



قوانا بؤءه سه كه دانابؤء
ءزارء آءوزشش بؤءوش

GRADED ENGLISH

Book 5

توانا بود هر که دانا بود
وزارت آموزش و پرورش

سازمان کتابهای درسی ایران

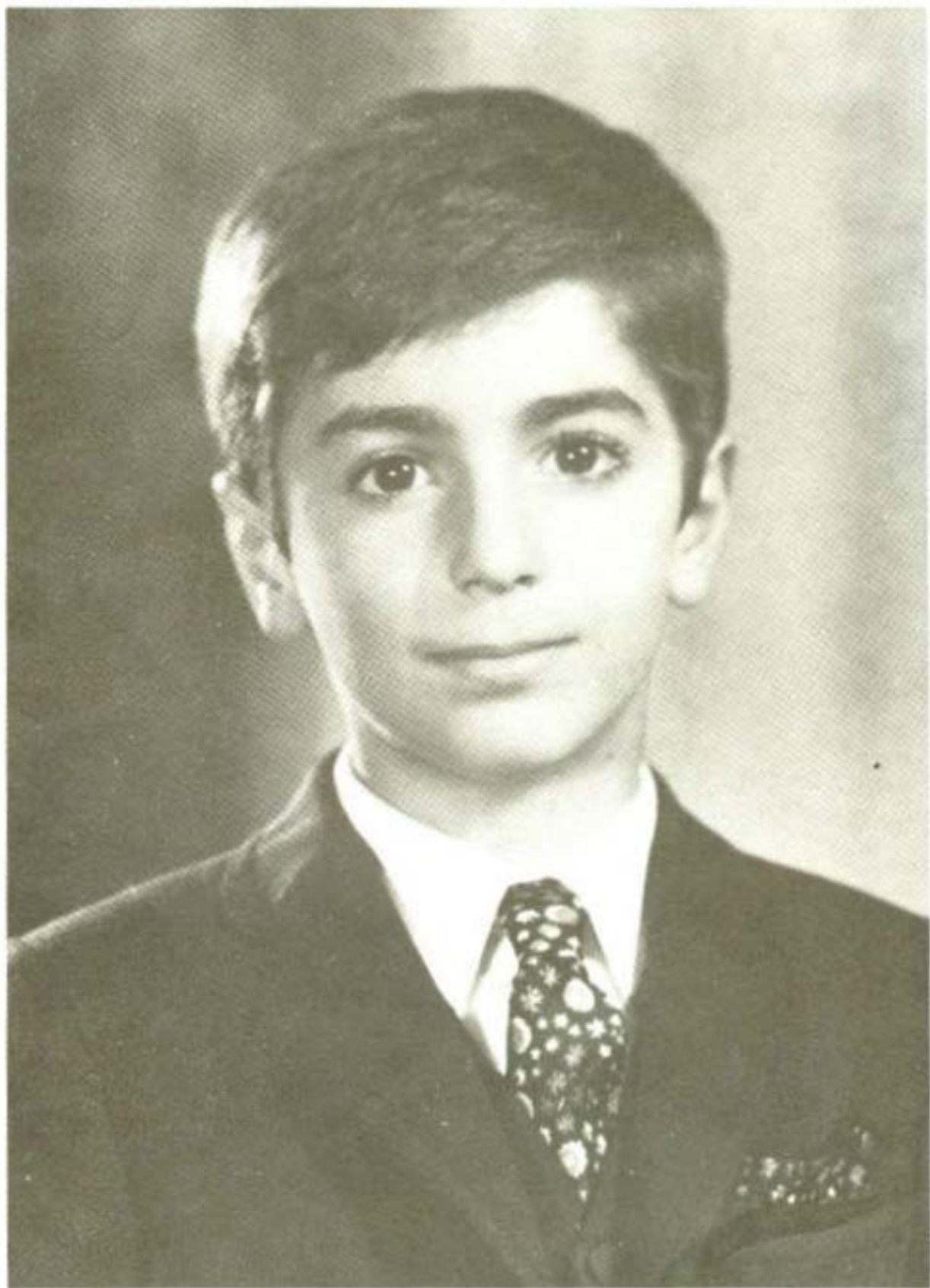
GRADED ENGLISH

برای سال نهم دبیرستانها

این کتاب دارای راهنمای تدریس برای معلمان است
که بر رایگان در اختیار آنان گذاشته می شود.







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LESSON ONE

dialog

First listen to the conversation. Then repeat it after the teacher. Practice¹ it with your friend and memorize it.

WHAT'S THE MATTER ?

Amir : **What's the matter***, Mary ? Do you have a problem ?

Mary : Yes, I've read this part of my science lesson several times, but I don't understand it.

Amir : Maybe you don't know how to study.

Mary : Really ? I've **memorized** all the sentences.

Amir : That's the problem with many of us. We walk up and down the schoolyard² reading and repeating our lessons sentence by sentence*, but we never try to understand them.

Mary : What do you mean ?

Amir : Well, **it goes without saying*** that if you memorize something that you haven't understood*, you'll soon forget it.

Mary : Are you telling me that we should learn "how to study" ?

Amir : Yes, that's what I mean.

Mary : You may be right.

reading

*The teacher will briefly explain the text . (1)
Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.*

LEARNING HOW TO STUDY

Mary : Mr. Rod, could you tell us how we should study

1- Practice = Practise

2- Words with "O" under them are included in the glossary. See Teacher's Manual for further information.

our lessons ?

Mr. Rod : Yes, of course. I think that is something every student ought to know.

First of all, there are several things that you must keep in mind. The most **basic** ones are good **health**, enough sleep, and suitable food. Without these you may not be successful in your studies. Good hearing, good eyesight^{*} and lighting^o are also important **factors**.

Secondly, there is a useful **technique** which will help each of you in your studies, if you use it. It's called **SQ3R**. These letters **stand for** **S**urvey, **Q**uestion, **R**ead, **R**ecite^{*}, and **R**eview. Let me explain each of them.

When you have an **assignment**^{*}, the first **step** is to survey the **material**. This means that you quickly read the title and topic headings, look at the pictures, and see if there are any **comprehension**^{*} questions. The **purpose** of this step is to get a **general** idea of the material.

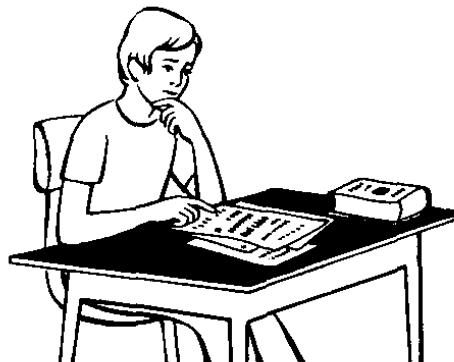
The second step is to ask yourself questions about the material that you have surveyed. The main purpose is **to form** an understanding^{*} of what you are going to read. In this way you give yourself some facts and ideas **to look for**.

The third step is to read as fast as possible, with understanding. **Since**^{*} you have surveyed the material and have formed some questions in your mind, you now know what you are looking for. In this way your reading and your understanding will be much faster.

The fourth step is **to summarize**^{*} the material at the end of each section. You do this by reciting the important **points** and **relating** them to what you already know about the subject.

After you have finished your assignment, **immediately** review the material. This is the fifth and last step of SQ3R.

Every time that you have to do an assignment, you should **go back over**^{*} the material you read before and survey it qui-



ckly. This helps you to remember many of the things that you have learned at different times. This kind of review is very valuable.*

You can use the SQ3R technique in many of your subjects; **for example**, Physics, Chemistry, Geography, and History. By learning this technique and using it often, you will be able to form correct study **habits**. With correct study habits, you will be able to do your assignments faster. You will also understand more and misunderstand* less.

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

what's the matter ?	to memorize	it goes
without saying	basic	health
technique	to stand for	to survey
to recite	to review	assignment
material	comprehension	purpose
to form	to look for	since
arize	point	to relate
to go back over	for example	habit

WORD STUDY

Study the following words and their meanings :

what's the matter ? :	what's wrong ?
sentence by sentence :	one sentence after another
it goes without saying :	everybody knows
understood :	pt. and pp. ¹ of "understand"
eyesight :	sight of the eye
to stand for :	to mean
to recite :	to repeat from memory
assignment :	homework
to comprehend :	to understand
an understanding :	a knowledge

1- Pt. = Past Tense

PP. = Past Participle

since :	because
to summarize :	to give only the main points; to sum up
to go back over :	to review; to go over again
valuable :	worth a lot; important
to misunderstand :	to understand wrongly

I. COMPREHENSION

■ I-A. Practice the SQ3R technique with the text below.

1. **SURVEY** the text by reading the headings and comprehension questions very quickly.
2. Ask yourself **QUESTIONS** about each section.
3. **READ** each section.
4. **RECITE** the main idea of each section to yourself.
5. **REVIEW** the text and the main ideas.

READING AN ENGLISH TEXT

What You Should Not Do¹

When you are reading an English text, do not stop for every word that you do not know. If you do this, you may never finish the text. You will spend so many hours looking up words that by the time you get to the end of a paragraph, you will be tired out and bored to death. You will have looked up many many words in the dictionary, but you will probably not be able to remember more than one or two of them. In addition, you will not have understood what the text was about.

Translation or Understanding

Once a young boy asked me how he could und-

1- There are some new words in this exercise that you may not know. Try to guess their meanings.

erstand the main idea in a paragraph. I told him, "You will not be able to do so by translating every word in every sentence." "Why did I say this?" It's very simple! Word for word translations do not provide understanding. A sentence is much more than word for word meanings. If you want to understand a paragraph, you must first understand the meaning of each sentence. And if you want to understand the main idea of a paragraph, you must be able to relate the meanings of the sentences to each other.

Comprehension Questions

1. Why shouldn't you stop for every word that you do not know?
2. What happens when you look up all the new words in the dictionary?
3. Why can't you understand a text if you translate every word in every sentence?
4. How can you understand the main idea of a paragraph?

■ *HOW WELL DID YOU USE THE SQ3R TECHNIQUE?*

- SURVEY:**
1. What is the main heading of the above text?
 2. What are the topic headings?
 3. What was the last thing you did while surveying the text?

QUESTIONS: Ask yourself two questions about each section.

- READ:**
1. Read the text and comprehension questions.
 2. Write the answers to the comprehension questions in your notebook.

- RECITE:**
1. What was the main idea of the first section?
 2. What was the main idea of the second section?

REVIEW: What was the purpose of the text?

■ **I.B. Idiom Practice**

- | | |
|-----------------------------|------------------|
| 1. What's the matter, Jack? | You look sad. |
| Ali? | You look tired. |
| Mary? | You're shouting. |
| Mr. Rod? | You seem angry. |

2. It goes without saying that she'll pass the exam.
you're as old as you feel.
education is important
for a country.
good health is important.

II. GRAMMAR AND PRACTICE

■ **II-A.** *Look at the following examples :*

Could you tell us how
We **should** study our lessons
Every student **ought to** know
You **must** keep in mind
You **may** not be successful
You **can** use the SQ3R technique
You **will** be able to form

NOTES :

1. The above words are called Modal Verbs.
2. They usually come with a main verb. (study, know ...)
3. A Modal Verb does not change form like an ordinary verb does.
4. Modal Verbs such as **COULD**, **SHOULD**, etc, are often used for present and future time.

EXERCISE II-A. *a. Change the following sentences by adding the Modal in the parentheses. b. Change your sentences into question form. c. Give short affirmative and negative answers.*

Example: Mina speaks English. (can)
a. Mina can speak English.
b. Can Mina speak English?
c. Yes, she can. No she can't.

1. Amir joins the scouts on their hikes. (should)

2. Literacy spreads all over the country. (must)
3. Boys soon get used to Scout Laws. (will)
4. The Amiri family go camping next week. (may)
5. We obey our parents. (ought to)
6. They tell us their problems. (could)
7. We use this technique for many of our lessons. (can)
8. They survey their material quickly. (might)

■ **II-B.** Look at the following words from the text:

..... enough sleep and suitable food.....

..... may not be successful

..... secondly there is a useful technique

..... you have an assignment

..... is very valuable

..... and misunderstand less

	<u>Prefix</u>		<u>Suffix</u>
impossible	im-		-possible
misunderstand	mis-		-understand
re-examine	re-		-examine
unknown	un-		-known
secondly		second-	-ly
useful		use-	-ful
suitable		suit-	-able
assignment		assign-	-ment

NOTES:

1. A "prefix" is added to the beginning of a word.
2. A "suffix" is added to the end of a word.

EXERCISE II-B. Underline the prefixes and suffixes in the following words:

successful useful quickly subtraction unknown reread
 treasurer operation happiness unfriendly valuable
 Iranian teacher illness lucky comfortable re-examine

EXERCISE II-C. Write the correct form of each of the words in the parentheses:

1. I saw a _____ picture last night. (wonder)
2. He is a _____ scientist. (fame)
3. It is _____ to know how to type. (use)
4. I _____ remembered that I was very late. (sudden)
5. Beethoven was a famous _____ (music)
6. It is _____ to change wood into gold. (possible)
7. It is _____ to walk in a forest at night. (safe)
8. I thanked him for his _____ (kind)
9. My uncle is a famous _____ (write)
10. I had _____ many mistakes in my dictation and I had to _____ it. (write)
11. He is quite _____ . (health)
12. His _____ surprised us. (happy)

III. HANDWRITING

Complete the following conversation:

S Q 3 R.

Mary: How can I understand my lessons better?

Jack: By forming correct

Mary: _____ some factors?

Jack: Good health, enough food and sleep, good eyesight and hearing and S Q 3 R.

Mary: What is S Q 3 R.

Jack: _____ and _____

LESSON TWO

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

MAY I HELP YOU

(Situation: Homa and her family are in her teacher's home. They have just finished dinner.)

Homa: That was a delicious dinner, Mrs. George.
Thank you very much.

Mrs. George: I'm glad you liked it, Homa.

Homa: May I help you clear the table?

Mrs. George: Why, yes, **that's very kind of you***. Let's take the dishes into the kitchen.

Homa: Are you going to wash the dishes now?

Mrs. George: Oh, yes. I'll wash them and you can **dry** them.

reading

The teacher will briefly explain the text . (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.



AN INFORMAL DINNER PARTY

Jane: What's the matter, Homa?

Homa: Oh, nothing. I'm all right, I guess*.

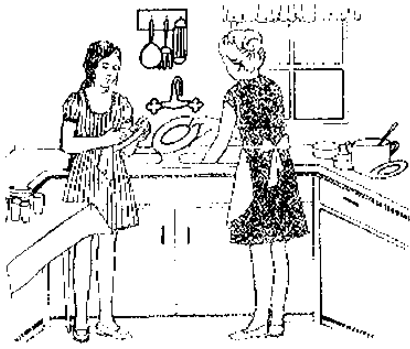
Jane: Did something happen last night? You were invited to your English teacher's house for dinner, weren't you?

Homa: Yes, but it wasn't a very pleasant evening for me.

Jane: I'm sorry to hear that! Was this the first time that you were invited to your teacher's home?

Homa: Yes, it was. In fact, it was the first

- time that I was in a **foreigner's** house.
- Jane : Then, some of the customs **probably** seemed very different.
- Homa : They did seem different! In fact, some seemed to be **just** the **opposite**.
- Jane : I know what you mean, but they **are** well **worth** learning. I was uncomfortable the first time I went to an Iranian dinner party, but **later** one of my friends very kindly explained a few of the Iranian customs to me. I think customs and **behavior** must be learned together with a language. Customs are neither right nor wrong **by themselves**; they are a part of the life of each country, just as a language is.
- Homa : You may be right. **Any way**, my parents and I met my teacher's husband and children for the first time last night.
- Jane I suppose, your dinner party was an **informal** one, wasn't it? What did you do when you arrived?
- Homa : We went into the **living-room** and sat down. My father began to tell Mr. George about some of his experiences in England and the United States. Mother, who only knows a little English, and I talked with Mrs. George.
- Jane : Did Mrs. George serve tea or fruit **juice** to you?
- Homa : No, she didn't serve anything. In fact, she asked us to come to the table a few minutes after we arrived.
- Jane : That is **typical** of informal dinner parties, especially when there are small children. They like to eat early, put the children to bed, and then spend the rest of the evening talking, looking at pictures, and things like that.
- Homa : After dinner was **the worst** part of the evening for me! When Mrs. George was clearing the table, I said, **politely** "May I help you?" She answered, "Why, yes, that's very kind of you. Let's take these dishes into the kitchen." Then in the kitchen,



she said, "I'll wash the dishes and you can dry them." Wasn't that **rude*** of her!

Jane : No, **not at all**. At informal dinner parties a woman guest often helps with the dishes after dinner. In fact, she may even feel uncomfortable if the hostess doesn't let her help.

Homa : That's just the opposite of the Iranian custom! We never let a guest wash or dry dishes, even if she does offer to help.

Jane : It's a very important difference*, isn't it? Things like this often cause misunderstandings between people from different countries. Customs are correct in their own country, but they are sometimes incorrect in another country.

Homa : That's what my father said, too. **According to** him, I should start learning about American customs if I want to visit my brother in the United States next summer. Will you help me?

Jane : Of course, Homa, I'll help you in every way I can, but you must also help me to learn about Iranian customs.

Homa : I'll **do my best***, Jane.

Comprehension Questions

1. Why didn't Homa have a pleasant evening at her teacher's house?
2. What ought to be learned together with a language?
3. Are customs right or wrong by themselves?
4. What is typical of informal dinner parties in England and America?
5. What are some customs in America that are different from customs in Iran?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

that's very kind of you to dry foreigner
probably just opposite to be worth

later behavior by themselves any way
informal living-room juice typical
the worst politely rude not at all
according to to do one's best.

WORD STUDY

Study the following words and their meanings :

that's very kind of you :	you are very kind
to guess :	to suppose; to think
foreigner :	person from another country
probably :	perhaps
just :	exactly ; quite
opposite :	not the same; as different as can be
uncomfortable :	not comfortable
by themselves :	without help; alone
to arrive :	to come to a place
living-room :	sitting room
rude :	not polite
difference :	point in which people or things are different
I'll do my best :	I'll make my greatest effort

I. COMPREHENSION

■ I.A. *Here are a few customs from different countries. Put a check mark (✓) in front of those which seem strange to you.*

1. standing up for every guest who arrives
2. guests washing or drying the dishes in the kitchen
3. eating dinner at 6 o'clock
4. putting milk in your tea
5. driving on the left side of the street
6. giving flowers to a boy coming back from a trip
7. a teacher saying "Hello" before a student does
8. praying to God three or five times a day

9. not standing up when the teacher comes in
10. a girl choosing her husband

■ **I.B.** *Write the answers to the comprehension questions in your notebook.*

■ **I.C. Idiom Practice (Oral Drill)**

1. May I help you clear the table? - That's very kind of you.
Could I set the table for you?
Can I take your coat?
2. Were you hurt? - Oh, no! Not at all.
Wasn't it rude of her?
Were they impolite?
Did I put you to much trouble?
3. She does her best to remember everything.
please her parents.
be polite to everyone.
understand English.
4. He went for a walk by.... self (selves).
She
I
We
They
You (singular)
You (plural)

II. GRAMMAR AND PRACTICE

■ **II.A.** *Look at the following examples of emphatic DO:*

They **did** seem different!
... even if she **does** offer to help.
You **did** offer to help, didn't you?

Do try to remember that...

NOTE: Use **DO, DOES, DID** before a verb to show emphasis or strong feeling.

EXERCISE II-A. Add *DO, DOES, DID* to the following sentences to show strong feeling or emphasis.

Example: I told him the news.
 I did tell him the news.

1. John took the Natural Science Course.
2. We feel at home in your house.
3. Try to make friends with your neighbors.
4. Mary hates to be late.
5. Visit us again some time.

■ **II-B.** Look at the following use of Exclamation Marks:

(Strong feeling)

I'm sorry to hear that!

That was the worst part for me!

Wasn't that rude of her!

That's just the opposite of the Iranian customs!

(Emphasis)

Your dinner party was an informal one, wasn't it!

NOTE: Strong feeling or emphasis can be shown by an exclamation mark (!).

EXERCISE II-B. Choose a sentence in column B for each sentence in column A. Write the letter of the sentence on the line.

A

1. Do explain these customs to me.
2. What did you do?
3. She asked me to dry the dishes.

4. Some customs probably seemed different.

B

- a. I learned something new !
- b. I'll do my best !
- c. They certainly did !
- d. Wasn't that rude of her !

■ **II.C.** Look at the following connectives :

We talked with Mr. George **and** the children.

They wanted to be polite **but** didn't know how.

We have to learn **not only** the language **but also** the customs.

Mary **and** Amir **both** know that some customs are different.

Mary **and** Amir are **both** happy.

Both she **and** he know that some customs are different.

Both she **and** he are happy.

He was **either** reviewing **or** summarizing.

They **either** talked **or** looked at the pictures.

He was **neither** reviewing **nor** summarizing.

They **neither** talked **nor** looked at the pictures.

NOTES :

1. The above words are connectives.
2. They connect two nouns or two verbs¹ in simple sentences.
3. The two nouns (Mary and Amir, etc.) are called compound noun phrases. The two verbs (reviewing or summarizing etc.) are called compound verb phrases.
4. Use "both", "either", and "neither" after modals, after the verb "Be", and before other main verbs.

1- They may also connect two pronouns or two adjectives :

You and I both know

He was both hungry and thirsty.

EXERCISE II-C. Join the following sentences with the connectives in the parentheses.

Example: His comprehension is good.

His writing is good. (both and)

Both his comprehension and his writing are good.

1. The principal lives near the school. His assistant lives near the school. (and)
2. The actor was American. The actress was American. (both and)
3. Jack is an astronaut. George is an astronaut. (and both)
4. She wanted to be helpful. She didn't know how. (but)
5. The boy fell down. The boy broke his leg. (not only but also)
6. Mary isn't careful. Jack isn't careful. (neither nor)
7. I will watch TV. I will go to the movies. (either or)
8. He studies at the university. He works at the university. (and)
9. We laugh in class. We talk in class. (both and)
10. Mary wanted to do her best. She didn't know how. (but)
11. Mina passed the exam. Ali passed the exam. (not only but also)
12. We don't have a big playground. We don't have a coach. (neither nor)
13. Mina will go shopping. Her mother will go shopping. (either or)
14. Girls enjoy adventure stories. Boys enjoy adventure stories. (and both)

III. DICTO - COMP

The teacher will read a short paragraph to you three times. Listen carefully each time. Then write as much as you can remember. Stay as close as you can to what you hear. Do not write while the teacher is reading.

LESSON THREE

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

USING THE SUN'S ENERGY

George : **It sure is*** hot today.

Harry : **No wonder*** you're hot. You're sitting in the Sun.

George : I wonder if people will ever use the Sun's **energy** to heat* their houses.

Harry : They already do. They use it to cook food **as well**.

George : I don't believe you.

Harry : It says so in this magazine. See ! "Scientists Use Sun to Cook Food."

George : It also says, "On the Moon."

Harry : Well, if they can do that on the Moon, they can do it on the Earth, too.

reading

a. The teacher will explain the new words of the text to you.

b. Practice the SQ3R technique. (Comprehension, Part I.A. will help you to do this.)

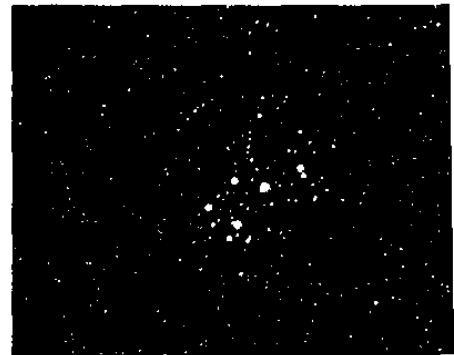
THE EARTH AND ITS NEIGHBORS

Stars

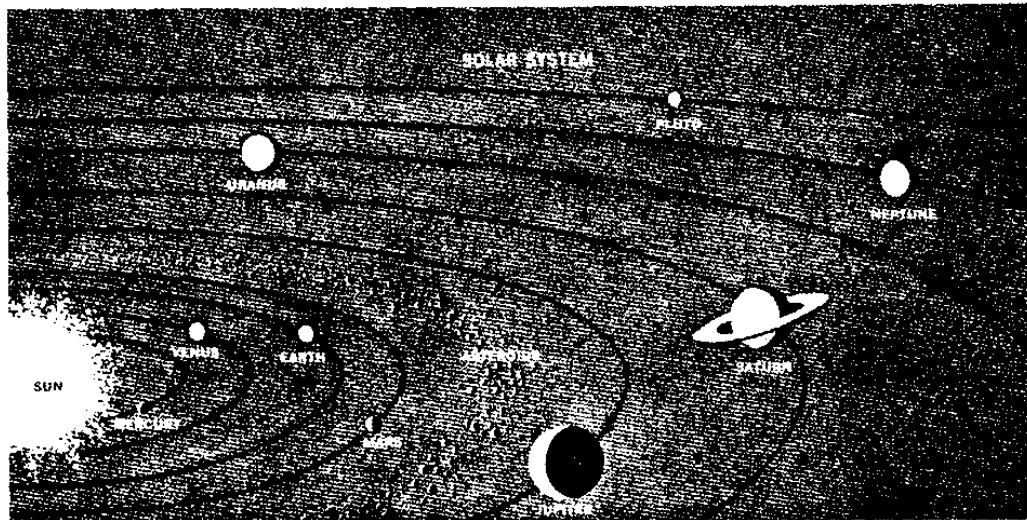
When we look at the sky at night, we see **thousands** of very small lights. We call them **stars** and most of them are. People **used to** think that they were like the Earth, but they aren't. A star is like our Sun, a **blazing*** ball of hot **gases** and **metals**¹.

