

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



وَ مِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَ اخْتِلَافُ
السِّنِّتِكُمْ وَ الْوَالِنِكُمْ، إِنَّ فِي ذَلِكَ لآيَاتٍ لِلْعَالَمِينَ

روم، ۲۲

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

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

برگرفته از ترجمهٔ مرحومه دکتر طاهره صفارزاده

مقدمه

با استعانت از الطاف خداوند متعال و عنایات حضرت ولی عصر (عج الله تعالی فرجه الشریف) 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.

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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.

گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی

Map of

English 1



Lesson 1: Saving Nature (15-41)

Get Ready

Introduction to the Lesson

Conversation

Visiting the Museum of Nature and Wildlife

New Words & Expressions

Learning Vocabulary of Reading

Reading

Endangered Animals

Reading
Comprehension

Grammar

Future tense
(will)

See Also
(be going to)

Listening & Speaking

Talking about Schedules/Plans

Pronunciation

Falling Intonation

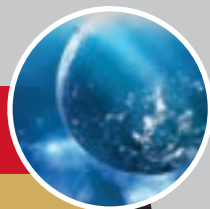
Writing

Noun | Singular & Plural Types of Nouns |
Noun Markers

What You Learned

Reviewing Lesson 1

Lesson 2: Wonders of Creation (43-69)



Get Ready

Introduction to the Lesson

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)

Listening & Speaking

Asking about Details

Pronunciation

Rising Intonation

Writing

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

What You Learned

Reviewing Lesson 2

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

Student

nt Book





LESSON 1

Saving Nature

We made from water every living thing

Al-Anbia 30



Get Ready

Part One

A. Match the pictures with the phrases.



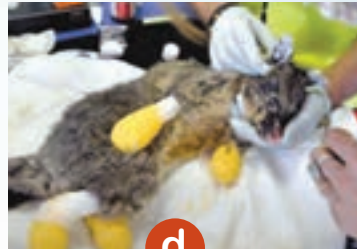
a



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

I You He She We They	will	save nature.
---	-------------	---------------------

- Alice and Kate will go to the library tomorrow.
- Ted will fly to Australia next Monday.

Negative

I You He She We They	will not (won't)	destroy nature.
---	-----------------------------------	------------------------

- The children will not play in the yard.
- I won't be here tomorrow.

Question

Will	you he she it they	go to the mountain?
-------------	---	----------------------------

- 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.

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	going to play	tomorrow.
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



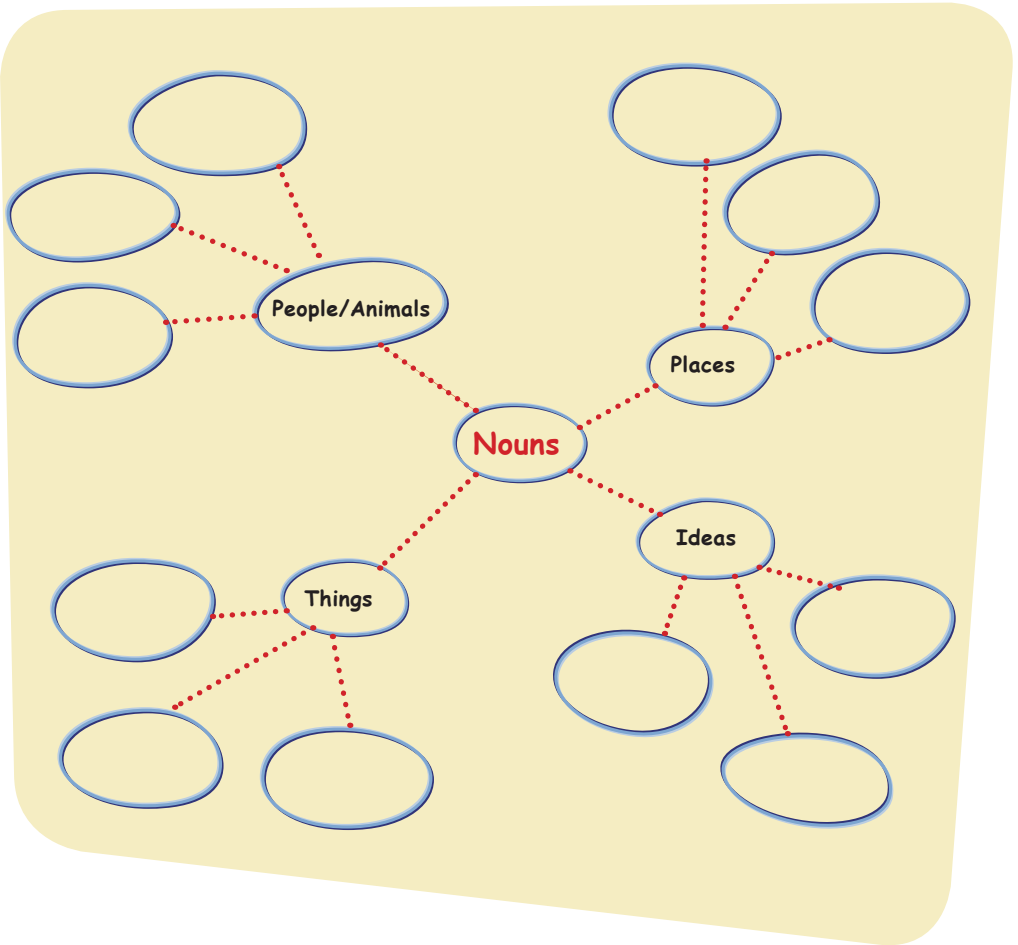
4) An Idea

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.

