.
4. The audience **let** him **take** a rest for a few minutes.
5. The speaker **did not allow** us **to ask** any questions.
6. Asking questions can **make** the audience **concentrate** on your speech.
7. The teacher **made** all the students **give** a lecture during the term.
8. The teacher **forced** all the students **to read** a book about effective ways of giving a speech.

The verbs in the above examples – *help, let, allow, make, and force* – are all followed by another verb. Put the verbs in the right boxes below.

| <i>verb + object + bare infinitive</i> | <i>verb + object + infinitive</i> |
|--|-----------------------------------|
| | |

Focus on Grammar (2)

Expressing Manner

Read the following sentences carefully.

1. Put feeling and energy into your voice **by practicing**.
2. You can involve your audience **by asking** them some questions.
3. Make your lecture as interesting as possible **by showing** some pictures to your audience.
4. You can add variety to your speech **by raising** or **by lowering** your voice.

What kind of verb form do you use after *by*? What does it mean?

Grammar Practice

- 1** Complete the following paragraph, using the correct form of *make* and *let* and the verbs in the box.

read, laugh, do, understand, ride, work

I like my older brother very much. He makes me laugh a lot. We usually get on very well together. He (1) me his bicycle and (2) me his story books, and he also (3) me with his computer. But he isn't always kind to me. He sometimes (4) me my math problems on my own. I find it hard to (5) him that I don't like mathematics at all!

Compare your answers with a partner's.

- 2** Mr. Amini is a teacher. He usually talks about his class norms at the beginning of the term. He writes the norms on the board. What does he make/let his students do? Rewrite his notes, using verb+object+bare infinitive. Follow the example.

Example:

You will never ask questions while I am speaking. (let)

He does not let his students ask questions while he is speaking.

1. You will take the course seriously. (make)

.....

2. You will work hard. (make)

.....

3. You will never leave without permission. (let)

.....

4. You will never be late for class. (let)

.....

5. You will take notes during my presentations. (make)

.....

Compare your answers with a partner's.

3 Rewrite the following sentences using *by + gerund*.

1. You will improve your speaking ability if you practice hard.
.....
2. You can make more eye contact if you know your speech well.
.....
3. You will distract your audience if you move too much.
.....
4. You will show respect to your audience if you wear formal clothes.
.....
5. You can make your lecture interesting if you use your sense of humor.
.....
6. You can control your nervousness if you breathe deeply several times.
.....

Compare your answers with a partner's.

Grammar Digest

Let

1. Make + object + bare infinitive

Help

**Help* can also be followed by an infinitive.

- She **lets** her children **do** what they want to.
- I **made** him **give** me the money back.
- He **helped** his wife **do/to do** the dishes.

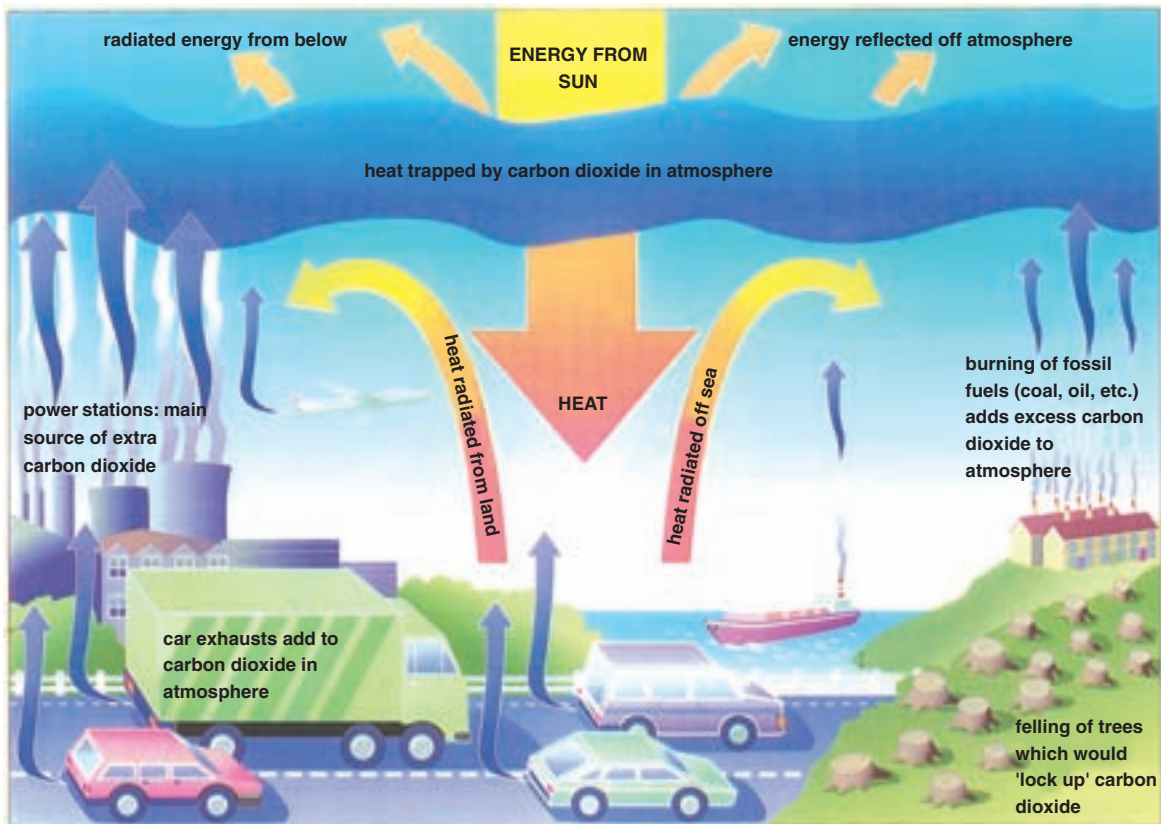
2. By + -ing form (gerund)

- I showed my happiness **by smiling**.
- Reza passed the test **by studying hard**.

LESSON 3

Before You Read

Global Warming, Global Concern



In this lesson, you will read about changes in climate, the greenhouse effect, and global warming. You will notice how human beings can make the planet warmer. You will also read about some of the ways to control this process.

1 Answer the following questions.

1. Are you ever worried about the Earth? Why?
2. What are some of the things people do that damage the Earth?
3. How can we stop people from damaging the Earth?
4. Can you name some of the bad things that have already happened to the Earth?
5. Do you know if people around the world have done anything to control global warming?

Now ask your partner the same questions.



2 Read the following statements. Do you agree or disagree? Add two more statements of your own. Then discuss your ideas with a partner.

| <i>Statement</i> | <i>agree</i> | <i>disagree</i> |
|--|--------------|-----------------|
| The Earth is getting warmer. | | |
| Harmful chemicals are the only cause for the warming of the Earth. | | |
| Some of the things we do make the planet warmer. | | |
| Cutting down the trees changes the conditions of the atmosphere. | | |
| We can have an active role in controlling global warming. | | |
| | | |
| | | |



Global Warming, Global Concern*

1 The world is getting warmer. It has warmed by half a degree centigrade over the past 100 years. But why? And how? Well, scientists are not exactly sure. The Earth could get warmer by itself, without help from people. Many **climate** scientists think there is another reason for the change in temperature. They think that human activities like cutting down the trees, producing trash, and burning fuels like coal and oil are helping make the Earth warmer. Just because the weather has been hot for a month or two does not mean that global warming has arrived. But scientists think that as we use more gasoline and electricity, the Earth is going to get warmer. They believe that we know enough about the problem to take some action.

Greenhouse Effect, Climate Change, and Global Warming

2 The Greenhouse Effect: Scientists are sure about the greenhouse effect. They know that greenhouse gases like carbon dioxide and methane make the Earth warmer. They do so by **trapping** heat in the atmosphere.

3 Climate Change: Climate is the average of a **region's** weather over a period of time. For example, it is possible that a winter day in a city could be sunny and mild, but the average weather tells us that its winters will **mainly** be cold and include snow and rain. Climate change is a change in these general weather **patterns**. They can become warmer or colder; amounts of rainfall or snowfall can increase or decrease each year.

4 Global Warming: Global warming is the average increase in the Earth's temperature, which then **causes** changes in climate. A warmer Earth may have results such as changes in rainfall patterns, a rise in **sea levels**, and different effects on plants, wildlife, and humans. When scientists talk about climate change, they are concerned about global warming caused by human activities.

* adapted from <http://www.epa.gov/globalwarming>

concern:

a feeling of worry about sth

climate:

general weather of a place over a period of time

trap:

keep

region:

a particular area or part in a country or the world

mainly:

to a large degree

pattern:

a usual way in which sth happens or is done

cause:

make sth happen

sea level:

average height of the sea/ocean

Why should we care?

5 Global warming brings with it no guarantees. We don't know exactly what will happen—what the effects will be—nor do we know exactly where or when they will make problems. But it should be said that scientists have a pretty good idea of what is going to happen. Scientists and researchers from different fields tell us that the possible effects of climate change could be big and, in some cases, would cause serious problems. Among the possible effects are increased number of human deaths, **extinction** of groups of animals and plants, and a dangerous rise in sea levels. With this in mind, we have to think of the costs of action and **weigh** them **against** the risks of inaction.

We can make a difference!

6 Global warming may be a big problem, but there are many little things we can do to make a difference. If we try, most of us can do our part to reduce the amount of greenhouse gases that we put into the atmosphere. Many greenhouse gases coming from things we do every day trap energy in the atmosphere and make the Earth warmer. The following is a list of what we can do and think about.

7 Some things we can do:

- 1.** Read about the importance of the **environment**.
- 2.** Save electricity.
- 3.** Ride a bicycle, take a bus, or walk.
- 4.** Plant trees.
- 5.** Talk to your family and friends about global warming.
- 6.** **Recycle** cans, bottles, plastic bags, and newspapers.
- 7.** Buy things that don't use much energy.

8 Some things we can think about:

- 1.** Solar energy — energy that comes from the sun — can be used to heat homes, buildings, water, and to make electricity.
- 2.** Cars cause **pollution** and release many greenhouse gases into the air. Driving cars that use less fuel can help reduce the amount of greenhouse gases in the air.

extinction:

when all the animals and plants of a particular type die

weigh sth against sth:

judge which of two things is more important

environment:

the air, water, or land in which living things live

recycle:

change old materials to use them again

pollution:

damage caused to water, air, etc by harmful materials

After You Read

Comprehension Check

1 Check your understanding. Are these statements *True (T)* or *False (F)*? If they are not mentioned in the text, write *(N)*.

- 1. The greenhouse effect can be dangerous for the planet.
- 2. Scientists believe that human activities are the only reason for global warming.
- 3. It takes a long time for the climate to change.
- 4. If global warming is not stopped, human beings might think about living on other planets.
- 5. You can help control global warming by using public transportation.

Compare your answers with a partner's.

2 A) Put the number of these sentences under the right column in the following box.

- 1) Scientists think that there will be a rise in sea levels.
- 2) It usually rains in Rasht.
- 3) Tomorrow it will be 15°C in Tehran.
- 4) Some of the plants are in danger of extinction.
- 5) Manjil is often windy.
- 6) It will be cloudy this evening.

| <i>describing weather</i> | <i>describing climate</i> | <i>effects of global warming</i> |
|---------------------------|---------------------------|----------------------------------|
| | | |

B) Somewhere in paragraph 1, the writer says that the danger of global warming is known and that people should start to do something about it. Can you find the sentences? Copy them down here.

.....

C) What do you think "trapping heat in the atmosphere" in paragraph 2 means?

.....

Complete the following sentence.

Greenhouse gases like CO₂ and methane.....
.....by trapping heat in the atmosphere.

Compare your answers with a partner's.

3 Discuss the following questions in class.

1. What have you already done to help protect the environment?
2. What do you do to help recycling?
3. If you wanted to talk to your family and friends about global warming, what would you say to them?
4. What can our government/people do to reduce pollution?

Sentence Functions

Look at the following sentences from the text.

- Climate is the average of a region's weather over a period of time.
- Global warming is the average increase in the earth's temperature, which then causes changes in climate.

