

# Reading Comprehension

## A. Choose the best answer.

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

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## B. True/False

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

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## C. Match two halves.

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

# Grammar

## A. Read the following texts.

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



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

**B.** Read the following examples.

| Affirmative                    |      |                                |                                      |
|--------------------------------|------|--------------------------------|--------------------------------------|
| I<br>He<br>She<br>The computer | was  | working on a difficult problem | at 4.<br>when the power<br>went out. |
| We<br>You<br>They              | were |                                |                                      |

- The scientist was doing research in his laboratory during 1370.
- Newton was sitting under a tree when an apple hit his head.

| Negative                       |         |                                |                                      |
|--------------------------------|---------|--------------------------------|--------------------------------------|
| I<br>He<br>She<br>The computer | wasn't  | working on a difficult problem | at 4.<br>when the power<br>went out. |
| We<br>You<br>They              | weren't |                                |                                      |

- Tina wasn't reading a novel when her mother came in. She was studying her English book.
- Reza was not doing an experiment when the phone rang. He was solving a math problem.

## Interrogative

|             |                                |                                       |  |
|-------------|--------------------------------|---------------------------------------|--|
| <b>Was</b>  | I<br>he<br>she<br>the computer | <b>working</b> on a difficult problem | at 4?<br><br>when the power<br>went out? |
| <b>Were</b> | we<br>you<br>they              |                                       |  |

- Was Mahsa doing her homework when her mother called?
- Were they talking when the teacher came in?



**C.** Tell your teacher how 'past progressive' is made.

**D.** Read the conversation on page 76 and underline all 'past progressive verbs'.

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

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



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

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

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

# See Also

**A. Read the following examples with ‘reflexives’.**

|                      |                    |             |
|----------------------|--------------------|-------------|
| I                    |                    | myself.     |
| You                  |                    | yourself.   |
| Zahra                |                    | herself.    |
| Amir                 |                    | himself.    |
| The computer         | did the experiment | itself.     |
| Maryam and I         |                    | ourselves.  |
| You and your friends |                    | yourselves. |
| The scientists       |                    | themselves. |

- Alexander Graham Bell invented the telephone himself.
- Mary Curry found uranium herself.

**You may also say:**

|                      |            |                    |
|----------------------|------------|--------------------|
| I                    | myself     |                    |
| You                  | yourself   |                    |
| Zahra                | herself    |                    |
| Amir                 | himself    |                    |
| The computer         | itself     | did the experiment |
| Maryam and I         | ourselves  |                    |
| You and your friends | yourselves |                    |
| The scientists       | themselves |                    |

- Alexander Graham Bell himself invented the telephone.
- Mary Curry herself found uranium.

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

## Speaking Strategy

### Narrating a story

# Listening and Speaking

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

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



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

What were you doing (yesterday at 8)?

What was happening (yesterday at 8)?



**B. Listen to the following conversations and check the correct answer.**

### Conversation 1



- |                   |                                    |                                     |
|-------------------|------------------------------------|-------------------------------------|
| 1. Leila was      | <input type="radio"/> walking home | <input type="radio"/> taking a taxi |
| 2. The driver was | <input type="radio"/> careful      | <input type="radio"/> careless      |

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

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

### Conversation 2



- |                     |                                       |                                |
|---------------------|---------------------------------------|--------------------------------|
| 1. Amir went        | <input type="radio"/> shopping        | <input type="radio"/> playing  |
| 2. Amir was walking | <input type="radio"/> in a restaurant | <input type="radio"/> at bazar |

