

# PROSPECT

# 3

**English for Schools**



● **Student Book**

# انکلیسی ۳

پاپی

دوره اول متوسطه

وزارت آموزش و پرورش  
سازمان پژوهش و برنامه‌ریزی آموزشی



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH  
اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَآلِ مُحَمَّدٍ وَعَجِّلْ قَرَجَهُمْ



وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ لِلْعَالَمِينَ

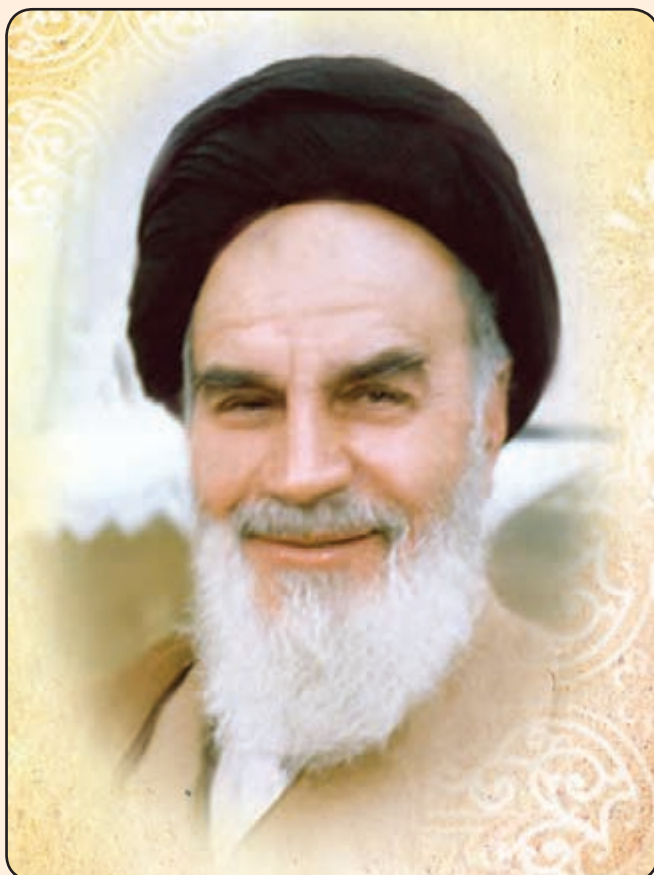
روم، ۲۲

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 ترجمه مرحومه دکتر طاهره صفارزاده )





پیش‌تر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا  
جزء برنامهٔ تبلیغات مدارس باشد... امروز مثل دیروز نیست که صدای ما از ایران بیرون  
نمی‌رفت. امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.  
امام خمینی (قُدَسِ سِرُّهُ)

## بسمه تعالی

### مقدمه

با استعانت از پروردگار متعال و در سایه عنایات حضرت ولی عصر (عج) الله تعالی فرجه الشریف)، سومین کتاب از مجموعه کتاب‌های آموزش زبان انگلیسی با نام Prospect 3 برای آموزش در پایه نهم تحصیلی تألیف گردید و هم اکنون پیش روی شماست.

برای آشنایی بیشتر با ویژگی‌های کلی مجموعه و کتاب حاضر، ضمن دعوت از مخاطبان به مطالعه مقدمه کتاب‌های پایه هفتم و هشتم، نکات ذیل نیز به عنوان ویژگی‌های خاص کتاب زبان انگلیسی پایه نهم معرفی می‌گردد:

– کتاب Prospect 3 دارای شش درس است که همانند کتاب‌های پایه هفتم و هشتم، هر درس حول یک مضمون (Theme) و یک یا چند کنش ارتباطی (Function) سازمان بندی و تألیف شده است. در این کتاب مضامین درس‌ها به تدریج از حیطه شخصی خارج گردیده و با افزایش سطح زبانی دانش‌آموزان، موقعیت‌ها و بافت‌های اجتماعی و زبانی پیشرفته‌تری در هر درس ارائه گردیده است.

– در ادامه منطقی فرایند سواد آموزی که در کتاب Prospect 1 با سطح آموزش الفبا آغاز گردید و در کتاب Prospect 2 با آموزش دو نویسه‌ها (diagraphs) و زنجیره‌های تلفیقی (blends) ادامه یافت، در کتاب حاضر، آموزش لحن بیان جملات (Intonation) مورد توجه قرار گرفته است و بخش Language Melody به کتاب افزوده شده است. در این بخش دانش‌آموزان با لحن بیان جملات پرکاربرد زبان انگلیسی به طور کلی و اجمالی آشنا می‌شوند. شایان ذکر است هدف و برنامه کتاب Prospect 1 در بخش سواد آموزی صرفاً آموزش حروف الفبا می‌باشد که در نهایت به سطح خواندن و نوشتن «واژه» (word) منتهی می‌گردد و در کتاب Prospect 2 نیز دانش‌آموزان پس از آشنایی بیشتر با زنجیره‌های متداول تلفیقی الفبای زبان انگلیسی در خواندن و نوشتن واژه‌ها مهارت و تسلط بیشتری پیدا می‌کنند. همچنین کتاب Prospect 2 سطح «گروه» (Phrase) را در بخش خواندن و نوشتن به عنوان هدف آموزشی خود در نظر گرفته است. در کتاب Prospect 3 این گستره به سطح «جمله» افزایش می‌یابد و از دانش‌آموزان انتظار می‌رود بتوانند جملات پایه زبان انگلیسی را با لحن صحیح خوانده و آنها را بنویسند.