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

2) Irregular:	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

a / an	a hunter / a leopard	an elephant / an ear
the	the child / the boy	the women / the cars
this / that	this bird / this door	that tiger / that chair
these / those	these chairs / these children	those men / those mice
my / your / our / his / her / its / our / their	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
...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



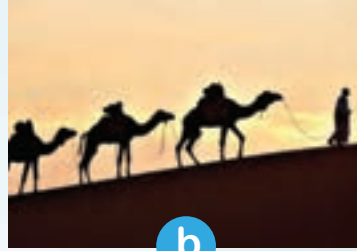
Get Ready

Part One

A. Match the pictures with the sentences.



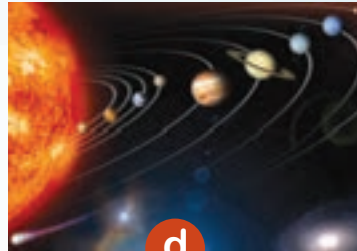
a



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

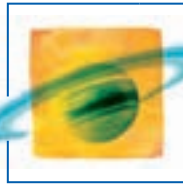
blood

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.

New Words and Expressions



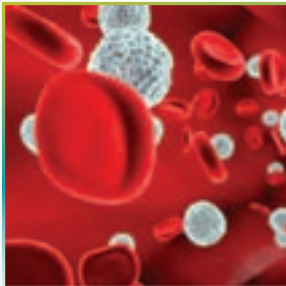
A. Look, Read and Practice.



Water is a type of **liquid**.



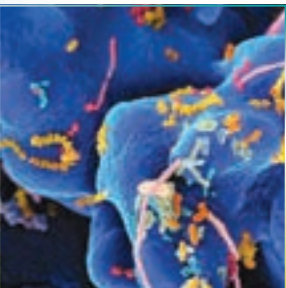
There are some **drops** of paint on his shirt.



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

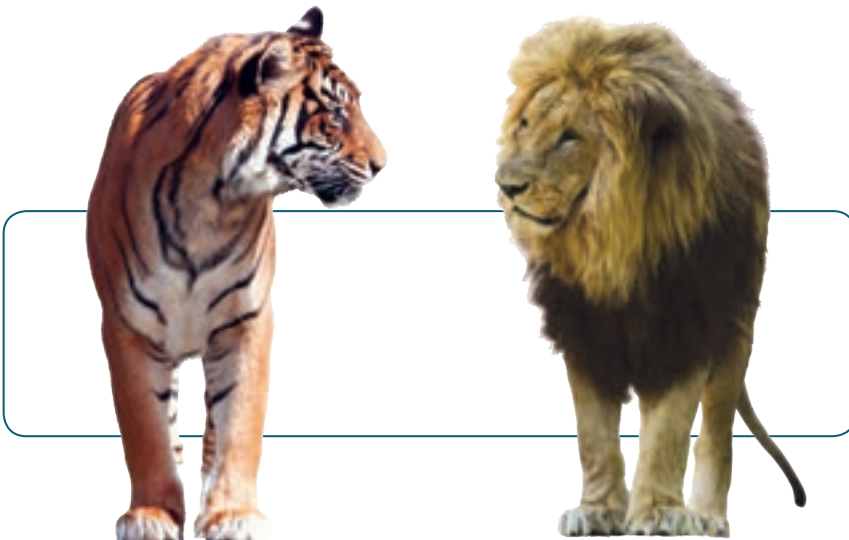
Look at the	blue	sky!
I just watched an	interesting	movie.
They are	amazing	people.
He works with	powerful	computers.

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

Adjectives

Sara is	as kind as	Neda.
Our class is	as big as	your class.

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



Comparative Adjectives

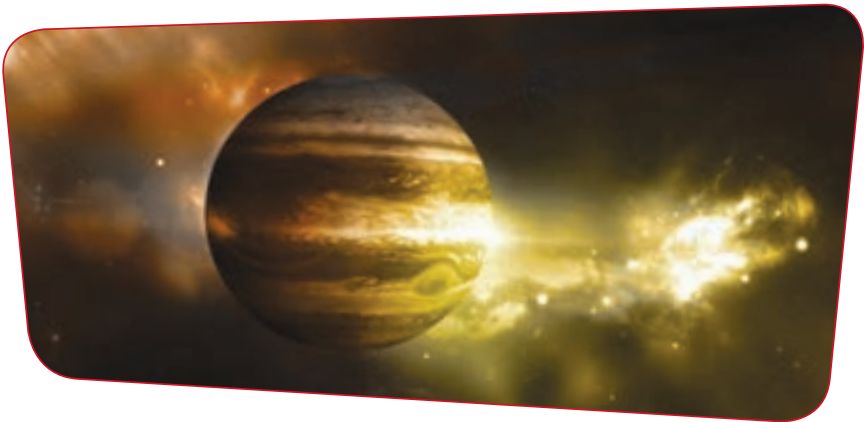
Damavand is	taller than	Dena.
Asia is	bigger than	Europe.
Omid is	younger than	Reza.

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

Superlative Adjectives

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

- 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.



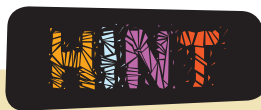


F. Work with a friend.

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	expensive.	
	is	more expensive than	silver.
	is	the most expensive	metal of the world.

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.