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

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

# Pronunciation



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

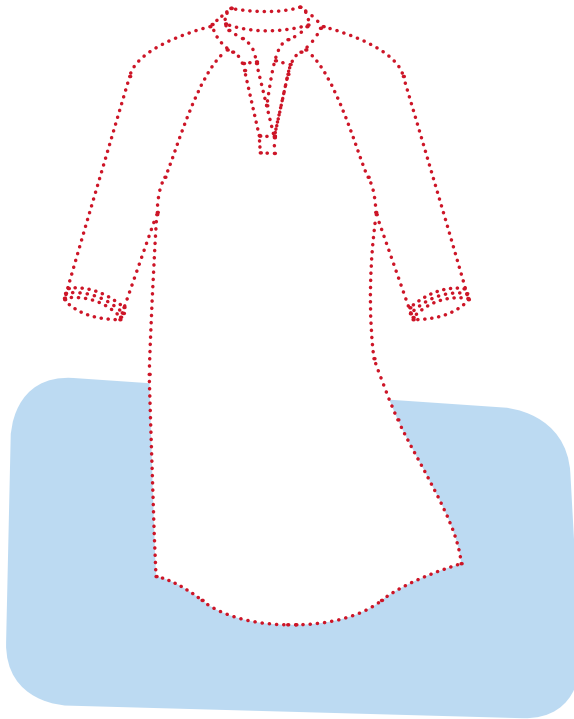
1. Were you doing the research? No, **Ali** was.
2. Who broke the window? It wasn't **me**.
3. Why were the students making so much noise? They weren't. **The workers** were making noises.
4. Is it Jim's car over there? No, his car is **white**.

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



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

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



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

# Writing

## Verb

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

### 1) Action verbs:

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

He **is writing** a letter.



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



My brother **drinks** milk every day.



## 2) State verbs:

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

We **believe** in Allah.



We **love** our country.



She **feels** happy.



**A. Read the reading passage on page 68. Find 'the action and state verbs'.**

## Simple and Continuous Forms

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

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

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

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

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

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

medicine of  
new medicine when  
antibiotics. This was the amazing  
Many other doctors were also working on  
this medicine in those days. This was  
the first patient with penicillin in 1942  
when the flu was getting around.

# What you learned

## Lesson Three

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



**A. Listen to the first part of a story.**

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

Sajjad was taking pictures yesterday at .....

When he was taking pictures ..... came to help.

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

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**B. Now listen to the rest of the story.**

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

**3. Underline all 'past progressive verbs'.**

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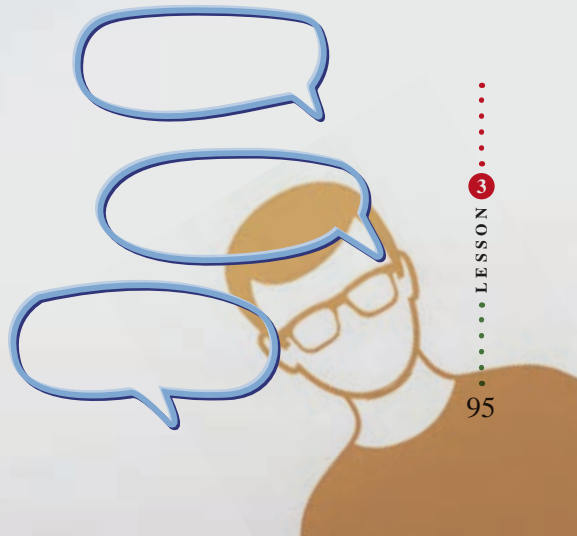
**C. Work in pairs. Ask and answer. Use appropriate sentence stress and intonation.**



What was Sajjad doing in the park?

Did Sajjad put out the fire?

Were the firefighters working slowly?