– در کتاب حاضر، بخش مستقلی برای آموزش دستور زبان اختصاص یافته است که در هر درس به آموزش یک نکته دستوری (Grammatical) اصلی و یک نکته آموزشی جنبی در قالب بخش See also می‌پردازد. نکات دستوری انتخاب شده برای بخش دستور زبان (Grammar) از بین پر بسامدترین ساختارهای زبان انگلیسی انتخاب شده که در عین حال تمامی این نکات به صورت ضمنی در کتاب‌های پایه هفتم و هشتم مورد استفاده قرار گرفته و برای دانش‌آموزان آشنا می‌باشند. شیوه آموزش دستور زبان در این کتاب منطبق با فضا و اهداف رویکرد ارتباطی تنظیم شده است و دبیران گرامی می‌توانند با مراجعه به راهنمای معلم این پایه با فرایند دقیق آن آشنا شوند.

همچون گذشته به دبیران گرامی توصیه می‌شود در این کتاب نیز روند آموزش خود را منطبق با شیوه تدریس طرح شده در کتاب راهنمای معلم تنظیم نمایند. همچنین ذکر این نکته ضروری است که مجموعه کتاب‌های سه جلدی Prospect که برای آموزش دوره متوسطه اول تدوین گردیده‌اند به لحاظ محتوا و صورت، مجموعه‌ای منسجم و به هم پیوسته هستند و این مجموعه خود زیربنای آموزش زبان انگلیسی در دوره متوسطه دوم (کتاب‌های Vision) می‌باشد، لذا اظهار نظر و نقد هر یک از این کتاب‌ها هنگامی مفیدتر و کاراتر است که با نگاهی به کلیت مجموعه‌های تدوین شده برای این دوره مجموعاً شش ساله انجام شود.

ارزشیابی بسته آموزشی این پایه نیز از هر چهار مهارت به صورت مستمر و پایانی صورت می‌گیرد. شیوه نامه ارزشیابی در وبگاه گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی قابل مشاهده است.

در خاتمه مجدداً یادآور می‌شود که بسته آموزشی حاضر نیز 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، کتاب گویا (فایل صوتی) و فلش کارت آموزشی مخصوص دبیران و همچنین لوح فشرده آموزش معلمان (برفراز آسمان)، مجموعه کاملی را در اختیار فراگیران قرار داده است، لذا معرفی و استفاده از کتاب‌ها و بسته‌های کمک آموزشی موازی که در طرح سامان بخشی کتاب‌های کمک آموزشی دفتر فناوری و انتشارات کمک آموزشی سازمان پژوهش و برنامه‌ریزی آموزشی به تصویب نرسیده‌اند و در اکثر موارد انطباق چندانی با برنامه درسی ملی و اهداف بسته آموزشی حاضر ندارند، هیچ‌گونه ضرورتی ندارد.

بی‌شک تحقق اهداف مورد نظر این بسته آموزشی نیازمند حمایت‌های همه جانبه 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.

• دبیران گرامی و دانش‌آموزان محترم، برای دریافت کتاب گویا (فایل صوتی) به وبگاه گروه زبان‌های خارجی به نشانی زیر مراجعه نمایند.

گروه زبان‌های خارجی

دفتر تألیف کتاب‌های درسی عمومی و متوسطه نظری

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# Map of Prospect 3

Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
<p><b>Lesson 1</b> <b>Personality</b></p> <p>Talking about Personality</p> <p><b>15-27</b></p>	<p>Personality (shy, angry, brave,...)</p>	<p>Falling Intonation (to be statements)</p>	<p>Simple Present Tense (to be)</p>	<p>Contraction of "to be" Verbs</p>	<p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>- Are you hard-working?</li> <li>- Yes, I am.</li> <li>- What's your friend like?</li> <li>- He's very funny.</li> </ul> <p>- Let me check it in the dictionary.</p>
<p><b>Lesson 2</b> <b>Travel</b></p> <p>Talking about Travel</p> <p><b>29-41</b></p>	<p>Travel (tickets, fill out, receptionist,...)</p>	<p>Rising Intonation (to be questions)</p>	<p>Present Continuous Tense</p>	<p>Possessive ('s and of)</p>	<p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>- Are you visiting Tehran?</li> <li>- Yes, I am.</li> <li>- Who is speaking English now?</li> <li>- Sara.</li> </ul> <p>- I'm interested in ... , How about you?</p>
<p><b>Review 1</b></p>	<p><b>Lessons 1 - 2</b></p>				



Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
<p><b>Lesson 3</b> <b>Festivals and Ceremonies</b></p> <p>Talking about Festivals and Ceremonies <b>49-61</b></p>	<p>Festivals and Ceremonies (fireworks, national anthem,...)</p>	<p>Rising Intonation (do/does questions)</p>	<p>Simple Present Tense (do/does)</p>	<p>Possessive Adjectives</p>	<p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>- Do you buy new clothes for the new year?</li> <li>- Yes, I do.</li> <li>- Does he recite the Holy Quran at the turn of the year?</li> <li>- Yes, he does.</li> <li>- Wish you a great holiday.</li> <li>- Happy New Year.</li> </ul>
<p><b>Lesson 4</b> <b>Services</b></p> <p>Talking about Services <b>63-75</b></p>	<p>Services (hire, recharge, emergency, ...)</p>	<p>Falling Intonation (wh questions)</p>	<p>Wh Questions</p>	<p>Adverbs of Frequency</p>	<p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>- What's her job?</li> <li>- She's an employee.</li> <li>- What time does it open?</li> <li>- It opens at 8 in the morning.</li> <li>- I'd like to know your home address.</li> </ul>
<p><b>Review 2</b></p>	<p><b>Lessons 3 - 4</b></p>				

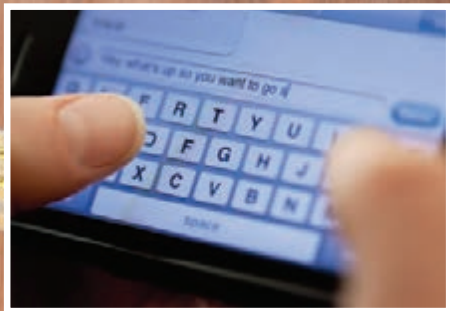
Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
<p><b>Lesson 5</b> <b>Media</b></p> <p>Talking about Media</p> <p><b>81-93</b></p>	<p>Media (connect, interview, online,...)</p>	<p>Rising Intonation (surprises)</p>	<p>Past Tense (Regular)</p>	<p>Past Tense of "to be"</p>	<p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>- Did the girls listen to the radio?</li> <li>- Yes, they did.</li> <li>- Who watched the movie last night?</li> <li>- My sister.</li> <li>- <b>Could you please give it to me?</b></li> </ul>
<p><b>Lesson 6</b> <b>Health and Injuries</b></p> <p>Talking about Health and Injuries</p> <p><b>95-107</b></p>	<p>Health and Injuries (bruise, plaster, hurt ,...)</p>	<p>Review</p>	<p>Past Tense (Irregular)</p>	<p>Object Pronouns</p>	<p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>- Did Mina have an accident?</li> <li>- Yes, she did.</li> <li>- Who had an accident?</li> <li>- Reza.</li> <li>- <b>Do you need help?</b></li> </ul>
<p><b>Review 3</b></p>	<p><b>Lessons 5 - 6</b></p>				

**Prospect**

**3**

# Spotlight





# Lesson 1



**Lesson**



**1**

**Personality**



# Lesson 1: Personality



## Conversation

Listen to the conversation between two cousins.

**Ehsan:** Who is your best friend at school?

**Parham:** Reza.

**Ehsan:** What's he like?

**Parham:** Oh, he is really great! He's clever and kind.

**Ehsan:** Is he hard-working too?

**Parham:** Yes! And he's always very helpful.

**Ehsan:** How?

**Parham:** He always helps me with my lessons.





## Practice 1 ⇨ Talking about personality (1)



✦ Listen to the examples. Then ask and answer with a friend.



- Are you hard-working?
- Is he clever?
- Is Zahra talkative?
- Are they neat?
- Are they upset?

Yes, I am.  
Yes, he is.  
No, she isn't.  
Yes, they are.  
No, they're not.



## Practice 2 ⇨ Talking about personality (2)



✦ Listen to the examples. Then ask and answer with a friend.



- What's your friend like?
- What's your mother like?
- What's he like?
- What's she like?
- What are you like?
- What are they like?

He's very funny.  
She's very kind and patient.  
He is quiet.  
She is clever.  
I'm a bit serious.  
They are very kind.





angry



brave



careless



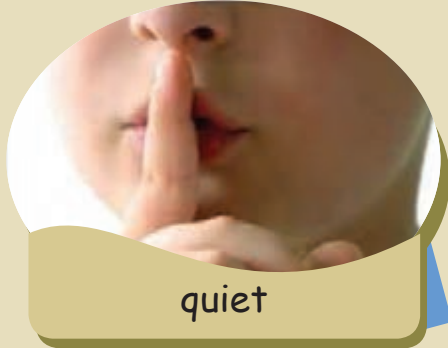
cruel



rude



nervous



quiet



funny



selfish



neat



❖ Listen to the conversation and pay attention to the intonations of 'affirmative' sentences.

**Teacher:** Farzaneh is a clever student. Everybody likes her.

**Samira:** Yes. I know. She is also very helpful.

**Teacher:** Well, you can ask her for help.

**Samira:** Ok, I'll ask her to help me with my English.

❖ Listen to the sentences below and then practice.



1. He's very kind. →
2. She's very patient. →
3. You are very clever. →
4. Everybody likes her. →
5. I do my homework. →
6. She works for a company. →



**Talk to Your  
Teacher**

**Let me check it in the dictionary.**

# Grammar

Look at the tables below and listen to your teacher's explanations.

Affirmative		
I	am	happy.
He She	is	
We You They	are	

Ali **is** clever.  
It **is** red.  
Zahra and Nadia **are** generous.

Question		
Am	I	careful?
Is	he she	
Are	we you they	

I **am not** talkative.  
He **is not** shy.  
They **are not** rude.

