

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَآلِ مُحَمَّدٍ وَعَجِّلْ فَرَجَهُمْ

# English 1

English for Schools

کلیه رشته‌ها

شاخه‌های فنی و حرفه‌ای و کاردانش

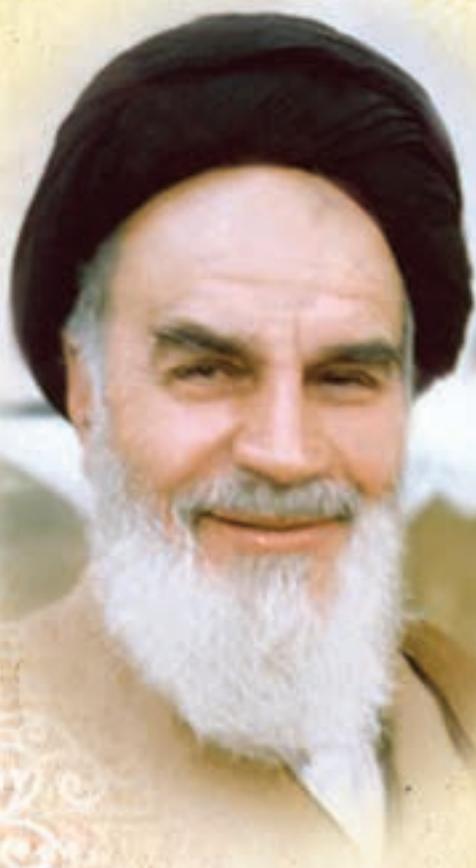
پایه دهم دوره دوم متوسطه



## وزارت آموزش و پرورش سازمان پژوهش و برنامه‌ریزی آموزشی

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کلیه حقوق مادی و معنوی این کتاب متعلق به سازمان پژوهش و برنامه‌ریزی آموزشی وزارت آموزش و پرورش است و هرگونه استفاده از کتاب و اجزای آن به صورت چاپی و الکترونیکی و ارائه در پایگاه‌های مجازی، نمایش، اقتباس، تلخیص، تبدیل، ترجمه، عکس‌برداری، نقاشی، تهیه فیلم و تکثیر به هر شکل و نوع، بدون کسب مجوز از این سازمان ممنوع است و متخلفان تحت پیگرد قانونی قرار می‌گیرند.



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

امام خمینی رهبر





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وَ مِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ  
السِّنِّتِكُمْ وَالْوَالِدَاتِ، إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

روم، ۲۲

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

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

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برگرفته از ترجمهٔ مرحومه دکتر طاهره صفارزاده

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## مقدمه

با استعانت از الطاف خداوند متعال و عنایات حضرت ولی عصر (عج الله تعالی فرجه الشریف) اولین جلد از مجموعه کتاب‌های English به منظور تدریس در پایه دهم تحصیلی، شاخه‌های فنی و حرفه‌ای و کاردانش تألیف گردیده و هم اکنون پیش روی شماست. آموزش زبان‌های خارجی و به‌طور ویژه آموزش زبان انگلیسی در نظام رسمی آموزش و پرورش کشورمان در سال‌های اخیر شاهد تحوّل بنیادین و اساسی بوده است که ریشه در تحوّل کلی نظام آموزش و پرورش، اجرای سند برنامه درسی ملی و سند تحوّل بنیادین نظام تعلیم و تربیت جمهوری اسلامی دارد و در چارچوب رویکرد ارتباطی فعال و خودباورانه مورد تصریح در برنامه ملی محقق شده است. در رویکرد ارتباطی فعال و خودباورانه، زبان‌های خارجی، از جمله زبان انگلیسی، به منظور ایجاد ارتباط با جهان به شیوه‌ای فعال و با تأکید بر ارزش‌ها و داشته‌های فرهنگ غنی اسلامی و ایرانی فراگیران آموزش داده می‌شود.

تحوّل در آموزش زبان انگلیسی در قالب ارائه مجموعه کتاب‌های English for Schools از سال تحصیلی ۱۳۹۲-۱۳۹۱ آغاز گشت. مجموعه مذکور، دوره‌ای پیوسته شامل دو زیر مجموعه با نام‌های Prospect و English برای شاخه‌های فنی و حرفه‌ای و کاردانش می‌باشد. مهم‌ترین ویژگی‌های رویکرد ارتباطی فعال و خودباورانه و روح کلی حاکم بر مجموعه کتاب‌های نام‌برده متکی بر اصول کلی زیر است:

- توجه هم‌زمان به هر چهار مهارت زبانی (گوش دادن، سخن گفتن، خواندن و نوشتن)
- استفاده از فعالیت‌های آموزشی متنوع در فرایند یادگیری زبان
- تأکید بر یادگیری زبان از طریق تجربیات زبانی
- استفاده از محتوای غنی، معنادار و قابل فهم در تدوین محتوای آموزشی
- ارتقای روحیه فراگیری زبان در محیط مشارکتی و از طریق همکاری و همیاری در کلاس
- ارائه بازخوردهای اصلاحی مناسب به خطاهای فراگیران
- توجه به جنبه‌های عاطفی و نقش آنها در فرایند آموزش زبان

## نکات قابل توجه دبیران گرامی:

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

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

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

توصیه دیگر، توجه به هر چهار مهارت زبانی، به صورت هم‌زمان است که تحقق این مهم نیز مستلزم آشنایی با نحوه صحیح تدریس و طراحی درسی دقیق می‌باشد. علاوه بر کتاب راهنمای معلم، مشاهده دو درس اول (درس اول و دوم)، نرم‌افزار و فیلم آموزش معلمان با نام «بر فراز آسمان» نیز بسیار مفید خواهد بود. (در وبگاه گروه درسی زبان‌های خارجی و نیز وبگاه شبکه ملی مدارس (رشد) موجود است).