# LESSON 4



## Traveling the World

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

**Al-Ankabut 20**

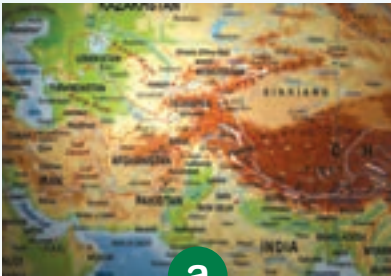
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# Get Ready

## Part One

A. Match the pictures with sentences.



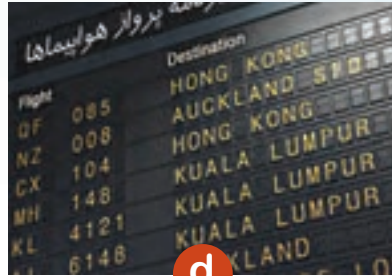
a



b



c



d

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

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



Iran

Italy

Spain

France

Egypt



Brazil

## Part Two

### A. Match the pictures with the words.



pilgrims

booklet

sites

vacation

### B. Complete the sentences with the above words.

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

# Conversation



plan,  
agent, choice,  
probably,  
hospitable,  
suggestion

Word Bank



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

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

**Carlos:** How can I help you?

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

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

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

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

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

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

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

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

## Questions

Answer the following questions orally.

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



# New Words and Expressions



**A.** Look, Read and Practice.



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



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



**Ancient** wind towers of Iran are attractive for tourists.

1000 000 000

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



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



## B. Read and Practice

**entertainment:** activities that people enjoy

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

**domestic:** relating to one country

**Domestic** flights are cheaper than international flights.

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

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

**range:** a set of similar things

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

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

# Reading

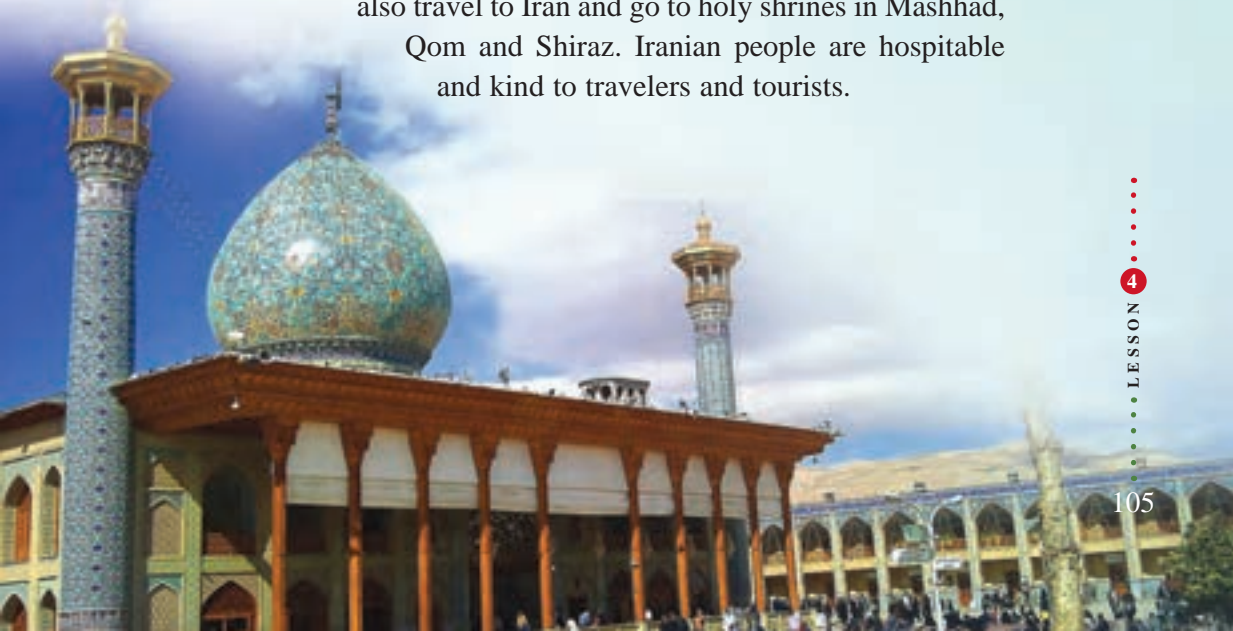


## Iran: A True Paradise

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

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

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



# Reading Comprehension

## A. Choose the best answer.

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

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## B. True/False

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

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## C. Match two halves.