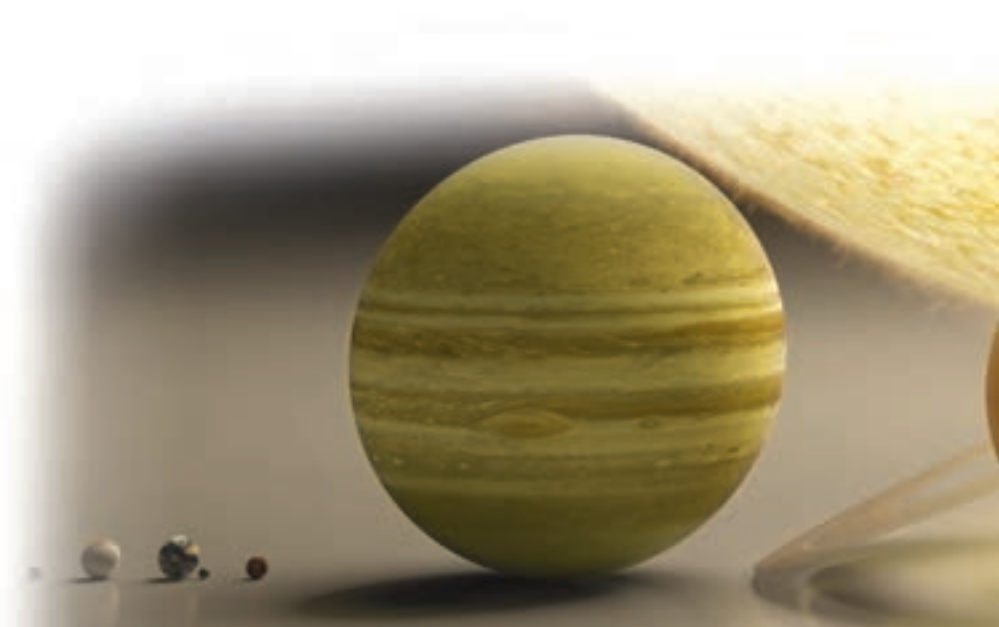
funny careful tall golden cloudy

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



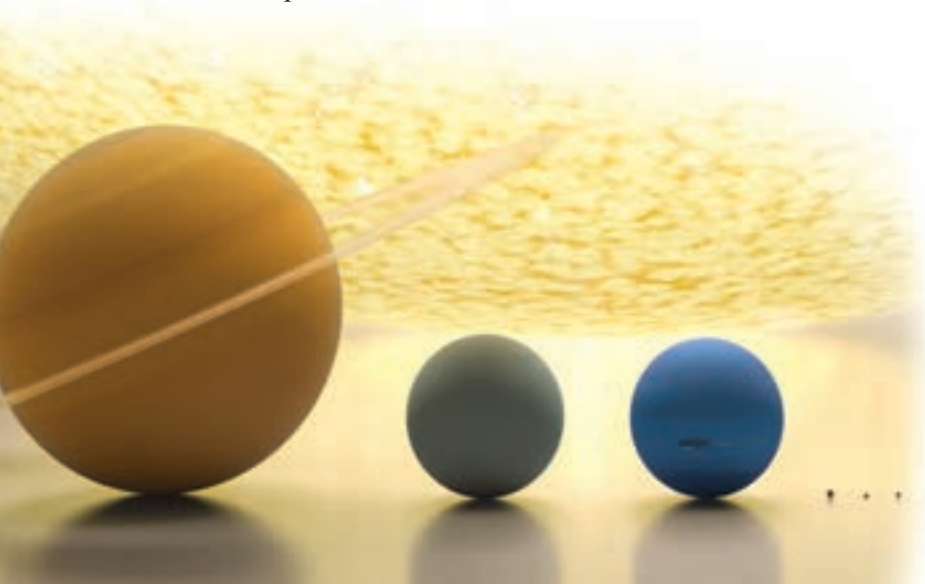
C. Write the ‘comparative’ and ‘superlative’ forms of each adjective.

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.