1 The meanings of the following words are given in the text. Find them and complete the sentences.

- a. Climate change
- b. Solar energy

2 Now define the following words. You can use a dictionary if you want.

- a. forest:
- b. researcher:
- c. trash:

Compare your answers with a partner's.

Reading Skills

یکی از مهارت‌های خواندن، درک روابط میان بخش‌های مختلف متن، از طریق شناسایی ضمایر و مراجع آن‌ها است. تمرین زیر به تقویت این مهارت می‌پردازد.

1 Refer to the text and complete the following table.

| Pronoun / Adjective | Paragraph & Line Number | Check if it refers to something | | Copy down what it refers to |
|------------------------|----------------------------|------------------------------------|-------|--------------------------------|
| | | before | after | |
| itself | P1, L 3 | | | |
| another | P1, L4 | | | |
| its | P3, L3 | | | |
| they | P4, L5 | | | |
| this | P5, L8 | | | |

Compare your answers with a partner's.

کلمه‌ها یا عبارت‌های نشان‌دهنده تضاد (contrast)، مانند though ، although ،
while ، whereas ، even though و but و استفاده از کلمه‌های اطراف واژه ناآشنا
(surrounding words) شما را در پی بردن به معنی آن کلمات، یاری می‌کند.

2 Look back at the text and guess what the following words mean.

| Word | Paragraph and Line No. | Meaning |
|----------|---------------------------|---------|
| global | title | |
| mild | P3, L3 | |
| save | P7, L3 | |
| decrease | P3, L6 | |
| reduce | P6, L2 | |
| solar | P8, L2 | |
| inaction | P5, L9 | |

Compare your answers with a partner's.

Vocabulary Review

Choose a pair of words having a similar relationship as the pairs in each item.

1. increase: decrease
 - a. raise: lower
 - b. produce: keep
 - c. cause: create
2. extinction: death
 - a. pattern: region
 - b. importance: occasion
 - c. concern: worry
3. coal: fuel
 - a. bicycle: bus
 - b. electricity: energy
 - c. climate: change
4. risk: danger
 - a. fear: death
 - b. reduce: decrease
 - c. save: lose
5. researcher: laboratory
 - a. professor: university
 - b. doctor: medicine
 - c. scientist: school

Compare your answers with a partner's.

Focus on Grammar Adjective Phrases



Read the following sentences carefully.

1. All over the world, there are people **who pollute the environment**.
2. All over the world, there are people **polluting the environment**.
3. Energy **which comes from fuels like coal and oil** is used to heat and light our homes.
4. Energy **coming from fuels like coal and oil** is used to heat and light our homes.
5. In some countries, people **who produce trash** are punished.
6. In some countries, people **producing trash** are punished.

Is the meaning of the two sentences in each pair the same or different?
Can you explain how the first sentence can be changed into the second one?

2 Now read the following set of sentences.

1. Most plastics **which are made from oil** are difficult to recycle.
2. Most plastics **made from oil** are difficult to recycle.
3. Heat **which is trapped in the atmosphere** causes the Earth to get warmer.
4. Heat **trapped in the atmosphere** causes the Earth to get warmer.
5. The photographs **which were taken of the Earth** were wonderful.
6. The photographs **taken of the Earth** were wonderful.

Is the meaning of the two sentences in each pair the same or different?
Can you explain how the first sentence can be changed into the second one?

Grammar Practice

1 Underline the correct word.

1. The teacher advised us to read the article (writing/written) about the greenhouse effect.
2. The scientists (studying/studied) the causes of climate change have made a lot of progress.
3. I met a group of scientists (concerning/concerned) about environmental problems.
4. The book (writing/written) about global warming became very popular.
5. The cars (releasing/released) greenhouse gases into the air are a danger to the environment.

Compare your answers with a partner's.

2 Rewrite the following sentences with the reduced form of the underlined parts.

1. The cars which release greenhouse gases into the air are a danger to the environment.
.....
2. The scientists are talking about another problem which is caused by human beings.
.....
3. Anyone who is interested in healthy living should exercise regularly.
.....
4. The plastic bags which are produced in this factory are recyclable.
.....
5. The cars which make a lot of noise pollution must be stopped by the police.
.....

Compare your answers with a partner's.

3 Use the information in parentheses to make adjective phrases and complete the following sentences.

1. Acid rain destroys forests. (Acid rain is created by burning of gas, oil and coal.)
.....
2. Factories help increase pollution. (Factories burn coal and oil.)
.....
3. The greenhouse effect is dangerous for the planet. (The greenhouse effect is enhanced by human activities.)
.....
4. Trash can be burned to produce energy. (Trash is believed to be useless.)
.....
5. Farming produces another greenhouse gas. (The greenhouse gas is called methane.)
.....

Compare your answers with a partner's.

1. Adjective clauses with an active structure are reduced to adjective phrases through an - ing form.

- The men **who work in this area** are in danger.
- The men **working in this area** are in danger.
- Anyone **who touches that wire** will get an electric shock.
- Anyone **touching that wire** will get an electric shock.

2. Adjective clauses with a passive structure are reduced to adjective phrases through a past participle form.

- Most of the people **who were invited to the party** were old friends.
- Most of the people **invited to the party** were old friends.
- The cars **which are produced in this factory** use a lot of fuel.
- The cars **produced in this factory** use a lot of fuel.

LESSON 4

Earthquakes and How to Survive Them

Before You Read

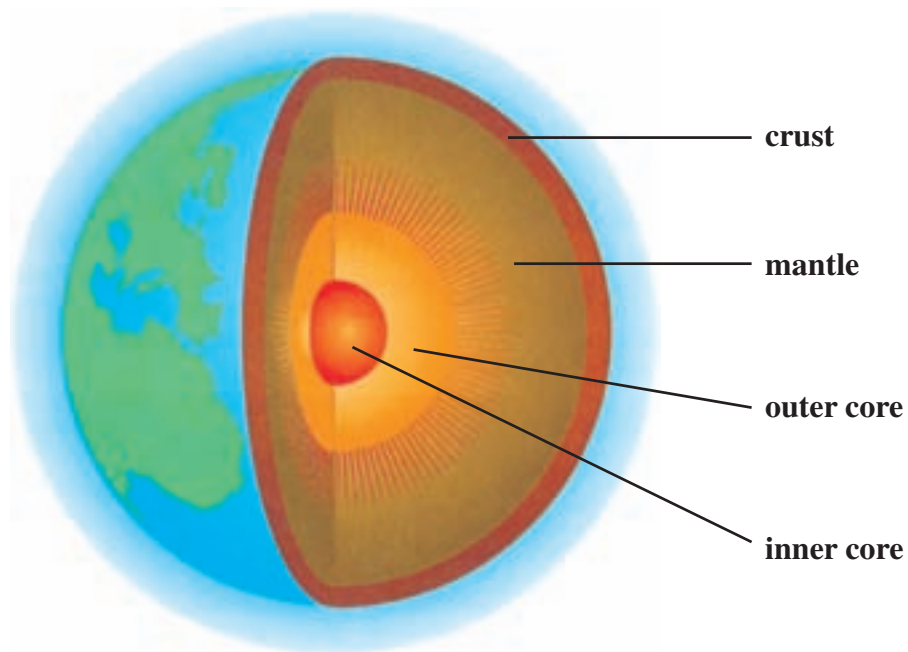


Every year a number of earthquakes happen in Iran. People may lose their things or even their lives. In this lesson, you will learn about earthquakes and what you should do before, during, and after them to reduce damages.

Answer the following questions.

1. What is Earth? What is it made of?
2. What is an earthquake? Do you know what causes earthquakes?
3. Do you know of any recent earthquakes in Iran and in other countries?
4. When and where was it?
5. Have you ever experienced an earthquake? What did you do?
6. Can earthquakes be predicted?
7. What do you think should be done before, during, and after an earthquake?

Now ask your partner the same questions.





Earthquakes and How to Survive Them*

1 The Earth is made up of three main layers: the crust, the mantle, and the core. The crust, the layer that you live on, is like the skin of an apple. It is very thin (from 6 to 30 kilometers) in comparison to the other two layers. It is broken into many pieces called plates. These plates **float** on the soft, plastic mantle below the crust. The core, which is at the center of the Earth, **consists of** heavy metals and is about 4000° centigrade hot.

2 The plates of the crust move along **smoothly** but sometimes they stick together and create pressure. The pressure increases and the rock bends until it breaks. When this occurs, an earthquake is the result.

3 Earthquakes happen every day. Though millions of people may never experience an earthquake, it is a very common happening on this planet. So today, somewhere, an earthquake will occur. It may be so light that only special instruments can record its movement; it may **shake** houses, **rattle** windows, and change the place of small things. It may be strong enough to cause **damage**, injury, and death.

4 It is thought that about 700 shocks each year have this power when they occur in a **populated** area. Luckily, most of these **destructive** earthquakes occur in less populated places.

5 Since a large number of the world's earthquakes each year occur along the Pacific Ocean, this is the most **probable** area for today's earthquakes. But it could hit any place because no area is **entirely** free of earthquakes.

6 Saying that an earthquake is going to happen today is not really **predicting** earthquakes. So far, they cannot be predicted, but anyone, on any day could say this and it would be true. This is because several million earthquakes

float:

stay on the surface of a liquid such as water

consist of:

be formed from

smoothly:

without any sudden movements or changes

shake:

move sth up and down and from side to side

rattle:

move sth with a sound

damage:

physical harm to sth

populated:

full of people

destructive:

causing damage and destruction

probable:

likely to be or to happen

entirely:

completely

predict:

say that sth will happen

* Adapted from <http://www.ceri.memphis.edu/public/facts.shtml>

occur each year. So, thousands occur each day, although most are too small to be **located**. The problem is in finding the exact area where and when a strong shock will happen.

7 Earthquake prediction is a future possibility. Just as the weather organizations now **forecast floods** and strong storms, the national earthquake information centers may one day predict earthquakes. This may some day become a reality, but only after much more is learned about earthquake mechanisms.

WHAT TO DO

8 Before an Earthquake

- All family members should know how to turn off gas, water, and electricity.
- Plan family **emergency procedures**, and make plans for your family to get together.
- Know emergency telephone numbers (doctor, hospital, police, fire department, etc.)
- Fix heavy things strongly to walls (bookshelves, mirrors, cabinets, etc.)
- Never place heavy things over beds, and keep them lower than the head height of the shortest member of the family.

9 During an Earthquake

- Stay **calm**.
- If you are inside, stand in a doorway, or go under a desk or table, away from windows or glass doors.
- If you are outside, stand away from buildings, trees, and telephone and electrical lines.
- If you are on the road, drive away from underpasses and overpasses; stop in a safe area, and stay in your car.

10 After an Earthquake

- Check for injuries. **Provide** first aid.
- Check for gas, water, and electrical lines.
- Check for building damage and possible problems during aftershocks.
- Clean up dangerous chemicals off the floor.
- Wear shoes.
- Turn on the radio, and listen for instructions from police and fire departments.
- Use the telephone for emergencies, only.

locate:

find the place of sth

forecast:

say what the weather will be like

flood:

when a lot of water covers an area that is usually dry

emergency:

an event needing immediate action

procedure:

a way of doing sth, especially the usual way

calm:

not excited

provide:

make sth available for someone who needs it

After You Read

Comprehension Check

1 Check your understanding. Are these statements *True (T)* or *False (F)*?
If they are not mentioned in the text, write (N).

- 1. An earthquake is the result of the breaking of the plates of the crust.
- 2. There are places in which no earthquakes occur.
- 3. Earthquakes are the most common happenings on this planet.
- 4. Scientists will be able to predict earthquakes in fifty years.
- 5. Children need to know what to do in emergencies.

Compare your answers with a partner's.

2 A) What does the writer try to say in paragraph 2? Choose one.

- a) what Earth is made of
- b) how an earthquake happens
- c) what happens in the crust
- d) what plates are and do

B) In paragraph 6, the writer introduces a difficulty in earthquake prediction.
Copy down the sentence here.

.....
.....

C) Complete the following sentence.

Fortunately, most earthquakes
.....

Compare your answers with a partner's.