The Earth is very different. It is not a **fiery*** world like the stars and the Sun. In

¹- The metals are in gaseous form.



fact, in some places it is very cold. The Earth doesn't have any light of its own. Instead, it depends on the Sun for its light, like the Moon does. When we look at the Moon, the light we see there is a reflection of the Sun's light.

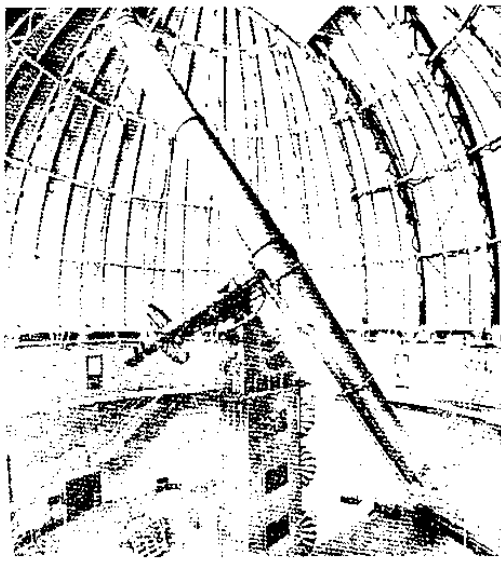


Planets

The Earth is called a planet. The Sun, the Earth and eight other planets are our **solar system**. Everyone used to think that the Sun and the other planets **orbited** around the Earth, but **astronomers proved** that this was wrong. Our Earth and other eight planets in our solar system orbit around the Sun.

The Sun is much larger than the Earth and the other planets in our solar system. But although the Sun seems very large to us, we know about other stars that are a lot larger than it is. We also know that there are stars that shine much more **brightly** than our Sun, but they are so far away that we can only see them through a telescope.

A TELESCOPE



The planets that are near the Earth are Venus and Mars. Venus is **closer** to the Sun than the Earth and is covered with clouds. Mars is farther from the Sun than the Earth and it is sometimes covered with **dust storms**. Venus is the brightest planet in our solar system. In fact, it can sometimes be seen in the daytime. The light that is reflected from Mars is usually an **orange-red**.

The first time that the astronauts **described** the Earth from space, they said that it was one of the most beautiful sights that they had ever seen. It looked like a blue, green, and white ball in black space.



Space Exploration

As far as we know, our planet is the only one which has **intelligent*** life on it. **Still**, some of the other planets probably have simple forms of life¹ on them: for example, there may be plant life on Mars. A few scientists think that life might also **exist*** in other solar systems.

Although space exploration^{*} has already begun and should become more interesting every year, it will be many many years before we learn the secrets of even our nearest neighbor, the Moon.

Comprehension Questions²

1. What is the difference between a star and a planet ?
2. What forms our solar system ?
3. Which planets are near the Earth ?
4. a. What is Venus covered with ?
b. What is Mars sometimes covered with ?
5. Has man learned many of the secrets of other planets ?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

It sure is no wonder energy
as well thousands star used to blazing
gas metal fiery solar system
to orbit astronomer to prove brightly

1- simple forms of life = bacteria, plants, etc.
2- The answers to these comprehension questions should be written in the third part of SQ3R (Part I.A.)

telescope close dust storm orange-red
to describe as far as intelligent still
exist

WORD STUDY

Study the following words and their meanings:

it sure is :	it certainly is
no wonder :	it is not surprising
to heat :	to make hot or warm
blazing :	bright and fiery ; shining
fiery :	burning; like fire
to orbit :	to travel around
to prove :	to show to be true
storm :	a strong wind with rain, snow, etc.
to describe :	to tell or write about
intelligent :	having knowledge or understanding (of something)
to exist :	to be; to live
exploration :	travel for the purpose of discovery; examination of something unknown

I. COMPREHENSION

■ I.A. SQ3R

- SURVEY** 1. what is the main heading of the above text ?
 2. What are the topic headings ?
- QUESTIONS** Ask yourself two questions about the text and write them in your notebook.
- READ** 1. Read the text silently.
 2. Write the answers to the comprehension questions in your notebook.
- RECITE** What were the main sentences that gave you information about the Earth and its neighbors? (about 7 sentences)
- REVIEW** What was the main purpose of the text ?

■ **I-B.** Put a check mark (✓) in front of the statements which were in the text :

1. A star is made of hot gases and metals.
2. Men used to think that the Earth was not round.
3. The Earth used to be part of the Sun.
4. Planets get their light from the Sun.
5. The Earth got its atmosphere when it became cold.
6. Venus is covered with clouds.
7. Venus is closer to the Earth than Mars is.
8. The light reflected from Mars is orange-red.
9. There may be plant life on Mars.
10. The Moon is hot in the daytime and cold at night.

■ **I-C. Idiom Practice (Oral Drill)**

1. It sure is hot today.
an interesting book.
nice to see him.
cold outside.
2. No wonder you're hot. You have heavy coat on.
you're hungry. You haven't eaten anything.
you're tired. You haven't slept for days.
she's so happy. Her daughter is coming from Europe.
3. I enjoy watching TV, but I like hiking as well.
but I am interested in drawing
but I like to listen to music
but I like to play tennis

II. GRAMMAR AND PRACTICE

■ **II-A.** Look at the following examples of USED TO :

People **used to** think that the stars were like the Earth.

Everyone **used to** think that the Sun and the other planets orbited around...

This **used to** be worth a lot of money.

NOTES :

1. "USED TO" refers to something that was done in the past, and has stopped now.

2. Use "did" to form questions :

Affirmative: He "used to eat" a lot.

Questions: Did he "use to eat" a lot?

EXERCISE II-A. Rewrite the following sentences like the example :

Example: He lives in Tehran.

a. He used to live in Tehran.

b. Did he use to live in Tehran?

1. She goes to Primary School.
2. She is a musician.
3. He was a university teacher.
4. The principal plays football.
5. My cousin teaches literature.
6. We thought about our course of study.

■ **II-B.** Look at the following examples of Comparatives and Superlative:

(Some) stars are a lot **larger than** the Sun.

Planets are much **smaller than** the Sun.

Some of them shine much **more brightly**.

It should become **more interesting**.

Venus is **the brightest** planet.

It was one of **the most beautiful** sights.

1- The form "Used he to eat a lot?" is also correct, but not very common.

NOTES:

1. For comparative:
 - a. Use "er" for one syllable adjectives and adverbs.
 - b. Use "more" for three or more syllables.
2. For superlative:
 - a. Use "the est" for one syllable adjectives and adverbs.
 - b. Use "the most" for three or more syllables.¹

EXERCISE II-B. Use the correct form of the adjectives or adverbs in the parentheses:

Papyrus was used (early) than paper. The
(early) known date for the use of papyrus is 2300 B. C.² The
Chinese discovered how to make paper much (late), but
their discovery is one of (important) in history. In
105 A. D., they had made a discovery which they guarded
(carefully) than you can believe. But people usually find out
even those secrets which are guarded the (well). Many
other people discovered the secret and (much) and
.....(good) paper was made than before.

EXERCISE II-C. (TENSE PRACTICE) Use the correct form of the verb with each time expression. (Individual Oral Practice)

I visit my grandmother every Friday.

Example: (yesterday) I visited my grandmother yesterday.

(next week) I'll (I'm going to) visit my grandmother
next week.

(yet) I haven't visited my grandmother yet.

1. every three weeks
2. ten days ago

1- Two syllable adjectives sometimes take "er", "est" and sometimes "more", "most".

2- B. C. = before Christ.

3. this week
4. next month
5. once a week
6. already
7. last Monday
8. before I received your letter
9. in a few minutes
10. the day after tomorrow
11. yet
12. before you arrived
13. never
14. often
15. used to when I was younger

III. HANDWRITING

Complete the following dialog :

Planets

Mary: Does the Sun _____ ?

Jack: No, the planets orbit around
the Sun.

Mary: How is _____ different from a _____ ?

Jack: A planet does not have _____ of
its own, but a _____.

Mary: _____ planets _____ in our
solar system?

Jack: There are _____, not counting the Earth.

LESSON FOUR

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

SAVING MONEY

Reza : Have you seen any plays recently ?

David : I only go to the theater **every now and then**.

Reza : **Are you free** tonight ?

David : Yes, but I think you need to buy tickets **in advance**.

Reza : I'll take care of that.

David : I don't have enough money for a ticket now. Let's save our money and go next week.

Reza : All right. If we don't buy lunch every day, we can save enough money for the best seats.

David : Not me ! I prefer to have lunch **every other day** and sit in an ordinary seat.

reading

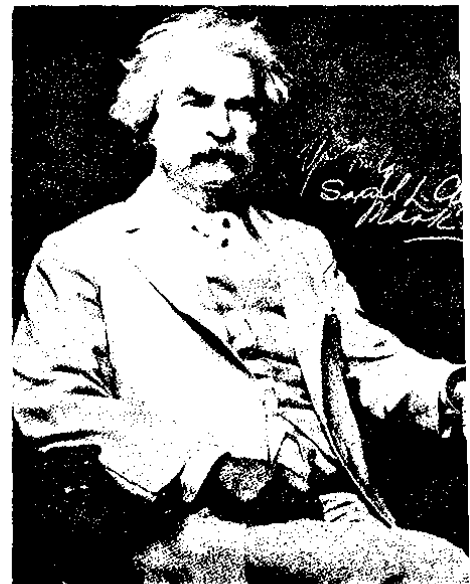
The teacher will briefly explain the text. (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.

MARK TWAIN

It is said that an American **style** of literature began about 100 years ago about the time that your great grandfather* was a boy. It began when Sam Clemens wrote a book about a boy and a **negro** man **floating** down the Mississippi River on a **raft***.

The Adventures of Huckleberry Finn.

The boy's name was Huckleberry Finn; the negro's name was Jim. When their adventure began,



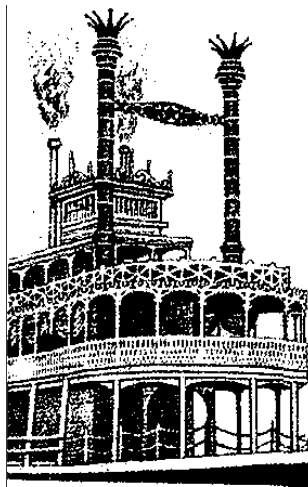
Huck¹ was nothing; he had no home he had no mother, and his father was a **drunk**. During his trip, **however**,* he found the meaning of **responsibility** and love.

Sam Clemens didn't put his name on the books he wrote. Instead he chose a **pen name**,* Mark Twain. Sam Clemens heard these words while he was a riverboat **pilot**, but he didn't use them as a name until* he became a newspaper writer.

Sam was born in Mississippi in 1835. His family moved to the town of Hannibal when he was 4 years old. His father, who was a lawyer and a shopkeeper, died when Sam was 12. Young Sam found a job in a **printing*** office and worked as a printer for 10 years. Then he was a pilot on the Mississippi River for 4 years. After that he went West with his older brother. When Sam returned to the East five and a half years later, he returned as Mark Twain, humorist*.

Mark Twain's **humor expressed** both the comic side of life and the tragic* side of life. He used language to amuse people one moment and to make them thoughtful* the next moment. For example, he wrote about the town and the people of Hannibal like this:

"In the small town of Hannibal, when I was a boy, everybody was poor, but didn't know it; and everybody was comfortable and did know it."



Mark Twain's years as a riverboat pilot were very happy ones for him. He **admired** the great Mississippi River and described it in *Life on the Mississippi*. "The face of the water," he wrote, "became a wonderful book - a book that was a dead language to uneducated person, but which told me its secrets very **clearly, as if** it spoke them with a voice. And it was not a book to read once and **throw aside**,* for it had a new story to tell every day. There were never a page without interest, never one that you could leave **unread*** without **loss** .

A BOAT He also wrote several books about Europe. Some were travel books and some were **novels***. In many of them he **criticized**

1- Huck = Huckleberry

European life. Sometimes he found sightseeing very tiring. For example, after he had listened to stories about Michaelangelo for several days, he wrote: "I used to **worship** Michaelangelo, the man who was great in everything he did. But I do not want Michaelangelo for breakfast, for lunch, for dinner, for tea, for supper, for between meals. I like a change **occasionally**."

Mark Twain lived for 75 years and was called the Lincoln of American literature.

Comprehension Questions

1. When did an American style of literature begin?
2. How did Huck Finn change during his adventures?
3. When did Sam Clemens begin using the pen name, Mark Twain?
4. What kind of work did Mark Twain do?
5. How did Mark Twain use language?
6. What did the water in the Mississippi River become for Mark Twain?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

every now and then to be free in advance
every other day style negro to float
raft drunk however responsibility
pen name pilot printing humor
to express to admire clearly as if
to throw aside unread loss novel
to criticize to worship occasionally

WORD STUDY

Study the following words and their meanings :

great grandfather : the father of one's grandfather
raft : floating piece of wood; a kind of boat
however : but; yet
chose : pt. of choose
pen name : name used by a writer instead of his real name

until :	till
humorist :	an amusing talker or writer
to express :	to show by speaking or writing
tragic :	very sad
thoughtful :	full of thought; serious
uneducated :	not educated
to throw aside :	to put to one side
unread :	(of a book) not read
novel :	a story long enough to fill a book
occasionally :	every now and then

I. COMPREHENSION

■ I-A. Read the text very carefully and then choose the correct answer (a, b, or c) for each of the following sentences.

- The main idea in the first paragraph is that
 - a. Sam Clemens wrote a book about a negro man.
 - b. American literature began in America about 100 years ago.
 - c. Huck found the meaning of responsibility during his trip.
- The main idea in the second paragraph is
 - a. Sam Clemens usually wrote under a pen name.
 - b. Sam Clemens was a riverboat pilot.
 - c. Twain did not use "Sam Clemens" until he became a newspaper writer.
- Paragraph three is about
 - a. Twain's hometown and the first part of his life.
 - b. Mark Twain, humorist.
 - c. the Mississippi River.
- The main point in paragraph six is that
 - a. uneducated people could read the face of the water.
 - b. Twain read many books about the Mississippi River.
 - c. the life of a riverboat pilot can be very interesting.
- In paragraph seven we learn about
 - a. Michaelangelo.
 - b. Twain's ideas about Europe.
 - c. Twain's novels about Europe.

■ **I.B.** Write the answers to the comprehension questions in your notebook.

■ **I.C.** Substitute suitable idioms from the list for the underlined words.

it was very kind of you makes friends do my best
stand for what's the matter no wonder
it sure is it goes without saying

1. I'll make my greatest effort to be there tonight.
2. My younger sister forms friendships very easily.
3. What's wrong, Ali? Why are you so sad?
4. It is not surprising that girls like to cook.
5. Everybody knows that you should learn the customs of the country that you are going to live in.
6. It certainly is exciting.
7. The letters U.S. usually mean United States.
8. You were very kind to send me flowers.

II. GRAMMAR AND PRACTICE

■ **II.A.** Look at the following Prepositions :

It was about a negro floating **down**

He didn't put his name **on** the book

He was born **in** Mississippi **in** 1832

He was a pilot **on** the Mississippi **for** four years.

He returned **to** the East

There was never a page **without** interest.

Note: The above words DOWN, ON, IN, TO, FROM, AT, WITH, OF, FOR, and WITHOUT are called prepositions.

EXERCISE II.A. Fill in the blanks with one of the following prepositions: *in, from, at, with, to, of, on, for* .

It has been a busy month me. I have gone

a tour this city. I have already eaten many big restaurants and tried different American dishes. I have spent a lot of money magazines and newspapers.

But I haven't gone a concert yet and I haven't been any museum either.

Last week-end I visited the United Nations and I met two men our country and had coffee them. Next week-end some the other foreign students and I are going to speak a student group. Then we are going to have dinner some American families. I will tell you all about it my next letter.

■ II-B. Look at the forms of the following verbs :

American literature **began**
He **found** the meaning of responsibility.
He **chose** a pen name.
He **went** West with his older brother.

Note : The above words are irregular verbs.
Their past time forms (pt.) and past participles (pp.) do not have "ed" endings. The form itself changes.

Past, Past Participle
(same form)

1. put put put
(no change)
2. build built built
(last consonant changes)
3. sit sat sat
(middle vowel changes)
4. feel felt felt
(middle vowel changes, "-t" for pt. & pp.)

Past, Past Participle
(different forms)

- 5 A drink drank drunk
(middle vowel changes)
- 5 B write wrote written
(middle vowel changes, "-en" for pp.)

5 C	know	knew	known
	<i>(middle vowel changes, "-n" for pp.)</i>		

Present, Past Participle <i>(same form)</i>	6.	come	came	come
--	----	------	------	------

<i>(All forms different)</i>	7.	be/is/am	was/were	been
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EXERCISE II-B. *If you practice irregular verbs in the following groups, you learn them more easily.*

Change each sentence with the given expression of time. The model will help you.

Group 1 put put put
(no change)

- 1.a. He puts on a clean shirt every day.
 yesterday.
 already
- 1.b. They let us go home early on Thursdays.
 yesterday.
 for the last three days.
- 1.c. The boys hurt themselves very often.
 when they played football.
 already
- 1.d. The book costs ten tomans.
 The, so I didn't buy it.
 How much has ?

Group 2 build built built
(last consonant changes)

- 2.a. They build their house with bricks.
last year.
 already
- 2.b. She spends a lot of time in the village .

-last summer.
for the last two months.
- 2.c. We have English on Sundays.
 last Sunday.
 every Sunday since last year.
- 2.d. My brother makes friends easily.
 friends with an American last year.
 friends with many Americans since last year.

Group 3	sit	sat	sat
	<i>(middle vowel changes)</i>		

- 3.a. Our cat sits near the fire all the time.
 and watched the mouse.
 for the last two hours.
- 3.b. I get many books from the school library.
last year.
 already
- 3.c. He reads the newspaper every afternoon.
 last night.
 already
- 3.d. He finds five new words every day.
 yesterday .
 already

Group 4	feel	felt	felt
	<i>(change in the middle vowel, last consonant)</i>		

- 4.a. He feels much better today.
 yesterday.
 since he came here.
- 4.b. She means "yes" when she says "no".
 yesterday.
 has always

- 4.c. He hears a bird sing every morning.
 yesterday morning.
 every morning this week.
- 4.d. They leave the house at 8 o'clock.
 at 9 o'clock yesterday morning.
 already
- 4.e. He tells me a story every week.
 last week.
 every week for several months.

Group 5A	drink	drank	drunk
<i>(middle vowel changes)</i>			

- 5A. a We drink a lot of tea every day.
 yesterday.
 already
- 5A. b Mr. Irani begins a new lesson every Saturday.
 last Saturday.
 already
- 5A. c She sings beautifully.
 last night.
 every night this week.
- 5A. d They swim 100 meters every morning.
 yesterday morning.
 already
- 5A. e The bell rings at 7:30 a.m. every morning.
 at 7:35 a.m. yesterday.
 at 7:25 a.m. for three days.

Group 5B	write	wrote	written
<i>(middle vowel changes, "-en" for pp.)</i>			

- 5B. a Dr. Irani writes a book every year.
 two years ago.
 already this year.
- 5B. b I choose the easiest exercise every time.

- yesterday.
- already
- 5B. c We take a hike every Friday.
 last Friday.
 every Friday for five months.
- 5B. d She speaks English all the time.
 at the party last Friday.
 since she came back to Iran.
- 5B. e He breaks his leg every time he plays football.
 yesterday afternoon.
 already

Group 5C	know	knew	known
<i>(middle vowel changes, "n" for pp.)</i>			

- 5C. a I know them very well.
 well a few years ago.
 well for many years.
- 5C. b He grows beautiful flowers.
 last spring.
 since last spring.
- 5C. c I wear warm clothes in winter.
 last winter.
 since the beginning of winter.
- 5C. d He throws the ball angrily from time to time.
 last time.
 for three times.
- 5C. e I do my homework before 7:00 p.m.
 yesterday.
 already today.

Group 6	come	came	come
<i>(present, past participle the same)</i>			

6. a He comes back every Friday.
 last week.

- already
6. b They run home from school every day.
 yesterday.
 already
6. c The child becomes angry very easily.
 a few minutes ago.
 already

Group 7	be/is/am/are	was/were	been
---------	--------------	----------	------

- 7.a. I am very happy today.
 yesterday.
 since my English course began.
- 7.b. She goes to the museum every week-end.
 last week-end.
 already

III. DICTO - COMP

The teacher will read a short paragraph to you three times. Listen carefully each time. Then write as much as you can remember. Stay as close as you can to what you hear. Do not write while the teacher is reading.



SEA CALM

*How still,
 How strangely still
 The water is today.
 It is not good
 For water
 To be so still that way.*

LANGSTON HUGHES

LESSON FIVE

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

WRITING A COMPOSITION

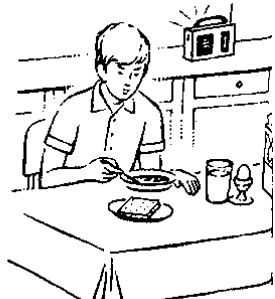
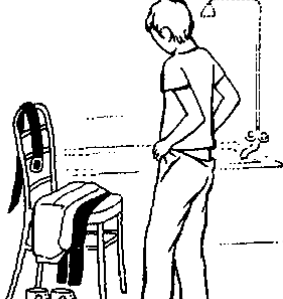
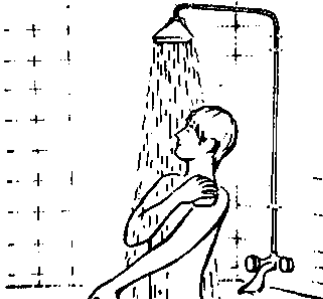
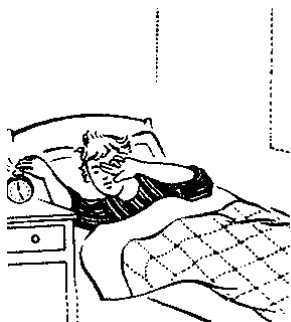
- Jim: Nima, have you written your **composition** ?
- Nima: No, but I'll do it **right away**.*
- Jim: It must be very easy for you.
- Nima: It is. Our teacher told us everything about this kind of composition.
- Jim: Will you show it to me when you finish it? I'd like to get some ideas.
- Nima: That's all right **for the time being**,* but **from now on*** you should only depend on your own ideas.

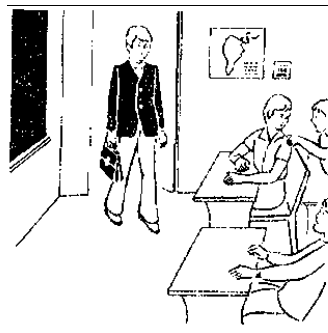
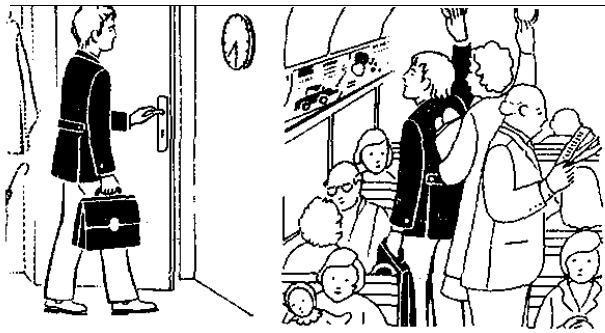
MODEL COMPOSITION NO. 1: NARRATIVE

Your teacher will teach you this lesson as before. Then do the exercises following it. After that, study the lesson as a model composition.*

A TYPICAL DAY IN BOB'S LIFE

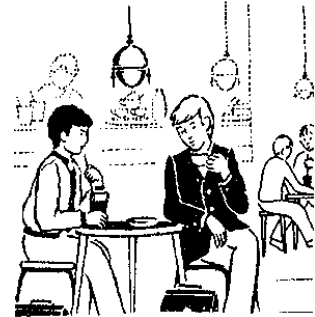
The **alarm clock** rings at seven **a.m.*** every morning and Bob usually gets up **at once**. He jumps out of bed and does exercises for ten minutes. Then he takes a quick **shower**. After his shower, he **combs** his hair, puts on his clothes and eats his breakfast. For breakfast he usually has orange juice, eggs, **toast**, and milk. Sometimes he has cold **cereal*** and milk instead of eggs and toast. During *breakfast, he usually listens to the radio. At 7:30 he puts on



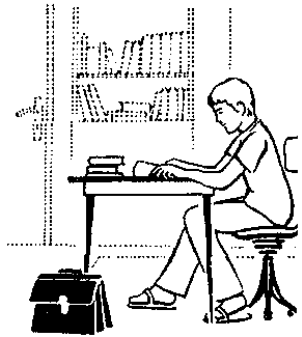


his coat and leaves for school.