There	is	an	eraser	in the classroom.
		a one	computer	
are	two three many some	students		

Is there an apple on the table? Yes there is.

There aren't/are not many tourists in this city.



## See also

I **am** a teacher. = I'**m** a teacher.

He **is** polite. = He'**s** polite.

It **is** cold. = It'**s** cold.

We **are** Iranian. = We'**re** Iranian.

You **are** students. = You'**re** students.

They **are** hard-working. = They'**re** hard-working.

I'**m not** talkative.

He'**s not** shy. = He **isn't** shy.

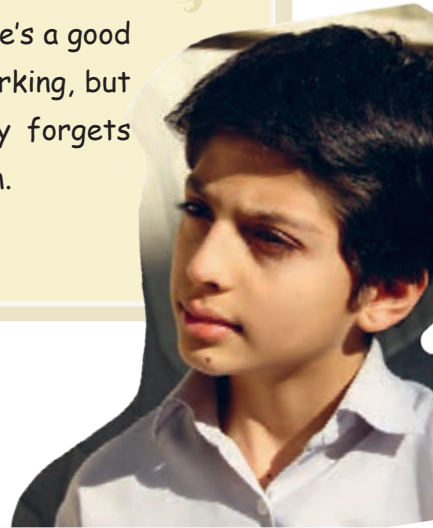
They'**re not** rude. = They **aren't** rude.



## Find it

Find and underline "to be" verbs in the passage below.

I'm Mohsen. This is my classroom. There are 25 students in my class. I have a lot of friends. My best friend is Vahid. He's a good student. He is helpful and hard-working, but he is not very careful. He usually forgets important things. It's a big problem.



## Tell Your Classmates

Tell your classmates five things about you and your family members.

Example: My sister is really kind.

1. 
- 2.
- 3.
4. 
- 5.

## Listening, Reading and Writing



A

Listen to the conversation and fill out the table below.



Name

.....

Personality

.....

.....

.....



B

Listen to the audio and answer the questions below.

1. What's Iran like?

Iran is a ..... country.

2. What are Iranian people like?

Iranian people are....., ....., ..... and .....



## Reading, Speaking, Listening and Writing

Read the following questions on card (A). Then ask your classmates and write their answers on card (B).

### Card A

#### Question

Are you brave?

Is your brother talkative?

Are your family members neat?

Who is brave?

Who is friendly?

What's your father like?

### Card B

#### Answer

.....

.....

.....

.....

.....

.....

## Role Play

Talk with your classmates about the personality of your friends/ classmates/ teachers/ relatives.



# Lesson 2



**Lesson**



**2**

**Travel**



## Lesson 2: Travel



### Conversation

Listen to the conversation between a tourist and a receptionist.

**Receptionist:** Welcome to our hotel sir, how can I help you?

**Tourist:** My name is Paul Kress. I'm from Germany. I have a reservation here.

**Receptionist:** I see! Are you staying here for two nights?

**Tourist:** Yes, my wife and I are visiting Tehran for three days.

**Receptionist:** Where is she now? I need to check her passport.

**Tourist:** She's standing over there, by the gift shop. Here is her passport.

**Receptionist:** Thank you. This is your key. It's room 213. Hope you enjoy your stay in Tehran.



## Practice 1 ⇨ Talking about Travel (1)



❁ Listen to the examples. Then ask and answer with a friend.



- Are you visiting Tehran?
- Are they traveling around the world?
- Is Paul booking a room?
- Is Kate checking the map?

Yes, I am.

No, they aren't.

Yes, he is.

No, she's reading the guide book.



## Practice 2 ⇨ Talking about Travel (2)



❁ Listen to the examples. Then ask and answer with a friend.



- Who is speaking English now?
- What is he doing?
- Where is Ali going?
- What are you doing?
- How are they traveling?

Sara.

He is buying a ticket.

He's going to Mehrabad Airport.

I'm filling out the reservation form.

They are traveling by train.





buy a ticket



check the passport



check in

Tuesday	
Lesson 1	8:00 - 8:45
<b>Mathematics</b>	<b>15</b>
Lesson 2	8:55 - 9:40
<b>Mathematics</b>	<b>15</b>
Lesson 3	9:50 - 10:35
History	11
	10:45 - 11:30

check the timetable



take off

land





exchange money



fill out the form



book a hotel



pack for a trip




talk to a receptionist



❖ Listen to the conversation and pay attention to the intonation of “Yes/No questions” (to be).

- Kiana:** Are you working with the computer now?  
**Sara:** Yes, I'm searching for a hotel in Sanandaj.  
**Kiana:** Is it possible to book it online?  
**Sara:** Yes, of course.

❖ Listen to the questions below and then practice.

- 
1. Is it a beautiful country? ↗
  2. Is he a tourist? ↗
  3. Are you staying here? ↗
  4. Is she searching for a hotel? ↗
  5. Are you traveling to Shiraz? ↗
  6. Are they checking out? ↗



**Talk to Your  
Teacher**

**I am interested in ... ,  
How about you?**

# Grammar

Look at the tables below and listen to your teacher's explanations.

Affirmative			
I	am	speaking	Persian. English. Arabic. French. German.
He	is		
They	are		

I **am not** speaking Persian.

I'm **not** speaking Persian.

She **is not** writing a letter.

She's **not** writing a letter.