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

# Grammar

## A. Read the following texts.

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



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

**B.** Read the following examples. Compare their meanings.

### Affirmative

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

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

### Negative

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

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

## Interrogative

|               |      |                                  |
|---------------|------|----------------------------------|
| <b>Can</b>    | I    |                                  |
|               | you  | speaking Korean?                 |
| <b>May</b>    | he   | watch TV?                        |
| <b>Must</b>   | she  | get a passport first?            |
| <b>Should</b> | we   | be careful in a foreign country? |
|               | they |                                  |

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

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

**D.** Read the conversation on page 102 and underline all ‘modals’.

**E.** Use appropriate modal to complete the following sentences.

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

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

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

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

# See Also

**A. Read the following examples with ‘prepositions’**

## Prepositions of Time

**in**

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

**at**

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

**on**

Wednesday / Friday  
Monday morning / Tuesday evening  
vacation

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

## Prepositions of Place

**in**                    Tehran / Beirut  
Italy / Pakistan  
Asia / Europe

**on**                    the table / the desk  
page 5

**next to**            the hospital / the post office

**in front of**        the bank / the station



# Listening and Speaking

## Speaking Strategy

Asking about obligations/  
possibilities

**A.** You may use 'modals' (can, may, should, must) to ask and answer about what you can (not)/must (not)/should (not)/may (not) do.

- May I use your camera for my trip?
- Honestly, no. I need it this week. You should buy a camera for yourself.
- But I can't pay for it now. I should pay for the ticket and other things.
- Well, you may ask Parvin. She can help you.



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

May I leave the class?

Yes, you may.

Should they be more careful?

Yes, they should.

Must we drive fast?

No, you must not.

Can he speak French?

No, he can't.



**B. Listen to the following conversations and check the correct answer.**

### Conversation 1



1. The man is                      OK ☐                      sick ☐
2. Who is coming?                      his son ☐                      his wife ☐

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

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

### Conversation 2



1. The girl must                      take her medicine ☐                      go out to play ☐
2. Should she come back soon?                      yes ☐                      No ☐

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

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

# Pronunciation



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

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

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



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

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

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

# Writing

## Adverb

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

It is an **easy** language.

Bahar is a **careful** driver.

The woman looked / was **happy**.

Ali is **polite**.

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

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

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

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

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

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

## How to Make -ly Adverbs

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

quick → quick**ly**

real → real**ly**

---

but:

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

angry → angr**ily**

easy → eas**ily**

---

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

possible → possib**ly**

probable → probab**ly**

**B.** Change the following adjectives to adverbs:

polite: .....

loud: .....

comfortable: .....

wonderful: .....

quiet: .....

hungry: .....

cruel: .....

interesting: .....

actual: .....

suitable: .....

## Irregular Adverbs

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

fast → fast

late → late

hard → hard

good → well

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

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

...and try to understand them. We should  
also protect nature and the historical sites of that  
country. We must not hurt animals or plants. We  
should not write anything on buildings. Our good  
behavior can give a good image of our country to  
other people. They may want to come and see  
our country soon.

# Lesson Four

## What you learned

...countries attract a lot of  
every year. Egypt, one of  
the countries of Africa, is  
famous for its wonderful pyramids.  
Italy and Spain are three  
European countries. They  
attract many tourists from other  
parts of the world. Brazil, Peru and  
other countries in South America are famous



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

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

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

---

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

---

**B. Now read the rest.**

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

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**3. Underline all 'modals'.**

---

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

Is food cheap or expensive in airports?

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

Are chips and cookies suitable or not suitable for travelers?



# Appendix



**Irregular Verbs**

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

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

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

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



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# اجزای بسته آموزشی

کتاب کار

کتاب دانش آموز

کتاب معلم

لوح فشرده دانش آموز

لوح فشرده معلم



معلّمان محترم، صاحب نظران، دانش آموزان عزیز و اولیای آنان می توانند  
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