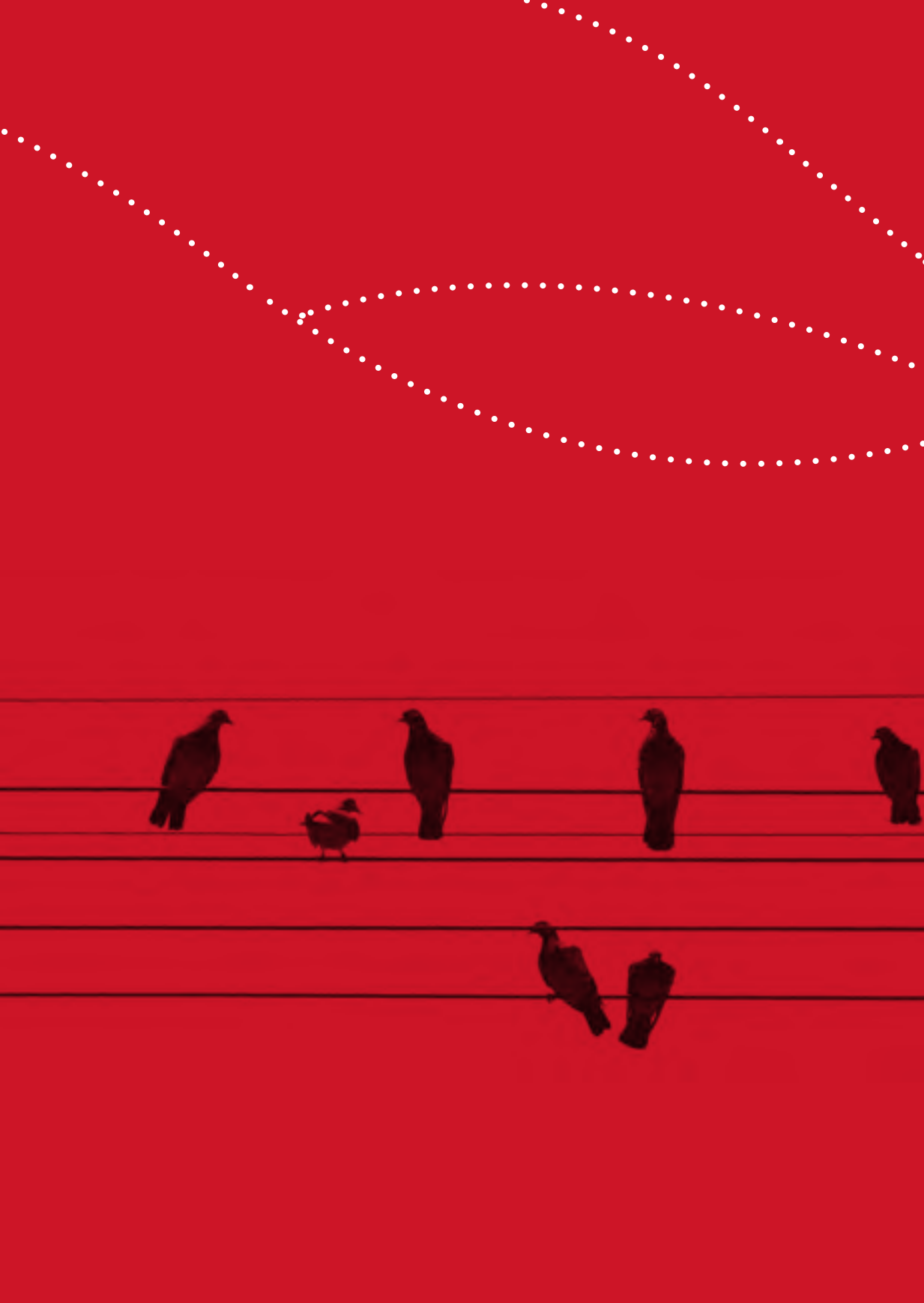




Work

zbook

The image features the word 'zbook' in a bold, white, sans-serif font against a teal background. The letter 'z' is partially cut off on the left. Two large red circles are positioned behind the letters 'b' and 'k'. A decorative line of small yellow dots curves across the lower half of the image, starting from the left and ending on the right.



LESSON 1

1



Saving Nature

Part I
Reading Comprehension

Simple ways to protect wildlife

One easy way to protect wildlife is learning about the endangered animals that live around you. Teach your friends and family about the wonderful birds, fish and plants that live near your home. In this way, they are going to be more careful about nature. You can also visit a national wildlife museum or park. These places give good information about how to protect endangered animals and their homes. You can do voluntary work in these places to help animals and their babies.

Another thing you can do is protecting the natural home of the endangered animals. When you keep nature clean and safe, the animals will live longer. Protecting the trees of forests is also helpful. If you live in a village, you need to be very careful about the hunters who come to your village to hurt animals. Whenever you see these people, you need to call the police. These are simple things, but they will help nature a lot.



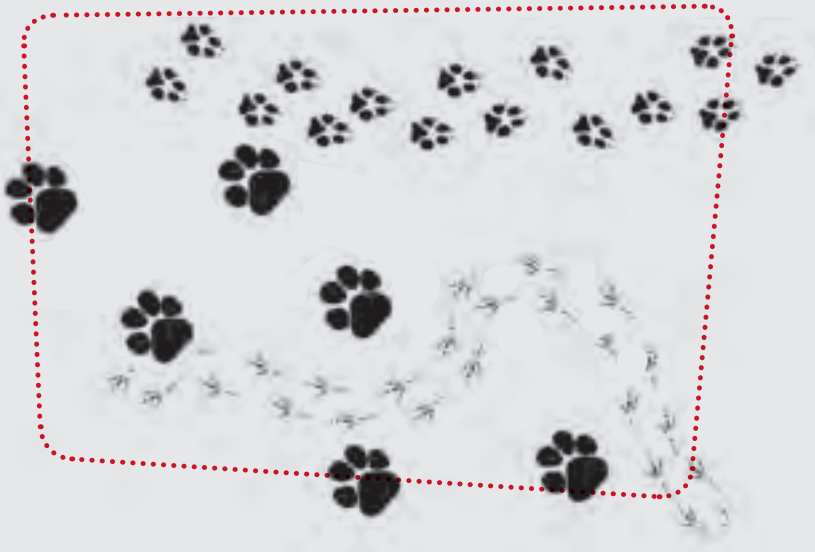
A. True or False

- 1) Learning about endangered animals is not important. T F
- 2) You can do voluntary work in wildlife parks. T F
- 3) Keeping nature clean hurts animals. T F



B. Answer the following questions.

- 1) Is it good to give information to our family about wildlife?
.....
- 2) Why is protecting the trees helpful for endangered animals?
.....
- 3) Do you know another simple way to protect wildlife?
.....



Part II
Grammar

A. Complete the chart. Write the things you did in the past and you will do in the future.



Verbs	Past tense	Future tense
travel	I traveled to Isfahan last year.	I will travel to Shiraz next year.
buy		
visit		
watch		
go		

B. Reza is thinking about his trip to Kish and what he will do there.
Look at the pictures and write what Reza will do there.



visit a wildlife museum

.....
.....



go to a zoo

.....
.....



enjoy nature

.....
.....

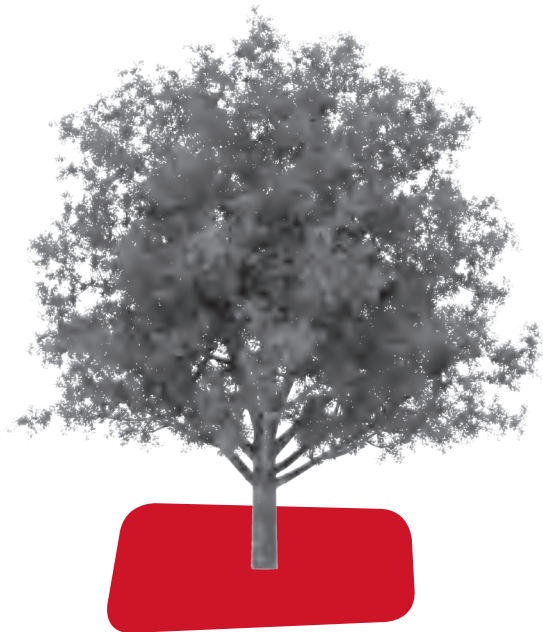


learn more about
endangered animals

.....
.....