He generally* goes to school by bus or **subway**. Since both are always **crowded*** he doesn't get a seat very often. On the way to school, he looks at the **signs** above the windows and watches the faces of the other **passenger's***. He can usually get to school in half an hour. His first class begins at 8:30 and he has **seldom*** been late. His last class **ends** at 3 **p.m.*** After school he sometimes goes to the **student center** or to a coffee shop with his friends. After an hour or so there he goes home.



As soon as he gets home from school, he sits down, does his homework, and studies his lessons for the next day. At 6:30 he eats dinner with his family. Then he **relaxes**. Sometimes he watches television for an hour or two. Other nights he listens to his **records** or works on his **stamp collection**. Then he **takes off** his clothes, puts on his **pyjamas**, gets into bed and falls asleep* immediately. He sleeps until the alarm clock rings again the next morning.



NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

composition	right away	for the time
being	from now on	alarm clock
a.m.	at once	shower
cereal	subway	crowded
passenger	seldom	to end
student center	to relax	record
stamp collection	to take off	pyjamas

1. center = centre

WORD STUDY

Study the following words and their meanings :

right away :	immediately; at once
for the time being :	for now
from now on :	in the future; from this moment on
model :	a small copy; thing or person to be copied
a.m. :	before noon
cereal :	rice, wheat, etc. eaten with milk and sugar for breakfast
generally :	usually; as a general rule
crowded :	full of people
passenger :	traveler in train, bus, boat, etc.
seldom :	not often
p.m. :	after noon
to fall asleep :	to go sleep

I. COMPREHENSION

■ **I.A.** *Find the main idea.*

Example : The first paragraph of the lesson is about Bob's activities before he goes to school.

1. What is the second paragraph about ?
2. What is the third paragraph about ?
3. What is the whole story about ?
4. What kind of composition is this ?

■ **I.B.** *Read lesson 3 very quickly and answer the following questions :*

1. What is the main sentence in the first paragraph ?
2. What is the main idea in the second paragraph ?
3. What is the main idea in the third paragraph ?
4. Summarize the main idea of the whole text in one sentence.

■ I-C. Idiom Practice (Oral Drill)

1. We should do our assignments right away.
Look for the facts and ideas
Relate the points to what you know
Survey the material
2. You can relax for the time being.
Stay in bed
It's all right
There's nothing to do
3. From now on you should comb your hair before breakfast.
you should get up when the alarm clock rings.
you should eat cereal and toast for breakfast.
you should come to class on time.

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples :

Bob **usually gets** up at once .
He **usually has** orange juice.
He **usually listens** to the radio.
He **generally goes** to school by bus.
He **sometimes goes** to a coffee shop.
He **can usually get** to school in half an hour.
He **has seldom been** late.
He **may sometimes watch** television.
The subway and the bus **are always crowded** .
He **is seldom** late.

NOTES :

1. Use frequency adverbs (USUALLY, SOMETIMES, OFTEN, etc.) as follows:
 - a. After the verbs BE, HAVE (perfect tenses), and Modal Verbs.

b. Before all other verbs.

2. For emphasis or variety, frequency adverbs may be put at the beginning or the end of a sentence; for example,

"Sometimes he watches TV".

"He watches TV sometimes."

EXERCISE II-A. Substitution Practice. *Change the sentence with the words given.*

He has seldom been late.

Example: "comes": He seldom comes late.

"is": He is seldom late.

- | | | |
|-----------------|------------|---------------|
| 1. occasionally | 6. early | 11. goes |
| 2. can | 7. comes | 12. generally |
| 3. has been | 8. seldom | 13. has been |
| 4. generally | 9. on time | 14. gets up |
| 5. goes | 10. is | 15. always |

■ **II-B.** *Look at the following connectives¹:*

The clock rings at 7, **and** Bob gets up at once.

He eats dinner **and then** he relaxes.

His first class begins at 8:30, **but** he has seldom been late.

He listens to his records **or** he works on his stamp collection.

NOTES :

1. The above words connect two separate sentences.
2. The new sentence is called a compound sentence.
3. A comma is needed before the connective if the subjects of the two sentences are different.

1- Compare these sentences with those in Lesson 2 Exercise II.C.

EXERCISE II-B. *Join the following sentences with the connectives in the parentheses. Use a comma before the connective where necessary.*

Example: The astronomer was talking. The students were listening carefully. (and)
The astronomer was talking, and the students were listening carefully.

1. He took a shower. He combed his hair. (and then)
2. The Sun is shining brightly. It is dark inside. (but)
3. You must drive carefully. Your car will run off the road. (or)
4. Be sure to keep warm. You will get sick. (or)
5. He did his best. He couldn't describe the riverboat. (but)
6. They landed on the Moon. They began their exploration. (and)

III. COMPOSITION WRITING

The model paragraph "A Typical Day in Bob's Life" is in a narrative style of writing. A narrative tells about an experience, a story, or something that happened. It is important in narrative writing to show the reader the time relationship between sentences. The events should be written about just as things seem to happen. In this composition expressions of time such as *then, next, after that, at 8:30, some nights, etc.* show this relationship and tie the sentences together.

■ III-A. Composition Questions

Answer the following questions :

- PARAGRAPH A.
1. What time does Bob's alarm clock ring?
 2. What does Bob usually do when his alarm clock rings?
 3. What does he do then?
 4. What does he do after his shower?
 5. What does he do after that?
 6. What does he usually have for breakfast?
 7. What does he usually do during breakfast?

8. What time does he leave for school ?

- PARAGRAPH B.
1. How does he generally go to school ?
 2. Does he usually get a seat ?
 3. How long does it take him to get to school ?
 4. What time is his first class ?
 5. What time does his last class end ?
 6. Where does he sometimes go after school ?
 7. Where does he go after that ?

- PARAGRAPH C.
1. What does he do as soon as he gets home ?
 2. What time does he eat dinner ?
 3. What does he do after dinner ?
 4. When does he relax ?
 5. What does he do then ?
 6. How long does he sleep ?

■ **III-B.** *Read the lesson again. Then write a composition about "A Typical Day in My Life". Follow the Model Composition and the points below :*

A. (FIRST PARAGRAPH) MORNING

1. When do you usually get up in the morning ?
2. What do you do before you leave for school ?
3. What time do you leave for school ?

B. (SECOND PARAGRAPH) GETTING TO SCHOOL

1. How do you go to school ?
2. What do you do or see on your way ?
3. How long does it take you to get to school ?
4. When does your class begin and end ?
5. What do you do after that ?

C. (THIRD PARAGRAPH) EVENING

1. What do you do when you get home ?
2. What time do you have dinner ?
3. What do you do after dinner ?
4. When do you go to bed ?

TEST ONE

Time : Two hours
100 Points

PART ONE

(60 Points)

Comprehension

■ I. Oral Comprehension :

(10 Points)

The teacher will read a passage to you. Listen very carefully and then put a check mark (✓) in front of the correct part (a, b, c, or d) of each sentence.

1. Jack is the name of
 - a. my friend.
 - b. the visitor.
 - c. my friend's dog.
 - d. a policeman.
2. My friend takes his dog for a long walk
 - a. every Friday afternoon.
 - b. on Sunday afternoon.
 - c. with his visitors.
 - d. every afternoon.
3. The visitor talked so much that
 - a. Jack got tired of listening to him.
 - b. my friend began to worry.
 - c. my friend got tired.
 - d. my friend's dog began to worry.
4. The dog wanted the visitor to leave so that
 - a. he could walk around the room.
 - b. he could go for a walk.
 - c. he could sit down in front of him.
 - d. he could go out of the room.
5. At last my friend's dog
 - a. went for a walk.
 - b. brought the visitor's hat.
 - c. sat down on the guest.
 - d. frightened the visitor.

■ II. Reading Comprehension :

(25 Points)

Read the following text quickly and carefully. Then put a check mark (✓) in front of the correct part (a, b, c, or d) of each sentence. (The sentences will be given to you by your teacher.)

Jupiter is the largest planet in our solar system. Scientists have not learned much about it, however, because it is very far away. Spaceships from the United States and Russia have already made several flights¹ to the Moon, Venus, and Mars, but none have reached Jupiter yet. The first spaceship sent to Jupiter began its journey in March 1972.

The name of the spaceship is Pioneer 10. It must fly through space for nearly two years to reach Jupiter. The distance is 620 million miles. The speed of Pioneer 10 is about 75,000 miles per hour. It is flying faster than any other spaceship has flown before. Other spaceships to Mars needed five months to fly 50 million miles, but Pioneer 10 only needed three months.

In July Pioneer 10 passed Mars and entered a new part of space. It is called the asteroid belt. The asteroid belt is 175 million miles wide and has dust and thousands of small planets, or asteroids, in it. Pioneer 10 will need seven months to cross the belt. If it crosses it successfully, scientists will learn many things about outer space. They will also learn more about the dangers of space travel.

There are many things that scientists hope to learn about Jupiter from Pioneer 10. For example, they already know that Jupiter has 12 moons and that three of them are larger than the Earth's moon. But they do not know if any of Jupiter's moons have an atmosphere. They also want to know if there is some form of life on Jupiter. They hope that Pioneer 10 will answer these questions and many other questions as well.

1. a flight = a trip by spaceship (or airplane)

■ III. Vocabulary recognition :

(15 Points)

A. Read the sentence and check the phrase (a, b, or c) that has the same meaning as the underlined word.

1. I have to do my assignment before "going out".
 a. survey
 b. homework
 c. housework
2. The blazing torch helped them find their way.
 a. very big
 b. very old
 c. bright and fiery
3. I just can't comprehend the reason for her bad behavior.
 a. understand
 b. forget
 c. remember
4. The astronauts explored the Moon for several hours.
 a. discovered
 b. examined
 c. saw
5. The foreigner did not know the custom.
 a. friendly old man
 b. person from another country
 c. neighbor
6. My friend likes to read novels.
 a. travel books
 b. literature books
 c. English books
7. The stove heated the room.
 a. made warm
 b. made cold
 c. cleaned
8. Elephants are intelligent animals.
 a. dangerous
 b. understanding
 c. very big
9. You have to go back over the whole lesson.
 a. review

- b. return
- c. remember
- 10. He proved that he could do the experiment alone.
 - a. said
 - b. was sure
 - c. showed
- 11. We have to recite the poem.
 - a. review
 - b. reread
 - c. repeat from memory
- 12. I think your friend is rude.
 - a. not polite
 - b. polite
 - c. nice
- 13. Mary has seldom been late.
 - a. not often
 - b. very often
 - c. never
- 14. He found a valuable portrait.
 - a. very old
 - b. worth much money
 - c. well known
- 15. They built a beautiful memorial in memory of Ferdowsi.
 - a. to remember
 - b. to memorize
 - c. in the time of

(10 Points)

B. Give the meaning of the underlined words .

1. It goes without saying that if you don't put on warm clothes in winter, you'll get cold.
2. Since you have studied English for five years, you can speak it quite well.
3. The writer expressed both sides of life.
4. Mary can probably help us to find a good neighborhood.
5. No wonder he is so hungry. He has not eaten anything for two days.

6. Jupiter is a planet which orbits around the Sun.
7. However, he experienced many things during his trip.
8. They wanted to float down the river on a raft.
9. We occasionally need a change in our program.
10. When I called him, he got up at once.

PART TWO

Structure :

(40 Points)

(15 Points)

A. Substitute the following phrases in the sentence, make the necessary changes.

The boys are practicing English now.

1. when I saw them
2. every afternoon
3. often
4. still
5. any more
6. before they left
7. last week
8. for several years
9. every day from now on
10. last year
11. right now
12. every time they meet
13. before they went to England
14. used to
15. Did they

(10 Points)

B. Make questions using WHAT, WHO, etc. for the underlined words.

(which - who - whom - whose - why - how - what-when - where- how much)

1. The wardrobe cost five hundred tomans.

2. The red armchair is mine.
3. He built a beautiful house in the woods.
4. I got my brother's eraser.
5. He found his lost son yesterday afternoon.
6. We drank a lot of coffee.
7. I met an eye specialist yesterday.
8. The teacher began to read the lesson first.
9. We took our trip by plane.
10. I wore warm clothes because it was cold.

(10 Points)

C. Use the correct form of the words in the parentheses.

1. I usually write (few) letters than my sister.
2. We have (little) sugar than you do.
3. This exercise is (difficult) than the other one.
4. This restaurant has (good) food in Tehran.
5. This place has (bad) weather in Iran.
6. He speaks (carefully) than other students.
7. Shiraz is (far) than Isfahan.
8. You speak English (well) than your sister.
9. Spaceships fly (fast) than airplanes.
10. Ali works (hard) than his brother.

(5 Points)

D. Join the following sentences with the connectives in the parentheses.

1. Mina attended the class this morning. Parvin attended the class this morning. (both and)
2. He listened to my advice. He did what I had told him. (not only but also)
3. Our ancestors did not have fire. Our ancestors did not have light. (neither nor)
4. I will study agriculture. I will study medicine. (either or)
5. She swept the room. She cleaned the room. (both and)

LESSON SIX

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

LOOKING UP A WORD

Reza: Pari, will you **do me a favor**?

Pari: **By all means**, Reza. What is it?

Reza: Could you find the word "**synonym**" in this **dictionary** for me?

Pari: Can't you do it?

Reza: No, I can't. I looked under (*s-i*) and (*c-i*), but I couldn't find it anywhere.

Pari: Of course not. It begins with "*sy*". Here you are, "*s-y-n-o-n-y-m*".

Reza: That was fast. How did you do it?

Pari: It was easy. Shall I teach you?

Reza: Yes, please do.

reading

The teacher will briefly explain the text. (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.

USING A DICTIONARY.

Mary: Mr. Rod. I couldn't finish my lesson last night because there were so many new words in it I tried to use my dictionary, but it didn't help very much.

Mr. Rod: Maybe you haven't been using your dictionary correctly. Let me explain the things that a dictionary can tell you.



First of all, I hope you have been using an English to English dictionary. It's much better than an English-to-Persian dictionary. When you **look up*** the meaning of new words in English, you **increase*** your **vocabulary** much more quickly.

Now, there are seven main things that a dictionary can tell you: the spellings of a word, its pronunciation, **whether** it is a noun, verb, etc its **irregular*** forms, its meanings, some examples, and its synonyms. Let me explain each of these.

1. The dictionary shows you the correct spelling of a word; and **whether** it begins with a capital letter for example "fire" and "fiery", "ate" and "eight" Lincoln, Iran, etc.
2. It shows you how many **syllables** there are in the word and how to **pronounce*** it. Of course, you will have to learn a special **alphabet** to pronounce it correctly. Until then, you should pronounce the word as your teacher does.
3. It tells you what kind of word it is. As I said before, it might be a noun, a verb, an **adjective**, an **adverb**, and **so on***.
4. It tells you if a word has regular or irregular forms: for example, *work, worked, worked*; "eat", *ate*, "eaten"; "man", "men".
5. It tells you all the different meanings of a word. Remember that the meaning of a word usually depends on the words around it; for example, "I got sick." (I became sick.), "I got home late." (I arrived home late), and "I got a letter yesterday." (I received a letter yesterday).
6. A dictionary often gives you an example for each meaning, **such as*** the ones I just gave you.

It often gives you other words which have similar meanings (synonyms), and sometimes words which have **antonyms***.

Next, I'll tell you how you can find words quickly and easily*. Look at the top of this **page** from a dictionary. There are two **guide words** at the top of the page. "hour" is on the

hour	125	however

left and "however" is on the right. These guide words tell you that the only words on this page are those spelled "hou-" "hov-" and "how-". For example, you will find the words "house"

Woolwich (wūl'ij or wūl'ich), *n.* borough of London, England. 147,000.

wooly (wūl'ē), *adj.*, woolier, wooliest. woolly. —wool'i ness, *n.*

Woonsocket (wūn sok'it), *n.* city in N Rhode Island. 47,000.

woozy (wūz'ē or wūz'ē), *adj.* Slang. muddled; confused.

Vorces ter (wūs'tər), *n.* 1. city in central Massachusetts. 187,000. 2. city in W England. 64,000. 3. Joseph Emerson, 1784-1865, American writer of dictionaries.

Vorces ter shire (wūs'tər shir or wūs'tər shēr), *n.* 1. county in western England. 2. a highly seasoned

word), *n.* 1. a sound or a group of sounds that is an independent unit of speech. We talk. 2. the writing or printing that bet, bit, and but are words. 3. a word with you? 4. speech: honest expression: The teacher gave order: His word was law. King." 8. promise: word has come from barrel; dispute. finished from

in these trying and confused times are continually intensifying the fears of the American people. (More natural: In these trying and confused times newspaper headlines are . . .) Between verb and adverb: He played quietly, efficiently on. (More natural: He played on, quietly, efficiently.) 3. Misleading word order. English usually has a modifier close to the word modified and care must be taken that modifiers separated from their main words are not misleading. Misleading: Her uncle, King Leopold, was even unable to influence her. This success in villages will probably be duplicated in the cities as time goes on at an accelerated rate. Until recently the chains have been able to get special prices on the goods they buy from producers with little opposition. Improved: Even her uncle, King Leopold, was unable to influence her. As time goes on, this success in villages will probably be duplicated at an accelerated rate in cities. Until recently the chains have been able to get with little opposition special prices on the goods they buy from manufacturers.

Words worth (wērdz/wērth or wērdz/wārth), *n.* William, 1770-1850, English poet who wrote mostly about nature.

wordy (wēr'dē), *adj.*, wordier, wordiest. using too many words. —word'i ly, *adv.* —word'i ness, *n.* Syn. Wordy, verbose mean using more words than are necessary. Wordy emphasizes the use of many words to say something that could be expressed more clearly and effectively in a few. Example: There are many reasons which he has for going. Verbose, a formal word used especially to describe public speakers, writers, speeches, and writings, adds the idea of using too many long, high-sounding words and long, roundabout sentences that do not express meaning clearly or interestingly: "The silvery, shimmering orb" is a verbose way of saying "the moon." —Ant. terse, concise.

wore (wōr or wōr), *v.* pt. of wear.

work (wērk), *n., v.*, worked or wrought, working. 1. effort in doing or making something: Some people work. 2. something to do; occupation; employment. 3. something made or done; result. 4. that on which effort is put: The porch. 5. works, pl.

1. spelling

2. pronunciation

3. kind of word

4. regular and irregular form

5. meaning

6. examples

7. synonym

wore (wōr or wōr), *v.* pt. of wear.

work (wērk), *n., v.*, worked or wrought, —*n.* 1. effort in doing or making something: S like hard work. 2. something to do; occupation; employment: He is out of work. 3. something made or done; result: a work of art. 4. that on which effort is put: the dressmaker took her work out on the porch. 5. factory; place for doing some kind of work. 6. motion. 7. in physics: a. transference of energy from one body or system to another. b. that which is acted on by a force when it acts through a distance. 8. the moving parts of a machine or device: the watch. 9. an engineering structure. 10. works,

Syn. *n.* 1. Work, labor, toil mean effort or exertion in making or doing something. Work is the general word, physical or mental effort or to the activity of a force: Keeping house is not easy work. Labor applies to hard mental work: That student's understanding of his subject is the result of a great amount of labor he puts into his homework. Toil, a word with literary flavor, applies to long and wearying labor: The farmer was rewarded with good crops. 3. product, achievement, —*v.* 1. toil, drudge, strive. 5. perform. 6. execute. 11. effect. 14. fashion, mold.

and "how" on this page, but, not the words "hot" or, "human"
"hot" may be on page 124 and "human" may be on page 126.

Whenever* you want to look up a word, first look at the guide words and find the right page. Then look down the words on that page until you find the one you want. You know what this means, don't you? You have to know the English alphabet very well.

There's one more thing that I can tell you. but maybe you have been thinking about it already. Since you can understand the meaning of many new words by looking at the words around them you don't need to look up all of them. In fact, you can guess half of them or more, if you try!

Comprehension Questions

1. Why should you prefer an English to English dictionary?
2. What should you do whenever you want to look up a word?
3. What are five things that a dictionary can tell you about a word?
4. Should you look up every word that you do not know?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

do me a favor (to do someone a favor)

by all means synonym dictionary

to look up to increase vocabulary

whether irregular syllable to pronounce

alphabet adjective adverb and so on

such as antonym page guide words

whenever

WORD STUDY

Study the following words and their meanings :

do me a favor: do something for me

by all means : . certainly; of course.

synonym : a word that is the same or almost the same as another word

to look up : to find
to increase : to make or become greater
irregular : not regular
to pronounce : to make the sounds of; speak
and so on : etc.
such as : like
antonym : a word that has the opposite meaning of another word
easily : without difficulty
whenever : every time (that)
pronunciation :
spelling :
syllable :
alphabet :
to have to :

I. COMPREHENSION

■ **I.A.** Write the answers to the comprehension questions in your notebook.

■ **I.B.** The guide words of a page of a dictionary are given below.

(a) Decide which of the words belong on this page and put a check mark (✓) in front of them.

(b) Write these words in alphabetical order in your notebook.

scout	165	since
.....	- safely	- sheep
.....	- Saturday	- saw
- screen	- separate	- servant
- sir	- signature	- shall
- shade	- similar	- send
- serve	- sleep	- shan't
		- skating
	
	

1- Use your dictionary to find the meaning of these words.

■ **I.C.** Look at the definitions below. Fill in the blanks with the correct words. (page 53 will help you)

a. 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____

on (ɔn), prep.

1. Upon; The book is on the table.
 2. Against; upon; The picture is on the wall.
 3. Close to, by; He lives on the Caspian.
 4. At the time of; Our test is on the first of June. We had a test on Monday.

Syn. Upon, on top of.

b. 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____

eat (i:t), v.t. ATE (et);
 EATEN (i:t-en); EATING (i:t-ɪŋ).

1. To take in through the mouth;
 He ate lunch.
 v.i.; 1. To take food or a meal;
 He has eaten.
 Ant. Fast

■ **I.D.** Take your dictionary. The teacher will write seven sentences on the blackboard. Each sentence will have an underlined word in it. Look up each underlined word in your dictionary and write down the meanings. Find them as quickly as possible.

II. Grammar and practice

■ II.A. Look at the following examples of **HAVE BEEN + ING** :

You **haven't been using** your dictionary.
I hope you **have been using** an English dictionary.
You **have been thinking** about it.
He **has been studying** since five o'clock.

NOTE: In all of these sentences an action has begun in the past and is still continuing at the present time. The duration of the action is emphasized.

EXERCISE II.A. Look at the following pictures and complete the sentences.

Example : That man walking for one hour.

That man has been walking in the park for one hour.



1. A sitting for half an hour.

2. Amir's wife the whole afternoon.



3. Has he his lunch or his dinner ?

4. Who this book ?



5. He hasn't for more than half an hour.



■ **II-B.** Look at the following connectives : (See also Lesson 5.
Exercise II.B.)

He knows how to use a dictionary, **and** I do **too** .

He knows how to use a dictionary, **and so** do I .

He is a fast reader, **and** I am **too** .

He is a fast reader, **and so** am I .

He should increase his vocabulary, **and** she should **too** .

He should increase his vocabulary, **and so** should **she** .

He doesn't know how to use a dictionary, **and** I don't **either** .

He doesn't know how to use a dictionary, **and neither** do I .

You aren't pronouncing the word correctly, **and** I am not **either**.

You aren't pronouncing the word correctly, **and neither** am I .

Mary can't go to the Student Center tonight, **and** Jack can't **either** .

Mary can't go to the Student Center tonight, **and neither** can **Jack** .

NOTES :

1. When DO, BE, SHOULD, etc. are used instead of the main verb, we call them "substitute verbs".
2. When we use a substitute verb, we shorten the sentence.
3. A comma is used before the connective.
4. The above sentences are compound sentences.