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

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

یادآوری می‌گردد دبیران گرامی و دانش‌آموزان محترم می‌توانند کتاب گویا (فایل صوتی کتاب) را از طریق وبگاه‌های زیر تهیه نمایند.

**eng-dept.talif.sch.ir یا Roshd.ir**

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

بی‌شک تحقق اهداف مورد نظر این بسته آموزشی نیازمند حمایت‌های همه‌جانبه و ارزشمند همکاران گرامی است که در سراسر ایران اسلامی با دلسوزی و تلاش فراوان، زمینه رشد و بالندگی آینده‌سازان میهن عزیزمان را فراهم می‌آورند، مؤلفان، این تلاش ارزشمند را ارج نهاده و آرزومند اعتلای روزافزون نام مقدس جمهوری اسلامی ایران در تمامی عرصه‌ها هستند.

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گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی

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Map of

**English 1**



## Lesson 1: Saving Nature (15-41)

### Get Ready

Introduction to the Lesson

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### Conversation

Visiting the Museum of Nature and Wildlife

---

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### New Words & Expressions

Learning Vocabulary of Reading

---

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### Reading

Endangered Animals

Reading  
Comprehension

---

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### Grammar

Future tense  
(will)

See Also  
(be going to)

---

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### Listening & Speaking

Talking about Schedules/Plans

---

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### Pronunciation

Falling Intonation

---

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### Writing

Noun | Singular & Plural Types of Nouns |  
Noun Markers

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### What You Learned

Reviewing Lesson 1

## Lesson 2: Wonders of Creation (43-69)



### Get Ready

Introduction to the Lesson

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### Conversation

Visiting Iranian National Observatory

---

### New Words & Expressions

Learning Vocabulary of Reading

---

### Reading

A Wonderful Liquid

Reading  
Comprehension

---

### Grammar

Adjectives

See Also  
(comparative and  
superlative adjectives)

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### Listening & Speaking

Asking about Details

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### Pronunciation

Rising Intonation

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### Writing

Adjective | Kinds of Adjectives | Place of  
Adjectives | Spelling Hints

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### What You Learned

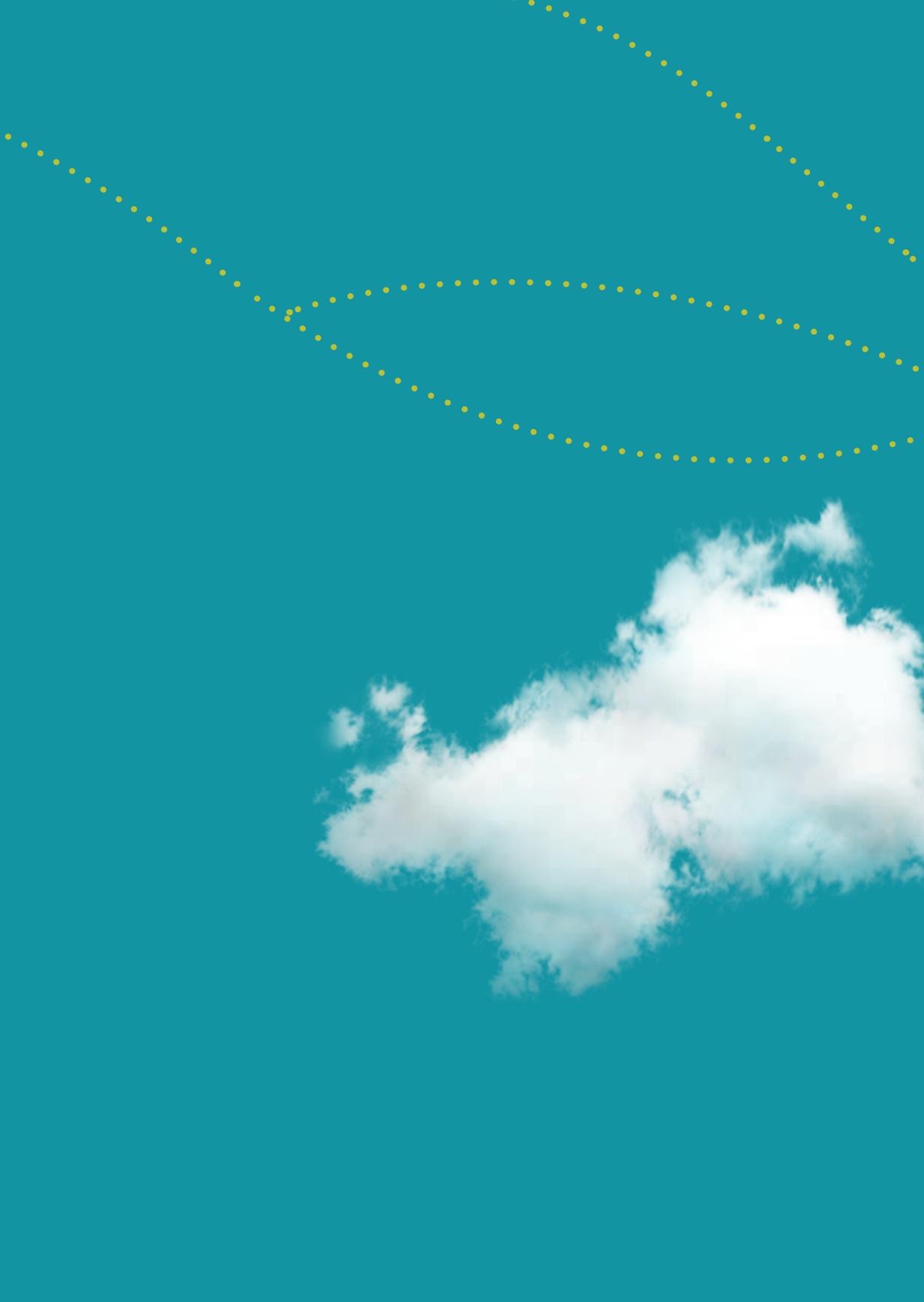
Reviewing Lesson 2

A teal circle is positioned behind the first letter 'S' of the word 'Student'. A dotted yellow line starts from the top left, passes through the teal circle, and curves downwards to the right.