C. Yes or No ?

		Yes	No
1	School students will learn to help injured animals.		
2	The number of cheetahs will increase in the future.		
3	Iranians are going to protect endangered animals.		
4	When we keep earth clean and safe, animals will live longer.		



D. Read the following text. Complete it with 'to be going to' verbs.

Mr. Alavi is a teacher. Tomorrow, he and his students (go) on a school trip. They (go) to a park out of the city. They (leave) the school at 9. They (stay) in the park till afternoon. They (go) into nature and clean it. They (visit) the aquarium in the park, too. Mr. Alavi (talk) about sea animals there. The students (write) a report from this trip. They need to pay attention to everything they see. Other students (read) their friends' reports and learn many things about nature and sea animals.

E. Now answer the following questions.

1) Are the students going to go to a zoo?

.....

2) Is Mr. Alavi going to read the students' reports?

.....

3) Are you going to visit a museum this weekend?

.....

Part III

Vocabulary

A. Find 11 animals below.

elephant, destroy, protect, bear, save, cheetah, endangered,
wolf, watch, travel, teach, dolphin, mountain, plain, duck, mean,
zookeeper, injured, leopard, increase, life, goat, world, panda,
weekend, hunter, lion, alive, zebra



B. One odd out.

1. die out / live / kill / hunt
2. goat / cow / hen / leopard
3. plain / mountain / jungle / zoo
4. hunters / zookeepers / teachers / farmers
5. save / take care of / protect / hurt