EXERCISE II-B. Join the following sentences with the connectives in the parentheses :

1. Mary finished the novel. Jack finished the novel.(and..... too)
2. Mary will finish the novel. Jack will finish the novel.
(and so)
3. Mary hasn't finished the novel. Jack hasn't finished the novel. (and either)
4. Mary doesn't finish a novel every week. Jack doesn't finish a novel every week. (and neither)
5. They are studying basic English. We are studying basic English. (and too)
6. Mina had chosen a comfortable chair. Ali had chosen a comfortable chair. (and so)
7. David might not remember the alphabet. Susan might not remember the alphabet. (and —— either)
8. Amir mustn't take off his coat. Pari mustn't take off her coat. (and neither)
9. He wasn't looking up the new words. She wasn't looking up the new words. (and either)
10. Pari's hair was combed very nicely. Mary's hair was combed very nicely. (and so)

III. HANDWRITING

Complete the following conversation.

Buying a Dictionary

Shopkeeper: May ?

Amir: Yes, please. I'd an
English dictionary.

Shopkeeper: kind of , an English
 to Persian one?

Amir: No, I'd like an .

Shopkeeper: This is the best we have.

Amir: ?

Shopkeeper: One hundred tomans.

Amir: Oh, no! That's . I want
 a cheaper one.

Shopkeeper: Then you may .

Amir: Yes, that's the one our teacher
 asked us to buy.

 ?

Shopkeeper: Ten tomans.

Amir: I'll take it. Here .

Shopkeeper: Thank you. Here's your .

LESSON SEVEN

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

VISITING A FRIEND

- Kay** : Come in, Susan. Please **make yourself at home***.
- Susan** : Thank you. What nice furniture! This chair is very comfortable.
- Kay** : I'm glad you like it, but it's really very old. We'd like to get rid of* it
- Susan** : Don't do that! You have young children, don't you?
- Kay** : Yes, three boys. I **was about to*** say that we'd like to get rid of the furniture, but **as long as*** the children are small, we won't.
- Susan** : I know what you mean. My **kids*** are very **hard on** furniture !

reading

The teacher will briefly explain the text . (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.

CUSTOMS

- Homa** : Jane, when are you going to tell me about American customs?
- Jane** : Whenever you like, Homa. But you must **promise** to tell me about Iranian customs, too.
- Homa** : I'll be happy to, Jane. First tell me about dinner parties.
- Jane** : Well, for formal dinner parties the host and hostess first decide who they want to invite and then send out invitations.
- Homa** : Are invitations always written ?

Jane : No. For less formal parties, the invitations may be **oral**. They are usually offered once.

Homa : Did you say that an invitation is only offered once ?

Jane : Yes, that's right. The next point of importance is time. Guests are **expected** to arrive at about the time **mentioned** in the invitation. If they know that they will be more than a few minutes late, they **are supposed** to **let** the hostess **know**.

Homa : What does the hostess do when the guests arrive ?

Jane The usual custom is to serve something to drink. After about an hour, dinner is served and the hostess asks everyone to come to the table.

Homa : What is usually served for dinner ?

Jane The usual dinner is a little different in each part of the country, but the main dish is almost always meat. It is often served on a large **platter** and is set in the middle of the table. Then there are two or three **bowls** of cooked vegetables, some **mashed potatoes** or **boiled** potatoes, and often a **lettuce** and **tomato** salad. There may also be a rice dish or a cheese dish. And, of course, there are usually such things as bread, butter, jam, and **pickles**.

Homa : What do people drink with their meal ?

Jane : Some people drink water with their meal; others enjoy having coffee or tea. If the weather is hot they may drink **ice tea**. Children usually drink cold milk.

Homa : What do you have after your meal ?

Jane : It's usually something sweet; for example, **pie** and **ice cream**. Sometimes it is served at the dinner table, or later in the evening. Hot coffee is often served then, too. What is served after an Iranian meal?

Homa : We have tea, and sometimes we have fresh fruit **rather than** something sweet.

Jane : Let's talk about some Iranian customs now. I have

APPLE PIE



several questions to ask you, too.

Comprehension Questions

1. What did Jane tell Homa about?
2. What may a person do when an invitation is offered?
3. What should a guest do if he is going to be late?
4. When do Americans drink ice tea?
5. What is sometimes served for dessert at an American party?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

make yourself at home to be about to
as long as kid hard on
to promise oral to expect
to mention to be supposed to let... know
platter bowl mashed potatoes to boil
lettuce tomato pickles ice tea pie
ice cream rather than

WORD STUDY

Study the following words and their meanings :

to make oneself at home :	to feel at home
to get rid of :	to get free from; throw away
to be about to :	to be ready to; on the point of
as long as :	since
kids :	children
oral :	spoken; using speech, not written
importance :	being important
to mention :	to say; to tell
to be supposed to :	to be expected to
to serve :	to give service to
in the middle :	in the center
whenever :	.....
almost :	.....
platter :	.....

bowl :

ice tea :

I. Comprehension

■ I-A. Which of the following customs are Iranian and which ones are not? Put a check mark (✓) in front of the Iranian customs.

1. eating dinner at 6 o'clock
2. saying "No, thank you" the first time that you are offered something
3. putting food on the plate of a guest
4. drinking cold milk or ice tea with one's meal
5. eating a lot of meat and vegetables, but only a little rice
6. eating fresh fruit for dessert
7. having hot coffee with ice cream

■ I-B. Write the answers to the comprehension questions in your notebook.

■ I-C. Idiom Practice (Oral Drill)

1. Come in and make yourself at home.
Sit down
Take off your coat
Give me your hat
2. I'd like to get rid of the furniture.
this old table.
these lamps.
those chairs.
that old bicycle.
3. I was about to say that.
go when you came in.
ask you to help me.
leave the house.
begin my assignment.

4. As long as the children are small we won't buy it.
 we won't travel.
 we must take care of them.
 we prefer to stay at home.
 we will need a servant.
5. My boys are hard on furniture.
 shoes.
 clothes.
 each other.
 everything.

II. GRAMMAR AND PRACTICE

■ **II-A.** Look at the following examples of VERB + ING:

Others **enjoy having** coffee.
 Customs **are worth learning** .
 They **finished eating** and
 Instead of **eating** fresh fruit

NOTES: The ING form of verb is used
 a. After special verbs: enjoy, are worth, finish, mind, etc.
 b. After prepositions: of, on, by, etc.

EXERCISE II-A. Use the correct form of the verbs in the parentheses:

Example: The new customs are worth (learn)
 The new customs are worth learning.
 She plans to India. (go)
 She plans to go to India.

1. Would you mind the story? (reread)
2. They enjoyed very much. (dance)

3. We have decided to a new neighbourhood. (move)
4. We finished our assignments. (write)
5. She called me before to the party. (go)
6. After my friend, I went back home. (visit)
7. We decided to go to the movies instead of TV. (watch)
8. He surprised us by very early. (come)

■ **II-B.** Look at the following examples of Passive :

A

Invitations **are** usually **offered** once.
 Guests **are expected** to arrive on time.
 Dinner **is served**.
 It **was served** on a large platter.
 Cold ice cream and hot coffee **were served** together.

B

They usually **offer** invitations once.
 They **expect** the guests to arrive on time.
 They **serve** dinner.
 They **served** it on a large platter.
 They **served** cold ice cream and hot coffee together.

NOTES :

1. Verbs in part A are Passive; those in column B are Active.
2. The verb BE and past participles form the Passive; for example:
 - is served (present, singular)
 - are served (present, plural)
 - was served (past, singular)
 - were served (past, plural)

EXERCISE II-B. Change the sentences from "Active" to "Passive", or "Passive" to "Active".

1. They met us at the station.
2. They teach Natural Science here.

3. Their palace was built beside the river.
4. Our new house was offered to him.
5. We gave him a golden watch.
6. His power was used wisely.
7. They insist on a new plan.
8. She bought these pieces of furniture yesterday.
9. A new child brings him happiness.
10. His hands were held out for money.

EXERCISE II.C. *Use the correct forms of the verbs in parentheses:*

Animals are sometimes.....(give) puzzles to do. Much has been (write) about the skills with which monkeys have(do) very hard puzzles. They have (become) experienced in doing such puzzles. In fact, they have (grow) tired with these kinds of puzzles because they are usually (do) very easily. People who have (see) this have (make) steps to plan more difficult puzzles.

III. DICTO - COMP

The teacher will read a short paragraph to you three times. Listen carefully each time. Then write as much as you can remember. Stay as close as you can to what you hear. Do not write while the teacher is reading.



ASKING QUESTIONS

*Grown-ups seldom listen
 When they ask, "How old are you?"
 All they want to do is say,
 "Why, it seems like yesterday
 That you were only two!"*

*The next one who asks me,
 I'll tell, "I'm ninety-three."*

EVE MERRIAM

LESSON EIGHT

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

CHOOSING A HOBBY

Hooshi: Why are you so interested in playing the violin?

Reza: It's a good hobby. **At the same time** it helps me to relax when I'm tired of studying.

Hooshi: Maybe I need some kind of hobby, too.

Reza: Why don't you learn to play the **guitar**. **On the other hand**, you could collect **songs** or learn different dances, or something like that.

Hooshi: I've always liked dancing.

Reza: **So much the better**. Now all you need to do is to practice **all day long** for a few years.

reading

a. The teacher will explain the new words of the text to you.

b. Practice the SQ3R technique. (Comprehension, Part I.A. will help you to do this)

UNDERSTANDING MUSIC

What is Music?

Is the song of a bird music? The sound of rain, or of a river, or of **waves** on a **beach**? Or the noises of **traffic**, or of buildings, or of working?

No, these aren't music. They may seem like music, and they can be expressed in music. By themselves, however, they are just sounds and noises.

Music has three things that sounds and noise do not have. It has meaning. It has **melody**. And it has **rhythm**.

Meaning

How does music have meaning? Well, there are three

Rhythm

Of course, feelings are not expressed by melody **alone**, rhythm is also very important. When Beethoven wanted to express happiness, he used a fast lively rhythm. when he wanted to express tiredness, he used a slow regular rhythm.

Music As a Hobby

Many people have made music their hobby. Some boys and girls collect records. Others learn to play an instrument. Some learn songs and dances. A person may prefer **jazz** music, **classical** music, or many other kinds of music. **Whatever*** hobby may be chosen a person learns as much about it as he can. And as this is done, he or she **gradually*** opens the door to a wonderful new world.

Comprehension Questions

1. What is the difference between noise and music ?
2. Can the sounds of traffic be expressed in music ?
3. What are the three types of meaning in music ?
4. How was Beethoven able to express the different feelings of a shepherd ?
5. How might you make music your hobby ?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

at the same time	guitar	on the other hand	
song	so much the better	all day long	
wave	beach	traffic	melody
rhythm	feeling	composer	mysterious
to fall in love	lovely	note	
symphony	instrument	clarinet	flute
high note	French horn	trombone	
low note	alone	jazz	classical
whatever	gradually		

1- The answers to these comprehension questions should be written in the third part of SQ3R (Part I.A.)

WORD STUDY

Study the following words and their meanings :

to collect :	to bring together
so much the better :	that is even better
all day long :	all the day; the whole day
composer :	person who composes
to fall in love :	to begin to love
lovely :	beautiful; very pleasing
symphony :	a kind of musical composition
shepherded :	a man who takes care of sheep
whatever :	any; any kind of
gradually :	slowly; little by little
traffic :	movements of cars, taxis, people, etc.
beach :	.....
mysterious :	.....
a strange country :	.....
high notes :	.....
song :	.....

I. COMPREHENSION

■ I.A. *How well are you using SQ3R?*

- SURVEY :**
1. What is the main heading of the text ?
 2. What are the topic headings ?
 3. What is the last step in surveying the text ?

QUESTIONS : Ask yourself one question about each section.

Section 1. (What is Music?)

Section 2. (Meaning)

Section 3. (Melody)

Section 4. (Rhythm)

Section 5. (Music As a Hobby)

- READ :**
1. Read the text.
 2. Write the answers to the comprehension questions in your notebook.

RECITE : What is the main idea in each section ?

REVIEW : What are the main purposes of the text ?

■ **I.B. Dictionary Practice**

a. The meaning of a word depends on how it is used in a sentence. How many different meanings does your dictionary give for each of the following words? Write the number in the parentheses beside the word.

right ()	make ()	by ()
bank ()	box ()	can ()
get ()	have ()	do ()
bed ()		

b. Use your dictionary and find the meaning of "line" in each of the following sentences.

1. He bought a new fish line yesterday.
2. In English you should write between the two lines.
3. Please line your paper with a pencil and ruler.
4. Here are two lines of chairs.

■ **I.C. Idiom Practice**

1. You'll learn to swim. At the same time,
understand music. it's good for you.
play tennis.
play an instrument.
2. I forget names. On the other hand, I remember numbers.
faces.
dates.
addresses.
voices.
3. If you want to go with us, so much the
study hard, better.
provide chairs for everyone ,

take care of it,
travel by train,

4. I have been working all day long.
She was shopping
They have been traveling
You can practice English

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of MODAL + PASSIVE:

They **can be expressed** in music = Music can express them.
Three kinds of meaning **can be found** in music (by us) = We can find three kinds of meaning in music.
Whatever **may be chosen** (by a person) = Whatever a person may choose.

Note: Use BE TOLD, BE GIVEN, etc. (BE + Past Participle) after WILL, CAN, MAY . . . (Modals) in passive sentences:

WILL BE TOLD
CAN BE GIVEN
MAY BE TOLD
ETC.

EXERCISE II-A. Change active sentences to passive sentences.

Example: We find many instruments in music shops.
Many instruments are found in music shops.
We found many instruments in music shops.
Many instruments were found in music shops.
We will find many instruments in music shops.
Many instruments will be found in music shops.

1. We could prepare lunch in ten minutes.

2. They explained the Scout motto.
3. The people who were hurt will need First Aid.
4. Students should look up only a few words.
5. The boys might eat all of the pastries.
6. Someone else may do it.
7. Our treasurer added up all of the expenses.
8. The children can divide the nuts.
9. Her parents will give a pleasant party.
10. One out of every four persons speaks the English language.

■ **II.B.** *Look at the following suffixes :*

	<u>stem</u>	<u>suffix</u>
classical	classic -	- al
mysterious	mysteri -	- ous
happiness	happi -	- ness
lively ¹	live -	- ly

EXERCISE II.B. *Fill in the blanks with the correct form of the words in the parentheses.*

1. His surprised us. (sad)
2. This song will be about a adventure. (mystery)
3. It's a day, isn't it? (love)
4. He expressed his experiences in his writing.
(person)
5. We had an trip. (adventure)
6. Children like faces. (friend)
7. Can you explain its ? (useful)
8. The composer was a very person. (lone)
9. This shop sells several kinds of instruments.
(music)
10. I like rhythms. (live)

1-Some words ending in -ly are adjectives, not adverbs, for example, "lively", "lonely", "lovely", "friendly".

■ II-C. Tense Practice

Use the correct form of the verb with each time expression.

(Individual Oral Practice)

The classrooms are swept every day.

Example : (once a day) The classrooms are swept once a day.

(everyday last week) The classrooms were swept everyday last week.

- frequently
- tomorrow morning
- yet
- a few minutes ago
- never... before nine o'clock
- not... tomorrow afternoon
- already
- twice yesterday
- tomorrow night
- two hours ago
- might... this afternoon

III. HANDWRITING

Complete the following conversation :

At The School Library

*Mina: I'd like to get Huckleberry
by .*

Librarian: I'm sorry, all of the books
already taken out.

I think one brought
back the day after tomorrow.

Mina: How long a book kept?

Librarian: Usually not more a week.

Finn is a book that
wanted very often these days.

Mina: Probably. We have
an exam on it next month.

Librarian: I see. Well, come in again
the day tomorrow. You
can be sure that it
given to you as soon as it
back.

Mina: Thank you.



LESSON NINE

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

INVITATION TO A CONCERT

- Mother: What have you been doing, Mary ?
- Mary: I've been reading a story about Beethoven. I've almost finished it.
- Mother: Have you done your science assignment ?
- Mary: Oh, yes, I had finished that **by** four-thirty.
- Mother: **As usual**, you have been studying very hard.
- Mary: I like to, Mother. Now I want to **learn** some of these stories about Beethoven **by heart**.
- Mother: Wouldn't you like to listen to some of his music tonight ?
- Mary: Yes, I would.
- Mother: I was hoping you might. **That is why** I got these tickets for tonight's **concert**.
- Mary: Tickets for the Beethoven concert at Rudaki Hall? Oh, yes, Mother, I would. Thank you very much!

reading

The teacher will briefly explain the text . (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.

LUDWIG VAN BEETHOVEN

Introduction

When Beethoven was born in 1770, people believed that music should be **elegant** and **graceful**. They didn't think that it should be used to express feelings or ideas.

Beethoven's first musical compositions were similar to this style. Gradually, however, he began



to put more and more of his feelings into his compositions. These were **deep** feelings and they could not be expressed in the old elegant and graceful style. They **required*** a new and much more expressive* style.

Beethoven's youth

Beethoven was born in Bonn, Germany. His father, who was a singer* in a **church choir***, wanted him to become a great musician. But his father was an impatient* man. He made young Ludwig practice long hours on the violin and often **punished** him.

When Beethoven was fifteen, he was playing the **organ** in the church. Then he got a position in an **orchestra***. There he learned about the **operas** of Mozart and other composers, the instruments of the orchestra and how the instruments of an orchestra play together. At the age of 22, after he had been playing in the orchestra for several years, he went to Vienna.

The Viennese liked Beethoven's playing very much, but they didn't care very much for the music that he composed. His compositions were too different from the music that they **were used to**. Still, they liked him enough to offer him a salary every year.

Unhappiness

Beethoven was happy when he was composing music, but at other times he was unhappy. Like his father, he was often impatient. He fell in love several times but never married.

His greatest sadness began before he was thirty; he began to **grow deaf***. **Fortunately** his deafness came gradually and he was able to continue playing concerts until he was forty-four. After that, he continued composing music **even though** he could only hear it in his mind.

When he was fifty-four, his great *Nineth Symphony* was performed for the first time. He couldn't hear the music although he was sitting on the stage in front of the orchestra. He had been watching the **conductor**, not the **audience***. Thus he didn't know that the audience had enjoyed the symphony very very much until one of the singers **turned him around** to see them.

Expressive Music

Beethoven's compositions led to "expressive" music, to a kind of music that expresses a person's **personality**, his thoughts, and his feelings. Some of his compositions, for example, express great sadness and some express great happiness. His *Moonlight Sonata* tells us about his deep **loneliness** and unhappiness. His Sixth Symphony, the *Pastorale*, on the other hand, tells us about some of his happiest experiences.

Beethoven died in 1827; however, the new style of music that he had been **creating** during his life has continued to live after him.

Comprehension Questions

1. What was music like when Beethoven was born?
2. How did Beethoven's musical compositions change?
3. Describe Beethoven's father.
4. Why didn't the Viennese like Beethoven's musical compositions?
5. Why was Beethoven unhappy?
6. Describe the *Moonlight Sonata* and the *Pastorale*.
7. How old was Beethoven when he died?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher:

by	as usual	to learn by heart	
that's why	concert	introduction	elegant
graceful	deep	to require	youth
church	choir	to punish	organ
orchestra	opera	to be used to	
to grow deaf	fortunately	even though	
conductor	audience	to turn around	
personality	loneliness	to create	

WORD STUDY

Study the following words and their meanings :

as usual: as you always are
to learn by heart: to memorize

that's why :	for that reason
to require :	have need for; want
singer :	person who sings
choir :	group of singers in church services
impatient :	unwilling to wait; not patient
orchestra :	a large group of musicians
to grow deaf :	to become deaf
audience :	people present in a place to hear or see
expressive :	showing hidden meaning; full of ex - pression
graceful :	.....
composition :	.....
conductor :	.....
personality :	.....
even though :	.....

I. COMPREHENSION

■ **I.A.** *The main ideas of some of the paragraphs² of the above text are given below. Write the number of the paragraph in front of each sentence.*

- The Viennese did not understand Beethoven's music; however, they were kind to him.
- He created his great Ninth Symphony when he was deaf.
- Beethoven created an expressive style of music.
- People didn't use music to express feelings and ideas.

■ **I.B.** *Write the answers to the comprehension questions in your notebook.*

■ **I.C. Idiom Practice (Oral Drill)**

1. He learned many poems by heart.
 all the sentences
 these expressions
 the story

2. As usual, my father got up early this morning.
 took a shower
 went for a walk
 cooked breakfast
 washed his car
 had breakfast

3. That is why my mother is angry with him.
 kind to him.
 happy with him.
 nice to him.
 sorry for him.

■ **I-D.** Fill in the blanks with suitable idioms (See Lessons 5-9). The words in the parentheses will help you.

1. you are going shopping, please buy a magazine for me. (since)
2. I say that I have no time. (started to)
3. Would you please take care of this letter for me? Yes, (of course)
4. Will you? (do something for me)
5. Don't worry! You are safe (for now)
6. Let's these old magazines. (throw away)
7. We have all the idioms (memorized)
8. You won't be punished if you do your assignment (immediately)
9. If he brings his sister to the party with him, (that's even better)
10. Mary didn't sleep enough last night. she is so sleepy. (for that reason)
11. you should use your dictionary as often as you can. (from this moment on)
12. I prefer to do it (alone)
13. Bob and Jane with each other. (began to love)
14. He was very tired because he had studied (the whole day)
15. Jack is late, (as he always is)

II. GRAMMAR AND PRACTICE

■ II-A. Look at the following examples of HAD BEEN + ING :

He **had been playing** in the orchestra (before) he went to Vienna.

He **had been watching** the conductor
(The) music that he **had been creating**

NOTE : Use HAD BEEN + ING to show that an action continued for a period of time before another action began.

EXERCISE II-A. Look at the following pictures and write sentences like the example.

Situation : Jane's guests arrived at 7 p.m.

Example : **She had been doing many things** before they arrived.

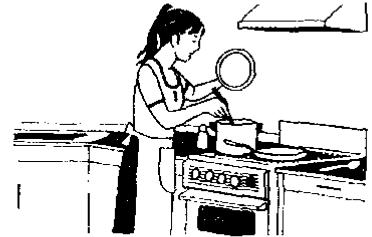
1. before
3 o'clock.



2. before
4 o'clock.

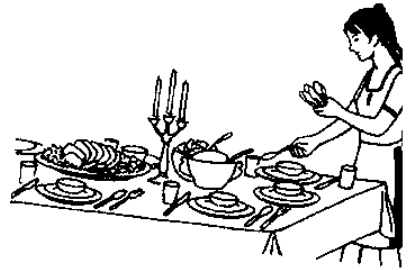


3. before
5 o'clock.



4. before
6 o'clock.

5. before
6:30.



■ **II-B. Irregular verb practice.** Change each sentence with the expression of time. The model will help you.

EXERCISE II-B-1.

Group 3 win won won
(middle vowel change)

- 3a. Mina wins the first prize every year.
..... last year.
..... for the last 3 years.
- 3b. Iraj hangs his pictures on the wall.
..... last night.
..... yet.
- 3c. My friend meets many people every week.
..... last week.
..... since she came here.
- 3d. Mary holds up her hand many times.
..... yesterday.
..... yet.
- 3e. My sister and brother fight very often.
..... last night.
..... for an hour today.
- 3f. We stand up whenever our teacher comes in.
..... when came in.
..... three times this hour.

EXERCISE II-B-2

Group 4 keep kept kept
(change in middle vowel, last consonant)

- 4a. We keep our papers in our desks.

- yesterday.
 since school started.
- 4b. My uncle sleeps in this room.
 last night.
 yet.
- 4c. Reza's brother sells shoes.
 yesterday.
 for 2 years.
- 4d. I lose a pencil every week.
 last week.
 ten since school began.
- 4e. Ali brings his lunch to school every day.
 yesterday.
 for three weeks.
- 4f. My sister buys some candy every day.
 yesterday.
 already
- 4g. We catch a bus to school every morning
 yesterday morning.
 for many years.
- 4h. Our teacher teaches us very well.
 yesterday.
 ,hasn't she!
- 4i. They think about everything.
 yesterday.
 already

III. DICTO-COMP

The teacher will read a short paragraph to you three times. Listen carefully each time. Then write as much as you can remember. Stay as close as you can to what you hear. Do not write while the teacher is reading.



LESSON TEN

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

A TRIP TO NEW YORK

Reza : At ten o'clock next Monday I'll be flying to New York.

Bob : What time will you be arriving there ?

Reza : At ten o'clock on Tuesday, I think. I'm not sure.

Bob : How long will you be staying in New York ?