3 Discuss the following questions in class.

- 1. Can you name some of the things people should do to reduce the damage of an earthquake?
- 2. Do you know what countries are the most probable areas for earthquakes to happen?
- 3. Are earthquakes always frightening? Why?

Sentence Functions

Imagine that an earthquake happens while you are in the classroom. Tell your friend what to do. You can use the "WHAT TO DO" part of the text.

.....

.....

.....

Compare your instructions with a partner's.

Reading Skills

از دیگر مهارت‌های خواندن درک روابط میان بخش‌های مختلف یک جمله و جمله‌های متن از طریق شناسایی کاربرد «علائم نشانه‌گذاری» (Punctuation Marks) است. در تمرین زیر با مهمترین این علائم آشنا می‌شوید.

1 Look at the table below. Find a few examples for each punctuation mark in this and the previous lessons. Then write about the function of each.

| Punctuation Mark | Examples in this lesson | More examples from other lessons | Functions |
|------------------|-------------------------|----------------------------------|-----------|
| , comma | | | |
| : colon | | | |
| ; semicolon | | | |
| — dash | | | |

Compare your answers with a partner's.

معنی برخی کلمه‌های ناآشنا در متن را از راه‌های دیگری نیز می‌توان حدس زد :
 «تصاویر» (pictures)، «تخیل» (imagination) و آشنایی با آن کلمه‌ها در زبان مادری
 (mother tongue). برای انجام دادن تمرین زیر این سه راه و راه‌های قبلی را به کار بگیرید.



What do the following words from the text mean?

| Word | Paragraph | Meaning |
|-----------|-----------|---------|
| layer | 1 | |
| cabinet | 8 | |
| mechanism | 7 | |
| underpass | 9 | |
| overpass | 9 | |

Compare your answers with a partner's.



Vocabulary Review

Choose a pair of words having a similar relationship as the pairs in each item.

1. happen: occur

a. bend: stick

b. reduce: release

c. forecast: predict

2. entirely: completely

a. surely: certainly

b. smoothly: suddenly

c. exactly: probably

3. crust: earth

a. flood: river

b. tree: garden

c. skin: apple

4. lazy: hard-working

a. angry: calm

b. soft: mild

c. concerned: worried

5. metal: hard

a. bone: soft

b. fire: hot

c. weather: cold

Compare your instructions with a partner's.

Focus on Grammar

Modification of Adjectives

Read the following sentences carefully.

1. The earthquake was **so strong** that it destroyed the whole village.
2. The earthquake was **so light** that only especial instruments could record it.
3. It was **such a strong earthquake** that it destroyed the whole village.
4. It was **such a mild earthquake** that only special instruments could record it.
5. The emergency telephone numbers are **easy enough** to remember.
6. Only a few people stay **calm enough** to help the injured after an earthquake.
7. They had **enough money** to buy a first-aid box.
8. She had **enough confidence** to help the injured.
9. Some instructions were **too difficult** for us to understand.
10. Most people were **too frightened** to do anything.

Now fill in the blanks in the following sentences with *so, too, such* and *enough*.

1. The words and come before adjectives.
2. The word comes before an adjective followed by a noun.
3. The word comes before nouns and after adjectives.
4. The word shows that it is possible to do something.
5. A that-clause comes after structures.
6. An infinitive comes after structures.
7. The word shows that it is not possible to do something.

Compare your answers with a partner's.

Grammar Practice



Use *so, such, enough, or too* in the blanks in the following sentences.

1. Most earthquakes are weak that they cause almost no damage.
2. The building was strong It was not destroyed during the earthquake.
3. The injured man was heavy for me to carry.
4. The weather was hot that we couldn't stay outside.
5. The fire department was a long way from here that it took half an hour for the firemen to arrive.

Compare your answers with a partner's.

2 Choose the right word from the parentheses and combine the following sentences.

1. The teacher spoke quickly. The students could not understand him. (so/such)
.....
2. It was a hot day. We decided to go swimming. (so/such)
.....
3. That dress looks expensive. Sheila can't buy it. (too/enough)
.....
4. There is not much light. We can't take the photographs. (too/enough)
.....
5. The room is large. It can hold at least 30 guests. (too/enough)
.....

Compare your answers with a partner's.

3 All of the following sentences contain an error. Underline the errors and then correct them.

Example: I think it's so soon to know the results of the test.

I think it's too soon to know the results of the test.

1. The man did not have experience enough to do the job well.
.....
2. The instructions were such simple that even children could learn them easily.
.....
3. It was so terrible weather that we spent the whole day indoors.
.....
4. The situation after the flood was too bad that I can't explain it.
.....
5. Some people are not too fast to take immediate action during emergencies.
.....

Compare your answers with a partner's.

1. so + adjective / adverb

The film was **so good** that I saw it twice.

She ran **so fast** that she forgot to take her keys.

2. such + (adjective) + noun

I've never met **such friendly people**.

It was **such a funny joke** that we couldn't help laughing.

3. too + adjective + (for+ object) + infinitive

The coffee is **too hot** to drink.

The lesson was **too hard for us to understand**.

4. adjective + enough + (for+ object) + infinitive

He is **tall enough to touch** the ceiling.

The exercise was **easy enough for me to do**.

5. enough + noun + (for + object) + infinitive

Mary had **enough time to read** this novel.

There is **enough money for you to take** a vacation.

LESSON 5

Before You Read

Child Labor: A Global Issue



Children all over the world do all sorts of work. Some children have to do work that is not suitable for them and they often do not like it. We call this kind of work child labor. This lesson gives you information about this global issue and actions taken by some organizations to stop it.

Answer the following questions.

1. Do you think children have rights? If so, what kind?
2. Should children be allowed to work? Why?/Why not?
3. What kind of things do child laborers have to do?
4. Is child labor a global concern? Who do you think is responsible to stop it?
5. What is the International Labor Organization (ILO)?
6. Is it possible to end child labor in the world? How?

Now ask your partner the same questions.





Child Labor: A Global Issue*

1 Child labor means when young people, under 15, but sometimes as young as 5 or 6, are forced to work because their parents cannot work or do not make enough money at their jobs to support their family. There are two kinds of work that children do, and only one of them is child labor.

2 Child Labor is:

- work that is done all day by children
- work that stops children from going to school
- work that is dangerous and may hurt children physically, emotionally, or mentally such as mining, making bricks, carpets, glass, ceramics, etc.

3 The other kind of work that children do is just helping out the family or earning money for outside-of-school activities. While this work may be really boring, it is not child labor.

4 Child labor is not:

- work done around the house before or after school
- work for an organization or a company during the summer or over a **vacation** to learn about a specific kind of work
- work you do when you are learning about something and doing it at the same time. For example, electricians often have **apprentices** learn the job while helping out around the shop.
- work done to help out at a family farm or business as long as it does not keep you from going to school or doing your homework
- work done after school or on weekends to earn extra money

5 Most child laborers around the world are busy doing **extreme** forms of work that are dangerous for their health. They are also being robbed of their **rights**, including not only the right to develop to the highest level through education, but also the right to a childhood. They often work as many as 12 hours a day, (sometimes more), work under dangerous conditions such as factories with harmful smokes in the air, handle dangerous materials, and use

issue:

an important subject

vacation:

holiday

apprentice:

a person who is learning a job

extreme:

most serious or unusual

right:

sth that the law allows you to do

* adapted from: <http://us.ilo.org/ilokidsnew/whatis.html>

tools and machines which are not designed for them.

6 Child labor is more common in developing countries, but it also exists in **industrialized** nations. While child labor mostly exists in South and Southeast Asia, South America, and Africa, it is also a growing concern in Eastern Europe where countries are changing economically. The International Labor Organization (ILO*) has estimated that about 250 million children, between the ages of five and fourteen, work in developing countries—at least 120 million on a full time basis. Sixty-one percent of these are in Asia, 32 percent in Africa, and 7 percent in Latin America. Most working children in **rural** areas are found in **agriculture**; urban children work in **trade** and services, with fewer in **manufacturing**, **construction**, and **domestic** services.

7 Child labor is both a result and a cause of **poverty**. In most cases, poor families send their young children to work because their income is important for the family. On the other hand, since these children are usually **prevented** from going to school, and they are not able to do any other kind of work, they will have a poor life in future.

8 Children work for many reasons, including the pressure of poverty, adult unemployment, and **irrelevant** education systems that **fail** to guarantee jobs or prepare children for self-employment. Employers may hire children since they can pay them less. Children are also easier to discipline, more **willing** to work and often unable to form **unions** to protect themselves.

9 There is no simple way to stop child labor. But this is no reason for inaction. Luckily, people are becoming aware of the serious social, economic, and developmental effects of child labor. They are becoming more and more aware of the fact that child labor is harmful to their sense of importance, health, and education. In the past few years, several countries with the help of international organizations such as ILO and UNICEF* have made national plans and programs to stop child labor. All such programs follow four strategies to control it:

- providing free and good education
- making better laws and making sure that people follow them
- **removing** children from work and creating better conditions for them
- encouraging **social movements** against child labor

* (International Labor Organization) an organization within the United Nations concerned with employment and working conditions

* (United Nations International Children's Emergency Fund) an organization within the United Nations that helps to look after the health and education of children all over the world

industrialized:

having a lot of industries

rural:

relating to the countryside

agriculture:

the science or practice of farming

trade:

the buying and selling of goods and services

manufacturing:

production

construction:

building

domestic:

of home

poverty:

the state of being poor

prevent:

stop

irrelevant:

not related to sth

fail:

not be successful

willing:

wanting to do sth

union:

an organization for people who do a special job

remove:

make someone stop doing a job

social

movement:

change in the way people think or behave

After You Read

Comprehension Check

1 Check your understanding. Are these statements *True (T)* or *False (F)*?
If they are not mentioned in the text, write *(N)*.

- 1. Child labor can not be found in developed countries.
- 2. Child labor increases poverty.
- 3. Child laborers in urban areas can make more money.
- 4. Irrelevant education may cause unemployment.
- 5. Child labor is not a human rights problem.

Compare your answers with a partner's.

2 A) According to ILO, where do we find the most number of working children?
Choose one.

- a) Africa
- b) Latin America
- c) Asia
- d) Eastern Europe

B) Somewhere in paragraph 9, the writer expresses hope for finding ways to stop child labor. Copy down the sentence here.

.....
.....

C) What does the last sentence in paragraph 8 show? Complete the following.

It shows why
.....

Compare your answers with a partner's.

3 Discuss the following questions in class.

- 1. Do we have child labor problems in Iran? Give examples.
- 2. What dangers do working children face?
- 3. What can governments do to end child labor?

Sentence Functions

Look at the following sentences from the text.

- In the past few years, several countries with the help of international organizations **such as** ILO and UNICEF have made national plans and programs to stop child labor.
- Child labor is work that is dangerous and may hurt children physically, emotionally, or mentally **such as** mining, making bricks, carpets, glass, ceramics, etc.

Now find examples for the following topics in the text.

1. Jobs which are not child labor

.....

2. Dangerous working conditions

.....

3. Reasons for child labor

.....

Compare your answers with a partner's.

Reading Skills

پی بردن به موضوع اصلی هریک از پاراگراف‌ها به منظور درک ساختار متن از مهارت‌های مؤثر در خواندن است. تمرین زیر برای تقویت این مهارت ارائه می‌گردد.

1 Write the number of the paragraph in the text for each of the following main ideas.

1. examples of child labor
2. introducing child labor
3. the relationship between child labor and poverty
4. possible answers to the problem of child labor
5. examples of places where child labor exists
6. what child labor is
7. why children are made to work
8. what child labor is not

Compare your answers with a partner's.

از این درس به بعد شما می‌توانید با مراجعه به روش‌های معرفی‌شده در دروس قبلی معنی کلمه‌های ناآشنا در متن را حدس بزنید.

2 What do the following words from the text mean?

| Word | Paragraph | Meaning |
|--------------|-----------|---------|
| handle | 5 | |
| economically | 6 | |
| estimate | 6 | |
| hire | 8 | |
| discipline | 8 | |
| strategy | 9 | |

Compare your answers with a partner's.