She **isn't** writing a letter.

You **are not** reading a book.

You're **not** reading a book.

You **aren't** reading a book.

Yes/No Questions				
Am	I	reading	a book	?
Is	he		short stories	
Are	they		newspapers	
			a poem	

Is Sara **booking** online?

Are you **visiting** Iran?

Wh Questions				
How	am	I	going	?
	is	he		
Where	are	they		

What **is** she playing?  
 Who **is** speaking to the teacher?

**See also**

Kate's scarf  
 Jack's shirt  
 Teachers' office

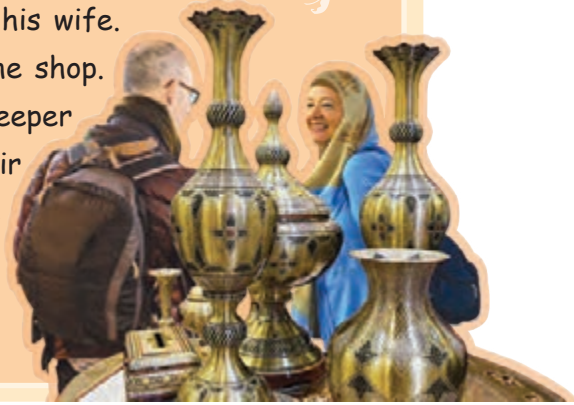
The wheels **of** the car  
 The legs **of** the chair  
 The door **of** the room.



## Find it

Find and underline “present continuous tense” in the passage below.

This is Paul. He is a tourist from Germany. He's going into a gift shop with his wife. They are opening the door of the shop. Now, they're talking to the shopkeeper to find suitable gifts for their daughters. Paul's daughters are living in Spain now.



## Tell Your Classmates

Tell your classmates five activities you guess your family members are doing now.

Example: I guess my brother is praying now.

1. 
2. 
3. 
4. 
5. 

## Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. Where is Brenda from?

She is from .....

2. What's Brenda doing?

She ..... the website.

3. What is her problem?

.....



B

Listen to the audio and answer the questions below.

1. Where is Mehmet from?

He is from.....

2. Where is Mehmet going to?

He's .....

3. What's he asking about?

.....



## Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

### Card A

#### Question

What are you doing now?

What is he/she doing?

Who is brave?

What's our teacher doing?

What is your best friend doing?

Who is doing his/her homework?

### Card B

#### Answer

.....

.....

.....

.....

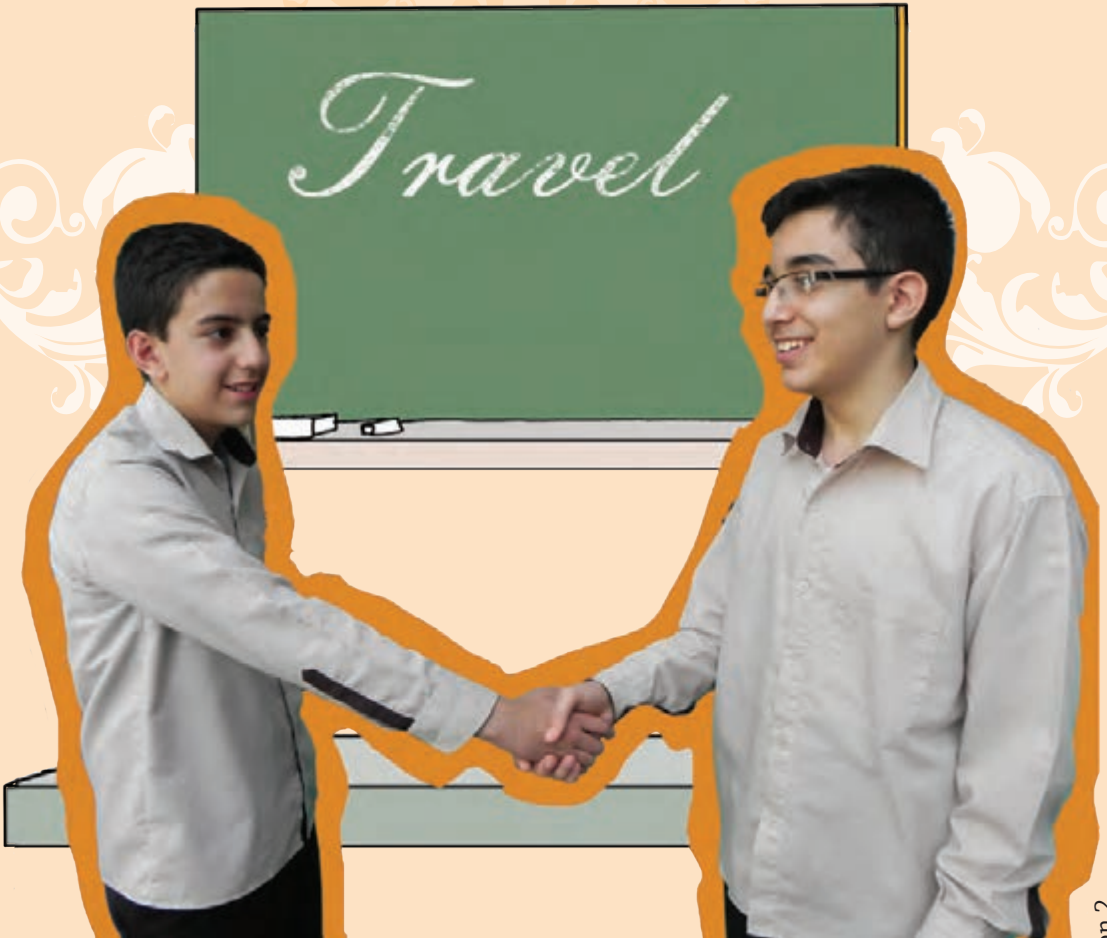
.....