Reza : About two months.

Bob : I'm sure you will have a nice time.

Reza : Thank you. I hope so.

MODEL COMPOSITION NO. 2: DESCRIPTIVE

Your teacher will teach you this lesson as before. Then do the exercises following it. After that, study the lesson as a model composition.

THE U S A

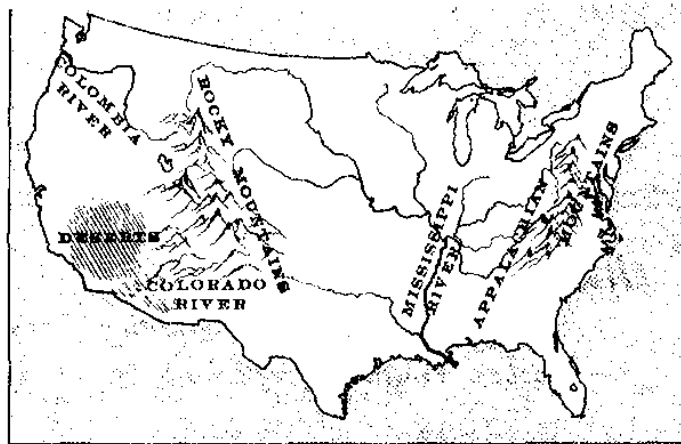
How can you describe a country ?

Well, the easiest way is to write about the geography of the country; for example, its **borders**, its geographic divisions, its mountains, and its rivers. Let's describe the United States.

Borders

The United States **stretches** from the Atlantic Ocean to the Pacific Ocean and from Canada to Mexico. Its **widest** east-west **distance** is about 5000 km. (3000 miles), while its longest north-south distance is about 2000 km. (1200 miles).

Water forms most of the borders; for example, the Atlantic Ocean is the eastern border and the Pacific Ocean is the western border. The southern border is **made up of** the Rio Grande River, which separates most of the United States from Mexico, and the



Gulf of Mexico. In the north five very large lakes,¹ known as the Great Lakes, separate part of the United States and Canada.

Geographic Divisions

The United States is divided into 50 **states**. The oldest states are in the east. They were European **colonies** before they became **independent** states. The two newest states, Alaska and Hawaii, are in the west. Hawaii is made up of several **islands**^{*} in the Pacific Ocean, and Alaska is a large **peninsula**^{*} which borders northwest Canada. Alaska is the largest state in the United States.

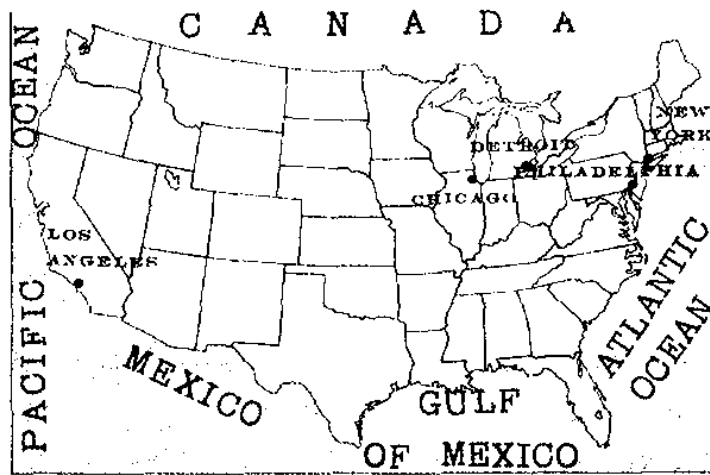
Mountains

There are two **major**^{*} mountain **ranges**^{*} in the United States. The eastern range is the Appalachian Mountains and the western one is the Rocky Mountains. Between the two mountain ranges there are **vast**^{*} **areas**^{*} of agricultural **plains**. Southwest of the Rocky Mountains there are **deserts**^{*}. West of the Rocky Mountains, along the Pacific Ocean, there is a very **fertile** valley. It is in the state of California.

Rivers

The most important rivers are the Mississippi River, the Columbia River, and the Colorado River. The Mississippi River **flows**^{*} from the Canadian border to the Gulf of Mexico, and the Columbia River flows from Canada through the northwestern states to the Pacific Ocean. The Colorado River flows from the Rocky Mountains to Southern California.

1- The five lakes are Lake Superior, Lake Huron, Lake Michigan, Lake Erie, and Lake Ontario.



This is a very **brief** description, but perhaps it will be enough to answer your question.

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

border	to stretch	wide
distance	to be made up of	state
colony	independent	island
major	range	vast
desert	fertile	to flow
		brief
		peninsula
		area
		plain

WORD STUDY

Study the following words and their meanings:

border : the line where one country ends and another begins

island : land surrounded by water

peninsula : land with water on three sides

major : larger; greater; more important

mountain range : row or line of mountains

vast : very great

area : a part of the earth's surface

desert : an area of land without plants or water

to flow : to run like water

description : telling or writing about something

to describe :

ocean :

gulf :

fertile :

brief :

1. COMPREHENSION

■ **I-A.** Check (✓) the correct answer.

1. The United States is 3000 miles....
 - a. from east to west.
 - b. from north to south.
 - c. from Europe.
2. Part of the southern border of the United States is formed by....
 - a. five very large lakes.
 - b. the Mississippi River.
 - c. the Rio Grande River.
3. Hawaii and Alaska....
 - a. are joined to the other states.
 - b. are not joined to the other states.
 - c. are near Mexico.
4. The Rocky Mountains....
 - a. are in the east.
 - b. are in the west.
 - c. are in Southern California.
5. The United States has fertile lands....
 - a. all over the country.
 - b. in many parts of the country.
 - c. in very few parts of the country.
6. There are deserts....
 - a. southwest of the Rocky Mountains.
 - b. northwest of the Rocky Mountains.
 - c. southeast of the Rocky Mountains.

■ **I-B.** 1. Read the following paragraph. Underline the topic sentence. Then underline the subject of the three sentences which expand the topic sentence.

The population¹ of the United States is more than 200 million people. Most of the people live in the northeastern states and in California. The state of New York had the largest

1. Population = number of people in a country, city, etc.

population for a long time, but now the state of California has the largest population. The cities that have more than five million people are Los Angeles, New York, and Chicago.

2. Look at the paragraph about States in the text.
 - a. What is the topic sentence?
 - b. What are the subjects of the five sentences which expand the topic sentence?

II. GRAMMAR AND PRACTICE

- **II.A.** Look at the following examples of MODAL + BE + ING :

I'll be flying to New York.
What time will you be arriving there?
Will you be staying in New York?

NOTE Use WILL BE + ING to show a continuous action in the future.

EXERCISE II.A. Complete the sentence for each picture.

Situation : Mary will go to Europe next Monday.

The pictures show you what she will be doing there.

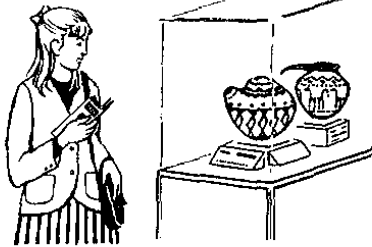
1. to
Europe next Monday.



2. the
Coliseum next week-end.



3. lunch
in a nice restaurant.



4. visiting the
British Museum.

5. back
to Iran a month from today.



■ **II.B.** Look at the following uses of "the" :

- | | |
|--|--|
| 1. To point out a particular subject | the geography of the country
the eastern border
in the north |
| 2. Before superlative adjectives | the easiest
the most important
the two newest |
| 3. Before the names of rivers, oceans, seas, gulfs | the Mississippi River
the Atlantic Ocean
the Caspian Sea
the Gulf of Mexico |
| 4. Before the names of mountains | the Rocky Mountains
the Alborz Mountains |
| 5. Before geographic plural nouns | the United States
the Great Lakes
the Philippines |

Not before the names of a country, a lake, a mountain:

America, Iran, Lake Rezaieh, Mount Damavand

- | | |
|---------------------|--------------------------|
| 6. Before two nouns | the state of California |
| that have similar | the city of New York |
| meanings | the University of Tehran |

Not before the names of states, cities, universities:
California, New York, Tehran University

EXERCISE II-B. *Fill in the blanks with "the" where necessary.*

1. First, you could describe borders, states, mountains, and rivers.
2. countries, which form borders are very important to know.
3. United States, for example, is bordered by two countries, Canada and Mexico.
4. other borders are Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.
5. One of most important lakes between Canada and United States is Lake Michigan.
6. United States also has two major mountain ranges.
7. Appalachian Mountains are in east and Rocky Mountains are in west.
8. Mississippi River, Columbia River, and Colorado River are very important rivers.
9. Colorado River flows from Rocky Mountains to California.
10. city of Los Angeles is largest city in state of California.
11. Three of countries that border Iran are Pakistan, Soviet Union, and Turkey.
12. southern border of Iran is formed by Persian Gulf and Oman Sea.
13. Caspian Sea and Lake Rezaieh are in northern Iran.
14. Iran also has two major mountain ranges.
15. Alborz Mountains are in north and

- Zagros Mountains are in west.
16. major rivers in Iran are Karun River, Zayandehrud River, and Sepidrud River.
 17. Karun River flows from Iran to Persian Gulf.
 18. city of Tehran is largest city in Iran.
 19. Isfahan is second largest city.
 20. University of Tehran and Arya Mehr University are in Tehran.

III. COMPOSITION WRITING

■ **III-A.** You remember that Lesson 5 was a narrative composition. In it the writer told us about what usually happened in Bob's daily life. Lesson 10 is another kind of writing. It is descriptive writing.

You probably noticed that the text is divided into six paragraphs. There is one central idea in each paragraph. The purpose of paragraph 2 is to describe the borders of the United States.

What do paragraphs, 3, 4, and 5 describe ?

Now write a descriptive composition by answering the following questions. Make a paragraph for each topic.

Borders

1. How large is the United States ?
2. What are its greatest east-west and north-south distances ?
3. What forms its eastern and western borders ?
4. What forms its northern and southern borders ?

Geographic Divisions

1. How many states are there in the United States ?
2. Where are the oldest states ?
3. Where are the newest states ?
4. Which state is the largest ?

Mountains

1. How many mountain ranges are there in the United States?
2. What is the eastern one and the western one?
3. What kind of land is between the two mountain ranges?
4. Where are the deserts in the United States?

Rivers

1. What are the most important rivers?
2. Where do the rivers flow?

■ III. B. Now write a similar descriptive composition about Iran. Answer the following questions. Make paragraphs with your answers.

Borders

1. How large is Iran?
2. What are its greatest east-west and north-south distances?
3. What forms its eastern and western borders?
4. What forms its northern and southern borders?

Geographic Divisions

1. How many ostan are there in Iran?
2. Which ostan is the largest? Which one is the smallest?
3. What are the largest cities in Iran?

Mountains

1. What are the major mountain ranges in Iran?
2. Where are the mountains?
3. Where is the most fertile land?
4. What are the deserts?

Water Areas

1. What kind of water areas are there in Iran?
2. What are the largest rivers?
3. What is the most famous lake?
4. What are the most important water areas?

TEST TWO

Time : Two hours
100 Points

PART ONE

(60 Points)

Comprehension

■ I- Oral Comprehension :

(10 Points)

The teacher will read a passage¹ to you. Listen very carefully and then put a check mark (✓) in front of the correct part (a, b, or c) of each sentence.

1. Who made several experiments?
 - a. several animals
 - b. a professor
 - c. a monkey
2. What was put in a room in one experiment?
 - a. a professor and a monkey
 - b. a professor and several boxes
 - c. a monkey and several boxes
3. What was inside one small box?
 - a. a monkey
 - b. some food
 - c. a key-hole
4. What was the purpose of the experiment?
 - a. to find out how quickly the professor would find the food
 - b. to find out how quickly the monkey would find the food
 - c. to find out who would look through the key-hole first
5. What was the surprise?
 - a. the monkey was looking through the key-hole
 - b. the professor was looking through the key-hole
 - c. the monkey found the food quickly

1- NOTE TO THE TEACHER :

The story is in the Teacher's Manual

■ II. Reading Comprehension :**(25 Points)**

Read the following text quickly and carefully. Then put a check mark (✓) in front of the correct part (a, b, or c) of each sentence. (The sentences will be given to you by your teacher.)

Language and geography are not the only differences between people of different countries. An American who visits a European city will discover that people eat in different ways.

The European uses both of his hands when he eats. He keeps his knife in his right hand and his fork in his left until he finishes eating. The American, however, usually eats with only his right hand, except when he has to use the knife. Then he moves his fork from his right hand to his left. At other times his left hand holds a piece of bread or is kept under the table.

Europeans may drink their soup from the end of the spoon, but Americans drink theirs from the side. In the United States the salad is almost always served before the meat course. In Europe it is served at the same time as the meat or after it. Many Americans drink their coffee during the meal. Europeans prefer to drink their coffee after the meal.

With all these small differences, it is often possible to know whether a person is American or European just by watching him at the table.

■ III. Vocabulary recognition :**(25 points)**

A. Read the sentence and check (✓) the phrase (a, b, or c) that has the same meaning as the underlined word.

1. -The story was difficult to understand. So many things happened and so many different people were introduced.
- Yes, it was very complex.
"complex" means : a. very uninteresting
 b. very hard to understand
 c. easy to understand
2. - Had they already had their lunch ?

- No, they were dining when we arrived.

"dining" means : a. preparing lunch
b. drinking
c. eating

3. - Mike is always thinking about the ways that he can help you.

- Yes, he is an invaluable friend.

"invaluable" means: a. not valuable
b. having great value
c. expensive

4. - Isn't it time for Sally to be in bed ?

- She usually goes to bed at 7, but tonight, I'm letting her sit up until 8:30.

"sit up" means : a. to sleep late
b. sit straight
c. go to bed early

5. - I think these flowers will die in this hot sunshine.

- Oh, no, they are tropical plants.

"tropical" means : a. warm climate
b. strong
c. cold climate

III. B. Check the correct part, (a, b, c, or d).

6. have opposite meanings.

- a. Synonyms
- b. Alphabets
- c. Antonyms
- d. Syllables

7. In the U.S. meat is served

- a. in a bowl
- b. on a platter
- c. in a cup
- d. on a fork

8. The that plays high notes is a flute.

- a. record
- b. French horn
- c. symphony

- d. instrument
9. is a musical instrument.
- a. A concert
- b. An opera
- c. An organ
- d. An orchestra
10. Land with water on three sides of it is called
- a. a peninsula
- b. a gulf
- c. an island
- d. a plain
11. How many words have you in the dictionary?
- a. looked
- b. watched
- c. looked up
- d. looked down
12. Americans like to drink on hot days.
- a. ice tea
- b. pie
- c. ice cream
- d. pickles
13. Music is written by
- a. audiences
- b. conductors
- c. choirs
- d. composers
14. He was so that he couldn't hear anything.
- a. graceful
- b. deaf
- c. elegant
- d. impatient
15. Our street is a very one.
- a. wide
- b. deep
- c. fertile
- d. tall

III. C. Check the correct meaning (a, b, or c)
for the underlined words.

16. Whenever we look at the Moon, we think about space exploration.
- a. then
 - b. every time
 - c. ever
17. We are expected to guess the meaning of as many new words as we can.
- a. are about to
 - b. are excused to
 - c. are supposed to
18. The weather was very lovely yesterday.
- a. in love
 - b. love
 - c. beautiful
19. The printer was deaf.
- a. unable to speak
 - b. unable to hear
 - c. unable to see
20. His answer was very brief.
- a. short
 - b. bad
 - c. long
21. His vocabulary increases a little every day.
- a. becomes smaller
 - b. becomes larger
 - c. doesn't change
22. Did you mention the invitation to your friend ?
- a. send
 - b. let somebody know
 - c. remember
23. The rhythm gradually became faster.
- a. quickly
 - b. gracefully
 - c. little by little
24. Small children are often very impatient.

- a. unwilling
 - b. happy to wait
 - c. unwilling to wait
25. Many borders are made up of rivers and mountains.
- a. formed by
 - b. stretch between
 - c. made of

PART TWO

(40 Points)

Structure :

(20 Points)

A. Fill in the blanks with suitable forms of the verbs in parentheses.

There is a lot of work to be done before Now Rooz. Presents must (buy) and letters must (write). Now Rooz cards should (prepare and mail). Holiday preparations ought to (plan). Soon mother will be (make) holiday cakes and cookies and will carefully (store) them. Cakes and cookies in great number and variety will (find) their way into and out of the oven and into large boxes. They will (keep) for the New Year's holidays. The house will (sweep) carefully and will (take on) a holiday atmosphere. The "Haft Siyn" will also (prepare). But of course Now Rooz (be) still many days away and many other jobs must (do) before it (arrive). It sometimes (seem) as if work will never (finish).

B. Write the correct form of the words in the parentheses. Use the following suffixes or prefixes :

un -	ment -	im -	- ful
er -	mis -	al -	- y
re -	less -	- ly	- able

1. He is Mary's (admire)
2. The beauty of the village encouraged them to stay.
(nature)
3. We wanted to get out of the forest, but unfortunately he
..... us. (guide incorrectly)
4. I do want to solve the problem, but what you say is
(not practical)
5. We spread the tablecloth on the land. (grass)
6. It rained last night. (heavy)
7. It was an party. (enjoy)
8. The teacher the seats so that the smallest children
could be in front. (arranged again)
9. He forgets what he is told. He is a person. (forget)
10. Birds are when they are very small. (feather)
11. The of the dancer's feet were very elegant. (move)
12. It was an fight. (not successful)

(15 Points)

*C. Put the correct forms of the verbs in the
parentheses.*

1. Mina (to hurt) my little brother last night.
2. I already (to think) about your plans.
3. She (to teach) us some European customs last
year.
4. They (to spend) a great deal of money since last
June.
5. The house (to catch) on fire last week.
6. She (to feel) very unhappy about the death of her
friend.
7. They already (to leave) the house.
8. She (to sing) beautifully in the concert last
night.
9. They (to ring) the bell at 8 o'clock since the
beginning of spring.
10. He (to choose) a nice hat yesterday.
11. My sister (to wear) light dresses since last month.
12. This area already (to become) fertile.

13. He (to win) the Nobel Prize last year.
14. I (to hang) a beautiful picture on the wall last night.
15. They (to fight) very bravely in the Civil War.
16. She (to lose) three blouses since the beginning of the year.
17. My uncle (to sell) his home in 1970.
18. He stood and (to hold up) his hand.
19. She already (to swim) 100 meters.
20. They (to speak) French yesterday.
21. Would you mind (to pass) me the juice ?
22. The kids used to (to ask) us lots of questions ?
23. I'd like (to know) how a person grows deaf.
24. The customer finished (to talk) with the clerk.
25. He is used to (to drink) a lot of coffee.
26. She plans (to spend) her vacation on the beach.
27. I prefer to go by bus instead of (to travel) by train.
28. We enjoyed (to be) with our cousins.
29. He wants (to know) the distance between Kerman and Yazd.
30. You'll get a good mark by (to give) correct answers.

(5 Points)

D. Arrange the following groups of words and phrases in sentences. Do not forget commas and capital letters where necessary.

1. Mary - the - did - too - Fred - difference - knew - and
2. style - is - elegant - expressive - nor - his - neither
3. she - the - washed - both - dried - and - bowls
4. Mina - and - I described - so - text - the - did
5. skating - my brother went - at home - but - I - was



LESSON ELEVEN

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

TALKING TO YOURSELF ?

Mrs. Rod : What are you doing, Mina ?

Mina : I'm reading, Mother.

Mrs. Rod : It sounds as if you're talking to yourself.

Mina : Shouldn't I say the words to myself ?

Mrs. Rod : No. If you're reading for comprehension, you shouldn't even be moving your lips.

Mina : But saying the words helps me remember them.

Mrs. Rod : Learning words is **completely** different from reading. When you're reading, you are trying to understand ideas.

reading

a. The teacher will explain the new words of the text to you.

b. Practice the SQ3R technique. (Comprehension, Part I.A. will help you to do this.)

READING

Introduction

What do you read every day ? How much do you depend on reading ? How much could you learn if you didn't know how to read ?

Think about these questions. If you were not able to read, store signs and street signs would be a mystery to you. Newspapers, magazines, and books would be meaningless, **except** for the pictures, of course. And you would not be able to attend school, go to the university, or get a good job.

Reading is one of the most important **skills*** that we learn, especially in the world of today. Without the skill to read, a student would **hardly*** make any **progress*** in his subjects. A doctor would not be able to learn about new medicines. A scientist

would not know what other scientists are working on.

Reading itself, of course, is not enough. **One** must also be able to understand what one reads. This depends on three important factors: **concentration**, comprehension, and speed.

Concentration

Do you concentrate on reading when you read? Or does your mind wander? Do you sometimes read a sentence or two and then think about the weather, or your friends, or something else? Many people do; and then they wonder why it **takes so long** to read even one short sentence. If students concentrated on what they read, they would finish their reading assignments much sooner. But often, they **would rather daydream** and **waste** time for hours than concentrate for a few minutes.

Perhaps you are a person who likes to walk **back and forth** with a book in your hand. Memorizing is sometimes very



useful, but it is only one of several skills that one should know. Reading with understanding and thinking are also important skills. If one concentrates on using the SQ3R technique the same way that he concentrates on memorizing, he will soon learn this very important learning skill, too.

Comprehension

The real **aim*** of reading is comprehension, understanding what one is reading. If you have not understood what you have read, then you haven't read it; and you **had better** go back to the first sentence and begin again.

One of the greatest problems for beginning readers is

word for word reading. Beginning readers often try to read one word **at a time*** and to understand each word by itself. Of course, they soon find out that most words have many different meanings. They also find out that it is very difficult to know which meaning is the correct one without reading the other words in the sentence. Comprehension, **in other words***, depends on understanding **groups** of words, not **single*** words.

Speed

Comprehension is also **closely** related to reading speed. **Consider** the eyes of a slow reader, for example. They look at one word and stop, at another word and stop, etc. The eyes of an **average*** reader, on the other hand, see two or three words each time they stop. A fast reader sees four or more words each time his eyes stop.

"Take the eyes of a slow reader, for example."

Slow _____ (nine stops)
Average _____ (five stops)
Fast _____ (three stops)

A second reason for slow reading is reading **aloud**. Slow readers usually move their lips and **tongues** and say the words to themselves. This may be a good way to memorize things, but it is not a good way to read for comprehension. To read fast, one should read silently and without moving his or her lips.

Conclusion

If you want to **improve*** your reading **ability***, the first and most important requirement is practice. One way is to **set aside** ten minutes each day for your own reading improvement practice. Then take some kind of reading material, English or Persian, and see how much you can read during that ten minutes. The number of words that you read per minute is a useful way to measure your reading speed.

Remember, however, you must read *with* understanding; and remember also that understanding depends on three things: concentration, comprehension, and speed.

Comprehension Questions

1. Why is reading important ?
2. What does reading depend on ?
3. Why is concentration difficult for some people ?
4. What do beginning readers soon learn ?
5. What makes one read slowly ?
6. How can one improve his reading ability ?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher .

completely except skill hardly progress
one concentration to take so long
would rather to daydream to waste
back and forth aim had better at a time
in other words groups single closely
consider average aloud tongue conclusion
to improve ability to set aside

WORD STUDY

Study the following words and their meanings :

skill :	ability to do something well
hardly :	probably not
progress :	improvement
aim :	purpose
at a time :	each time
in other words :	to say something in a different way
single :	only one
average :	ordinary
to improve :	to become better; to make progress
ability :	to be able to do something
meaningless :	.....
group :	.....
fast :	.....
to set aside :	.....
per minute :	.....
waste :	.....

I. Comprehension

■ I.A. *How well did you use SQ3R?*

Survey: 1. What is the main heading of the text?
2. What are the topic headings?

Questions: Ask yourself one question about each section.

1. (Introduction)
2. (Concentration)
3. (Comprehension)
4. (Speed)
5. (Conclusion)

Read: 1. Read the text.
2. Write the answers to the comprehension questions in your notebook.

Recite: What is the main idea of each section?

Review: What is the main purpose of the text?

■ I.B. *Check the statements which are in the text.*

1. Reading with understanding depends on three important factors.
2. Comprehension can be improved with special reading materials.
3. It is difficult to concentrate when you read in bed.
4. The eyes of an average reader see several words at a time.
5. It is very important to be able to read well.
6. You can read faster if you concentrate on what you are reading.
7. The real aim of reading is understanding what we read.
8. A beginning reader wastes time looking up every new word.
9. Reading fast is closely related to reading silently.

■ **I.C. Word recognition.** *Read the conversations and try to guess the meaning of the underlined words. Check the answer (a, b, or c) that seems correct.*

1. Shirin: Why is Roys so happy?

Mahin: She has just got a scholarship.