**Student**

# nt Book





# LESSON 1

## **Saving Nature**

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**We made from water every living thing**

Al-Anbia 30

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# Get Ready

## Part One

A. Match the pictures with the phrases.



a



b



c



d

putting out the fire

hurting the animal

cutting down the trees

helping the injured animal

B. Which is good for nature? Which is bad?



.....  
.....



.....  
.....

## Part Two

A. Match the pictures with the words.



a goat  
a whale

a wolf  
a cat

a panda  
a leopard

an elephant  
a duck



B. Can you divide the above animals into two groups? How?

**Group 1**

.....  
.....  
.....  
.....

**Group 2**

.....  
.....  
.....  
.....

# Conversation

endangered,  
alive, increase,  
hear, protect,  
for example

Word Bank



Maryam is visiting the Museum of Nature and Wildlife. She's talking to Mr. Razavi, who works in the museum.

- Maryam:** Excuse me, what is it? Is it a leopard?  
**Mr. Razavi:** No, it is a cheetah.  
**Maryam:** Oh, a cheetah?  
**Mr. Razavi:** Yeah, an Iranian cheetah. It is an endangered animal.  
**Maryam:** I know. I heard around 70 of them are alive. Yes?  
**Mr. Razavi:** Right, but the number will increase.  
**Maryam:** Really?! How?  
**Mr. Razavi:** Well, we have some plans. For example, we are going to protect their homes, to make movies about their life, and to teach people how to take more care of them.

## Questions

Answer the following questions **orally**.

1. Where are they talking?
2. Are there many cheetahs alive?
3. Do you take care of animals?



# New Words and Expressions



A. Look, Read and Practice.



We live on **Earth**.



A **tiger** is a wild animal.



I went to Golestan **Forest** last year.



They are **destroying** the jungle.



The Persian lion **died out** about 75 years ago.



**Pay attention!**  
Don't swim here.



Tooran is the **natural** home of the Persian zebra.



Moghan **Plain** is a nice place in the north-west of Iran.



They **hope** to save the injured animal.



### **B. Read and Practice.**

**a few:** not many; a small number of things or people  
There are **a few** Iranian cheetahs.

**human:** a person  
All **humans** must take care of nature.

**instead:** in place of someone or something else  
There's no coffee. Would you like a cup of tea **instead**?

**future:** the time after now  
Everyone needs to plan for the **future**.

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

# Reading



## Endangered Animals

Today, there are some endangered animals on Earth. It means that we can find only a few of them around us. Some examples are whales, pandas, tigers and Asian elephants.

Humans destroy the natural homes of the animals in the forests, lakes, and plains. When the number of people on Earth increases, they need more places for living. They cut down trees and destroy lakes. They make homes and roads instead. Then the animals won't have a place to live. They will die out.

The Iranian cheetah is among these animals. This wild animal lives only in the plains of Iran. Now there are only a few Iranian cheetahs alive. If people take care of them, there is hope for this beautiful animal to live.

Recently, families pay more attention to nature, students learn about saving wildlife, and some hunters don't go hunting anymore. In this way, the number of cheetahs is going to increase in the future.



# Reading Comprehension

## A. Choose the best answer.

- 1- Which of the followings is not an endangered animal?  
a) panda                      b) cheetah                      c) horse
- 2- Where is the natural home of the Iranian cheetah?  
a) forest                      b) plain                      c) mountain
- 3- Which place is not a natural home of wild animals?  
a) park                      b) lake                      c) jungle
- 

## B. True/False

1. In the past, many hunters paid attention to wildlife.                      T     F
2. Families are interested in protecting nature.                      T     F
3. When people take care of cheetahs, the number of these animals will increase.                      T     F
- 

## C. Match two halves.

1. When only a few numbers of an animal live on Earth, .....
2. If we take care of Iranian cheetahs, .....
3. People need more places for living, .....
- a. when their number increases.  
b. it means that it is an endangered animal.  
c. some hunters go hunting.  
d. they will live in the future.

# Grammar

## A. Read the following texts.



Tomorrow I **will travel** to Africa. I **will go** to a hot and dry country. I **will stay** in a hotel near a lake. I **will travel** to many places and visit people and animals. I **will learn** many things there.



Nowadays, many people are taking care of nature. They pay more attention to our world. Hopefully, we **won't lose** any plants and animals and we **will have** enough food in the future. The animals **won't lose** their natural homes and they **will live** longer. In this way, we **will have** a happy life.

**B. Read the following examples.**

**Affirmative**

<b>I</b> <b>You</b> <b>He</b> <b>She</b> <b>We</b> <b>They</b>	<b>will</b>	<b>save nature.</b>
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- Alice and Kate will go to the library tomorrow.
- Ted will fly to Australia next Monday.