Vocabulary Review

Fill in the blanks with one of the words from the list below. There is one extra word.

education discipline specific poverty
common handle prevent willing emotional

1. A leg injury may John from playing in tomorrow's game.
2. Are you to help me wash the car tomorrow morning?
3. He lost all his money and died in
4. Be careful when you the bottles of acid.
5. It's very for people to get colds in winter.
6. The movie made her very and she started to cry.
7. My parents spent a lot of money on my
8. The teacher gave the class instructions on how to do the exercise.

Compare your answers with a partner's.

Focus on Grammar

Expressing Contrast

Read the following sentences carefully.

1. Some people prefer to work for the government **while** others like to be self-employed.
2. **While** this work may be really boring, it is not child labor.
3. Tom comes from a rich family **whereas** Bill has to work hard in a factory.
4. **Whereas** rural children usually work in agriculture, some children in urban areas work in trade and services.

Now answer the following questions.

1. What do *while* and *whereas* in the above sentences mean?
2. What kind of meaning relationship do *while* and *whereas* establish between the sentences?

Grammar Practice



Rewrite the following sentences using *while* or *whereas*.

1. Some scientists think the world is getting warmer, but others disagree.
.....
2. Ali likes classical music; however, his brother enjoys pop music.
.....
3. Some people think a lot about their health, but others do not.
.....
4. Farid is a very quiet boy; however, his brother is very talkative.
.....
5. Tabriz has a cold climate, but Abadan is very warm.
.....
6. Mrs. Rahimi is very concerned about poor children, but her husband doesn't care about them.
.....

Compare your answers with a partner's.

2 Sima and Leila are two close friends. However, there are some differences between them. Make sentences about Sima and Leila by joining an idea in A with the most suitable idea in B using *while* or *whereas*.

A

1. Sima likes hard work.
2. Sima plays indoor sports.
3. Sima reads a lot of books.
4. Sima gets up very early.
5. Sima wants to go to university.

B

- a. Leila gets out of bed rather late.
- b. Leila is not interested in higher education.
- c. Leila watches TV a lot.
- d. Leila is a bit lazy.
- e. Leila likes outdoor sports.

1. Sima likes hard work while Leila is a bit lazy.
2.
3.
4.
5.

Compare your answers with a partner's.

3 Complete the following with appropriate words or phrases of your own to show contrast.

1. While Peter works very hard, his brother
2. Some people send their children to work while others
3. Most factories provide good working conditions for their workers whereas others
4. While the police try to stop those who make children work,
5. While work done around the house is not child labor,

Compare your answers with a partner's.

Grammar Digest

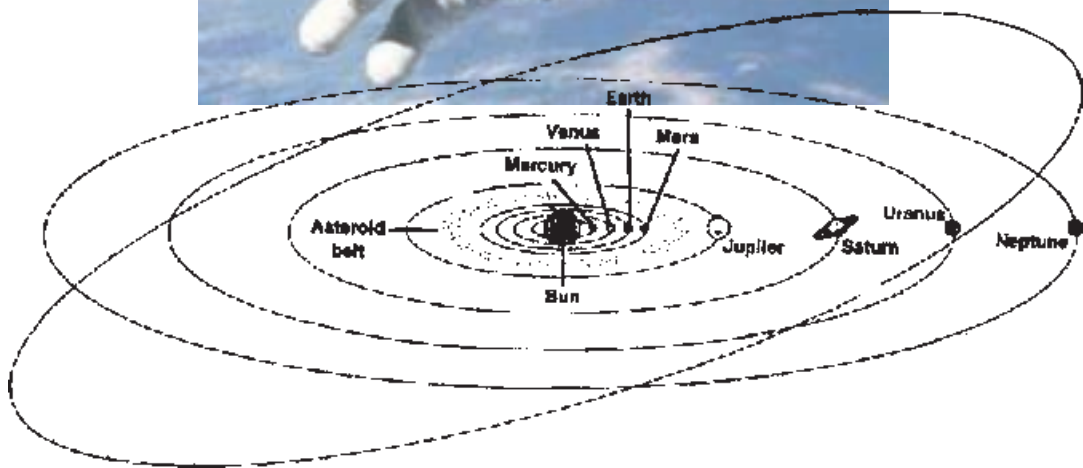
While and *whereas* are conjunctions which show contrast.

- **While** Jack is a clever student, his brother is lazy.
- Some people like team sports **whereas** others prefer individual sports.

LESSON 6

Before You Read

Space Exploration



Since ancient times, people have dreamed of leaving their home planet and exploring other worlds. In the later half of the 20th century, that dream became a reality. But there are still a lot of mysteries about space. This lesson tries to give you a brief history of space exploration.

1 *Answer the following questions.*

1. How important is it to know about space?
2. Why do some countries spend a lot of money on space exploration?
3. Is there life on other planets?
4. Will it be possible for human beings to live on other planets some day in future?
5. What is the Solar System?
6. What is a space station?
7. Do you know anything about the International Space Station?

Now ask your partner the same questions.

2 *Match the words with the pictures. Then check with a partner.*

craters on the moon a spacecraft space station phases of the moon



.....



Space Exploration*

1 Thousands of years ago, people observed the night sky and recorded their observations in cave paintings and rock art. These early observations were made without telescopes or other devices. The only things early people could see were the phases of the moon and some of the moon's larger **features**. They could also see some of the planets and many stars. Then, about 400 years ago, the telescope was invented. It allowed people to observe objects in space in much greater detail.

2 In 1609, the Italian scientist, Galileo, was probably the first person to use a new invention—the telescope—to observe the sky. A telescope is an instrument that magnifies, or makes larger, distant objects. With this telescope Galileo observed the moon and saw mountains, valleys, and craters that had never been seen before. He also observed the phases of Venus and the four moons orbiting Jupiter. About fifty years later, the English scientist Sir Isaac Newton used an even better telescope so that he could observe other objects in space.

3 The modern age of space exploration began in 1957, when the former Soviet Union **launched** Sputnik *I*, an **artificial** satellite. A satellite is any natural body, like the moon, or any artificial object that orbits another object. Sputnik, which was about twice the size of a soccer ball, carried instruments to measure the **density** and temperature of the Earth's upper atmosphere. The United States launched its own satellite the next year. Soon both countries were launching humans into space.

exploration:

traveling to or around a place to learn

feature:

important part or quality of sth

launch:

send sb or sth such as a spacecraft into space

artificial:

created by people, not natural

density:

the amount of sth in a unit volume, area or length

* adapted from: Science for K-2. (2003) Harcourt Brace Jovanovich.

4 One of the best-known American space programs was Project Apollo. The Apollo **missions** landed 12 humans on the moon between 1967 and 1972. These **astronauts** did experiments and brought back **samples** of rock. Their work helped scientists learn more about the moon.

5 In 1977, the *Voyager I* and *Voyager II* space probes were launched. A space probe is a robot **vehicle** used in order to explore deep space. The Voyager space probes sent back pictures of Jupiter, Saturn, Uranus, and Neptune. Both Voyagers are still traveling through space **beyond** the Solar System.

6 Other early space probes included *Viking I* and *Viking II*, which landed on Mars in 1976, and the Pioneer probes, which used instruments to 'see' through thick clouds that cover Venus. Today's scientists use the Hubble Space Telescope, satellites, and space probes to better understand Earth, the Solar System, and what is beyond.

7 The launch of the first units of the International Space Station in 1998 began a new era in space exploration. As many as seven scientists at a time will be able to live and work in space. When completed, the station will be nearly 80 meters long and have a **mass** of more than 455,000 kg. In the future, larger stations could have room for a thousand people or more.

8 People may one day build places to live on the moon, or even on Mars. Although there have been no plans to build **bases** on the moon so far, they could be possible by the year 2020. A moon base could be used as a research station. To save money, some materials needed to build and run the base could come from the moon itself. For example, some of the moon's rocks have oxygen. This oxygen could be taken from the rocks and used by people living on the moon. Recently a probe discovered enough ice at the moon poles to provide a moon base with water. For electricity the base could use solar energy. And some minerals could be mined from the moon and sent back to Earth for processing.

mission:

a flight into space

astronaut:

a traveler in a spacecraft

sample:

a small amount of sth to test

vehicle:

sth such as a car that takes people from one place to another

beyond:

on the other side of sth; further than sth

mass:

the amount of material in sth

base:

a center from which sth is controlled

run:

control sth and make it work

After You Read

Comprehension Check

1

Check your understanding. Are these statements True (T) or False (F)? If they are not mentioned in the text, write (N).

- 1. Before the telescope was invented, people knew nothing about space.
- 2. The modern age of space exploration began in the later half of the 20th century.
- 3. Scientists still receive pictures sent by the Voyagers I and II.
- 4. Human beings have been able to land on Mars.
- 5. The moon doesn't have as much ice as Antarctica does.

Compare your answers with a partner's.

2

A) What has been the most important development in space exploration?

- a) landing of Vikings I and II on Mars
- b) Apollo missions
- c) launch of Voyagers I and II
- d) launch of the International Space Station

B) Complete the following sentence.

Using telescopes, satellites, and space probes, scientists

.....

C) What possibility are scientists thinking about for the future of space exploration?

.....

Compare your answers with a partner's.

3 *Discuss the following questions in class.*

1. Can we consider Galileo as the father of space exploration? Why?/ Why not?
2. Today space organizations use launching probes rather than spacecrafts for exploration. Why?
3. What do you think space exploration can offer human beings in future?

B *Sentence Functions*

Complete the following table using the text.

| |
|--|
| Definitions of the following words: a. space probe b. satellite c. telescope |
| Examples of space probes |
| Examples of how we can reduce the cost of building a moon base |

Compare your answers with a partner's.

Reading Skills

استخراج نکات مهم متن و انتقال آن‌ها به یک جدول به منظور سازمان‌دهی اطلاعات از دیگر مهارت‌های خواندن است که در این درس، با انجام تمرین زیر تجربه می‌کنید.

1 What do the following dates from the text refer to? Complete the table. The first one is done for you.

| When? | Who?/ What? | The event |
|-----------|-------------|---------------------------|
| 1609 | Galileo | using the first telescope |
| 1659 | | |
| 1957 | | |
| 1958 | | |
| 1967-1972 | | |
| 1976 | | |
| 1977 | | |
| 1998 | | |

Compare your answers with a partner's.

2 What do the following words from the text mean?

| Word | Paragraph | Meaning |
|---------|-----------|---------|
| cave | 1 | |
| device | 1 | |
| era | 7 | |
| pole | 8 | |
| mineral | 8 | |

Compare your answers with a partner's.



Vocabulary Review

Fill in the blanks with one of the words from the list below. There is one extra word.

| | | | | |
|----------|---------|----------|------------|---------|
| distant | details | measured | artificial | |
| vehicles | allowed | observed | experiment | magnify |

1. There are a lot of motor on the roads of our city.
2. Can you give me further of how the accident happened?
3. A microscope will these germs, so that you can actually see them.
4. We the sunset from the top of the mountain.
5. Tell me, are these beautiful flowers natural or ?
6. Ali's father has traveled to parts of the world.
7. Taking photographs is not inside this museum.
8. The dress designer Mary for her new clothes.

Compare your answers with a partner's.

Focus on Grammar

Expressing Purpose

Read the following sentences carefully.

1. My brother is reading a new book on space exploration **so that** he **will get** more information.
2. Newton used a better telescope **so that** he **could observe** other objects in space.
3. They sent Sputnik into space **so that** it **would measure** the density and temperature of the Earth's upper atmosphere.
4. A space probe is a robot vehicle used **to explore** deep space.
5. **In order to save** money, some materials needed to build and run the base could come from the moon itself.
6. Today's scientists use the Hubble Space Telescope **so as to understand** Earth, the Solar System, and what is beyond.
7. I set the alarm clock **so as not to get up** late in the morning.

Now answer the following questions.

1. What do *so that*, *to*, *in order to*, and *so as to* mean in the above sentences?
2. What kind of meaning relationship do they indicate?
3. What is the difference between sentences 1 and 2, 3?