Shirin: No wonder she's happy I would be too, if the university was going to pay my expenses next year.

A "scholarship" is
a. a course.
b. an examination.
c. some money for studying.

2. Parvin: I think that cage is for the elephants.

Lada: I don't. Such huge animals couldn't get into it.
"Huge" means
a. very small
b. very big
c. very weak

3. Mother: Where's your coat, Amir?

Amir: I can't find it. Maybe I left it at school yesterday.

Mother: When are you going to learn to be more responsible for your things?

"Responsible for" means
a. careless with
b. thoughtless about
c. careful with

4. Mr. Asadi: Why are there so many magazines and newspapers in this village?

Villager: It is because all of us are literate.

"Literate" means
a. able to read and write
b. rich
c. interested in literature

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of conditional sentences :

- | |
|---|
| <p>A. 1. If one <u>concentrates</u>, he <u>will</u> soon <u>learn</u></p> <p>2. How much <u>can</u> you <u>learn</u> if you <u>don't know</u> how to read?</p> <p>B. 1. If one <u>concentrated</u>, he <u>would</u> soon <u>learn</u></p> <p>2. If you <u>were not able to read</u>, store signs <u>would be</u></p> <p>3. How much <u>could</u> you <u>learn</u> if you <u>didn't know</u></p> <p>C. 1. With concentration, he <u>will</u> soon <u>learn</u></p> <p>2. With concentration, he <u>would</u> soon <u>learn</u></p> <p>3. Without the skill to read, a student <u>would make</u> little</p> |
|---|

NOTES:

1. The above sentences may be used for present or future time.
2. a. In sentence A.1, it is probable that the person will concentrate.
b. In sentence B.1, it is possible that the person will not concentrate.
3. a. WILL and WOULD can be used without an "if" clause to express "conditional" (C.1, C.2).
b. The meaning of sentences A.1 and C.1 is the same, it is probable that something (concentration) will happen.
c. The meaning of sentences B.1 and C.2 is the same, it is possible that something (concentration) will not happen.

EXERCISE II-A. Rewrite the sentences with the words in the parentheses.

Example: Iraj will apologize if he makes a mistake.

(would)

Iraj would apologize if he made a mistake.

1. Reza would change his shirt if he got it dirty. (will)
2. Susan will dry the dishes if you ask her. (would)
3. Can you do me a favor if I ask you? (could)
4. Would you describe your experience if I asked you to?
(will)
5. Would scientists be surprised if life existed on Mars?
(will)
6. Will students be happy if they can express their ideas?
(would)
7. Could you fall asleep easily if you were floating down a river on a raft? (can)
8. Will your sister criticize you if you make many mistakes?
(would)
9. Would you find any mistakes if you went back over your

- homework ? (will)
10. Will your brother's reading skill improve if he practices SQ3R? (would)

■ **II-B.** Look at the following examples of *WOULD RATHER* and *HAD BETTER* :

(they) **would rather** daydream . . .
he **had better** go back . . .

NOTES

1. "Would rather" means "prefer to."
2. "Had better" means "it is better."

EXERCISE II-B.1 Rewrite the sentences with *WOULD RATHER*.

Example: Mina prefers to walk.

- (a) Mina would rather walk
 - (b) Mina would rather not walk.
 - (c) Would Mina rather walk ?
 - (d) Wouldn't Mina rather walk ?
1. Mehri prefers to speak English.
 2. They prefer to learn the English songs.
 3. Reza prefers to listen to classical music.

EXERCISE II-B.2 Rewrite the sentences with *HAD BETTER*.

Example: It is better for Hooshi to get a job.

- (a) Hooshi had better get a job.
 - (b) Hooshi had better not get a job.
 - (c) Had Hooshi better get a job ?
 - (d) Hadn't Hooshi better get a job ?
1. It is better for us to go to a movie tonight.
 2. It is better for him to know the answer.
 3. It is better for me to get rid of these old stamps.

EXERCISE II.C. Connectives¹

a. *Arrange the words and phrases in sentences. Do not forget periods and capital letters.*

1. eats - every morning - he - and toast - eggs
2. in the yard - both playing - were - and laughing - the children
3. the pictures - and I - Tom - her - showed
4. to sing - he - and - dance - learned - last summer
5. heard about - and I - Mary's - progress - Jack
6. either - to work - drives - or takes a bus - he
7. my pen - neither - on the table - nor my pencil - is
8. the work - did - Fred - nor Sam - neither

b. *In all the sentences that you have made so far, you had compound noun phrases or compound verb phrases.*

Now continue with compound sentences. Do not forget to add commas where necessary.

1. the - listened - teacher - and - talked - students - the
2. me - Mary - couldn't see - looked through - she - the window - but
3. but - I - last night - studied - went - Sam - to the theater
4. and Reza - Amir - in class - is - too - is
5. Helen - apples - and - Mary - likes - too - does
6. drank - and so - I - Mina - did - some juice
7. go hiking - will - she won't - and neither - her sister
8. isn't - Sam - Jack - hungry - either - isn't - and

III. DICTO - COMP

The teacher will read a short paragraph to you three times. Listen carefully each time. Then write as much as you can remember. Stay as close as you can to what you hear. Do not write while the teacher is reading.

1- Review Lesson 2, Exercise II.C; Lesson 5, Exercise II.B; Lesson 6, Exercise II.B.

LESSON TWELVE

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

THINGS IN COMMON

- Homa: Father, are people in other parts of the world very different?
- Mr. Taban: No, my dear, not very. Their customs and habits often seem different, but people are the same all over the world. They all want to live happy and peaceful lives.
- Homa: Don't their **religions** seem different?
- Mr. Taban: Well, in some ways; but at the same time all religions have a great many things **in common**.

reading

The teacher will briefly explain the text . (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.

FATHER IS BACK FROM MECCA

(Homa's father, Mr. Taban, has just come back from Mecca. Jane, their American friend, brought some flowers for him. They are in the living-room.)

- Mr. Taban: Thank you for the lovely flowers, Jane.
- Jane: You're welcome, Mr. Taban. I'm happy you like them. Was your trip to Mecca a pleasant one?
- Mr. Taban: Yes, it was very pleasant, thank you.
- Homa: Father, I've been thinking about Marva and Safa. You said that you had to make seven trips between them, but I didn't understand why. I think Jane would be interested in

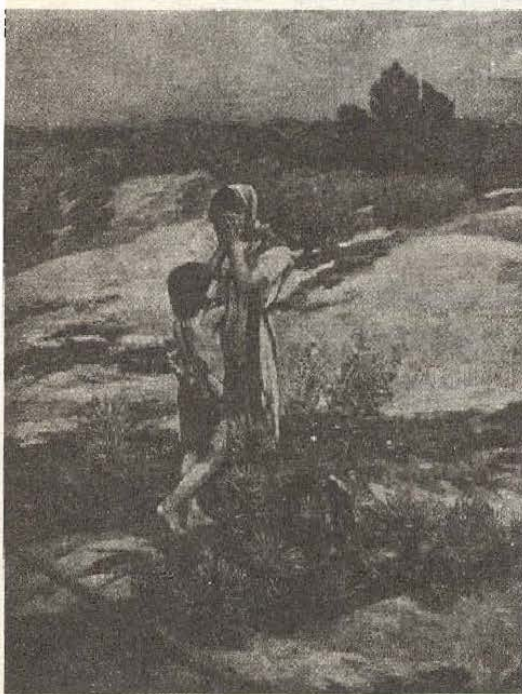
knowing too.

Jane : Yes, I would. I've heard **a great deal**^{*} about Mecca since I came to Iran, but I haven't heard anything about Marva and Safa.

Mr. Taban : Well, there are several stories about the **ceremony** at Marva and Safa. I'll tell you the one I like best. I'm sure Jane has read about Abraham and Sarah in the Bible, just as we have in the Koran, with a few differences.

Jane : Oh, yes! Sarah was Abraham's wife. We learn about them in church school.

Mr. Taban : Yes. Different religions have much in common.



Even though their teachings may seem different, they have the same aim. Each provides a way for men and women to live **finer**¹ lives. Well, Abraham and Sarah, you remember, were a very happy **couple**. She was a beautiful woman, and they loved each other very much.

However, like everyone, Sarah had both **strengths** and weaknesses. After they had been married for some time, she still had not had any children. This worried her very much and she began to think that she might **be unworthy of** Abraham. **Finally**, she asked Abraham to marry their Egyptian **maid**, Hagar.

Homa : But Abraham wouldn't do that if he loved Sarah, would he ?

Mr. Taban : No, he didn't want to. But Sarah insisted and said that perhaps Hagar would bring a **baby** into their home. At last, Abraham agreed. When Hagar heard that she would become Abraham's second wife, she felt very **honored**. Then she gradually became **proud**^{*}.

1- *Finer = Better*

When Sarah noticed Hagar's pride, she became angry and began to be unkind to Hagar.

Later, when Hagar **gave birth to*** a son, Sarah's anger and unkindness changed to **jealousy**. They all lived together **for a while**, but finally Sarah became so jealous that she made Hagar and her son, Ishmael, leave the house.

Jane : That was a very bad thing to do, wasn't it!

Mr. Taban : Yes, it was. Hagar and Ishmael went into the desert and wandered a great deal. Soon they finished all of the food and water that Hagar had brought. She began to **search for*** some everywhere, but she couldn't find any. **Meanwhile**, Ishmael became thirstier and thirstier. Then they came to a place called Safa and Hagar thought that she could see a **spring**. It was at Marva. She **hurried toward*** it, but when she got there, it was gone. All that she found was sand. Looking back toward Safa, she thought she saw another spring. Again she hurried toward it. And again all she found was sand. She did this seven times and each time she found sand instead of water.

Homa : What happened to Ishmael, Father ?

Mr. Taban : Ishmael was sitting on the sand and **crying** very hard. He had **dug** a hole in the sand with his feet, Hagar noticed that the sand was wet and dug the hole deeper. The sand became wetter and wetter and suddenly a spring appeared. She was very thankful and she immediately said a **prayer** of thanks to God.* This spring is known as the Zamzam well. And that is why **it is customary*** to make seven trips between Marva and Safa, when a person goes to Mecca.

Homa : That is a lovely story.

Jane : Thank you for telling it to us, Mr. Taban.

Mr. Taban : You're very welcome.

Comprehension Questions

1. Why did Sarah ask Abraham to marry Hagar?
2. Why was Sarah unkind to Hagar?
3. What did Hagar search for in the desert?
4. Why did Hagar hurry toward Marva?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

religion	in common	a great deal
ceremony	couple	strength
to be worthy of	finally	maid baby
honored	proud	to give birth to
jealousy	for a while	to search for
meanwhile	spring	to hurry toward
to cry	dug (to dig)	prayer
to be customary		

WORD STUDY

Study the following words and their meanings :

things in common :	similarities
a great deal :	a lot
maid :	woman servant
proud :	thinking oneself better than others
give birth to :	bring into the world
search for :	try to find
hurry :	to move or go very quickly
toward :	to
to say a prayer to God :	to pray to God
it is customary :	it is usual
lovely :	.....
a couple :	.....
strength :	.....
finally :	.....
gradually :	.....
spring :	.....

1. COMPREHENSION

■ **I-A.** Check (✓) the answer (a, b, or c) which completes the sentence correctly.

1. Sarah thought she might be unworthy of Abraham because
 - a. he loved Hagar very much.
 - b. she didn't have any children.
 - c. she was very weak.
2. Hagar was -----
 - a. Abraham's second wife.
 - b. Abraham's ~~first~~ first wife.
 - c. an Egyptian princess.
3. Sarah's unkindness changed to jealousy...
 - a. after Hagar gave birth to Ishmael.
 - b. before Hagar gave birth to Ishmael.
 - c. immediately after Hagar married Abraham.
4. When Hagar and her son went into the desert...
 - a. they did not have anything to eat.
 - b. they soon finished their food.
 - c. they had enough food to eat for a long time.
5. Hagar hurried from Marva to Safa...
 - a. to find shelter.
 - b. to find water.
 - c. to find Ishmael.
6. Hagar made seven trips between...
 - a. Marva and Safa.
 - b. Marva and Mecca.
 - c. Safa and Mecca.

■ **I-B.** Write the answers to the comprehension questions in your notebook.

■ **I-C. Idiom Recognition** Here are sentences with some new idioms. You don't need to look them up in your dictionary. Guess the meaning of each underlined idiom from the words around it and check (a, b, or c).

1. The sky cleared little by little after the storm.

- a. very soon
 - b. gradually
 - c. very little
2. Now children, pay attention. I'm going to tell you something very important.
- a. listen carefully
 - b. stand up
 - c. give me your money
3. He makes fun of everybody. That is why nobody likes him.
- a. pleases
 - b. laughs at
 - c. hates
4. Please keep an eye on the baby until I come back.
- a. look for
 - b. look at the baby's eyes
 - c. take care of; watch
5. Let's make the most of our time so that we can see everything.
- a. use our time well
 - b. waste our time
 - c. spend too much time

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of Indirect Speech and Direct Speech :

A

You said that you had.....

She said that perhaps Hagar would.....

Iraj says that he has.....

They say that they are.....

Mina says that she will go.....

B

You said, "I have....."

She said, "Perhaps Hagar will....."

Iraj says, "I have....."

They say, "We are....."

Mina says, "I will go....."

NOTES :

1. Sentences in column A are Indirect Speech.
2. Sentences in column B are Direct Speech.
3. When the reporting verb is present (says) the tense does not change. When it is past (said) the tense is changed.
4. Pronouns often change in Indirect Speech.

EXERCISE II-A. *Change the sentence to Indirect Speech or Direct Speech .*

Example 1 : Mina says, "I want to go shopping."

Mina says that she wants to go shopping.

Example 2 : Iraj said that he didn't want to go fishing.

Iraj said, "I don't want to go fishing."

1. Mr. Taban says, "I had to make seven trips."
2. Mr. Taban said, "I will tell them a story."
3. Mina says that she can't find her pencil.
4. Nima said that he was very thirsty.
5. Homa said, "I don't know the story."
6. Homa said that she was coming to see us.
7. Iraj said, "I want to bring her some flowers."
8. Jane said that she had read about them in the Bible.
9. Iraj says, "I have read about Abraham and Sarah in the Koran."
10. He says that he was invited by Mrs. George.

■ **II.B.** *Rewrite the sentences according to the examples.*

1. Example : He comes from Europe.

He is a European.

- a. He has a sense of humor.
- b. He knows how to play the organ.
- c. She knows how to type.

- d. He conducts an orchestra.
- e. He prints scientific books.
- f. He admires musicians.

2. Example: She is very patient.

She is very impatient.

- a. The servant is very polite.
- b. This is a correct answer.
- c. It is a complete sentence.
- d. This is a regular verb.
- e. He is an educated man.
- f. We understood our teacher.
- g. She pronounced the word "ship".

3. Example: He writes badly.

He's a bad writer.

- a. He teaches carefully.
- b. He works fast.
- c. He plays noisily.
- d. He farms happily.
- e. He acts cleverly.

4. Example: He was a humorous storyteller.

He told stories humorously.

- a. He was a fast driver.
- b. He was a hard worker.
- c. He was a good football player.
- d. He was an interesting English teacher.
- e. He was a clever story writer.
- f. He was a wise newspaper printer.

III. DICTO - COMP

The teacher will read a short paragraph to you three times. Listen carefully each time. Then write as much as you can remember. Stay as close as you can to what you hear. Do not write while the teacher is reading.

LESSON THIRTEEN

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

AT THE ART MUSEUM

- Parvin: Look at that picture, Ahmad. Isn't it beautiful? Isn't it a work of art?
- Ahmad: Aw, what's the use of art?
- Parvin: What do you mean, "What's the use of art?" Don't you like **pretty** things?
- Ahmad: Some are all right, I guess, but I'd much rather see a football game than look at pictures.
- Parvin: You probably also think more about what you eat than what you see!
- Ahmad: Of course, I do. Eating makes you feel good, but art doesn't.
- Parvin: Don't **make fun of** art. What you see can **affect** you much more quickly and in many more ways than what you eat.

reading

The teacher will briefly explain the text. (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.

SOME USES OF ART

- Parvin: Mr. Rod, it's important for us to know about art, isn't it? But my brother says it isn't.
- Mr. Rod: Of course, it is, Parvin. Your brother probably doesn't think about anything except sports and eating just now. Don't worry, many boys are like that when they are young. Then little by little

1- a work of art = a very beautiful picture, statue, building, etc.



they begin to **pay attention*** to art.

Parvin: But, he said that art had no use at all. It does, doesn't it?

Mr. Rod: Yes, it has many uses. Can you **imagine** walls without pictures on them, or **parks** without statues in them, or cities without beautiful **mosques*** and buildings in them?

Art is around us all the time, but often we don't notice it. If someone had **taken** the pictures **off** our walls last night, would you have noticed it when you came to class?

Parvin: Yes, I would have. The walls would have been empty.

Mr. Rod: Empty, and also uninteresting. Our eyes like to have things to look at. It might be a picture of a person, or a place, or a beautiful **scene***. These are the kinds of picture that we usually find in our homes.

But, if you had gone to the library yesterday, you would have seen a **slightly*** different kind of pictures.

In **public** places like libraries and offices you usually find portraits of famous men and women, and pictures of important historical **events**.*

In parks and city **squares** you see another use



of art. There you find statues of great men and women.

These statues and the pictures in public places **fill** our **hearts** with pride about our country. On the other hand, the pictures in our homes make us feel happy about our family, or **cheerful**, or restful. Some pictures fill our minds with very pleasant memories, while pictures of far away places fill our minds with **curiosity** and wonder.

Parvin: How can buildings be art? They are very different from **paintings** and statues.

Mr. Rod: Yes, they are different; but important buildings are also **designed** to please one's eyes and mind. Some buildings give an impression of strength and power, some express beauty, and some seem to be part of the **landscape**.

Art has always been a part of man's life, and it has usually been used to express the things that were important in his life. Sometimes people drew pictures of the animals that provided their food. Sometimes they made designs in **pottery**, cloth or metal to express their customs. Sometimes they made small statues

about their lives. And sometimes they designed special buildings and palaces.

As I said, art is all around us, and we can learn a great deal from it, both of the **past** and the **present**. Your brother would have **appreciated*** art a little more if he had understood this.

Comprehension Questions

1. Why is it important for us to know about art?
2. What are the three main uses of art?
3. What kinds of pictures are usually found in homes?
4. What kind of art is found in public places?
5. How is art used in buildings?
6. What are some ways that man has used art to express himself?

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

art	pretty	to make fun of...	affect	
to pay attention		to imagine	park	
mosque	to take off	scene	slightly	
public	event	square	to fill	heart
cheerful	curiosity	painting	to design	
landscape	pottery	past	present	
to appreciate				

WORD STUDY

Study the following words and their meanings :

make fun of :	laugh at
to pay attention :	to listen carefully, work carefully
mosque :	a building where people pray
scene :	view
slightly :	a little
events :	happenings
restful :	giving rest
curiosity :	eagerness to know or to learn

design :	to draw a plan for some work to be done
appreciate :	to value
imagine :	.....
public places :	.....
cheerful :	.....
landscape :	.....
present :	.....

I. COMPREHENSION

■ **I.A.** *Check the statements which are in the text.*

1. Some people don't notice the art around them.
2. Art can make us proud, cheerful, or curious.
3. Many famous works of art can be seen in museums.
4. Man uses art to express important things.
5. We can learn a great deal from art.
6. Statues of important people can be found in city squares.
7. Our eyes like to look at pictures.
8. Some people have more artistic ability than others.
9. Art has many uses.
10. The statues of famous musicians are often found in opera houses.

■ **I.B.** *Write the answers to the comprehension questions in your notebook.*

■ **I.C. Word recognition.** *Read the conversations and guess the meaning of the underlined words. Check the answer (a, b, or c) that seems correct.*

1. Ali : Thieves stole many things from our house last week.
Morad : Doesn't anyone guard your house when you are gone?
"Stole" means... a. brought
b. took
c. bought
2. Teacher : Your test indicates that you didn't study very well.
Student : Does that mean that I made too many mistakes ?

Teacher : Yes, it does.

"Indicates" means... a. marks
b. numbers
c. shows

3. Mary : Are all of these exercises necessary?

Jane : Yes. We have to write all of them.

"Necessary" means... a. needed
b. liked
c. preferred

4. Homa : There are beautiful frescoes on the walls of some famous churches.

Mina : It must have taken many years to paint them.

"Frescoes" means... a. pictures
b. choirs
c. melodies

5. Reza : That is a magnificent statue.

Parvin : Yes. It is really a work of art!

"Magnificent" means... a. very poor
b. very large
c. very beautiful

II. GRAMMAR AND PRACTICE

■ II-A. Look at the following examples of conditional sentences :

If someone **had taken...**, **would you have noticed...?**

If you **had gone...**, you **would have seen...**

Your brother would have appreciated... if he had understood this.

NOTES :

1. The above sentences indicate past time.
2. We are sure that action did not happen.
3. Use a comma when the "if" clause is at the beginning of the sentences.

EXERCISE II.A. Rewrite the following sentences like the example:

Example 1 : If Ali takes this pencil, will you notice?
If Ali had taken this pencil, would you have noticed?

Example 2 : If Mina studies hard, she will learn a lot.
If Mina had studied hard, she would have learned a lot.

1. If we read well, our teacher will be happy.
2. If he listens carefully, will he hear the noise?
3. If they look up every word, they will get very tired.
4. If she pronounces clearly, we will understand.
5. If he changes his mind, will she be angry?
6. If they attend the symphony, they will enjoy it.
7. If we daydream, we will waste our time.
8. If she practices, she will improve her English.
9. If he uses these words, he will increase his vocabulary.
10. If they punish him, will he cry?

■ **II.B.** Look at the following sentences with Two-word verbs :

Group A

I couldn't **find out** his name.

I couldn't **find it out**.

He usually **takes off** his coat.

He usually **takes it off**.

Group B

At first he didn't **look for** his book.

At first he didn't **look for** it.

I usually **go over** my lesson several times.

I usually **go over** it several times.

NOTES :

1. The above words are often called Two-word verbs.

2. The meaning of a Two-word verb is usually different from the meaning of the separate parts; for example, find out means discover and go over means review.
3. a. Use a pronoun object between the two parts of Group A verbs : take it off
 b. Use a pronoun object after Group B verbs : go over it.

EXERCISE II-B.

a. Rewrite these sentences with Group A verbs.

Example : She looked up the words.
 She looked them up.

1. He took off his coat.
2. Please turn off the light.
3. He turned on the heater.
4. I tried on my new coat.
5. You must set aside your books.
6. The boy saved up his money.
7. Could you put on your linen dress ?
8. My mother held out her hands.
9. I had to look up your phone number.

b. Rewrite these sentences with Group B verbs.

Example : He looked for his French book.
 He looked for it.

1. You should go over the new assignment.
2. Which letters stand for the United States?
3. She searched for her brother.
4. Did the musicians ask for the new instruments ?
5. My sister looked for her friend.
6. Ali's brother got on in his lessons.

■ II-C. Look at the following Connectives :

<u>Subject</u>	<u>Verb</u>	<u>Object</u>
Jane	says	so.
Jane	says	<u>that</u> she has read about them. (connective) (noun clause)
Homa	said	<u>that</u> something seemed strange to her.
She	asked	<u>where</u> they were going.
Mary	asked	<u>when</u> they would go home.

NOTE :

1. When the object of a sentence is expanded, the result is called a "Noun Clause."
2. A connective (that - where - when - what time - who - what - whom - if - whether, etc.) joins the noun clause with the other part of the sentence.
3. The resulting sentence is called a "Complex Sentence."

EXERCISE II-C. Combine the sentences as follows :

Example: It's going to rain. He says so.
 He says that it's going to rain.
 It's going to rain. I said
 I said that it was going to rain.

1. He has found all the antonyms. He says so.
2. We will have many problems. I think so.
3. She bought an alarm clock. She said
4. We all admire Mark Twain. I understand
5. She has not done her assignment. I explained
6. The streets will be crowded. He said
7. We have formed a general idea. We thought
8. All of the words are incorrect. I noticed
9. The walls were empty and uninteresting. He believed.

III. HANDWRITING

Complete the following conversation.

If He Had, He Would Have

Homa: If my father had enough money, he (to send) my brother to Italy last summer.

Jane: What your brother (to study) if he (to go) to Italy?

Homa: He art.

Jane: He know Italian, he?

Homa: No, he doesn't.

Jane: Don't you think he (to fail)? He doesn't know Italian, does he?

Homa: No, I don't think . If he (to go), he (to take) a language course first and then art courses.

LESSON FOURTEEN

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

THE SAME OR DIFFERENT

Nassim: If we were painters and wanted to **make the most of*** our time, what could we do?