**Negative**

<b>I</b> <b>You</b> <b>He</b> <b>She</b> <b>We</b> <b>They</b>	<b>will not</b> <b>(won't)</b>	<b>destroy nature.</b>
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- The children will not play in the yard.
- I won't be here tomorrow.

**Question**

<b>Will</b>	<b>you</b> <b>he</b> <b>she</b> <b>it</b> <b>they</b>	<b>go to the mountain?</b>
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- Will our family buy a new car next year?
- Will Reza have an exam on Monday?

**C.** Tell your teacher how 'simple future' is made.

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**D.** Read the 'Reading' and underline all 'future verbs'.

---

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

Alfredo is an Italian tourist. He **lives/will live** in Rome. He **likes/will like** to travel and see different places of the world. He **takes/will take** photos especially of animals. Next month, he and his wife **travel/will travel** to Iran. They **go/will go** to Tooran Plain to see animals. They are hopeful to see Persian zebra, Iranian cheetah, Persian leopard and gazelle. After two weeks, they **visit/will visit** some beautiful cities in Iran.



**F. Read the following wh-questions.**

The tourists will visit Shiraz next summer.

**Who** *Who* will visit Shiraz next summer?

**When** *When* will the tourists visit Shiraz?

**Where** *Where* will the tourists visit next summer?

**What** *What* will the tourists do next summer?





**G. Work with a friend.**

a. Make sentences with these beginnings using the ‘future tense’.

1. On Friday morning, I .....
2. Next week, my brother .....
3. Tomorrow afternoon, .....

---

b. Now ask your friend ‘future tense’ questions with the following words.

1. When .....
2. Where .....
3. Who .....

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

# See Also



## A. Read the following examples with 'to be going to'.

They **are going to buy** a house soon. They have enough money.

Look at the sky! It's **going to rain**.

Alice is free tonight. She's **going to read** some poems.

Reza **is not going to watch** TV tonight. The program is very boring.

We **are not going to destroy** nature. We take care of wildlife.

I	am		
You			
We	are	<b>going to play</b>	<b>tomorrow.</b>
They			
He	is		
She			

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

# Listening and Speaking

## Speaking Strategy

Talking and asking about  
schedules/plans

**A.** You may use 'future tense' to ask someone about their plans or talk about your own plans.

- What are you going to do this weekend?
- I am going to go to Golestan Forest.
- Are you going to visit a museum?
- No, I am going to go out and enjoy wildlife.



You may use the following patterns to ask and answer about the future plans.

What will you do? / What are you going to do?

I will ... / I am going to ... .

Where will you go? / Where are you going to go?

I will go ... / I'm going to go ... .



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

### Conversation 1



- 
1. Alice is going to .....
  2. Alice will .....
- 

**Pair up and ask your friends about the things they are going to do this weekend. You may use the verbs in the box.**

stay home, read a book, go to the museum, visit our relatives,  
go shopping, study English

### Conversation 2



- 
1. Shahab is going to .....
  2. His family will .....
- 

**Pair up and ask your friends about the things they will or won't do to save nature. You may use the verbs in the box.**

take care of endangered animals,  
protect forests, hunt, hurt animals

# Pronunciation



**A. Listen to the following sentences. They have falling intonation.**

1. Where are you going to go? ↘ I am going to go to Bam. ↘
2. What does your brother do? ↘ He works in a zoo. He loves animals. ↘
3. Dr. James will buy a new laptop. ↘ His old laptop doesn't work. ↘
4. We will go on a school trip tomorrow. ↘ The students will visit a museum. ↘

When you ask for or give new information,  
use falling intonation.



**B. Listen and find where the sentences end. Do this by putting a period (.) and/or capitalizing words.**

My name is Jim I am a zookeeper  
there are many animals in  
our zoo we have big and small  
animals like birds and giraffes  
we have wild and farm animals  
I like wild animals we have two  
lions and a leopard here we  
don't have any sea animals now  
we will have some next year we  
are making new buildings for  
them I think the visitors are  
going to love them



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

# Writing

## Noun

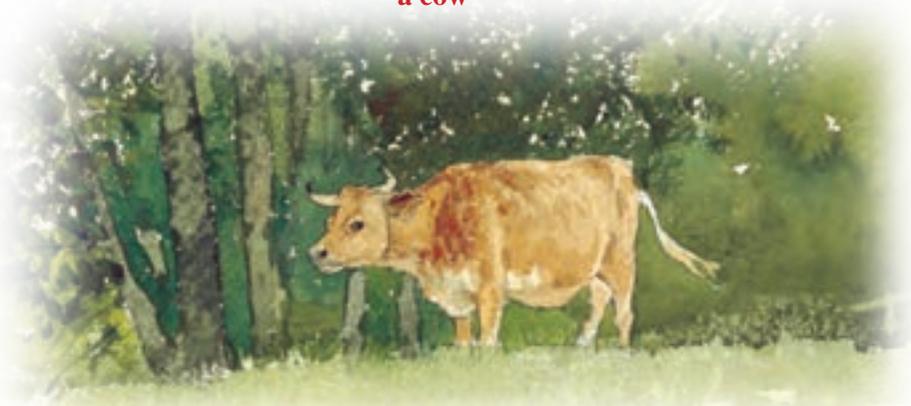
A noun names something.

A noun is **a person**, **an animal**, **a place**, **a thing** or **an idea**.