Grammar Practice

1 Use *so that*, *to*, or *in order to* in the blanks in the following sentences.

1. Space exploration is the use of space travel discover the universe beyond the Earth.
2. Missions have to be carefully designed astronauts will be kept safe from take-off to landing.
3. Today the world's space agencies try to organize robotic missions make space exploration cheaper.
4. The first thing to do was to develop powerful rockets put a satellite into orbit.
5. These rockets needed both force and guidance systems they could be directed to reach their orbits.

Compare your answers with a partner's.

2 Answer each question in A using *to* (*infinitive of purpose*) and the most suitable idea in B.

A

1. Why are you going to the library?
2. Why do you get up early every day?
3. Why did he go to Canada?
4. Why did they launch a new space probe?
5. Why does she exercise regularly?

B

- a. get to school on time
- b. learn more about Mars
- c. remain healthy
- d. return a book
- e. continue his studies

1. I'm going to the library to return a book.
2.
3.
4.
5.

Compare your answers with a partner's.

3 Combine the following sentences using the words in parentheses.

1. He has started walking to work. He wants to get more exercise. (in order to)
.....
2. I wrote down his address. I didn't want to forget it. (so as to)
.....
3. Ali turned on the television. He wanted to see the football game. (so that)
.....
4. Mary is saving money. She wants to buy a new car. (so that)
.....
5. Reza turned down the radio. He didn't want to disturb his roommate. (so as to)
.....

Compare your answers with a partner's.

Grammar Digest

1. We use *so that* to talk about the purpose of doing something. *So that* is usually followed by a modal like *can*, *could*, etc.

- John **goes** to the library **so that** he **can study** in a quiet place.
- John **went** to the library **so that** he **could study** in a quiet place.

2. We use an infinitive to talk about purpose of doing something. In a more formal style, we often use *in order to* or *so as to*.

- I lay down for a minute **to relax**.
- He moved to a new apartment **in order to be** near his work.
- She's going to the post office **so as to buy** some stamps.

LESSON 7

Before You Read

IT and Its Services



Information Technology (IT) plays an important role in today's communications among people all over the world. In this lesson, you will learn about IT and its different services.

Answer the following questions.

1. Do you have a computer at home?
2. If yes, what do you do with it?
3. If no, what do you think people do with a computer?
4. What is the Internet?
5. What services does the Internet offer?
6. What do the following terms refer to?
 www, chat, e-mail, video conferencing, link, the Net

Now ask your partner the same questions.





IT and Its Services*

1 When computer and communications technologies are combined, the result is information technology (IT). IT combines computing with high-speed communication links that carry **data**, sounds, and videos. Examples of information technology include not only personal computers (PCs), but also new forms of telephones, televisions, and different handheld devices. There are two parts to this definition—computers and communications:

- **Computer technology:** You have certainly seen, and probably used, a computer. However, let's define it. A computer is a programmable machine that accepts data and processes them into information we can use. Its purpose is to speed up problem solving and save time, money, and energy.
- **Communications technology:** Certainly, you have been using communications technology for years. Communications technology, also called telecommunications technology, consists of electromagnetic devices and systems for communicating over long distances. Some examples are telephone, radio, and television. More recently there has been the addition of communications among computers—which is what happens when people "go online" on the Internet. Online means using a computer or other information devices, connected by means of a **network**, to **access** information and services from another computer or information device.

2 As an example of a communications technology, let's think of something that seems to be everywhere these days—the Internet.

data:

information stored in a computer

network:

a number of lines or computers connected to each other

access:

get; use

* adapted from:

Using Information Technology (2003) Fifth Edition. McGraw-Hill.
The Internet for Dummies (2002) Second Edition. Hungry Minds.

3 The Internet is a system that lets computers all over the world talk to each other. It was first developed by the U.S. Army, and later, it was used as a research support system by other organizations.

4 The terms "Internet" and "Web" are often used interchangeably, although this is not really correct. The World Wide Web (or just the Web) is actually one special area of the Internet. Other areas include newsgroups, mailing lists, and chat. The Web—the information system of the twenty-first century—is based on links, which make it possible for Web users to travel quickly from one Web **server** to another. The Web allows you to make pages with beautiful graphics and **multimedia**, while other areas of the Internet do not.

5 The Internet is great since it brings together the best qualities of the communications systems that were used before and, at the same time, improves on their worst features:

- Postal mail (known as snail mail on the Net): Takes at least a day—often a week—to get to its destination, and you must have envelopes and stamps, and find a mailbox. E-mail is quicker to **compose**, arrives faster, and does not require a stamp.
- The fax machine: It is hard to **attach** a fax into another **document** or to pass it on to someone else. Faxes of faxes of faxes become unreadable. E-mail stays readable no matter how many times it is **forwarded**.
- The public library: You have to go to the library to find information, and half the time the book you want is taken out or missing. By the time information gets into the library, it is often out of date. The Internet is open 24 hours a day, 7 days a week, and you do not have to go to the library.
- The newspaper: Most newspapers come out only once a day and they decide what news you get to see and what comments to put on it. On the World Wide Web, news is updated **continuously** and you decide what to read.

server:

the main computer in a network

multimedia:

the combined use of sound, picture, film, etc.

compose:

write

attach:

join one thing to another

document:

a piece of paper with information on it

forward:

send a message or note to a new address

continuously:

without stop

6 The Internet also provides these basic services:

- Electronic mail, or e-mail
- Access to the World Wide Web
- Newsgroups
- Mailing lists
- File **transfers** from other computers
- The ability to **log on** to other computers
- Discussions with other people using chat
- Finding jobs
- Online shopping
- Searching catalogs
- Internet radio and TV
- Video conferencing
- Distance education
- Advertising

7 No one really knows what the Net will be like in ten years although one thing is for sure: We will not think of it as a single thing. Different parts of the Net have already developed their own features. No one knows all the details about it.

8 The Internet will not take a lot of your time. Reading your e-mail can take just 15 minutes per day. But be careful: The Internet can be **addictive**! You do not have enough hours in a day to keep up with all of it.

transfer:

moving sth from one place to another

log on:

do sth to begin using a computer

addictive:

needing to be done as often as possible because people enjoy it

After You Read

Comprehension Check

1 Check your understanding. Are these statements *True (T)* or *False (F)*? If they are not mentioned in the text, write *(N)*.

- 1. Snail mail is a new form of information technology.
- 2. Going online is an example of telecommunications technology.
- 3. The Internet was first developed by the U.S. Army for communication purposes.
- 4. The Internet is a part of the Web.
- 5. Sending an email many times does not change its quality.

Compare your answers with a partner's.

2 A) According to paragraph 4, how can users travel quickly through the Web?

By

- a) links b) graphics
- c) going online d) mailing lists

B) Complete the following sentence.

The main difference between reading a newspaper and reading the news on the web is

C) Somewhere at the end of the text, the writer expresses his certainty about the Net. Finish the following sentence to summarize the issue.

No one can know all the details about the Net since.....
.....

Compare your answers with a partner's.

3 Discuss the following questions in class.

- 1. What IT services are we using in our country?
- 2. What will IT-based schools be like in future?
- 3. What are the effects of IT on human relations?

Sentence Functions

Complete the following table using the text.

| |
|--|
| <p>Definitions of the following words:</p> <p>a. computer</p> <p>b. online</p> <p>c. internet</p> |
| <p>Examples of</p> <p>a. IT</p> <p>b. communications technology</p> <p>c. Internet areas</p> <p>d. communications systems that were used before</p> <p>e. basic services of the Internet</p> |
| <p>Explanation of why the Internet is useful</p> |

Compare your answers with a partner's.

Reading Skills

از دیگر مهارت‌های خواندن، استخراج نکات مهم متن و سازمان‌دهی مجدد آن نکات به صورت خلاصه است. در تمرین زیر این مهارت تقویت می‌شود.

 **Use words or phrases from the text to complete the summary below.**

One of the most interesting things about information is that we are able to get and use it on many new and different kinds of information such as computers, radios, TVs, telephones, fax machines, etc. Among all these, computers have attracted the most attention since they have made it possible to store and a large amount of information in a very short time.

But in today's world, people need to share information as well. This is done through a technology that connects the computers all over the world together, called "....." This technology has made it possible for people to communicate with one another effectively and inexpensively. There are many things to do, see, and play with on the Internet than you could ever get to in a lifetime. The Internet provides many information, such as e-mail, transfers, to stored information and programs, newsgroups, and multimedia resources. You can do shopping, chat, find, advertise, and have education from However, the Internet is so great that we will never be able to know all the about it.

Compare your answers with a partner's.

What do the following words from the text mean?

| Word | Paragraph | Meaning |
|-------------|-----------|---------|
| handheld | 1 | |
| connect | 1 | |
| destination | 5 | |
| update | 5 | |

Compare your answers with a partner's.

Vocabulary Review

Complete the following sentences with one of the words from the reading passage. The first letter of each word has been given to you.

1. The north of Iran is a popular holiday d _____.
2. Please look up the d _____ of these words in your dictionary.
3. Don't forget to s ___ the files before you turn off the computer.
4. This software makes it easy to a _____ information in the database.
5. I don't know why the computer is not c _____ to the printer.
6. The company has increased the amount of money it spends on a _____.
7. The bank f _____ the check to his new house in London.
8. The p _____ of the meeting is to decide whether we should employ Mr. Karimi or not.

Compare your answers with a partner's.

Focus on Grammar

Expressing Contrast

Read the following sentences carefully.

1. The terms “Internet” and “Web” are often used interchangeably, **although** this is not really correct.
2. **Although** the Internet provides many services, it has its own problems, too.
3. Many people are not able to use the Internet, **even though** it is available for the public.
4. **Even though** he was a computer engineer, he didn’t know how to fix the computer.
5. She does not know very much about computers, **though** she is an educated person.
6. **Though** she has a personal computer, she doesn’t use it very often.

Now answer the following questions.

1. What do *although*, *though* and *even though* mean?
2. What kind of meaning relationship do they establish between sentences?

Grammar Practice

1 Match a line in A with a line in B.

A

1. Although we are good friends,
2. Although it was cold,
3. Mary arrived late,
4. Helen went to school,
5. Though she had studied hard,

B

- a. even though she had a cold.
- b. she didn’t pass the test.
- c. though she had left home early.
- d. she went out without a coat.
- e. she never talks to me about her problems.

Compare your answers with a partner’s.

2 Combine the following sentences using the words in parentheses.

1. We went out for a walk. The weather was bad. (although)
.....
2. Sarah bought a new personal computer. She didn't really need it. (though)
.....
3. David has access to the Internet. He never sends me any e-mails. (even though)
.....
4. George has plenty of money. He doesn't help the poor. (although)
.....
5. Anita has a lot of free time. She never does any exercise. (though)
.....

Compare your answers with a partner's.

3 Complete the following sentences.

1. Although a computer is a useful device,
2. She knows how to use the Internet though.....
3. Even though air traffic is controlled by computers,.....
4. Although the Internet was first developed for the Army,.....
5. Even though the Internet can be addictive,

Compare your answers with a partner's.

Grammar Digest

Although, though and even though are conjunctions which show general contrast.

- **Although** she doesn't enjoy her job, she works very hard.
- They didn't hurry **though** they were very late.
- I saw the movie once more **even though** I had seen it several times.

LESSON 8

Great Men and Women

Before You Read



Alfred Nobel Abu-Reihan Birooni Parvin E'tesami

People have always been interested in reading about great men and women. They want to know what makes such people famous. This lesson introduces two of them.

Answer the following questions.

1. Do you like to be famous? Why? / Why not?
2. Can you name the people in the following photos?
3. What do you know about them?
4. Why are they famous?
5. What makes people famous?
6. Can you name other famous people?

Now ask your partner the same questions.





Mother Teresa*

1 Mother Teresa was born in Skopje, Macedonia* on August 27, 1910. Her Albanian father had a small farm. At the age of twelve, when she was a student at a Roman Catholic elementary school, she knew she had a duty to help the poor. She decided to get training for **missionary work** and, a few years later, made India her choice. At the age of eighteen, she left home and joined an Irish **community** of **nuns** with a mission in Calcutta. After a few months' training in Dublin, she was sent to India and in 1928 she became a nun.