C. Match columns A and B.

A

B

pay

wildlife

save

home

protect

care of

natural

nature

take

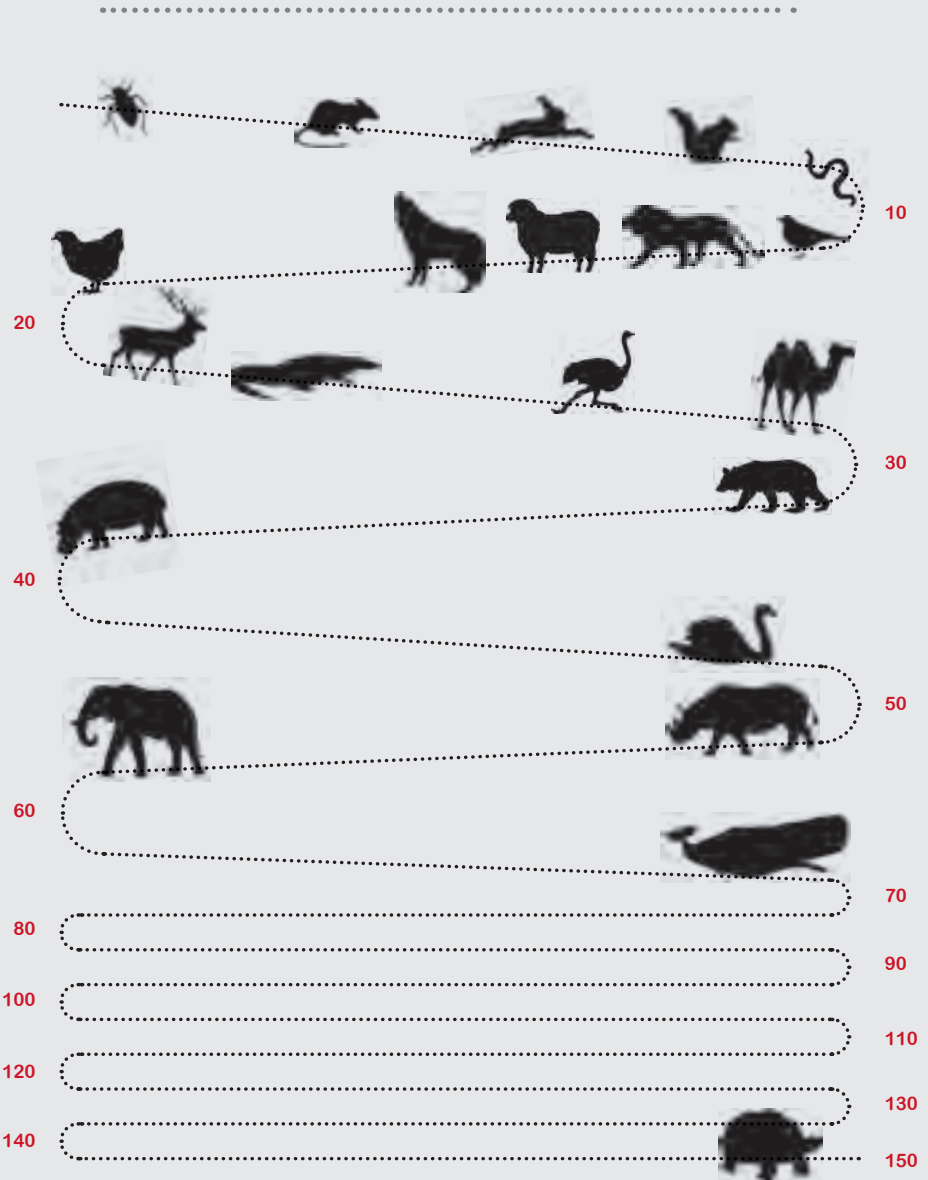
animals

hunt

attention

E. Look at the following graph. Order the following animals based on their average life span (from short to long).

elephant, lion, wolf, camel, whale, mouse, sheep



F. Fill in the blanks with the given words.

protect, injured, plain, future, relatives, destroyed



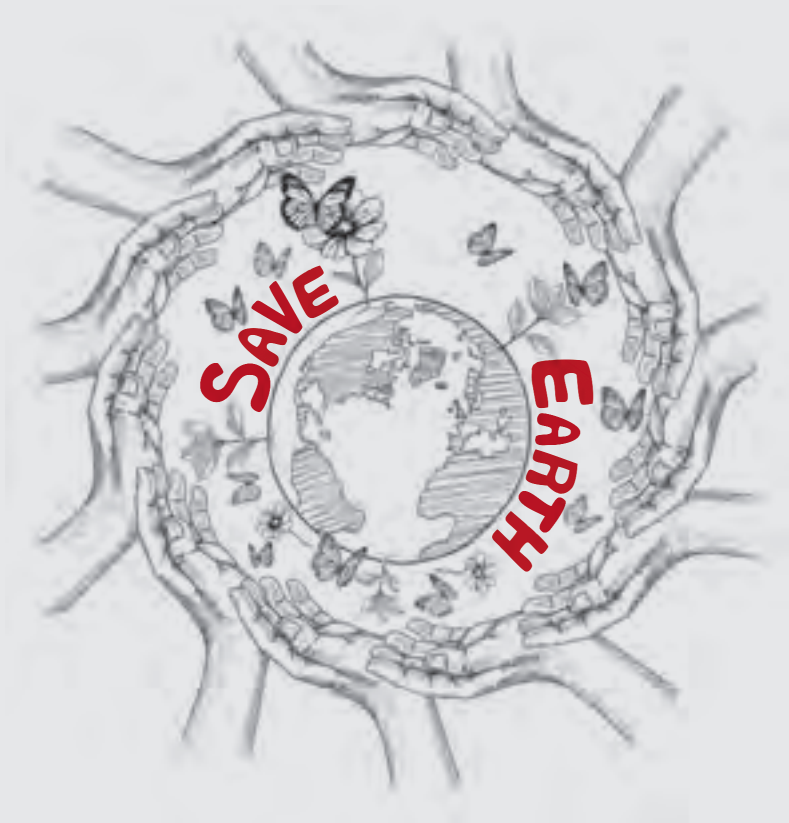
1. The hunters killed the tiger and its home.
2. There are lots of beautiful zebras living in this
3. I brought the bird into the room and took care of it.
4. Hopefully, people will pay more attention to wildlife in the
5. One of our is a zookeeper in Mazandaran.

Part IV

Pronunciation

Ask and answer with falling intonation.

1. Who will protect our Earth?
2. What will happen to endangered animals?
3. Who will protect our forests?
4. What are you going to do to save nature?



Part V
Writing

A. Unscramble the letters and make nouns. Then put nouns in the appropriate group.

gnuelj

denrfi

eret

etarw

nipa

itroisv

veol

umuems



people

place

idea

thing

.....

.....

.....

.....

.....

.....

.....

.....

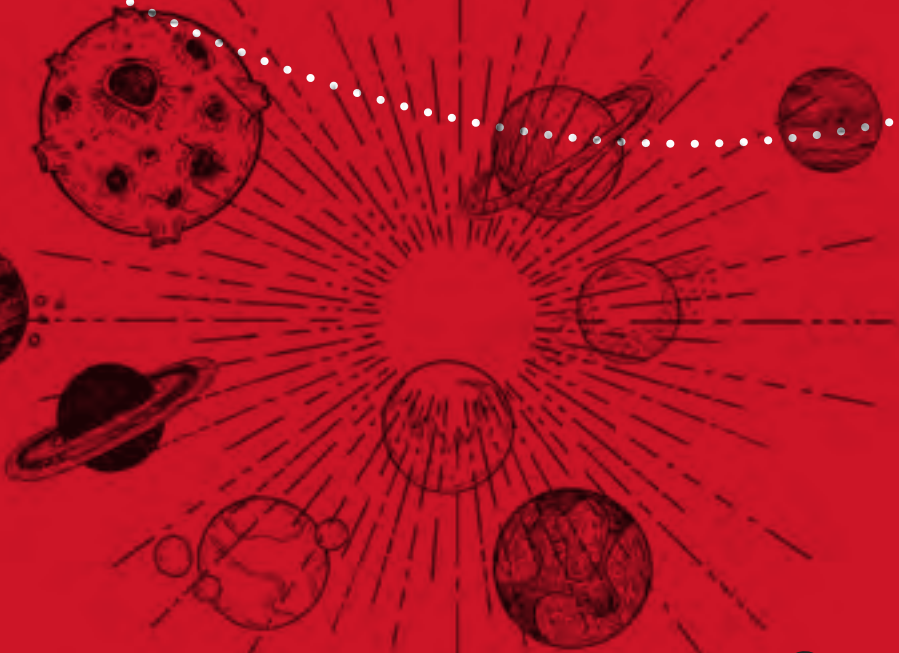
B. Read the text in Part I.