### 1) A Person or an Animal

farmer, my brother, Maryam

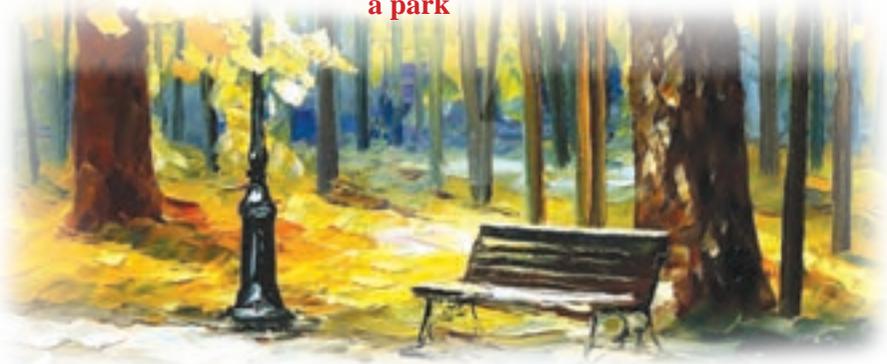
**a cow**



### 2) A Place

school, cinema, sea

**a park**





**3) A Thing**

computer, apple, car

**a book**



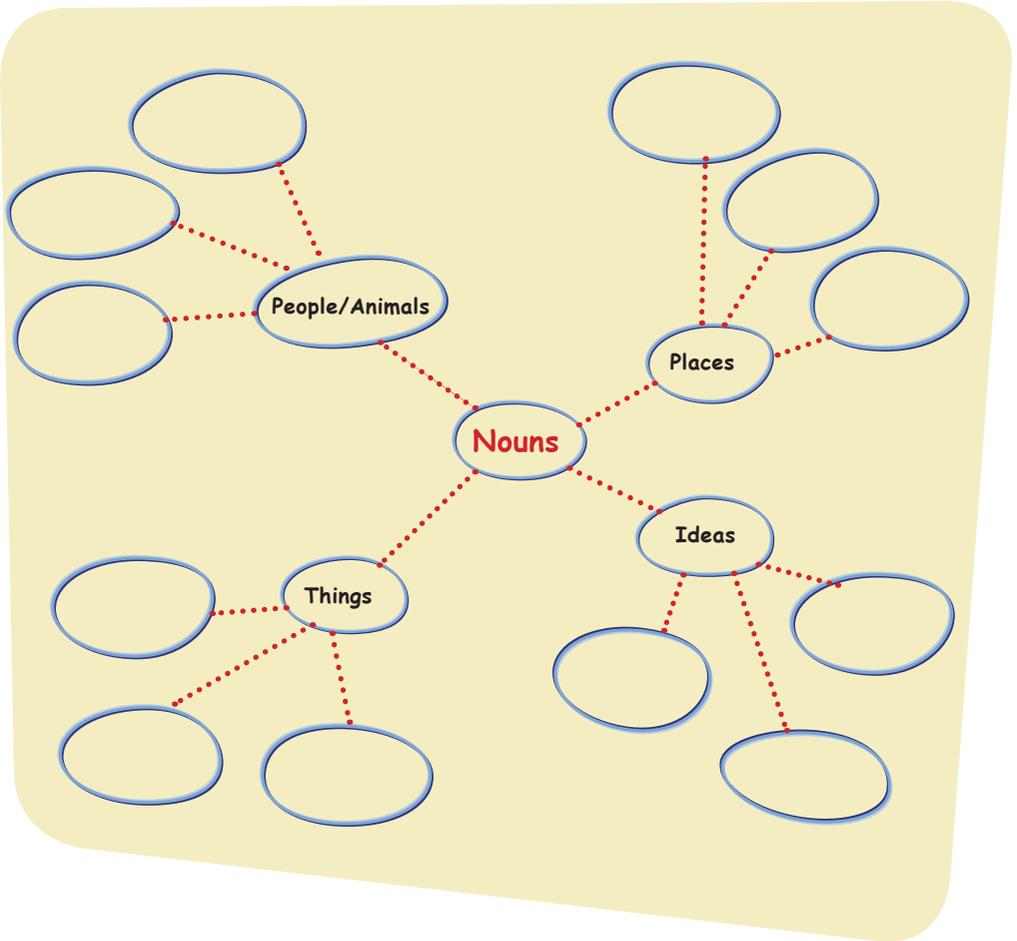
**4) An Idea**

pain, attention, danger

**love of country**



**A.** Read the second paragraph of the 'Reading'. Find the nouns and write them in the correct circles of the word web. You can add more circles.





## Singular and Plural

Most nouns can be made plural by adding 's' or 'es' to the end of the word. However, some are irregular and they don't follow the same rule.

<b>1) Regular:</b>	book → books	lake → lakes
	girl → girls	hen → hens
	box → boxes	bus → buses

---

<b>2) Irregular:</b>	man → men	foot → feet
	woman → women	life → lives
	child → children	wolf → wolves

### B. Write the appropriate form of each noun.

1. Ali's (brother) ..... is a hard-working (postman) .....
2. She sat down at her (desk) ..... and worked for two (hour) .....
3. There are two (bus stop) ..... near your (school) .....
4. I saw an old (man) ..... and two young (woman) .....  
sitting near the lake of the (park) .....
5. Frank is a (farmer) ..... He has four (child) .....

## Types of Nouns

### Common nouns / Proper nouns

#### 1) Common nouns

boy



tree



bear



#### 2) Proper nouns

Avicenna



Damavand



Milad Tower



#### C . Circle the correct answer.

1. Today, (Iran / iran)'s mountains and plains are the natural (Home / home) of many animals. One of them is the black (Bear / bear) which lives in a few (Parts / parts) of the country.
2. Amin (Askari / askari) is a pilot. He is 40 (Years / years) old. He lives with his (Wife / wife) and his son and daughter in (Mashhad / mashhad). He loves his job.
3. The (Persian / persian) Gulf is a very important sea between Iran and some (Arab / arab) countries. Its (Wildlife / wildlife) is amazing. You can see some beautiful (Sea / sea) animals such as (Dolphins / dolphins) there.