2 From 1929 to 1948 Mother Teresa taught at St. Mary's High School in Calcutta. The **suffering** and poverty she observed outside the **convent** walls made a deep impression on her. In 1946, she received permission from her superiors to leave the convent school and **devote** herself to working among the poor in the **slums** of Calcutta. Although she had no money, she started an open-air school for homeless children. Soon **voluntary** helpers joined her, and **financial** support came from various church organizations, as well as from the city officials. In 1950, she was permitted to start her own religious community "The Missionaries of **Charity**". Its task was to care for those persons nobody was prepared to look after.

3 Mother Teresa had fifty charity projects in India, including work among people living in slums, children's homes, and clinics. The community is still active and does charity work for the poorest of the poor in a number of countries in Africa, Asia, Latin America, Europe, and the United States.

4 Mother Teresa's work received a lot of attention all over the world, and she was given a number of awards including a Nobel Peace Prize in 1979, for her **promotion** of peace and brotherhood among the nations. Mother Teresa died on September 5, 1997.

missionary work:
teaching about the
Christian religion

community:
a group of people
having the same
religion, job, etc.

nun:
a woman of a
Christian
community

suffering:
experience of pain
and unpleasant
emotions

convent:
a building for nuns

devote:
give most of your
time, energy, etc.
to sb/sth

slum:
very poor part of
a city

voluntary:
done not by force

financial:
of money

charity:
help for the poor

promotion:
help sth to grow

* Skopje is the capital of Macedonia.

* adapted from: <http://www.nobel.se/peace/laureates/1979/teresa-bio.html>

Thomas Edison*

1 Thomas Alva Edison was one of the most important scientists and inventors of the past two centuries. His memory will **live on** because of the large number of his inventions and their usefulness even today. Most likely, the next electronic device you pick up he once invented or improved, or at least *tried to*.

live on:
continue to live

2 Edison was born on February 11, 1847, in Milan, Ohio, and grew up in Michigan. At an early age, he showed **signs** of a serious hearing problem. This may have been the reason for Edison's poor performance at school. Edison did not do well there and was often annoyed by the other children. Three months after starting school, Edison ran away. His mother was forced to teach him at home.

sign:
sth that shows
what is happening

3 Edison enjoyed reading chemistry books; besides, he was a very interested observer of anything that was **complex** — electronic, or telegraphic. He never stopped studying and experimenting.

complex:
not simple

4 In 1871 Edison moved to Newark, New Jersey and started his first laboratory. Later that year, he married Mary Stilwell, and they had three children. In 1876, when his lab in Newark got too small for his research activities, Edison decided to build a big factory in Menlo Park, New Jersey. This was the first **private** research laboratory in the U.S.

private:
not public

5 Edison worked on many projects, including sound recording devices. In 1877, he successfully recorded and played back a message by phonography. The phonography machine, or phonograph, was like a record player without the disc. Instead, it used a cylinder with **tin** foil to record and play sounds.

tin:
a kind of metal
(Sn)

6 In 1879, Edison developed the first successful electric light bulb. This invention made Edison rich and famous. Edison worked until he was very old, although he suffered from many diseases. He died on October 18, 1931.

* adapted from:

<http://www.myhero.com/myhero/hero.asp?hero=ta-edison>

After You Read

Comprehension Check

1 Check your understanding. Are these statements *True (T)* or *False (F)*? If they are not mentioned in the text, write *(N)*.

1. Mother Teresa got the idea to help the poor from her teachers.
2. She became a nun in Ireland.
3. Church organizations were asked to provide her with financial support to start a school for homeless children.
4. Even after Mother Teresa's death, her community is still helping the poor.
5. Mother Teresa got a prize in 1979 for helping the poor.
6. Thomas Edison was the most important scientist of the 20th century.
7. He ran away from school because his mother wanted to teach him at home.
8. Edison's research laboratory was not the first in the U.S.
9. Edison invented the first form of the record player.
10. The electric light bulb was Edison's last invention.

Compare your answers with a partner's.

2 A) *Mother Teresa started the "Missionaries of Charity" to*

- a) care for helpless people
- b) support church organizations
- c) bring voluntary helpers together
- d) collect money from the city officials

B) *From the last sentence in paragraph 1 about Edison we can understand that he*

- a) had a lot of inventions
- b) only invented electronic devices
- c) tried very hard to invent things
- d) invented things for today

C) Complete the following sentences about Mother Teresa and Thomas Edison.

Mother Teresa felt she had

Thomas Edison never

Compare your answers with a partner's.

3 Discuss the following questions in class.

1. What lessons do great men/women teach us?
2. How can people in the world help the poor?
3. Is it right to say that inventions make people famous? Why?/Why not?

Reading Skills

از دیگر مهارت‌های خواندن، به خصوص در خواندن زندگینامه‌ها، استخراج اطلاعات و تنظیم آن‌ها به صورت جدول زمانی است. تمرین زیر برای تقویت این مهارت است.

1 Find words or phrases from the two texts to complete the following outlines.

| Mother Teresa | | Thomas Edison | |
|---------------|------------------|----------------|-------------|
| 1910 | born in | 1847 | ..... |
| 1922 | ..... | 1871 | ..... |
| 1928 | ..... | 1871 | ..... |
| 1929 | ..... | Mary Stillwell | |
| 1946 | left the convent | 1876 | ..... |
| | and | 1877 | ..... |
|  | ..... | 1879 | ..... |
| 1950 | ..... | 1931 | died at the |
| 1979 | ..... |  | age of 84 |
| 1997 | ..... |  |  |

Compare your answers with a partner's.

2 What do the following words from the text mean?

| Word | Paragraph | Meaning |
|------------|-----------|---------|
| training | MT 1 | |
| superior | MT 2 | |
| official | MT 2 | |
| impression | MT 2 | |
| annoy | TE 2 | |

Compare your answers with a partner's.

Vocabulary Review

Complete the following sentences with one of the words from the reading passage. The first letter of each word has been given to you.

1. I asked the manager's p _____ to take a day off.
2. John's uncle s _____ from a strange disease.
3. Professor Smith has d _____ his life to scientific research.
4. He received a lot of t _____ before he started his job.
5. We're looking for new ways to improve the p _____ of our team.
6. After college, Tom is going to j _____ the police.
7. Mrs. Alavi is a very r _____ person; she reads the Holy Qur'an every day.
8. My brother gets very a _____ if you keep him waiting for a long time.

Compare your answers with a partner's.

Focus on Grammar

Expressing Possibility in the Past
may/might + have + p.p.

1 Read the following dialogs carefully and answer the questions.

1. Sam: I wonder why Mother Teresa devoted all her life to the poor.
Sarah: I have no idea but she **might have come** from a poor family herself.
2. Sam: Edison had signs of a serious hearing problem.
Sarah: This **may have been** the reason for his poor performance at school.

Is Sarah sure of what she is saying? Why?

Expressing Deduction in the Past

must + have + p.p.

2 Read the following dialogs carefully and answer the questions.

1. Sam: Mother Teresa devoted her life to the poor.

Sarah: She **must have been** a very kind person.

2. Sam: Everyone knows that Edison developed the first successful electric light bulb, but did you know that he also worked on many other projects?

Sarah: Really? He **must have been** a very intelligent and hard-working person.

1. Is Sarah sure of what she is saying?

2. How did she come to this conclusion?

Expressing Advisability in the Past

should + have + p.p.

3 Read the following dialogs carefully and answer the questions.

1. Sam: Mother Teresa spent all her life helping the people of India.

Sarah: What she did was great. But people in Africa are much poorer and I believe she **should have helped** them instead.

1. Does Sarah think that Mother Teresa made the right choice?

2. What does she advise?

2. Sam: Edison's classmates at school were not kind to him. They often bothered him.

Sarah: That's so sad. They **should not have done** that.

1. Does Sarah think that Edison's classmates did the right thing?

2. What does she advise?

Grammar Practice

1 Fill in the blanks with *should*, *might* or *must*.

1. Maryam didn't help her mother with the dishes. I think she have helped her.

2. I rang the bell several times, but they didn't open the door. They.....
have gone out.
3. He hurt his back. He not have lifted that heavy box.
4. "He was very sad when I saw him".
"He have failed one of the exams, but still I'm not sure."

Compare your answers with a partner's.



Rewrite the following sentences using the modals in parentheses.

1. Perhaps she has forgotten that she has a class. (may)
.....
2. She didn't catch her train. I'm sure she left home too late. (must)
.....
3. You didn't e-mail me, but it would have been better to do so. (should)
.....
4. I can't find my keys. Perhaps I left them in my car. (might)
.....

Compare your answers with a partner's.

Grammar Digest

1. *May/might have + p.p.* shows possibility in the past. The degree of certainty is less than 50%.

- Tina was absent yesterday. She **may/might have been** sick.
- Babak went to bed early last night. He **may/might have been** too tired.
(In both examples the writer/speaker is not sure.)

2. *Must have + p.p.* shows our certainty about a past event. The degree of certainty is about 95%.

- Tina was absent yesterday. She **must have been** sick.
- Babak went to bed early last night. He **must have been** too tired.
(In both examples the writer/speaker is almost sure.)

3. *Should have + p.p.* shows advisability in the past, i.e. it would have been better to do/not to do something in the past.

- You **should have helped** the poor man. (But you didn't.)
- I **shouldn't have asked** him for help. (But I did.)

Irregular Verbs

| <i>Infinitive</i> | <i>Past Tense</i> | <i>Past Participle</i> |
|-------------------|-------------------|------------------------|
| arise | arose | arisen |
| awake | awoke | awaken |
| be | was/were | been |
| bear | bore | borne/born |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bleed | bled | bled |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| broadcast | broadcast | broadcast |
| build | built | built |
| burn | burnt, burned | burnt, burned |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| dream | dreamt, dreamed | dreamt, dreamed |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |

| <i>Infinitive</i> | <i>Past Tense</i> | <i>Past Participle</i> |
|-------------------|-------------------|------------------------|
| find | found | found |
| fly | flew | flown |
| forecast | forecast | forecast |
| forget | forgot | forgotten |
| get | got | got, gotten |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| hang | hung, hanged | hung, hanged |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| lean | leaned, leant | leaned, leant |
| learn | learnt, learned | learnt, learned |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |
| light | lit | lit |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| misunderstand | misunderstood | misunderstood |
| overcome | overcame | overcome |
| pay | paid | paid |
| prove | proved | proved, proven |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |

| <i>Infinitive</i> | <i>Past Tense</i> | <i>Past Participle</i> |
|-------------------|-------------------|------------------------|
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| shake | shook | shaken |
| shine | shone | shone |
| shoot | shot | shot |
| show | showed | shown |
| shut | shut | shut |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| smell | smelled, smelt | smelled, smelt |
| speak | spoke | spoken |
| spell | spelt, spelled | spelt, spelled |
| spend | spent | spent |
| spread | spread | spread |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| upset | upset | upset |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

Word List

In the following list you can find the new words that appeared in this book with their lesson numbers. You can change this list into a bilingual dictionary by providing Farsi equivalents for the words.

The numbers in brackets show the lessons in which the word first appeared.

A

access / 'ækses / v.

addictive / ə'diktɪv / adj.

addition / ə'dɪʃən / n.

advertising / 'æd'vɜːtaɪzɪŋ / n.

advisability / əd'vaɪzə'bɪləti / n.

aerobic / əə'rəʊbɪk / adj.

agriculture / 'ægrɪkʌltʃər / n.

aid / eɪd / n.

Albanian / æl'beɪniən / n.

annoy / ə'nɔɪ / v.

anxious / 'æŋkʃəs / adj.

Apollo / ə'pɔːləʊ / n.

apprentice / ə'prentɪs / n.

article / ɑːrtɪkəl / n.

artificial / ɑːrtə'fɪʃəl / adj.

aspect / 'æspekt / n.

astronaut / 'æstrənɔːt / n.

atmosphere / 'ætməsfɪər / n.

attach / ə'tætʃ / v.

audience / 'ɔːdiəns / n.

August / 'ɔːgəst / n.

aware / ə'weər / adj.