Reza: Well, we could paint pictures of those hills and trees.

Nassim: We could, but wouldn't our pictures be the same?

Reza: No. They would be as different as we are.

Nassim: What do you mean?

Reza: I mean that we look at things in different ways. I like hills and trees but you like flowers. Therefore, my picture would be one of hills and interesting trees, but yours would probably be one of those flowers under the trees.

reading

a. The teacher will explain the new words of the text to you.

b. Practice the SQ3R technique. (Comprehension, Part I.A. will help you to do this.)

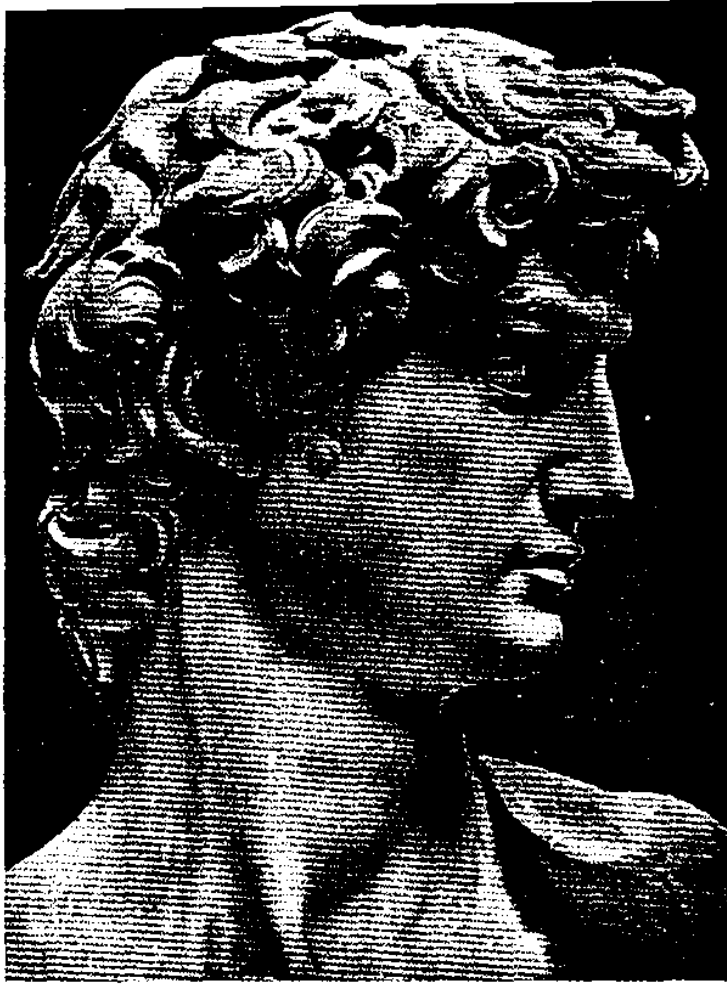
MICHAELANGELO

Mark Twain said that Michaelangelo was a man who was great in everything he did. He was great in painting, in **sculpture**, in **architecture**, and in poetry.*

Youth

Michaelangelo lived about five centuries ago. He was born in Italy in 1475 and he lived to be 89 years old. He lived most of his life in Florence, but he also made several trips to Rome. Some of his best works of art were made in Rome.

When Michaelangelo was a boy of 13, he went to work in



a painter's **workshop*** in Florence. There he learned how **frescoes*** were painted on walls. At first, he **copied*** groups of **figures** in pen and **ink** from a wall painting.

Later, when his skill improved, he was **permitted** to paint a few **minor** figures in the fresco.

But Michaelangelo preferred sculpture. When he was 14, he was given permission to study a large collection of statues in a garden in Florence. He practiced drawing the statues and he made copies of some of the Greek and Roman ones.

Painting

Much of Michaelangelo's art is connected with religious **themes**. For example, his most famous painting is a fresco on the **ceiling** of the Sistine Chapel in Rome. He had to **lie** on his **back** to do the painting. There are 9 pictures on the ceiling and there are 300 human figures in the pictures. Three of the pictures portray the creation* of the world. Three portray the **origin** of Man. And three portray **sin**.

Sculpture

The two greatest statues that Michaelangelo sculptured were "David" and "Moses". David is a statue of an Israeli boy who fought and killed a **giant warrior**. The statue is six meters (18 feet) tall, but his body is **exactly*** like that of a young boy. A copy of this statue still stands in Florence.

Michaelangelo's statue of Moses, who lead the Israeli children out of slavery, is in Rome. People say that it is the most famous statue in Rome. Moses is sitting and has two **tablets*** from God under his right **arm**. His face shows that he is very angry with his people, and the **muscles** of his body tell us that he will soon **destroy** the tablets.

Architecture

Michaelangelo's last great achievement was in architecture. When he rebuilt Saint Peter's Cathedral in Rome, he made it more **magnificent*** than the Coliseum and the Pantheon.

Poetry

The greatness of Michaelangelo's art can be seen in his paintings, sculpture, and architecture, but we find the beauty of his thoughts and his **spirit** in his poetry. He wrote about 250 poems and he wrote each one with the same kind of concentration and self-correction* that he used in his art.

Comprehension Question

1. What was Michaelangelo great in?
2. What was the first kind of work that Michaelangelo did?
3. What did he do in the garden in Florence?
4. How many pictures did he paint on the ceiling in the Sistine Chapel?
5. Who was David?
6. Describe the face and muscles of Moses.
7. Why is Saint Peter's Cathedral important?
8. What is important about Michaelangelo's poetry?

1- a very big church

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

to make the most of....	sculpture				
architecture	workshop	fresco	to copy		
figure	ink	to be permitted	minor		
theme	ceiling	to lie back	origin		
sin	giant	warrior	exactly	tablet	arm
muscle	to destroy	magnificent	spirit		

WORD STUDY

Study the following words and their meanings :

to make the most of our time :	to use our time well
poetry :	poems
workshop :	room or small building where work is done
fresco :	the art of painting on wet plaster
to copy :	to make something exactly like something else
creation :	the beginning
exactly :	just
tablet :	a stone with writing on it
magnificent :	great, wonderful
self-correction :	correcting oneself
minor :	.....
theme :	.....
origin :	.....
sin :	.....
warrior :	.....

I. COMPREHENSION

■ I.A. *How well did you use SQ3R ?*

Survey : 1. What is the main heading of the text ?

2. What are the topic headings?

Questions : Ask yourself one question about each section.

1. (Introduction)
2. (Youth)
3. (Painting)
4. (Sculpture)
5. (Architecture)
6. (Poetry)

Read :

1. Read the text.
2. Write the answers to the comprehension questions in your notebook.

Recite : What is the main idea of each section?

Review : What are the two main purposes of the text?

■ **I-B. IDIOM RECOGNITION.** *Guess the meaning of each of the underlined idioms and check the answer (a, b, or c) that seems correct.*

1. Ahmad : Do we have to hurry?
Hooshi : No, we can take our time.
"take our time" means : a. work slowly
b. stop working
c. work faster
2. Mrs. Jones : Did your maid break these dishes on purpose?
Mrs. George : Yes. She got very angry when I criticized her this morning.
"on purpose" means : a. without reason
b. for a reason
c. carelessly
3. Guide : Did you have a good lunch at the restaurant?
Mrs. Smith : Yes. The young man who waited on me was very nice.
"waited on" means : a. waited until I came
b. served me
c. sat beside me
4. Jack : Do you shake hands with everyone that you meet?
Iraj : Yes. It's my custom.
"shake hand with" means : a. hold a person's hands

■ **II-B. CONDITIONAL SENTENCE REVIEW.** *Fill in each blank with a suitable form of the verbs in parentheses.*

1. If I buy an alarm clock, I (to get up) early.
2. I don't have an alarm clock, but if I (to have) one, I (to get up) early.
3. I didn't have an alarm clock last night, but if I (to have) one, I (to get up) early this morning.
4. If you had told him that, he (to appreciate) what you did.
5. I wouldn't behave like that if I (to be) you.
6. If you agree, I (to prepare) a brief summary of the lesson.
7. If she (to go) to the beach, she would have had a very enjoyable time.
8. If the bus (to be) crowded, I will take a taxi.
9. If he were here, he (to know) how to get rid of it.
10. If you had helped him, he (to express) himself very clearly.

■ **II-C. IRREGULAR VERB PRACTICE.** *Change each sentence with the expression of time. The model will help you.*

EXERCISE II.C-I

Group I	set	set	set
		<i>(no change)</i>	

1. The Sun sets at 6 o'clock in autumn.
 last week.
 yet.
2. They shut their windows on cold nights.
 last night.
 already
3. We spread the tablecloth on the ground for picnics.
 yesterday.
 already

EXERCISE II-C. 2

Group 5	5b	give	gave	given
		<i>(middle vowel changes, "en" for pp.)</i>		
	5c	see	saw	seen
		<i>(middle vowel changes, "n" for pp.)</i>		

1. I give him some money every day.
 yesterday.
 already
2. She sees her friends every day.
 yesterday.
 yet.
3. He eats lunch at 1 p.m.
 yesterday.
 already, hasn't he ?
4. My friend falls down very often.
 yesterday.
 already three times.
5. The birds fly whenever I walk toward them.
 when I walked toward them.
 already
6. Mehri draws many beautiful pictures.
 yesterday.
 already
7. Ahmad drives very fast.
 last week.
 since last week.
8. My sister forgets many things.
 last month.
 already
9. Iraj rides his bicycle to school every day.
 yesterday.
 for several years.
10. The Moon rises over those mountains.
 last month.
 for three weeks.

III. HANDWRITING

Rewrite the following story with Indirect Speech sentences.

A Haircut

*Situation: A man entered a barbershop
with a young boy.-----
-----*

A HAIRCUT

Situation: A man entered a barbershop with a young boy.

He told the barber, "I'm in a hurry." He also said, "Cut my hair first and then the boy's." The barber said, "I'll be happy to." Then he told him, "Sit down in the chair so that I can begin."

When the barber finished, he told the man, "Put the boy in the chair." The man said, "Don't cut his hair too short." The barber said, "I won't."

The man looked at his watch and said to the boy, "I have to go to the store for something." Then he told the barber, "I'll be back in a few minutes to pay for both haircuts."

The barber finished cutting the boy's hair and said, "You can get down." He also told the boy, "Sit down and look at some magazines."

After half an hour the man still hadn't come back. The barber told the boy, "Don't worry". And also said, "Your father will be back soon."

The boy looked at the barber with surprise and told him, "The man isn't my father." He said, "I don't know who the man is." He explained, "I was playing in the street when the man came and talked to me." Then the man had said, "Come to the barbershop with me for a haircut."

LESSON FIFTEEN

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

I DON'T MIND

Mrs. Hill: Janet, will you **keep an eye on*** the baby while I go shopping?

Janet: Of course. I enjoy taking care of babies. **Take your time**.*

Mrs. Hill: Thanks, but you may **change your mind*** after a few minutes.

Janet: I don't think so. Babies never do bad things **on purpose**.*

Mrs. Hill: This one does !

Janet: **It makes no difference***. I'll be happy to watch him.

MODEL COMPOSITION NO. 3: EXPLANATION

Your teacher will teach you this lesson as before. Then do the exercises following it. After that, study the lesson as a model composition.

NATIONS AND NAMES

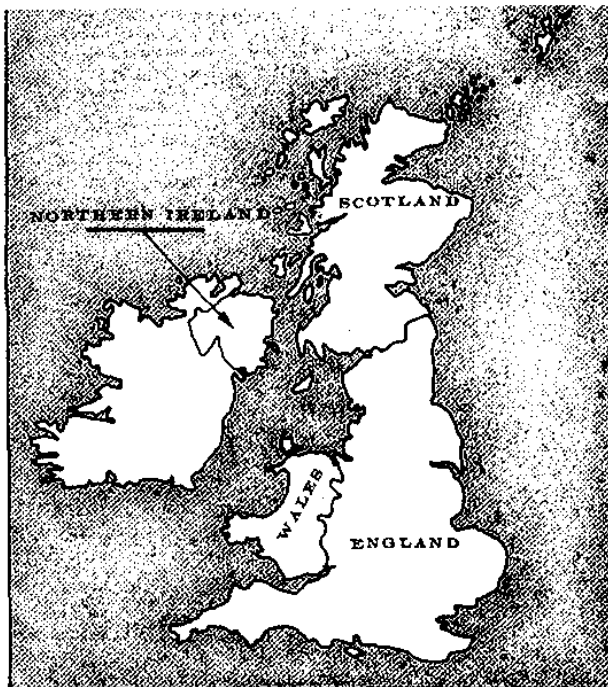
Nations are often known by different names. Britain, for example, is sometimes called Great Britain and sometimes the United Kingdom*. Both names are correct, but they mean slightly different things.

The second of these names is written **in full** as the United Kingdom of Great Britain and Northern Ireland. It **refers to a number of*** islands in north western Europe. (See **map**.) The large western island is made up of Eire, which has been an independent country since 1922 and Northern Ireland. The other islands make up Great Britain.

The largest island in Great Britain **consists of*** England, Wales and Scotland. England and Wales were united many cen-

turies ago. Scotland was added to the **union** in 1707.

If someone is called British, it usually means that he is from the United Kingdom. However, he may also be known by a **regional** name. For example, if a person is from Northern Ireland, we can say that he is Irish. The people born in Scotland are Scottish, those born in Wales are Welsh, and those born in England are English.



The word British was also used for parts of the British **Empire** several years ago. Many of the people who have **represented** Britain **throughout** the world, however, have been from England. **As a result**, England and English are often used as synonyms for Britain and British.

NEW WORDS AND EXPRESSIONS :

Repeat after the teacher.

to keep an eye on...	to take one's time
to change one's mind	on purpose
it makes no difference	nation in full
to refer to	a number of map
to consist of	union regional empire
to represent	throughout as a result

WORD STUDY

Study the following words and their meanings:

keep an eye on :	watch, take care of
take your time :	don't hurry
change one's mind :	change one's decision
on purpose :	for a reason
it makes no difference :	it is all the same; it doesn't matter

kingdom :	country that has a king or queen
a number of :	a group of, some of
to consist of :	to be made up of
united :	joined together, combined
represent :	portray, show
throughout :	in every part of
nation :	.....
to refer to :	.....
map :	.....
regional :	.....

I. COMPREHENSION

■ I.A. Check the correct answer (a, b, or c).

- The United Kingdom is
 - a. part of Great Britain.
 - b. a region.
 - c. almost the same as Great Britain.
- Northern Ireland
 - a. is the same as Eire.
 - b. is an independent country.
 - c. is west of Great Britain.
- England, Wales and Scotland
 - a. form the largest island in Great Britain.
 - b. are islands.
 - c. make up the United Kingdom.
- England and Wales were united with a third country.
 - a. in 1922.
 - b. in 1707.
 - c. many centuries ago.
- A person who is born in Wales is
 - a. British.
 - b. English.
 - c. Irish.
- England and English are often used as synonyms for
 - a. the United Kingdom.

- b. Scotland and Welsh.
- c. Britain and British.

■ **I.B.** *Number the following main ideas according to their order in the text.*

- The synonym for British is often English, and that for Britain is often England.

- England, Wales and Scotland make up Great Britain.

- The United Kingdom is sometimes called Great Britain.

- The United Kingdom consists of islands in north-western Europe.

- A British person may also be Welsh, Scottish or English.

■ **I.C. IDIOM PRACTICE (ORAL DRILL)**

- | | |
|---|---|
| 1. Please keep an eye on | the children for a few minutes.
my books
your baby sister
these instruments |
| 2. Let's take our time. | It's still early.
The program won't begin for an hour.
The others will probably be late.
There's no reason to hurry. |
| 3. They may change their minds | about learning to paint.
about going to the movies.
if they consider the problems.
if they think about it.
later. |
| 4. Did he break his pencil
Did she forget her book
Did they come late
Did you tell your friend | on purpose? |

II. GRAMMAR AND PRACTICE

■ II.A. *Change the following sentences from active to passive.*

Example : The children enjoyed the show.

The show was enjoyed (by the children).

1. Nancy set the table yesterday.
2. Nancy will set the table tomorrow.
3. Nancy sets the table every day.
4. He can shut the door.
5. The audience may see us.
6. The boy draws a few pictures every week.
7. We could spread butter and jam on our bread.
8. Michaelangelo made this magnificent statue about 5 centuries ago.
9. Some monkeys rode a bicycle in the show.
10. I think they will eat the rice dish first.

■ II.B. *Rewrite the sentences according to the examples :*

Example 1 : What will she be doing at five o'clock ?

(prepare food)

She will be preparing food (at 5 o'clock).

1. What will you be doing when I return home? (read a novel)
2. What might I be doing at 7 o'clock? (watch TV)
3. What will they be doing next Monday? (review these exercises)
4. What should we be doing when the teacher arrives? (sit in our seats)
5. What will he be doing when the bell rings? (spell a word)

Example 2 : play the guitar (Mina)

Question : What had Mina been playing?

Answer : She had been playing the guitar.

1. correct our paper (Mrs. George)
2. hiking (they)

3. clear the table (Mary)
4. write a composition (Iraq)
5. arrange some flowers (we)

■ II-C. Look at the following uses of capitalization :

1. The first word in a sentence :	Nations are often... The second... As a result,...
2. Proper names :	
People	Mary, Reza Asadi
Nationalities	British, Iranian
Languages	Welsh, Turkish
Geographic names	English, Persian Main Street, Karaj Boulevard London, Shiraz England, Fars Rocky Mountains, Mount Dama- vand Mississippi River, Karun River
Days	Friday, Saturday
Months	March, Mehr
Holidays	Christmas, Now Rooz
Titles of Address	Mr., Miss, Dr.
Titles of Books	Graded English, Shahnameh
Musical compositions, etc.	Moonlight Sonata

EXERCISE II.C. *Circle the letters which should be capitals. Rewrite the sentences with capitals in your notebooks.*

1. the united states stretches from the atlantic ocean to the pacific ocean and from canada to mexico.
2. the united kingdom of great britain and northern ireland consists of england, wales, scotland and northern ireland.
3. iran stretches from pakistan and afghanistan to iraq and turkey, and from russia to the persian gulf and the oman sea.
4. the largest rivers in iran are the karun river, the zayandehrud river, and the sepidrud river.
5. people born in northern ireland are called as irish, those born in scotland are scottish, those born in wales are welsh, and those born in england are english.
6. the mississippi river flows from the canadian border to the gulf of mexico, and the columbia river flows through the northwestern states to the pacific ocean.
7. american cities which have over 5,000,000 people are los angeles, new york, and chicago.
8. thus, england and english are often used as synonyms for britain and british.
9. iran is an older name than persia.
10. the people who lived in media and pars were aryaans.
11. a person from kurdistan is called kurdish and a person from gilan is called gilani.
12. a person who speaks turkish is called turkish.

III. COMPOSITION

■ **III.A.** *You studied narrative writing in Lesson 5 and descriptive writing in Lesson 10. Explaining things, which is a third kind of writing, is taught in this lesson.*

Write a composition explaining "Nations and Names" by answering the following questions.

What are nations often known by? For example, what is

Britain sometimes called? Are both names correct, or do they have slightly different meanings?

How is the United Kingdom written in full? What is it made up of? What does the large western island consist of? What does Great Britain refer to?

What is the largest island in Great Britain made up of? When were Wales and England united, and Scotland?

If a person is called British, where does he come from? However, what may we also call him by? For example, if someone was born in Scotland, what do we say? What do we call a person from England, and one from Wales?

Where has the word British been used? However, where have many of the people who have represented the British Empire come from? As a result, what are the synonyms that are often used for Britain and British?

■ **III.B.** *Now write a similar explanation about Iran. Answer the questions. Make paragraphs with your answers.*

(Exercise II.C., Numbers 9-12, contain some of the information needed for your composition.)

NATIONS AND NAMES

What are nations sometimes known by? What is Iran, for example, usually called by foreigners?

Which name was used for Iran by the Greeks over 2000 years ago? At that time what stretched from Europe to India and from Central Asia to Africa? Thus which name became known to people throughout the world?

Which name however, is much older? Which word is the modern form of Aryan? What refers to the people who lived in this part of the world over 5000 years ago? Which two nations consisted of Aryan people?

If someone is Iranian, what does it mean? However, may he also be known by according to the language he speaks or where he lives? For example, if he is from Gilan, what can we also say that he is? If he is from Kurdistan, what can we also say? If he speaks Turkish, what can we also say?

TEST THREE

Time : Two hours
100 Points

PART ONE

(60 Points)

Comprehension

■ I. Oral Comprehension :

(15 Points)

The teacher will read a passage to you. Listen very carefully and then put a check mark (✓) in front of the correct part (a, b, or c) of each sentence.

1. The two young men were
 - a. hiking with a big bull.
 - b. looking for a dangerous adventure.
 - c. frightened when they saw a bull.
2. When they began to run from the bull, it....
 - a. jumped into a hole.
 - b. ran too.
 - c. climbed a tree.
3. Soon one man saw his friend....
 - a. start to climb in and out of the hole.
 - b. run toward the bull.
 - c. start to get down from the tree.
4. The man was very angry because his friend....
 - a. was playing with the bull.
 - b. made the bull come back again and again.
 - c. wanted the bull to stay.
5. His friend answered him that....
 - a. the hedgehogs wouldn't let him stay in the hole.
 - b. there weren't any hedgehogs in the tree.
 - c. he should sit in a hole full of hedgehogs.



A HEDGEHOG

■ II. Reading Comprehension:

(15 Points)

A. Read the following text quickly and carefully. Then put a check mark (✓) in front of the

correct part (a, b, or c) of each sentence. (The sentences will be given to you by your teacher)

In New York City in the year 1929, the area where Rockefeller Center now stands was a small group of buildings. They were mainly houses, stores, and offices. They were owned by Columbia University.

A rich man named Rockefeller decided to rent the area from the University for ninety-nine years. He and his friends wanted to build a large opera theater there. Later, however, they changed their minds and began to build very large and high buildings.

Today Rockefeller Center is made up of twelve different buildings. It is in fact a small city. There are thousands of offices, and all kinds of stores, restaurants, and small shops. There is a large garden with a pool, large trees and beautiful flowers. And it also has the largest theater in the world, Radio City Music Hall. The Music Hall can hold over six thousand people at one time.

(5 Points)

B. Read the following paragraph, Underline the topic sentence. Underline the three geographical regions that are mentioned in support of the topic sentence.

Rain-makers have always been important to people. In old China, villagers walked over the fields, carrying large paper dragons to bring rain. In Canada, the Indians believed that twin children had power over the weather. When rain was needed, twin children blackened their faces and then washed them, representing rain fall from dark clouds. In some parts of the United States a special kind of Indian dance was believed to bring rain.

■ III. Vocabulary

(15 Points)

A. Give a synonym or an explanation for each of the underlined words.

1. We have a long border with Russia.

12. The maid hurried the baby.
13. A number of are very good musicians.
14. Gold and iron are two kinds of
15. He had to on his back in order to rest.
16. The of many English words is Latin.
17. We say our prayers in a whenever we can.
18. It is to shake hands in Iran.
19. You can't how tall she has grown!
20. The has only five teeth.

PART TWO

(40 Points)

Structure:

(40 Points)

A. Check the correct part, (a, b, c, or d).

1. What in the store yesterday?
 - a. was she buying
 - b. she bought
 - c. she was buying
 - d. bought she
2. How much?
 - a. the book costs
 - b. costs the book
 - c. does the book cost
 - d. the book will cost
3. You ought your shoes every day.
 - a. clean
 - b. cleaning
 - c. that you clean
 - d. to clean
4. How long English?
 - a. you had been studying
 - b. do you study
 - c. have you been studying

2. The U.K. is made up of several islands.
3. The Alborz Mountains make up one of the major mountain ranges in Iran.
4. I didn't do anything. I just wasted my time.
5. What is the purpose of this text?
6. Consider how fast your eyes move when you are reading.
7. My pen friend sent me a lovely vase from India.
8. We finally decided to go by subway.
9. In Iran it is customary to stand up when guests arrive.
10. You shouldn't make fun of my pronunciation.
11. That event affected her behavior.
12. What is the name of that peninsula?
13. We had enough time to see several magnificent frescoes.
14. If my boss permits me, I will rest the whole afternoon.
15. That is exactly what I wished for.