## Noun Markers

Here are some words that often come before a noun

<b>a / an</b>	a hunter / a leopard	an elephant / an ear
<b>the</b>	the child / the boy	the women / the cars
<b>this / that</b>	this bird / this door	that tiger / that chair
<b>these / those</b>	these chairs / these children	those men / those mice
<b>my / your / our / his / her / its / our / their</b>	his goat / our car / my friends / their towns	

### D. Read the following sentences and circle the nouns.

1. The weather is beautiful in the spring.
2. This is a low mountain, but those mountains are high.
3. Nasim read a book on the bus last week.
4. Some people do not take care of animals.
5. I saw two wolves in the zoo.

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

# What you learned

...G  
...T THEIR HOMES  
...TIVE MORE  
... THEM AND MAKE  
... MOVIES ABOUT THEIR

TEA  
LESSON ONE



**A. Listen to the first part of a report about Earth.**

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

Earth is our .....

Humans ..... nature.

**2. Listen again and list all nouns.**

---

**B. Now read the second part of the report.**

We need to save animals and plants and take care of them. All humans are going to work together to have a beautiful home. If we work hard, we will have clean air and water in the future. We will have a safe place to live. In this way we will save Earth for our children.

**3. Underline all nouns. Identify singular/plural and proper/common nouns.**

**4. Circle all future verbs.**

---

**C. Work in pairs. Ask and answer. Use appropriate intonation.**



What is Earth?

Who is destroying nature?

Do you need a safe place to live?





# LESSON 2

## Wonders of Creation

---

**And of Allah's Signs of Power is the  
creation of the heavens and the Earth**

Al-Rum 22

---



# Get Ready

## Part One

A. Match the pictures with the sentences.



a



b



c



d

Planets go around the Sun.

Ants are amazing animals.

Our body is a wonderful system.

Camels can live without water for a long time.

B. Which one is more interesting for you? Order the words based on your interest.

Camels

Ants

Planets

Body

.....

.....

.....

.....

## Part Two

A. Match the pictures with the words.



ring

heart

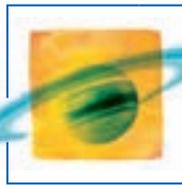
blood

moon

observatory

telescope

microscope



B. Put the above words into the following groups.

**Sky**

Handwritten area for 'Sky' with four horizontal dotted lines.

**Body**

Handwritten area for 'Body' with four horizontal dotted lines.

# Conversation

near, rocky, orbit,  
powerful

Word Bank



Alireza is visiting an observatory. He is talking to Ms. Tabesh who works there.

**Ms.Tabesh:** Are you interested in the planets?

**Alireza:** Yes! They are really interesting for me, but I don't know much about them.

**Ms.Tabesh:** Planets are really amazing but not so much alike. Do you know how they are different?

**Alireza:** Umm... I know they go around the Sun in different orbits.

**Ms.Tabesh:** That's right. They have different colors and sizes, too. Some are rocky like Mars, some have rings like Saturn and some have moons like Uranus.

**Alireza:** How wonderful! Can we see them without a telescope?

**Ms.Tabesh:** Yeah..., we can see the planets nearer to us without a telescope, such as Mercury, Venus, Mars, Jupiter and Saturn. We can see Uranus and Neptune only with powerful telescopes.

**Alireza:** And which planet is the largest of all?

**Ms.Tabesh:** Jupiter is the largest one. It has more than sixty moons. Do you want to look at it?

**Alireza:** I really like that.

## Questions

Answer the following questions **orally**.

1. How are the planets different?
2. Can we see all planets without a telescope?
3. Do you know the names of the planets in Persian?



# New Words and Expressions



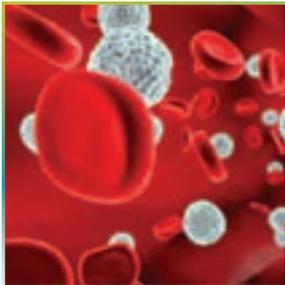
A. Look, Read and Practice.



Water is a type of **liquid**.



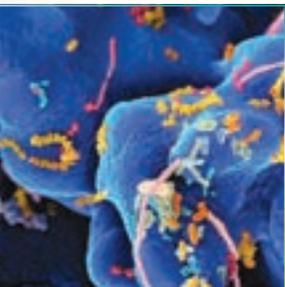
There are some **drops** of paint on his shirt.



Blood **cells** are red and white.



About one **thousand** people live in this village.



There are many different types of **microbes**.



**Doing daily exercise** is useful for everyone.



# Reading



## A Wonderful Liquid

The human body is a real wonder. It is sometimes good to think about our body and how it works. Our body is doing millions of jobs all the time.

One of the most important parts of the body is blood. The heart pumps this red liquid around the body. This keeps us healthy and alive.

More than half of blood is plasma. This is a clear and yellow liquid. It carries red and white cells. There are millions of red blood cells in one small drop of blood. They carry oxygen round the body and collect carbon dioxide from body parts. There are thousands of white cells in a drop of blood. They are bigger than red cells. They defend our body against microbes.

This wonderful liquid is a great gift from Allah. We can thank Allah by keeping our body healthy. One way to do that is eating healthy food and doing daily exercises. Another way is to donate our blood to those who need it.