Farsi equivalent

(7) دسترسی پیدا کردن

(7)

(7)

(7)

(8)

(1)

(5)

(4)

(8)

(8)

(2)

(6)

(5)

(3)

(6)

(2)

(6)

(3)

(7)

(2)

(8)

(2)

B

base / beɪs / n.

bend / bend / v.

(6)

(1)

| | |
|--------------------------------|---------------|
| besides / bɪ'saɪdz / adv. | (8) |
| beyond / bi'jɔ:nd / prep. | (6) |
| bike / baɪk / n. | (1) |
| blood / blʌd / n. | (1) |
| bone / bəʊn / n. | (1) |
| bother / bə:ðər / v. | (1) |
| bracket / 'brækɪt / n. | (Review)..... |
| brotherhood / 'brʌðərhu:d / n. | (8) |
| brick / brɪk / n. | (5) |
| brief / bri:f / adj. | (6) |
| bulb / bʌlb / n. | (8) |

C

| | |
|---|-----------|
| Calcutta / kæl'kʌtə / n. | (8) |
| calm / kɑ:m / adj. | (4) |
| calorie / 'kæləri / n. | (1) |
| carbon dioxide / kærɪbən daɪ'a:ksaɪd / n. | (3) |
| catalog / 'kætəlɔ:g / n. | (7) |
| Catholic / 'kæθlɪk / adj. | (8) |
| cause / kɔ:z / n./ v. | (3) |
| cave / keɪv / n. | (6) |
| ceramics / sə'remɪks / n. | (5) |
| charity / 'tʃærəti / n. | (8) |
| chat / tʃæt / n. | (7) |
| clause / klɔ:z / n. | (3) |
| climate / 'klaɪmət / n. | (3) |
| clinic / 'klɪnɪk / n. | (8) |
| colon / 'kəʊlən / n. | (4) |
| combine / kəm'baɪn / v. | (7) |
| comedian / kə'mi:diən / n. | (2) |
| communicate / kə'mju:nɪkeɪt / v. | (7) |
| communications / kəmju:nɪ'keɪʃənz / n. | (7) |
| community / kə'mju:nəti / n. | (8) |

compare / kəm'peər / v.

(1)

comparison / kəm'pærɪsn / n.

(4)

complex / ,kɑ:m'pleks / adj.

(8)

compose / kəm'pəʊz / v.

(7)

compute / kəm'pjʊt / v.

(7)

concentrate / 'kɑ:nsəntreɪt / v.

(2)

concerned / kən'sɜ:rnd / adj.

(3)

conclusion / kən'klu:ʒən / n.

(8)

condition / kən'dɪʃən / n.

(3)

confidence / 'kɑ:nfɪdəns / n.

(2)

conjunction / kən'dʒʌŋkʃən / n.

(1)

connect / kə'nekt / v.

(7)

construction / kən'strʌkʃən / n.

(5)

contact / 'kɑ:ntækt / n.

(2)

continuously / kən'tɪnjuəsli / adv.

(7)

contrast / 'kɑ:ntɹæst / n.

(3)

convent / 'kɑ:nvənt;vənt / n.

(8)

core / kɔ: / n.

(4)

crater / 'kreɪtər / n.

(6)

create / kri'eɪt / v.

(3)

crust / krʌst / n.

(4)

cylinder / 'sɪlɪndər / n.

(8)

D

damage / 'dæmɪdʒ / n., v.

(4)

dash / dæʃ / n.

(4)

data / 'dɑ:tə ; 'deɪtə / n.

(7)

database / 'dætəbeɪs ; deɪtəbeɪs / n.

(7)

decrease / dɪ'kri:s / v.

(2)

define / dɪ'faɪn / v.

(3)

definition / defɪ'nɪʃən / n.

(3)

density / 'densəti: / n.

(6)

department / dɪ'pɑ:tmənt / n.

(4)

| | | |
|---------------------------------------|-----|-------|
| destination / destɪ'neɪʃən / n. | (7) | ..... |
| destructive / dɪ'strʌktɪv / adj. | (4) | ..... |
| develop / dɪ'veləp / v. | (5) | ..... |
| developed / dɪ'veləpt / adj. | (5) | ..... |
| developing / dɪ'veləpɪŋ / adj. | (5) | ..... |
| developmental / dɪ'veləp'mentl / adj. | (5) | ..... |
| device / dɪ'vaɪs / n. | (7) | ..... |
| devote / dɪ'vəʊt / v. | (8) | ..... |
| disc / dɪsk / n. | (8) | ..... |
| discipline / 'dɪsəplɪn / v. | (5) | ..... |
| distant / 'dɪstənt / adj. | (6) | ..... |
| distract / dɪ'strækt / v. | (2) | ..... |
| disturb / dɪ'stɜːrb / v. | (2) | ..... |
| document / 'dɒkjumənt / n. | (7) | ..... |
| domestic / də'mestɪk / adj. | (5) | ..... |
| dream / driːm / v. | (6) | ..... |
| Dublin / 'dʌblɪn / n. | (8) | ..... |

E

| | | |
|---|-----|-------|
| earthquake / 'ɜːrθkweɪk / n. | (4) | ..... |
| economical / ekə'nɒ:mɪkəl / adj. | (5) | ..... |
| economically / ekə'nɒ:mɪklɪ / adv. | (5) | ..... |
| efficiently / ɪ'fɪʃəntli / adv. | (1) | ..... |
| electric / ɪ'lektrɪk / adj. | (8) | ..... |
| electrician / ɪlek'trɪʃən / n. | (5) | ..... |
| electricity / ɪlek'trɪsəti / n. | (4) | ..... |
| electromagnetic / ɪlekt'rəʊmæg'netɪk / adj. | (7) | ..... |
| electronic / ɪlek'trɒ:nɪk / adj. | (7) | ..... |
| elementary / elə'mentəri / adj. | (8) | ..... |
| e-mail / ɪ'meɪl / n. | (7) | ..... |
| embarrassment / ɪm'bærəsmənt / n. | (2) | ..... |
| emergency / ɪ'mɜːdʒənsi / n. | (4) | ..... |
| emotion / ɪ'məʊʃn / n. | (2) | ..... |

emotionless / ɪ'məʊʃənləs / adj.

(2)

emphasize / 'emfəsaɪz / v.

(2)

employer / ɪm'plɔɪər / n.

(5)

endorphin / en'dɔːrfɪn / n.

(1)

enhance / ɪn'hæns / v.

(3)

environment / ɪn'vaɪrənmənt / n.

(3)

era / 'ɪrə / n.

(6)

estimate / 'estɪmeɪt / v.

(5)

evaluate / ɪ'væljuːeɪt / v.

(2)

exact / ɪg'zækt / adj.

(4)

excellent / 'eksələnt / adj.

(1)

excitement / ɪk'saɪtmənt / n.

(2)

experience / ɪk'spɪəriəns / v.

(4)

explore / ɪk'splɔːr / v.

(6)

exploration / ˌeksplə'reɪʃən / n.

(6)

expression / ɪk'spreʃən / n.

(2)

extinction / ɪk'stɪŋkʃən / n.

(3)

extreme / ɪk'striːm / adj.

(5)

F

facial / 'feɪʃəl / adj.

(2)

fail / feɪl / v.

(5)

fat / fæt / n.

(1)

fax machine / 'fæks məʃiːn / n.

(7)

feature / 'fi:tʃər / n.

(6)

February / 'februəri / n.

(8)

field / fiːld / n.

(3)

file / faɪl / n.

(7)

financial / fɪ'nænʃəl; faɪ'n- / adj.

(8)

firmly / 'fɜːrmlɪ / adv.

(2)

first aid / ˌfɜːrst'eɪd / n.

(4)

flexible / 'fleksəbəl / adj.

(1)

float / fləʊt / v.

(4)

flood / flʌd / n.

(4)

focus / 'fəʊkəs / n.

(1)

foil / fɔɪl / n.

(8)

forecast / 'fɔːrkæst / v.

(4)

forest / 'fɔːrɪst / n.

(3)

formation / 'fɔːrmeɪʃən / n.

(2)

former / 'fɔːrmər / adj.

(6)

fortunate / 'fɔːrtʃənət / adj.

(4)

fortunately / 'fɔːrtʃənətli / adv.

(4)

forward / 'fɔːrwərd / v.

(7)

fuel / 'fjuːl / n.

(1)

function / 'fʌŋkʃn / n.

(1)

G

Galileo / ɡæli'leɪoʊ / n.

(6)

gasoline / 'ɡæsəliːn / n.

(3)

general / 'dʒenrəl / adj.

(3)

gesture / 'dʒestʃər / n.

(2)

global / 'ɡləʊbəl / adj.

(3)

graphics / 'ɡræfɪks / n.

(7)

greenhouse effect / 'ɡriːnhaʊsɪ'fekt / n.

(3)

guarantee / ɡærən'ti / n.

(3)

H

handheld / hænd'held / adj.

(7)

heading / 'hedɪŋ / n.

(1)

heart / hɑːrt / n.

(1)

hit / hɪt / v.

(4)

hire / 'haɪər / v.

(5)

homeless / 'həʊmləs / adj

(8)

Hubble / 'hʌbəl / n.

(6)

human / 'hjuːmən / n.

(5)

humor / 'hjuːmər / n.

(2)

I

| | | |
|--|----------|-------|
| ILO / ,aɪəl'əʊ / abbr. | (5) | ..... |
| imagine / ɪ'mædʒɪn / v. | (4) | ..... |
| impression / ɪm'preʃən / n. | (8) | ..... |
| inaction / ɪn'ækʃən / n. | (3) | ..... |
| income / ɪn'kʌm / n. | (5) | ..... |
| increase / ɪn'kri:s / v. | (1) | ..... |
| include / ɪn'klud / v. | (2) | ..... |
| industrialized / ɪn'dʌstriəlaɪzd / adj. | (5) | ..... |
| industry / ɪndə'stri / n. | (5) | ..... |
| injury / ɪn'dʒəri / n. | (1) | ..... |
| instrument / ɪn'strəmənt / n. | (4) | ..... |
| interchangeably / ɪntər'tʃeɪndʒəbli / adv. | (7) | ..... |
| Internet / ɪn'ternet / n. | (7) | ..... |
| instruction / ɪn'strʌkʃn / n. | (Review) | ..... |
| involvement / ɪn'vɔ:lvmənt / n. | (2) | ..... |
| Irish / ɪ'rɪʃ / adj. | (8) | ..... |
| irrelevant / ɪ'reləvənt / adj. | (5) | ..... |
| issue / ɪ'ʃu: / n. | (3) | ..... |

J

| | | |
|---------------------------|-----|-------|
| join / dʒɔɪn / v. | (1) | ..... |
| joint / dʒɔɪnt / n. | (1) | ..... |
| Jupiter / ˈdʒu:pɪtər / n. | (6) | ..... |

L

| | | |
|-------------------------|-----|-------|
| labor / ˈleɪbər / n. | (5) | ..... |
| laborer / ˈleɪbərə / n. | (5) | ..... |
| land / lænd / v. | (6) | ..... |
| launch / ˌlɔ:ntʃ / v. | (6) | ..... |
| layer / ˈleɪər / n. | (4) | ..... |
| lean / li:n / v. | (2) | ..... |
| lift / lɪft / v. | (1) | ..... |

link / lɪŋk / n. , v.

(7)

liquid / 'lɪkwɪd / n.

(4)

locate / 'ləʊkeɪt / v.

(4)

log on / lɒ:g'ɑ:n / v.

(7)

lower / 'ləʊwə / v.

(2)

lung / lʌŋ / n.

(1)

M

Macedonia / mə'sɪ'dəʊniə / n.

(8)

magnify / 'mæɡnɪfaɪ / v.

(6)

mail / meɪl / n.

(7)

mailing list / 'meɪlɪŋlɪst / n.

(7)

mainly / 'meɪnli / adv.

(3)

mantle / 'mæntəl / n.

(4)

manufacture / mə'nju'fæktʃə / v.

(5)

Mars / mɑ:rz / n.

(6)

mass / mæs / n.

(6)

material / mə'tɪriəl / n.

(6)

mechanism / 'mekənɪzəm / n.