(10 Points)

B. Fill in the blanks with the words from the list.

affect aim is used to searching for
 sculpture skills negroes brief
 metals lie customary mosque
 toward origin requires aloud
 baby rather oceans imagine

1. The U.S. is between two
2. The of lesson 11 is to teach us about reading skills.
3. Reading is useful if your teacher corrects your pronunciation.
4. I hope his illness will not our plans.
5. Give me a description of the story.
6. She sleeping late.
7. Success hard work.
8. He was a lonely person.
9. What are you, your pyjamas?
10. Michaelangelo was great in
11. You should improve your reading

- d. you have been studying
5. Which boy here for two years ?
- a. lives
- b. has been living
- c. does live
- d. is living
6. What to the giant warrior that David fought?
- a. happened
- b. does happen
- c. did happen
- d. happens
7. I would like to be invited and my brother
- a. would too
- b. does too
- c. too would
- d. did too
8. The boys went to the library and Mary.
- a. so went
- b. so is
- c. so did
- d. so had
9. The man doesn't speak French well and his sons
- a. doesn't either
- b. don't either
- c. don't neither
- d. speak neither
10. He doesn't like to live in a crowded area, and
- a. neither I do
- b. neither I like
- c. neither do I
- d. either I don't
11. Jane has eaten sandwiches than Bob.
- a. few
- b. much
- c. fewer
- d. little
12. He is expected to work
- a. hardly

- b. quick
 - c. slightly
 - d. hard
13. Let's not too much noise.
- a. to make
 - b. make
 - c. made
 - d. making
14. Did you make her your handkerchief ?
- a. to wash
 - b. washing
 - c. wash
 - d. that she washed
15. We will consider north this summer.
- a. to go
 - b. that we go
 - c. going
 - d. go
16. I too many questions or he will get angry.
- a. must ask
 - b. need ask
 - c. need to ask
 - d. mustn't ask
17. I would rather an opera house.
- a. design
 - b. designing
 - c. to design
 - d. designed
18. Would you mind me the time.
- a. tell
 - b. telling
 - c. to tell
 - d. told
19. Have you anybody interesting today ?
- a. spoken in
 - b. spoken
 - c. spoken to
 - d. spoken at

20. He is everywhere his bicycle.
- a. looking at
 - b. looking to
 - c. looking for
 - d. looking forward to
21. Soldiers defend their country bravely. Their country defended bravely.
- a. is
 - b. was
 - c. are
 - d. were
22. The principal should give a prize to Mary. A prize to Mary.
- a. should give
 - b. should be
 - c. be given
 - d. should be given
23. They permitted him to paint. He to paint.
- a. was permitted
 - b. is permitted
 - c. permitted
 - d. is permitting
24. This paper in ink by five o'clock tomorrow.
- a. will write
 - b. will be written
 - c. is written
 - d. will be writing
25. I architecture for the last two years.
- a. study
 - b. had studied
 - c. have been studying
 - d. am studying
26. At 10 o'clock next Monday my daughter for her English exam.
- a. was sitting
 - b. has been sitting
 - c. will be sitting
 - d. has sat

27. After Tom the bell, he left the room.
- a. had rung
 - b. has rung
 - c. rings
 - d. was ringing
28. The man his suitcase when the train left.
- a. is carrying
 - b. was carrying
 - c. will carry
 - d. has carried
29. Tom thought he study physics.
- a. may
 - b. shall
 - c. will
 - d. might
30. If he to the city square, he would have seen the new statue.
- a. had come
 - b. comes
 - c. came
 - d. would come
31. If you come to the student center, you all of us.
- a. would see
 - b. will see
 - c. would have seen
 - d. saw
32. If I had time, I to the party with you.
- a. had gone
 - b. would have gone
 - c. will go
 - d. would go
33. If she had come a little earlier, she him.
- a. would have met
 - b. had met
 - c. met
 - d. would
34. "Come back soon." My mother asked me back soon.
- a. that I came

- b. to come
 - c. that I come
 - d. come
35. He said, "I painted a few minor figures". He said that
a few minor figures.
- a. he has painted
 - b. he had painted
 - c. I have painted
 - d. I painted
36. The teacher told me to write about the origin of these
words. The teacher said, "..... the origin of these words."
- a. To write about
 - b. Write about
 - c. He will write about
 - d. I will write about
37. "I have spent too much time on it." He says too much
time on it.
- a. he has spent
 - b. I have spent
 - c. he had spent
 - d. he spends
38. The policeman said to Amir, "You have broken the law." The
policeman said that Amir the law.
- a. breaks
 - b. is breaking
 - c. has broken
 - d. had broken
39. "Mahin will be here soon" Ali said that Mahin
here soon.
- a. is
 - b. is going to be
 - c. will be
 - d. would be
40. He said that he would be late. He said, "..... late".
- a. He would be
 - b. I will be
 - c. I would be
 - d. I have been

APPENDIX

Part One

157

The Principal
Parts of Some
Irregular Verbs

Part Two

161

Word List

Irregular Verbs¹

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>
be	was	been
beat	beat	beaten
bear	bore	born
become	became	become
begin	began	begun
break	broke	broken
breed	bred	bred
bring	brought	brought
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
do	did	done
drink	drank	drunk
draw	drew	drawn
drive	drove	driven
eat	ate	eaten

1- Verbs taught in Graded English (1-5)

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
give	gave	given
get	got	gotten/got
go	went	gone
grow	grew	grown
have	had	had
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
let	let	let
make	made	made
meet	met	met
pay	paid	paid
put	put	put
run	ran	run
ride	rode	ridden
ring	rang	rung

PRESENTPASTPAST PARTICIPLE

say	said	said
sit	sat	sat
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
shut	shut	shut
show	showed	shown
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spread	spread	spread
spell	spelt/spelled	spelt/spelled
spend	spent	spent
stand	stood	stood
sweep	swept	swept
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written



Word List*

* لغاتی که در این فهرست هستند تنها از نظر مفهومی که در جمله بکار رفته در این کتاب دارند معنی شده‌اند.

A			
ability (11)	قدرت ، توانایی	anger (12)	خشم
about to (7)	نزدیک به . . .	antonym (6)	متضاد
(to be about to)		a number of (15)	تعدادی، مقداری
در حال گفتن چیزی یا انجام دادن کاری		anyway (2)	به هر حال ، به هر صورت
according to (2)	بر طبق نظر	appreciate (13)	ارج گذاشتن ، قدردانی کردن
achievement (14)	موفقیت، نیل به هدف	architecture (14)	معماری
adjective (6)	صفت	area (10)	منطقه ، ناحیه
admire (4)	تحسین کردن	Are you free? (4)	کاری نداری ؟
advance (4)	پیش	(to be free)	آزاد بودن
(in advance) (4)	از پیش	arm (14)	بازو
adverb (6)	قید	arrangement (8)	نظم و ترتیب
affect (13)	تحت تأثیر قرار دادن ، اثر گذاشتن	art (13)	هنر
a great deal (12)	مقدار زیادی	as a result (15)	در نتیجه
agricultural (10)	مربوط به کشاورزی	as far as (3)	مادامی که
— فلاحتی		aside (4)	به کنار
aim (11)	هدف	(throw aside)	به کناری انداختن
alarm clock (5)	ساعت شماطه‌ای	as if (4)	مثل اینکه
all day long (8)	تمام طول روز	as long as (7)	تا وقتی که
alone (8)	بتنهایی ، تنها	assignment (1)	تکلیف ، تکلیف مدرسه
aloud (11)	بلند ، با صدای بلند	astronomer (3)	ستاره‌شناس
alphabet (6)	الفبا	as usual (9)	طبق معمول
a. m. (5)	قبل از ظهر	as well (3)	هم ، نیز
amuse (4)	سرگرم کردن	at a time (11)	هر دفعه ، در هر نوبت
and so on (6)	و غیره	Atlantic Ocean (10)	اقیانوس اطلس
		at once (5)	فوراً ، بلافاصله
		attention (13)	توجه

* The number shown in the parentheses indicates the lesson in which the word has appeared for the first time.

at the same time (8) در ضمن ،
در همین موقع
audience (9) حاضران ، شنوندگان
average (11) معمولی ، حد وسط ، معدل

B

baby (12) بچه کوچک
back and forth (11) جلو و عقب
basic (1) اصلی ، اساسی
beach (8) ساحل
behavior (2) رفتار
be used to (9) عادت داشتن
blazing (3) فروزان ، شعله‌ور
boiled (7) جوشیده ، جوشانده شده
(to boil) جوشاندن
border (10) سرحد
border (10) در مرز واقع شدن
bowl (7) کاسه
brief (10) مختصر ، کوتاه
brightly (3) بروشنی
by (9) قبل از
by all means (6) با کمال میل
by themselves (2) خودشان بتنهایی

C

ceiling (14) سقف اتاق
center (5) مرکز ، کانون
(student center) کلوب دانشجویان
cereal (5) غله ، حبوبات
ceremony (12) تشریفات ، مراسم
change (4) تغییر ، تنوع
change one's mind (15) تغییر عقیده دادن

cheerful (13) شاد
choir (9) دسته سرایندگان (در کلیسا)
chose (4) انتخاب کرد
(to choose) انتخاب کردن
church (9) کلیسا
clarinet (8) قره نی
classical (8) کلاسیک
clearly (4) بروشنی و وضوح
close (3) نزدیک
closely (11) بطور زیادی ، بطور نزدیک
collect (8) جمع آوری کردن
collection (5) مجموعه ، کلکسیون
colony (10) مستعمره
comb (5) شانه کردن
comfortable (4) راحت
common (12) عمومی
(in common) مشترک
completely (11) کاملاً
composer (8) آهنگساز
composition (5) انشا ، تألیف
composition (9) تصنیف ، آهنگسازی
comprehension (1) درک مطلب ، تفهم
concentrate (11) تمرکز دادن
concentration (11) تمرکز
concert (9) کنسرت ، سازو آواز
conclusion (11) نتیجه
conductor (9) رهبر ارکستر
consider (11) در نظر گرفتن
consist of (15) شامل بودن ، تشکیل شدن
cooked (7) پخته شده
copy (14) کپی کردن ،
از روی چیزی نقاشی کردن یا نوشتن
copy (14) کپی ، رونویس
correction (14) تصحیح
correctly (6) بطور صحیح

۱- غلاتی نظیر برنج ، ذرت ، گندم وغیره که در کارخانه به صورتهای مخصوص تهیه می‌شود و معمولاً با شیر و هنگام صرف صبحانه می‌خورند.

couple (12)	زوج
create (9)	آفریدن ، خلق کردن
creation (14)	آفرینش ، خلقت
criticize (4)	انتقاد کردن
crowded (5)	شلوغ ، پر ازدحام
cry (12)	گریه کردن
curiosity (13)	کنجکاوی
customary (12)	رسم
(to be customary)	رسم بودن ، رایج بودن

D

daydream (11)	به رؤیا فرورفتن
deaf (9)	کر
deafness (9)	نقل صامعه ، کری
deep (9)	عمیق
describe (3)	شرح دادن
description (10)	شرح
desert (10)	بیابان ، صحرا
design (13)	طراحی کردن
destroy (14)	نابود کردن ، خراب کردن
dictionary (6)	فرهنگ لغت ، دیکسیونر
difference (2)	اختلاف
(it makes no difference) (15)	فرقی نمی کند

distance (10)	فاصله ، مسافت
do one's best (2)	حداکثر کوشش را کردن
drunk (4)	مست ، دائم الخمر
dry (2)	خشک کردن
dug (12)	حفر کرد ، کند
(to dig)	حفر کردن
dust (3)	غبار

E

easily (6)	بآسانی
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elegant (9)	زیبا ، ظریف
empire (15)	امپراتوری
end (5)	پایان یافتن ، تمام شدن
energy (3)	انرژی ، نیرو
European (4)	اروپایی
every now and then (4)	گاه گاهی
every other day (4)	یک روز در میان
even though (9)	اگرچه ، حتی اگر
event (13)	حادثه ، اتفاق
exactly (14)	درست ، کاملاً
example (6)	مثال ، نمونه
except (11)	بجز ، غیر از
excitement (8)	هیجان
exist (3)	وجود داشتن ، زندگی کردن
expect (7)	انتظار داشتن
(to be expected)	انتظار رفتن
exploration (3)	اکتشاف ، جستجو
express (4)	بیان کردن
expressive (9)	بیان کننده ، پر معنی ، باحالت
eyesight (1)	بینایی ، دید

F

factor (1)	عامل
fall asleep (5)	بخواب رفتن
falling in love (8)	عاشق شدن
favor (6)	لطف
(to do a favor) (6)	لطف کردن
feeling (8)	احساس
fertile (10)	حاصلخیز
fiery (3)	آتشین
figure (14)	شکل ، صورت
fill (13)	پر کردن
finally (12)	بالاخره
float (4)	شناور بودن
flow (10)	جاری شدن

flute (8)	نی ، فلوت
for a while (12)	برای مدتی
foreigner (2)	خارجی
for example (1)	مثلا
form (1)	تشکیل دادن
form (6)	شکل ، صورت
formal (7)	رسمی
for the time being (5)	فعلا ، در حال حاضر
fortunately (9)	خوشبختانه
French horn (8)	شپیور فرانسوی
fresco (14)	نقاشی روی دیوار
from now on (5)	از این به بعد
full (15)	پر ، کامل
(in full) (15)	بطور کامل

G

gas (3)	گاز
general (1)	کلی
generally (5)	معمولا ، بطور کلی
giant (14)	عظیم الجثه ، غول پیکر ، غول آسا
give birth to (12)	زادن ، بدنیا آوردن
go back over (1)	دوره کردن
graceful (9)	ظریف ، دلپذیر ، طناز
gradually (8)	بتدریج ، کم کم
great grandfather (4)	جد
group (11)	گروه ، دسته
grow (9)	شدن ، رشد کردن
(grow deaf) (9)	کرسدن
guide word (6)	لفت راهنما
guitar (8)	گیتار
gulf (10)	خلیج
Gulf of Mexico (10)	خلیج مکزیک

H

habit (1)	عادت
had better (11)	بهتر است
hardly (11)	بسیختی ، ندرتاً
hard on (7)	سخت
(to be hard on)	چیزی را زود خراب کردن ، به چیزی صدمه زدن
health (1)	سلامت
heart (13)	قلب
high note (8)	صدای زیر
honored (12)	سرافراز ، مفتخر
however (4)	ولی ، با این وجود
humor (4)	شوخ طبعی ، مزاح
humorist (4)	بذله گو ، لطیفه گو
hurry (12)	عجله کردن

I

ice cream (7)	بستنی
ice tea (7)	چای سرد
imagine (13)	تصور کردن
immediately (1)	فوراً
impatient (9)	بی صبر ، عجول
importance (7)	اهمیت
improve (11)	بهبود بخشیدن ، پیشرفت کردن
improvement (11)	بهبودی ، پیشرفت
increase (6)	افزودن
incorrect (2)	غلط ، نادرست
independent (10)	مستقل
informal (2)	غیررسمی
ink (14)	مرکب ، جوهر
in other words (11)	به عبارت دیگر
instead (4)	به جای آن
instruments (8)	آلات
intelligent (3)	هوشمندانه ، همراه بادرک
introduction (9)	مقدمه ، معرفی

Iranian (2)	ایرانی
irregular (6)	بدون قاعده
island (10)	جزیره
it goes without saying (1)	بدیهی است ، واضح است

J

jazz (8)	موسیقی جاز
jealousy (12)	حسادت
juice (2)	عصاره میوه ، آب میوه
just (2)	عیناً ، فقط

K

keep an eye on (15)	مراقب بودن ، مواظب بودن
kid (7)	بچه
kingdom (15)	پادشاهی ، سلطنت
Koran (12)	قرآن

L

landscape (13)	منظره ، چشم انداز
later (2)	بعداً
learn by heart (9)	از حفظ کردن
let ... know (7)	اطلاع دادن ، خبر دادن
lettuce (7)	کاهو
lie back (14)	به پشت خوابیدن
lighting (1)	روشنایی ، نور
living - room (2)	اتاق نشیمن
loneliness (9)	تنهایی ، دلتنگی
look for (1)	جستجو کردن
look up (6)	پیدا کردن (لغت)
loss (4)	ضرر ، زیان
lovely (8)	زیبا ، دوست داشتنی
low note (8)	صدای بم

M

magnificent (14)	عالی ، باشکوه
maid (12)	مستخدمه
major (10)	مهم ، اصلی
make fun of ... (13)	مسخره کردن ، مورد استهزا قرار دادن
make the most of (14)	حداکثر استفاده را بردن
make up of (10)	ساختن
(to be made up of)	تشکیل شدن
make yourself at home (7)	احساس کن در خانه خودت هستی ، راحت باش
map (15)	نقشه
marry (9)	ازدواج کردن
Mars (3)	ستاره مریخ
mashed (7)	کوبیده ، پوره ، له شده
material (1)	مطلب ، مواد لازم
meaning (4)	معنی
meaningless (11)	بی معنی
meanwhile (12)	در ضمن
melody (8)	آهنگ
memorize (1)	از حفظ کردن
mention (7)	ذکر کردن ، تذکر دادن
metal (3)	فلز
minor (14)	غیر اصلی ، غیر مهم
misunderstanding (2)	سوء تفاهم
misunderstand (1)	اشتباه فهمیدن
molten (3)	مذاب
mosque (13)	مسجد
mountain range (10)	سلسله جبال
muscle (14)	عضله
mysterious (8)	اسرار آمیز
mystery (11)	سر ، راز

N

nation (15)	ملت
negro (4)	سیاه پوست

not at all (2)	ابدأ	pie (7)	پای ، نوعی شیرینی
note (8)	نت موسیقی ، آهنگ	pilot (4)	سکاندار کشتی
novel (4)	رمان	plain (10)	دشت
no wonder (3)	تعجبی ندارد	platter (7)	بشقاب بزرگ ، دیس

O

occasionally (4)	گاه گاهی	poetry (14)	شعر ، شاعری
one (11)	انسان ، شخص	point (1)	نکته
on purpose (15)	عمداً	politely (2)	مؤدبانه
on the other hand (8)	از طرف دیگر	potato (7)	سیب زمینی
opera (9)	اپرا	pottery (13)	ظروف سفالی
opposite (2)	متضاد	prayer (12)	دعا ، نماز
oral (7)	شفاهی	present (13)	حاضر ، حال
orange-red (3)	پرتقالی مایل به قرمز	pretty (13)	زیبا
orbit (3)	به دور مداری چرخیدن	pride (12)	غرور
orchestra (9)	ارکستر، گروه نوازندگان	printer (4)	کارگر چاپخانه
organ (9)	ارگ	printing (4)	چاپ
origin (14)	اصل ، مبدأ ، ریشه	probably (2)	شاید ، محتملاً

P

Pacific Ocean (10)	اقیانوس کبیر ، اقیانوس آرام	progress (11)	پیشرفت کردن
page (6)	صفحه	promise (7)	قول دادن
painter (14)	نقاش	pronounce (6)	تلفظ کردن
painting (13)	نقاشی	pronunciation (6)	تلفظ
park (13)	پارک ، باغ ملی	proud (12)	مغرور ، مفتخر
passenger (5)	مسافر	prove (3)	ثابت کردن
past (13)	گذشته	public (13)	عمومی
pay attention (13)	توجه کردن	punish (9)	تنبیه کردن
pen name (4)	نام مستعار	purpose (1)	منظور ، قصد ، هدف
peninsula (10)	شبه جزیره	pyjamas (5)	لباس خواب
permit (14)	اجازه دادن		
(to be permitted)	اجازه داشتن		
personality (9)	شخصیت ، اخلاق و خصوصیات		

R

pickle (7)	ترشی	raft (4)	بلم ، قطعه چوب مسطح شناور در آب ، نوعی قایق
		range (10)	رشته (کوه)
		rather than (7)	به جای آنکه ، تا آنکه
		recite (1)	از بر خواندن و تعریف کردن
		record (5)	صفحه موسیقی
		refer to (15)	اشاره به چیزی کردن

reflection (3)	انعکاس	silently (11)	بآرامی
regional (15)	منطقه‌ای ، محلی	sin (14)	گناه
regular (9)	باقاعده ، منظم	since (1)	چونکه
relate (1)	ارتباط دادن	single (11)	تنها ، تک
(to be related to)	مربوط بودن ، بستگی داشتن	skill (11)	مهارت
relax (5)	استراحت کردن ، تمديد اعصاب کردن	slightly (13)	اندکی ، قدری
religion (12)	مذهب	solar system (3)	منظومه شمسی
religious (14)	مذهبی	so many (6)	این همه
represent (15)	نماینده بودن ، نشان دهنده بودن	so much the better (8)	چه بهتر
require (9)	احتیاج داشتن ، ایجاب کردن	song (8)	سرود ، آواز
requirement (11)	لازمه ، نیاز	sound (8)	بناظر رسیدن
responsibility (4)	مسئولیت	spelling (6)	هجی
restful (13)	آرام ، آسوده	spirit (14)	روحیه
review (1)	دوره کردن ، مرور کردن	spring (12)	چشمه
right away (5)	فوراً	square (13)	میدان
rude (2)	پررو ، بی ادب	stamp (5)	تمبر
rhythm (8)	ریتم ، وزن	stand for (1)	به جای چیزی قرار گرفتن ، معنی دادن

S

sadness (8)	حزن ، اندوه	star (3)	ستاره
scene (13)	صحنه	state (10)	ایالت
schoolyard (1)	حیاط مدرسه	step (1)	قدم ، مرحله
sculpture (14)	مجسمه سازی	still (3)	با این وجود ، با این همه
search for (12)	در جستجوی چیزی بودن	storm (3)	طوفان
secondly (1)	در مرحله دوم	strength (12)	قدرت
seldom (5)	بندرت	stretch (10)	امتداد داشتن ، بهن شدن
set aside (11)	کنار گذاشتن	style (4)	سبک ، روش
shower (5)	دوش	subway (5)	قطار زیرزمینی
(take a shower) (5)	دوش گرفتن	such as (6)	مانند ، نظیر
sightseeing (4)	دیدن مناظر و نقاط جالب و دیدنی	summarize (1)	خلاصه کردن
sign (5)	علامت ، اعلان	sure (3)	مطمئن
		(It sure is) (3)	واقعاً همینطور است
		suppose (7)	گمان کردن
		(to be supposed to)	گمان بردن ، قرار بودن
		survey (1)	بررسی سطحی کردن
		syllable (6)	سیلاب ، هجا
		symphony (8)	سمفونی
		synonym (6)	مترادف

T

tablet (14)	لوحة
take off (5)	کندن ، درآوردن (لباس)
take off (13)	برداشتن، دور کردن، کم کردن
take one's time (15)	عجله نکردن ، سرصبر کار کردن
take so long (11)	طول کشیدن
technique (1)	روش ، طریقه
telescope (3)	تلسکوپ ، دوربین نجومی
that is why (9)	به این دلیل است که
that's very kind of you (2)	از لطف شماست
theme (14)	موضوع ، مضمون
thoughtful (4)	متفکر ، با فکر
thousands (3)	هزاران
throughout (15)	سراسر ، در طول
throw (4)	پرت کردن
(throw aside)	به کناری پرت کردن
tiredness (8)	خستگی
tiring (4)	خسته کننده
toast (5)	نان برشته
tomato (7)	گوجه فرنگی
tongue (11)	زبان
toward (12)	به طرف ، به سوی
traffic (8)	رفت و آمد و سائط نقلیه
tragic (4)	تراژدی ، غم انگیز
trombone (8)	شپور ، ترومبون
turn around (9)	برگرداندن
typical (2)	نمونه

U

uncomfortable (2)	ناراحت
understanding (1) (an)	درك ، فهم
understood (1)	فهمید
(to understand)	فهمیدن
uneducated (4)	بیسواد ، تحصیل نکرده
unhappy (9)	غمگین

unhappiness (9)	غم
uninteresting (13)	خسته کننده
union (15)	اتحادیه ، اتحاد
unread (4)	ناخوانده ، خوانده نشده
until (4)	تا آنکه ، تا
used to (3)	عادت داشتن (برای زمان گذشته)

V

valuable (1)	پرارزش
vast (10)	وسیع
Venus (3)	ستاره و نوس ، زهره
vocabulary (6)	دایره (لغت)، (معانی)
Viennese (9)	اهل و نینز

W

warrior (14)	جنگجو
waste (11)	تلف کردن
wave (8)	موج
whatever (8)	آنچه ، هر آنچه
What's the matter? (1)	چه خبر است؟
whenever (6)	هر زمان ، هر وقت
whether (6)	آیا
wide (10)	عریض
workshop (14)	کارگاه
worship (4)	پرستش کردن
worst (2)	بدترین
worth (2)	ارزش
(to be worth) (2)	ارزیدن
worthy of (12)	با ارزش
(to be worthy of) (12)	لایق کسی بودن ، ارزش چیزی را داشتن

would rather (11)	ترجیح دادن
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Y

youth (9)	جوانی
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انگلیسی

سال پنجم دبیرستان

سازمان کتابهای درسی ایران