# Grammar

A. Read the following texts.



The Nile is **the longest** river on Earth. It is **more than** 6,000 kilometers long. It is an **important** river for African people. It gives water to people and animals. There are other rivers in Africa but they are not **as important as** the Nile. These rivers aren't very **long**. They are **useful** for villages and **small** cities.



We live in a **wonderful** world. All around us there are **amazing** things like **small** and **big** animals; **long** rivers; **dark** jungles; **tall** mountains; and **different** people and nations. This world is like a **strange** book. We need to read it carefully. Then we can find many **great** things in our world.

**B. Read the following examples.**

**Adjectives**

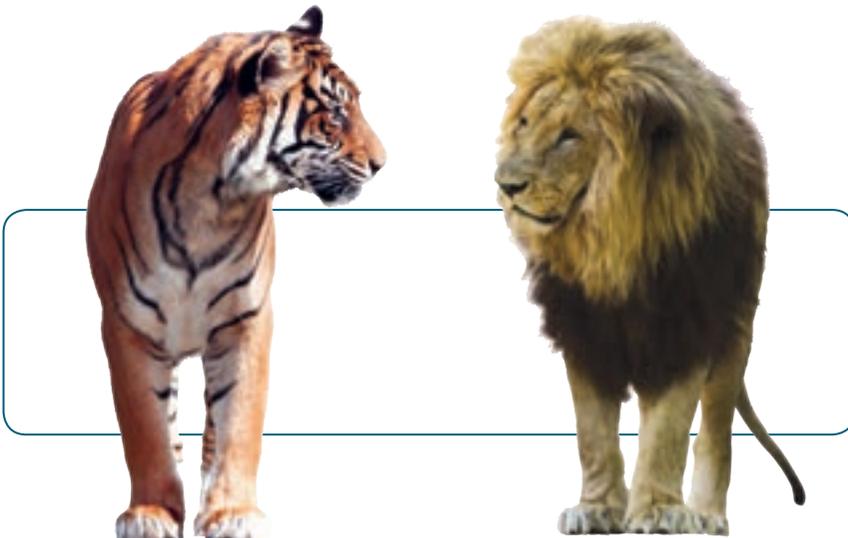
<b>Look at the</b>	<b>blue</b>	<b>sky!</b>
<b>I just watched an</b>	<b>interesting</b>	<b>movie.</b>
<b>They are</b>	<b>amazing</b>	<b>people.</b>
<b>He works with</b>	<b>powerful</b>	<b>computers.</b>

- Many interesting animals live in forests of Iran.
- Robert's father is a very tall man.

**Adjectives**

<b>Sara is</b>	<b>as kind as</b>	<b>Neda.</b>
<b>Our class is</b>	<b>as big as</b>	<b>your class.</b>

- His grandfather is as old as my grandfather.
- Tigers are as dangerous as lions.



## Comparative Adjectives

<b>Damavand is</b>	<b>taller than</b>	<b>Dena.</b>
<b>Asia is</b>	<b>bigger than</b>	<b>Europe.</b>
<b>Omid is</b>	<b>younger than</b>	<b>Reza.</b>

- Karoon is longer than Atrak.
- Mars is smaller than Jupiter.

## Superlative Adjectives

<b>Damavand is</b>	<b>the tallest</b>	<b>mountain of Iran.</b>
<b>Asia is</b>	<b>the biggest</b>	<b>of all.</b>
<b>Omid is</b>	<b>the youngest</b>	<b>student of our class.</b>

- Karoon is the longest river of Iran.
- Jupiter is the largest of all.



**C. Tell your teacher how ‘adjectives’ are used in sentences.**

**D. Read the ‘Conversation’ and underline all ‘adjectives’.**

**E. Look at the pictures and choose the best sentence.**

1.  This is a modern car.

This is an old car.



2.  Our house is the smallest of all.

Our house is as small as their houses.



3.  David is taller than his father.

David is as tall as his father.



4.  The blue pencil is longer than the yellow pencil.

The yellow pencil is as short as the blue pencil.





**F. Work with a friend.**

Make sentences with these adjectives to describe and compare people, things, or places you know.

1. brave
2. kind
3. large
4. fast

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



Some adjectives have irregular comparative and superlative forms.

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	farther	the farthest
many / much	more	the most

# See Also

**A. Read the following examples with ‘comparative/superlative adjectives’.**

- This problem is **more difficult** than that one. Actually, this is **the most difficult** problem of the book.
- Persian zebras are **more beautiful** than African zebras. They are **the most beautiful** of all.
- This laptop is **more expensive** than that one. It is **the most expensive** of all.
- Sharks are **more dangerous** than whales. They are **the most dangerous** animals of the sea.

Gold	is	<b>expensive.</b>	
	is	<b>more expensive than</b>	<b>silver.</b>
	is	<b>the most expensive</b>	<b>metal of the world.</b>

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

# Listening and Speaking

## Speaking Strategy

### Asking about details

**A.** You may use adjectives to describe something or ask about details such as the quality, size, age, and color.

- How was the movie?
- It was very interesting. I am going to watch it again.
- Was it an old film?
- Yeah, actually it was black and white.



You may use the following patterns to ask and answer about details.

How is (was).....? It is (was) interesting / beautiful / nice, ...

What color is it? It is black / white / yellow,.....

Was it a modern house? Yes, it was. (No, it was an old house).