(4)

Menlo / 'menləʊ / n.

(8)

mention / 'menʃn / v.

(1)

methane / 'meθeɪn / n.

(3)

Michigan / 'mɪʃɪɡən / n.

(8)

Milan / mɪ'læn / n.

(8)

mild / maɪld / adj.

(3)

mind / maɪnd / n.

(1)

mine / maɪn / v.

(6)

mineral / 'mɪnərəl / n.

(6)

mining / 'maɪnɪŋ / n.

(5)

mirror / 'mɪrər / n.

(2)

mission / 'mɪʃən / n.

(6)

missionary / 'mɪʃənəri / n.

(8)

mood / mu:d / n.

(2)

mostly / 'məʊstli / adv.

(5)

multimedia / mʌlti'mi:diə / n.

(7)

N

national / 'næʃnəl / adj.

(1)

Neptune / 'neptu:n / n.

(6)

nervousness / 'nɜ:vəsnes / n.

(2)

Net / net / n.

(7)

network / 'netwɜ:rk / n.

(7)

New Jersey / nju:'dʒerzi / n.

(8)

Newark / nju:'ɑ:rk / n.

(8)

newsgroup / 'nju:zgru:p / n.

(7)

Nobel / nəʊ'bel / n.

(8)

normally / 'nɔ:rməli / adv.

(2)

nun / nʌn / n.

(8)

nutrient / 'nu:triənt / n.

(1)

O

observe / əb'zɜ:v / v.

(6)

observer / əb'zɜ:vər / n.

(8)

occasion / ə'keɪʒən / n.

(2)

official / ə'fiʃəl / n.

(8)

Ohio / əʊ'haiəʊ / n.

(8)

online / ɔ:n'lain / adv.

(7)

organization / ɔ:rgənə'zeɪʃən / n.

(5)

outline / 'aʊtlaɪn / n.

(8)

overpass / 'əʊvərpæs / n.

(4)

oxygen / 'ɔ:ksɪdʒən / n.

(1)

P

Pacific / pə'sɪfɪk / adj.

(4)

particular / pər'tɪkjələr / adj.

(3)

partner / 'pɑ:tnər / n.

(1)

| | | |
|------------------------------------|-----|-------|
| pattern / 'pætərn / n. | (3) | ..... |
| pause / pəʊz / n. | (2) | ..... |
| performance / pər'fɔ:məns / n. | (8) | ..... |
| permission / pər'mɪʃn / n. | (8) | ..... |
| phase / feɪz / n. | (6) | ..... |
| phonograph / 'fəʊnəgræf / n. | (8) | ..... |
| phonography / fəʊ'nɑ:grəfi: / n. | (8) | ..... |
| pioneer / paɪə'nɪr / n. | (6) | ..... |
| planet / 'plænit / n. | (3) | ..... |
| pollution / pə'lu:ʃən / n. | (3) | ..... |
| populated / 'pɔ:pjuleɪtɪd / adj. | (4) | ..... |
| postal / 'pəʊstəl / adj. | (7) | ..... |
| posture / 'pɔ:stʃər / n. | (2) | ..... |
| poverty / 'pɔ:vərti / n. | (5) | ..... |
| predict / prɪ'dɪkt / v. | (4) | ..... |
| presentation / pri:zen'teɪʃən / n. | (2) | ..... |
| pretty / 'prɪti / adv. | (3) | ..... |
| prevent / prɪ'vent / v. | (5) | ..... |
| previous / 'pri:vɪəs / adj. | (2) | ..... |
| private / 'praɪvət / adj. | (8) | ..... |
| prize / praɪz / n. | (8) | ..... |
| probe / prəʊb / n. | (6) | ..... |
| procedure / prə'si:dʒər / n. | (4) | ..... |
| projection / prə'dʒekʃən / n. | (2) | ..... |
| promotion / prə'məʊʃən / n. | (8) | ..... |
| protect / prə'tekt / v. | (1) | ..... |
| proud / praʊd / adj. | (1) | ..... |
| provide / prə'vaɪd / v. | (2) | ..... |
| public / 'pʌblɪk / adj. | (2) | ..... |
| pump / pʌmp / v. | (1) | ..... |

Q

| | | |
|--------------------------|-----|-------|
| quality / 'kwɑ:ləti / n. | (6) | |
|--------------------------|-----|-------|

R

| | | |
|--------------------------------|-----|-------|
| rainfall / 'reɪnfɔ:l / n. | (3) | ..... |
| raise / reɪz / v. | (2) | ..... |
| rank / ræŋk / v. | (2) | ..... |
| rating / 'reɪtɪŋ / n. | (2) | ..... |
| rattle / 'rætəl / v. | (4) | ..... |
| react / rɪ'ækt / v. | (2) | ..... |
| readable / 'ri:dəbəl / adj. | (7) | ..... |
| reality / rɪ'æləti / n. | (4) | ..... |
| reasonable / 'ri:znəbl / adj. | (1) | ..... |
| recycle / ri:'saɪkl / v. | (3) | ..... |
| reduce / rɪ'du:s / v. | (3) | ..... |
| region / 'ri:dʒən / n. | (3) | ..... |
| release / ri:'li:s / v. | (1) | ..... |
| rely / ri'laɪ / v. | (1) | ..... |
| remove / rɪ'mu:v / v. | (5) | ..... |
| repetitive / rɪ'petətɪv / adj. | (1) | ..... |
| respect / rɪ'spekt / v. | (2) | ..... |
| result / rɪ'zʌlt / n. | (1) | ..... |
| right / raɪt / n. | (5) | ..... |
| rise / raɪz / n. | (3) | ..... |
| risk / rɪsk / v. | (3) | ..... |
| rob / rɔ:b / v. | (5) | ..... |
| Roman / 'rəʊmən / adj. | (8) | ..... |
| run / rʌn / v. | (6) | ..... |
| rural / 'rʊərəl / adj. | (5) | ..... |

S

| | | |
|---------------------------------|-----|-------|
| sample / 'sæmpəl / n. | (6) | ..... |
| satellite / 'sætələɪt / n. | (7) | ..... |
| Saturn / 'sætɜ:rn / n. | (6) | ..... |
| Save / seɪv / v. | (7) | ..... |
| scientific / saɪən'tɪfɪk / adj. | (7) | ..... |

| | | |
|--|-----|-------|
| scientist / 'saɪəntɪst / n. | (3) | ..... |
| sea level / 'siːləvəl / n. | (3) | ..... |
| self-employment / selfɪm'plɔɪmənt / n. | (5) | ..... |
| semicolon / semi'kəʊlən / n. | (4) | ..... |
| server / 'sɜːrvər / n. | (7) | ..... |
| shake / ʃeɪk / n. | (4) | ..... |
| shake / ʃeɪk / v. | (4) | ..... |
| shape / ʃeɪp / n. | (1) | ..... |
| shock / ʃɒk / n. | (4) | ..... |
| sign / saɪn / n. | (8) | ..... |
| skin / skɪn / n. | (1) | ..... |
| Skopje / 'skɔːpiə / n. | (8) | ..... |
| slum / slʌm / n. | (8) | ..... |
| smoothly / 'smuːðli / adv. | (4) | ..... |
| snail / sneɪl / n. | (7) | ..... |
| snowfall / 'snəʊfɔːl / n. | (3) | ..... |
| soccer / 'sɔːkər / n. | (6) | ..... |
| solar / 'səʊlər / adj. | (3) | ..... |
| sort / sɔːrt / n. | (5) | ..... |
| Soviet / 'səʊviət / adj. | (6) | ..... |
| specific / spə'sɪfɪk / adj. | (5) | ..... |
| Sputnik / 'spʊtnɪk / n. | (6) | ..... |
| stairs / sterz / n. | (1) | ..... |
| stance / stæns / n. | (2) | ..... |
| statement / 'steɪtmənt / n. | (1) | ..... |
| store / stɔːr / v. | (1) | ..... |
| storm / stɔːrm / n. | (4) | ..... |
| straight / streɪt / adj. | (1) | ..... |
| strategy / 'strætədʒɪ / n. | (5) | ..... |
| stretch / streɪtʃ / v. | (1) | ..... |
| succeed / sək'sɪd / v. | (2) | ..... |
| suffer / 'sʌfər / v. | (8) | ..... |
| suggest / sə'dʒest / v. | (1) | ..... |

summarize / 'sʌməraɪz / v.

(7)

summary / 'sʌməri / n.

(7)

superior / su:'piəriə / adj.

(8)

support / sə'pɔ:t / n.

(1)

surrounding / sə'raʊndɪŋ / adj.

(3)

survive / sə'rvaɪv / v.

(4)

system / 'sɪstəm / n.

(7)

T

tap / tæp / v.

(2)

technology / tek'nɔ:lədʒɪ / n.

(7)

telecommunications / telɪkəmju:nɪ'keɪʃənz / n.

(7)

telegraphic / telɪ'græfɪk / adj.

(8)

telescope / 'telɪskəʊp / n.

(6)

temperature / 'temprətʃər / n.

(3)

term / 'tɜ:m / n.

(7)

though / ðəʊ / conj.

(3)

through / θru: / prep.

(1)

tin / tɪn / n.

(8)

toe / təʊ / n.

(1)

tone / təʊn / n.

(2)

tool / tu:l / n.

(2)

trade / treɪd / n.

(5)

training / 'treɪnɪŋ / n.

(8)

transfer / 'trænsfər / n.

(7)

trap / træp / v.

(3)

trash / træʃ / n.

(3)

U

underpass / 'ʌndərpæs / n.

(4)

unemployment / ʌnɪm'plɔɪmənt / n.

(5)

UNICEF / 'ju:nɪsef / abbr.

(5)

union / 'ju:nɪən / n.

(5)

unit / 'ju:nɪt / n.

(6)

unreadable / ʌn'ri:dəbel / adj.

(7)

update / ʌp'deɪt / v.

(7)

Uranus / 'jʊreɪnəs / n.

(6)

urban / 'ɜ:rbən / adj.

(5)

usefulness / 'ju:sfʊlnəs / n.

(8)

V

vacation / veɪ'keɪʃən / n.

(5)

valley / 'væli / n.

(6)

variety / və'raɪəti / n.

(2)

various / 'veriəs / adj.

(8)

vehicle / 'vi:əkəl / n.

(6)

Venus / 'vi:nəs / n.

(6)

vessel / 'vesəl / n.

(1)

video conferencing / 'vɪdɪəʊkɑ:nfərənsɪŋ / n.

(7)

Viking / 'vaɪkɪŋ / n.

(6)

volume / 'vɔ:lju:m / n.

(2)

voluntary / 'vɔ:ləntəri / adj.

(8)

voyager / 'vɔɪdʒər / n.

(6)

W

web / web / n.

(7)

whereas / wer'æz / conj.

(3)

whether / 'weðər / conj.

(1)

willing / 'wɪlɪŋ / adj.

(5)

within / wɪ'ðɪn / prep.

(5)

WWW / dʌbəlju:dʌbəlju:'dʌbəlju: / n.

(7)

Y

Yugoslavia / 'ju:gəʊslɑ:vɪə / n.

(8)

Idioms and Expressions

Farsi equivalent

| | |
|----------------------------|---------------|
| as long as | (5)..... |
| as soon as possible | (Review)..... |
| as well | (2)..... |
| as well as | (8)..... |
| be concerned about | (3)..... |
| be robbed of something | (5)..... |
| by oneself | (3)..... |
| come in | (1)..... |
| do one's part | (3)..... |
| do research into something | (Review)..... |
| give a speech | (2)..... |
| help out | (5)..... |
| in addition (to) | (1)..... |
| keep up with something | (7)..... |
| make a decision | (Review)..... |
| make a difference | (2)..... |
| make a speech | (2)..... |
| make eye contact | (2)..... |
| out of date | (7)..... |
| pass on | (7)..... |
| run away | (8)..... |
| take action | (Review)..... |
| take notes | (2)..... |
| take something seriously | (2)..... |
| tell a joke | (2)..... |



معلمان محترم، صاحب نظران، دانش آموزان عزیز و اولیای آنان می توانند نظر اصلاحی خود را در باره ی مطالب
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