1. Find all singular nouns. Change them into plural.
2. Find all plural nouns. Change them into singular.





LESSON 2



Wonders of Creation

Part I

Reading Comprehension

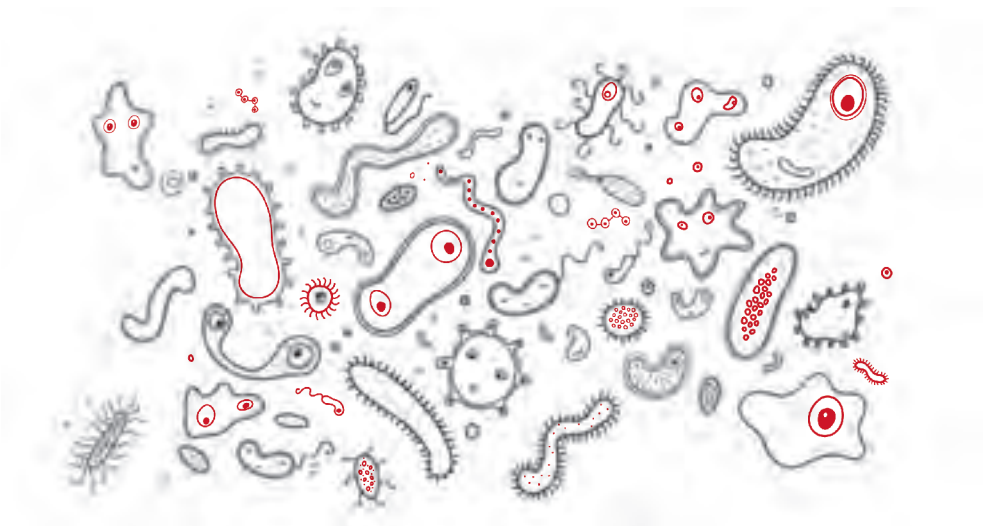
Microbes

Microbes are really wonderful. They are everywhere! They live all around you, on you and inside you! Microbes are very small, so you can't see them. But don't worry. Some microbes make you sick but most others keep you healthy and even help you to fight disease.

There are so many different types of microbes. We still don't really know how many there are, but we know that microbes do lots of different things. Bacteria and viruses are two important types of microbes.

Bacteria are really important microbes. They are very small. They have only one cell. Bacteria can live in any area of the earth. They aren't all bad; in fact you couldn't live without some bacteria!

Viruses are among the smallest microbes on the earth, even smaller than bacteria. They are different from bacteria because they cannot live on their own. Viruses need to be inside a living cell to live and grow. There aren't many good things about viruses – they usually attack your body and make you sick!



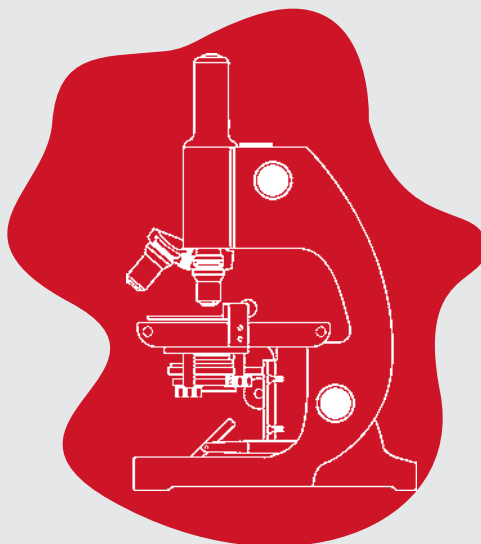
A. True or False

- 1) Microbe is an important type of bacteria. T F
- 2) Viruses can live in any place in the world. T F
- 3) Bacteria do not need to be inside a living cell to live. T F



B. Answer the following questions.

- 1) Where can we find bacteria?
.....
- 2) How are bacteria different from viruses?
.....
- 3) Do you like to see microbes under a microscope?
.....



C. Read the passage and find the following information.



	Paragraph number	Answer
1. Important types of microbes		
2. The home of viruses		
3. The number of bacteria's cells		

Part II

Grammar

A. Circle the correct answer.

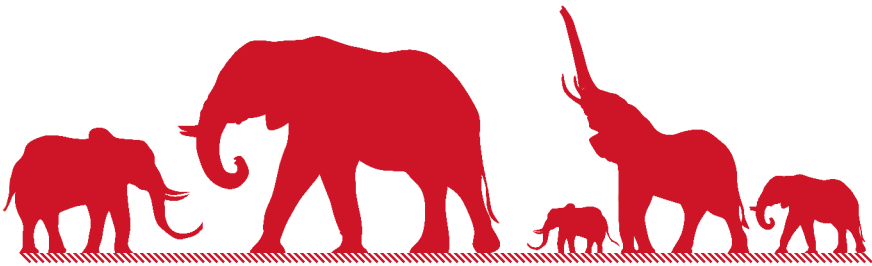
1. His new car is **faster** / **the fastest** than my car.
2. Russia is **bigger** / **the biggest** country of the world.
3. The whale is **heavier** / **the heaviest** sea animal.
4. Kazem is **taller** / **the tallest** player in the team.
5. Mary and Fatima are **older** / **the oldest** than Leila.



B. Fill in the blanks with the following adjectives.

bigger / biggest/ smaller/ African/ Asian/ strongest

Elephants are the and land animals in the world. They only eat plants and fruits. There are two types of elephants. The elephant lives in Africa and the Indian elephant lives in Asia. The African elephant is than the Indian elephant. It has larger ears, too. The Indian, or the elephant is than the African elephant and has smaller ears.



C. Now answer the following questions.

1. What type of elephant lives in Asia?
2. Is the African elephant smaller than the Asian elephant?
3. Do Indian elephants have bigger ears than African elephants?

D. Fill in the blanks with irregular comparative forms of the following adjectives.

good bad far



1. I know that my cooking is bad, but your cooking is
2. The bed was hard, but it was than nothing.
3. It's too dark. I cannot see than two meters.