.....



## Role Play

Play the roles of a tourist and a receptionist with one of your classmates. Follow the conversation of the lesson.



# Review 1




## Review 1

### Lessons 1-2



#### Talking about Personality

##### Check if

a) You can talk about people's personalities.

1. My teacher is .
2. Your father is .
3. They .



b) You can ask about personality.

1. What's  like?
2. What are  ?





#### Talking about Travel

##### Check if

a) You can ask about travel.

1. Are you traveling  ?
2. Is  ?



b) You can ask about travel.

1. Who is traveling to  ?
2. Where is  ?
3. How  ?
4. What  ?

## Language Melody

### Check if

a) You can produce some sentences with falling and rising intonations.

1. He is funny. 
2. Is he funny? 

b) You can write some sentences with falling and rising intonations.

1. ....
2. ....
3. ....
4. ....

## Vocabulary

### Check if

a) You can write some words related to personality and travel.

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

# Review 1

b) You can write the relevant word(s) for each picture (personality and travel).



.....



.....



.....



.....



## Grammar

### Check if

a) You can change the sentences below.

1. She is talkative.

Contracted form: .....

Question: Is ..... ?

Negative: .....

2. There is a gift shop here.

Question: Is ..... ?

Negative: .....

# Review 1

b) You can change the sentences below.

1. John is reading a short story.

Contracted form: .....

Question: Is .....?

Negative: .....

2. Minoo is traveling to Gorgan by plane.

Who is ..... ?

Where ..... ?

How ..... ?

c) You can write a correct phrase for each photo. Use ('s) or (of).



.....



.....

# Lesson 3





**Lesson**



**3**

# **Festivals and Ceremonies**

# Lesson 3: Festivals and Ceremonies



## Conversation

Listen to the conversation between two friends.

- Elham:** I just love New Year holidays!
- Nasrin:** Oh, yes, me too. It's really great.
- Elham:** We normally visit our relatives in Norooz. It's fun!
- Nasrin:** Do you get New Year gifts too?
- Elham:** Sure! We usually get money. I really like it.
- Nasrin:** Well..., We always go to my grandparents' houses.
- Elham:** That's nice! Does your grandmother cook the New Year meal?
- Nasrin:** Actually, she doesn't. My mother makes it.



## Practice 1 ⇨ Talking about Festivals and Ceremonies (1)



✿ Listen to the examples. Then ask and answer with a friend.



- Do you buy new clothes for the New Year?
- Do you and your cousins set the Haft Seen table?
- Do young children color the eggs?
- Do Chinese people buy gold fish for the New Year?

Yes, I do.

No, we don't.

Yes, they usually color them.

No, they don't buy goldfish.



## Practice 2 ⇨ Talking about Festivals and Ceremonies (2)



✿ Listen to the examples. Then ask and answer with a friend.



- Does he recite the Holy Quran at the turn of the year?
- Does your father give you New Year gifts?
- Does she have many friends?
- Does your mom make a special food for Norooz?

Yes, he does.

No, he doesn't.

Yes, she has many friends.

No, she doesn't make a special food.





make lunch/dinner



bake a cake



set the table



sing the national anthem



hold a ceremony



watch fireworks



read poems of Hafez



wear special clothes



go out on Nature Day



clear the table

## Language Melody



- ❖ Listen to the conversation and pay attention to the rising intonation of “Yes/No questions” (do/does).

**Sam:** Shayan, do you like spring?

**Shayan:** Yes, I like spring a lot.

**Sam:** Do you like rainy weather?

**Shayan:** Oh yes! But not on Nature Day.

**Sam:** Why not?

**Shayan:** Because we always go out on 13<sup>th</sup> of Farvardin.



- ❖ Listen to the questions below and then practice.



1. Do you like rainy weather? ↗
2. Does it rain a lot in Tehran? ↗
3. Does she cook lunch? ↗
4. Do you tell stories? ↗
5. Does he like spring? ↗
6. Does she eat nuts? ↗



**Talk to Your  
Teacher**

- Wish you a great holiday!
- Happy New Year!

Look at the tables below and listen to your teacher's explanations.

Affirmative		
I We You They	like	New Year holidays.
He She	likes	

We study English.  
 Yasin reads a newspaper.  
 Ali watches TV.  
 Zahra studies her lessons.

Negative				
I We You They	do	not	buy	new clothes.
He She	does			

I don't play tennis.  
 Zahra doesn't wash the dishes.

Question				
Do	I we you they	buy	goldfish	?
Does	he she Hamid			

## See also

I read **my** book.

You wash **your** car

He cleans **his** room.

She studies **her** lessons.

The cat drinks **its** milk.

We paint **our** house.

They eat **their** lunch.