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

### Conversation 1



1. She bought .....
2. It was .....

**Pair up and add 2 turns to the conversation by asking about the size and quality of the dress. You may use the adjectives in the box.**

**Size:** long, large

**Quality:** beautiful, nice

### Conversation 2



1. She likes .....
2. Cooking is .....

**Pair up and choose 3 adjectives in box 2 to describe people, places, and fruits in box 1. Compare your answers with your friend's.**

my best friend, apple, our school,  
our English teacher, Boostan Park,  
pepper

**Box 1**

small, green, yellow, medium,  
fresh, red, kind, careful, neat,  
nice, beautiful, long, helpful

**Box 2**

# Pronunciation



**A. Listen to the following sentences. They have rising intonation.**

1. Is this your new car? ↗
2. Was the book interesting? ↗
3. Is this problem easier than that one? ↗
4. Are they the most expensive houses in this city? ↗

When you check information,  
use rising intonation.

**B. Go to Part IV of your Workbook and do it.**



**C. Listen to the conversation and draw downward or upward arrows to identify falling and rising intonations.**

**A:** I heard you travelled abroad this summer. ↘ Is it true? ↗

**B:** Yes. ↘ I went to Japan. ↘ I was there for 2 weeks. ↘

**A:** How was your trip?

**B:** It was very interesting. The country was very clean and people were very polite.

**A:** What about food?

**B:** I ate seafood. Japanese people make delicious food with fish.

**A:** Do you like to go there again?

**B:** Yes, of course. But I like to stay there longer and visit different places.



# Writing

## Adjective

An adjective describes a noun. It gives more information in terms of such elements:

### 1) Quality/ Opinion

nice - neat - boring

a beautiful flower



### 2) Size

small - tall - short

a big cat



**3) Age**

young - new - modern

**an old tree**



**4) Color**

black - red - dark

**a blue sky**



**5) Nationality**

Iranian - German - Chinese

**African lions**



**6) Material**

wooden - rocky - golden

**plastic balls**



**A. Read the 'Reading' and find all 'adjectives'.**

## Place of Adjectives

### Adjectives usually come

#### 1) before a noun:

an **interesting** planet  
two **small** moons  
**red** cells

#### 2) after the verb 'be':

Human body is **amazing**.  
She was so **happy**.  
Venus is **smaller** than Earth.

**B.** Complete each sentence with a suitable adjective. One adjective is extra.

funny      careful      tall      golden      cloudy

1. It's not ..... Don't laugh please!
2. She looked at the ..... sky above the sea.
3. Be ..... ! Look both ways when you cross the street.
4. Mary lost her ..... watch in the park.

**Spelling Hint**

Look at the following adjective forms:

Adjectives	Comparative	Superlative
hot big red	hotter bigger redder	the hottest the biggest the reddest
easy cloudy happy	easier cloudier happier	the easiest the cloudiest the happiest



**C. Write the ‘comparative’ and ‘superlative’ forms of each adjective.**

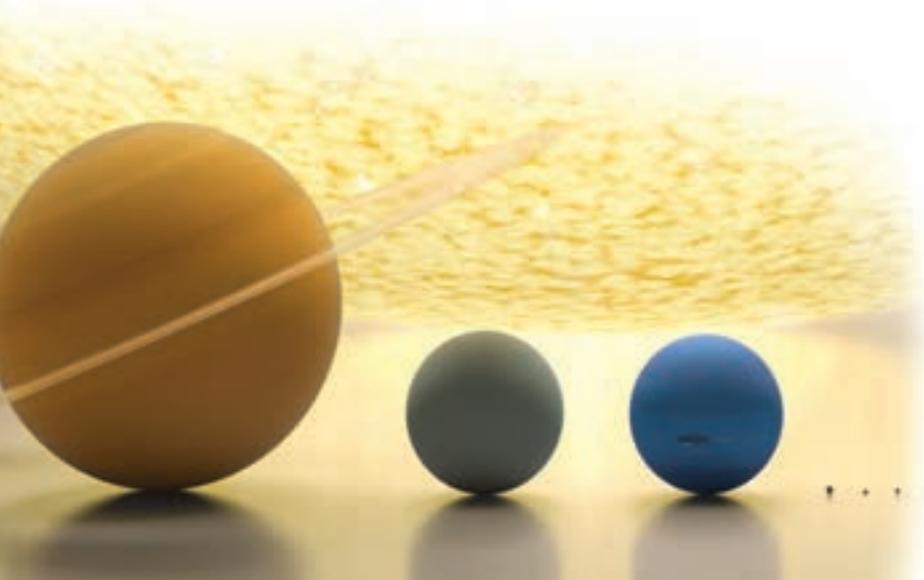
1. angry                   .....                   .....
2. strong                   .....                   .....
3. hot                   .....                   .....
4. far                   .....                   .....
5. neat                   .....                   .....
6. ugly                   .....                   .....

---

**D. Complete each sentence with a comparative or superlative form of an adjective in the box.**

deep      good      dangerous      expensive      small

1. Pluto is ..... than the moon of Earth.
2. Are you sure this is the ..... way of doing it?
3. Lions are ..... animals in the world.
4. This lake is ..... one in the world.
5. A plane ticket is ..... than a train ticket.



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

# What you learned

Lesson Two



**A. Listen to five interesting things about our brain.**

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

The brain becomes smaller when ..... doesn't .....  
enough .....

When you laugh ..... different parts of the ..... are .....

---

**2. Listen again and list all 'adjectives'.**

---

**B. Now read five more interesting things about our brain.**

6. The brain gives enough energy to light a small lamp. 7. Seafood is the best food for the brain. 8. The brain is the fattiest body organ. 9. Reading and listening help the brain work well. 10. Good and deep sleep helps the brain work better.

---

**3. Underline all 'adjectives'**

---

**C. Work in pairs. Ask and answer. Use appropriate intonation.**



Is our brain an amazing organ?

What type of food is good for our brain?

Tell me two interesting things about our brain.