Part III

Vocabulary

A. Match the words with their definitions:

1. a place from which people can watch the planets and stars
2. a large and round body of rock or gas that moves around the Sun
3. the yellow liquid that carries the blood cells
4. it uses lenses to make very small things look larger
5. it is inside your head and controls your body

a. planet

b. observatory

c. microscope

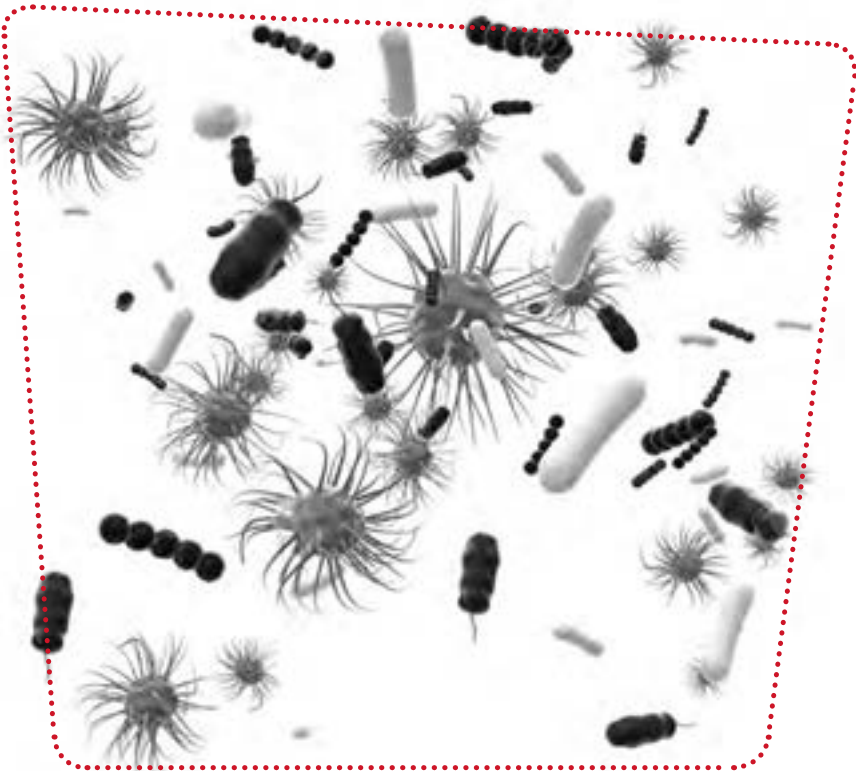
d. plasma

e. brain



B. One odd out.

- 1. interesting / amazing / useful / wonderful
- 2. Mars / Saturn / Jupiter / Sun
- 3. heart / brain / blood / moon
- 4. red / yellow / liquid / white
- 5. microbe / cell / virus / bacteria





C. Match columns A and B.

A

B

rocky

telescope

daily

planet

pump

blood

powerful

exercise

keep

healthy

E. Look at the picture and order the planets based on their size (from the largest to the smallest).



1.
2.
3.
4.
5.
6.
7.
8.

G. Fill in the blanks with the given words.

defend, healthy, moon, telescope, powerful

1. White blood cells body against diseases.
2. The sky is cloudy. We cannot see the tonight.
3. You need a microscope to see something so small.
4. Daily exercise keeps us strong and
5. The Hubble goes around Earth every 97 minutes.

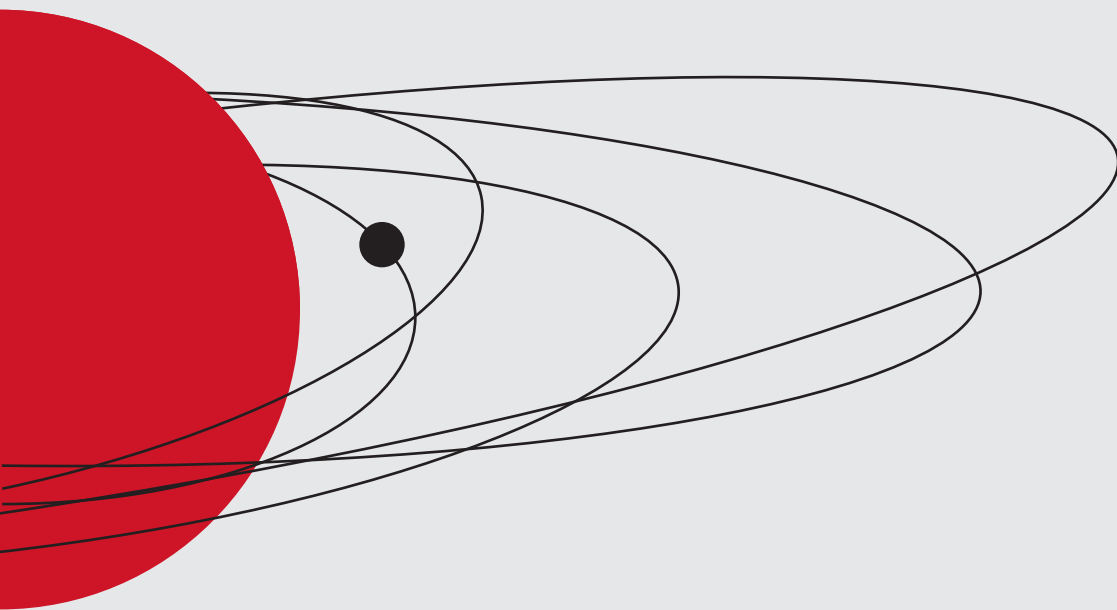


Part IV

Pronunciation

Ask and answer with appropriate intonation.

1. Is a cheetah faster than a lion?
2. Is football more interesting than volleyball?
3. Are you the tallest person in your family?
4. Is Mercury's orbit different from other planets' orbits?



Part V
Writing



////////////////////////////////////
A. Write the comparative and superlative forms of the following adjectives.

1. wonderful
2. interesting
3. dangerous
4. careless
5. useful

B. Compare each pair of things in the box. Write two sentences for each pair.

Compare	Adjectives
* Earth and Mars	* large / cold
1) cheetahs and lions	fast / strong
2) train travel and bus travel	cheap / safe
3) Abadan and Mashhad	busy / hot

- * Earth is larger than Mars.
- * Mars is colder than Earth.

1.

2.

3.

C. Read the text in Part I. Find all adjectives and change them into comparative and superlative forms.



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
get	got
give	gave
go	went
have	had
hear	heard
hit	hit
hurt	hurt
keep	kept
know	knew

Verb	Past simple
leave	left
lose	lost
make	made
meet	met
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
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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