I	→	my
you		your
he		his
she		her
it		its
we		our
they		their



## Find it

Find and underline “simple present tense” in the passage below. Then find and underline “possessive adjectives”.

Ahmed is from Turkey and he lives in Istanbul. Fitr Eid is an important religious holiday in his country. He likes this day a lot. It's on the first day of Shawwal. On Fitr Eid, Muslims don't fast. They say their Eid prayers before noon. In all Muslim countries people hold the same ceremony.



## Tell Your Classmates

Tell your classmates five things about Festivals and Ceremonies.

Example: I really like Fajr Film Festival.

- 1.
- 2.
- 3.
- 4.
- 5.



## Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. What do they eat?

They eat ..... and .....

2. What do they listen to?

They listen to .....

3. Do they stay home at Yalda Night?

.....



B

Listen to the audio and answer the questions below.

1. Does the New Year start in March?

No, it starts in ..... or .....

2. Does it change every year?

Yes, it .....

3. What does everyone wear?

.....

4. What do older people give to children?

.....



## Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

### Card A

#### Question

Does your grandparent tell you stories?

Do you wear special clothes on New Year holidays?

Do you visit your relatives?

Do you get gifts?

Does your father work on holidays?

### Card B

#### Answer

.....

.....

.....

.....

.....

## Role Play

Talk with your classmates about national and international festivals.

*Festivals and  
Ceremonies*



# Lesson 4



**Lesson**



**4**

**Services**

# ❖ Lesson 4: Services



## Conversation

❖ Listen to the conversation between Pedram and a tourist.

**Tourist:** Excuse me sir! Can you help me please?

**Pedram:** What can I do for you?

**Tourist:** I want a postcard, an envelope and a stamp.

**Pedram:** Umm..., you can get them from a post office.

**Tourist:** Where is the post office?

**Pedram:** Actually it's near here. It's just round the corner.

**Tourist:** Good! Thank you. What time does it open?

**Pedram:** It opens at 8.

**Tourist:** Thanks a lot!





## Practice 1 ⇨ Talking about Services (1)



✦ Listen to the examples. Then ask and answer with a friend.



- What is her job?
- Where is the post office?
- Who's that man?
- When is the break?

She's an employee.  
It's over there.  
He is a postman.  
It's at 9:30.



## Practice 2 ⇨ Talking about Services (2)



✦ Listen to the examples. Then ask and answer with a friend.



- What time does it open?
- When do they work?
- Who helps lost children?
- Where does she buy stamps?
- Why does he go to work by bus?
- How do you come to school?

It opens at 8 in the morning.  
They work from Saturday to Wednesday.  
The police help them.  
She buys them from a post office.  
Because it's fast and cheap.  
I take a bus.





call the emergency (115)



send an e-mail



take out money (ATM)



get on a bus



get off a bus



hire a taxi



open an account



put out fire



recharge the E-ticket



ask the information desk

## Language Melody



- ❖ Listen to the conversation and pay attention to the falling intonation of “Wh questions”.

**Clara:** Excuse me sir! I'm lost.  
**Police officer:** Don't worry. What's your name?  
**Clara:** My name's Clara.  
**Police officer:** Where do you live?  
**Clara:** On Main Street, near the gas station.  
**Police officer:** Don't worry. I can take you home.  
**Clara:** Thank you sir.

- ❖ Listen to these questions and then practice.



1. What's your name? →
2. How old are you? →
3. Where do you live? →
4. Why are you here? →
5. When does it open? →
6. Who is that man? →



**Talk to Your  
Teacher**

**I'd like to know about ... .**

# Grammar

Look at the tables below and listen to your teacher's explanations.

Wh Questions			
What	is	that	?
Where	are	those	

Who **is** your best friend?

Wh Questions				
When	do	I	go	?
Where		you		
Why	does	they		
How		he		

What do you study? I study **French**.

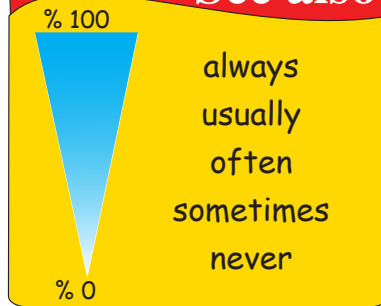
Where do you live? we live **in Marivan**.

What **does** your father do? He **teaches English**.

When **does** she wake up? she wakes up **at 6.00**.

Who helps children? **The teacher** helps children.

## See also



They never come late.  
She always studies hard.  
I always wake up at 5:30.  
He often plays outside.

## Find it

Find and underline “Wh Questions” in the conversation below.

- Parsa:** What's your favorite job?
- Hamid:** I like to be a firefighter.
- Parsa:** What does a firefighter do?
- Hamid:** He puts out fire and saves people's lives.
- Parsa:** And is it an easy job?!
- Hamid:** No! Actually it's very hard.
- Parsa:** When does a firefighter go to work?
- Hamid:** I think he goes to work on shifts.
- Parsa:** Oh! Where does he work?
- Hamid:** At a fire station.
- Parsa:** Is there a fire station near here?
- Hamid:** Yes, there's one over there.



## Tell Your Classmates

Tell your classmates five things about services.

Example: I recharge my E-ticket every week.

1. 
2. 
- 3.
- 4.
- 5.

## Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. What does he do?

He is .....

2. Where does he work?

He .....

3. When does his work start?

.....





**B**

Listen to the audio and answer the questions below.

1. What does Amir do?

He is a .....

2. Where does he work?

He works at .....

3. When does he go to work?

He goes .....

4. What time does he work?

.....



## Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

### Card A

#### Question

What's your name?

What do you do?

How old are you?

Where do you live?

What time do you wake up?

Why do you learn English?

When does your school start?

### Card B

#### Answer

.....

.....

.....

.....

.....

.....

.....

## Role Play

Talk with your classmates about services in your city. Follow the conversation of the lesson.



# Review 2

## Review 2 Lessons 3-4






### Talking about Festivals and Ceremonies

#### Check if

a) You can talk about festival activities.

1. We wear .
2. Iranians .
3. She .




b) You can ask about festival activities.

1. Do you celebrate .
2. Do  ?
3. Does  ?

### Talking about Services

#### Check if

a) You can talk about services.

1. Banks open at .
2. Firefighters .
3. Police .


b) You can ask about services.


1. What time do  ?
2. Where  ?
3. What  ?
4. Why  ?

## Language Melody

### Check if

a) You can produce some sentences with falling and rising intonations.

1. Do they eat nuts? 

2. What do they eat? 

b) You can write some sentences with falling and rising intonations.

1. ....

2. ....

3. ....

4. ....

## Vocabulary

### Check if

a) You can write some words related to festivals and services.

.....

.....

.....

# Review 2

b) You can write the relevant word(s) or phrase(s) for each picture.



.....



.....



.....



.....



.....



.....

## Check if

### a) You can change the sentences below.

1. Mary enjoys New Year holidays.

**Question:** Does she ..... ?

**Negative:** .....

2. Alex helps his mother a lot.

**Question:** Does ..... ?

**Negative:** .....

### b) You can write correct questions.

1. Mike studies his lessons in the afternoons.

What does he ..... ?

When ..... ?

Who ..... ?

2. Clara drives her car carefully on the highway.

How does ..... ?

Where ..... ?

What ..... ?

### c. You can rewrite these sentences correctly.

Jack and Jill have a house. .... house is really big.

Phillip's car is new. .... car is very fast.

My brother and I go to Shahid-e-Gomnaam School. .... school has 12 classes.

### d. You can write some sentences with adverbs of frequency.

She always helps .....

.....

.....

# Lesson 5





**Lesson**

**5**



**Media**

# Lesson 5: Media



## Conversation

Listen to the conversation between Mina and Mahsa over the phone.

**Mina:** Did you enjoy your weekend?

**Mahsa:** Yes, it was wonderful ! I attended Fajr International Film Festival.

**Mina:** Really? I am also interested in its events and movies.

**Mahsa:** Oh, did you watch the reports on TV last night?

**Mina:** Yes, I did, but I like to read about them.

**Mahsa:** Well, you can surf its website if you like. There are many interesting things there.

**Mina:** That's great! Could you please give me the website address?

**Mahsa:** Why not! Just a moment. Umm... I just texted it.

**Mina:** Thanks a lot.



## Practice 1 ⇨ Talking about Media (1)



✦ Listen to the examples. Then ask and answer with a friend.



- Did the girls listen to the radio?
- Did Mina surf the Internet?
- Did you watch the cartoon?
- Did Amir work with his computer?

Yes, they did.

No, she didn't.

Yes, we watched it.

No, he worked with his mobile.



## Practice 2 ⇨ Talking about Media (2)



✦ Listen to the examples. Then ask and answer with a friend.



- Who watched the movie last night?
- What did you do last week?
- What did Ali receive?
- When did they download the book?
- Where did she connect to the Internet?

My sister.

I attended Fajr International Film Festival.

He received an email.

They downloaded it yesterday.

She connected to the Internet at school.





interview somebody



text a message



receive an e-mail



update a blog



participate in an  
online course



connect to the Internet



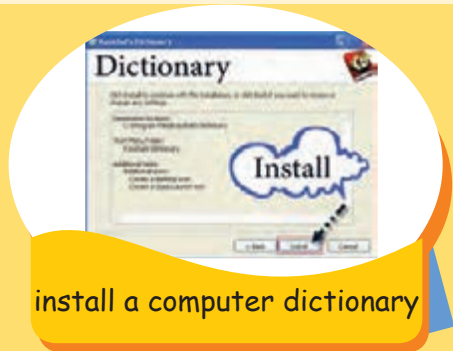
download something from the Internet



attend a TV program



use Information Technology (IT)



install a computer dictionary



Listen to the conversation and pay attention to the rising intonation of sentences with surprises.

- Mahdi:** There is a football match on TV tonight.  
**Sam:** That's great news! When?  
**Mahdi:** Around 7, I think.  
**Sam:** Really?! I get home at 6. We can watch it together.  
**Mahdi:** It's excellent! Please buy some fruits.  
**Sam:** Ok. That'll be all fun!

Listen to these sentences and then practice.



1. How fantastic! ↗
2. That's great! ↗
3. That's really nice! ↗
4. It's brilliant! ↗
5. Well done! ↗
6. It's amazing! ↗
7. What a wonderful day! ↗
8. What a beautiful flower! ↗

  
**Talk to Your  
Teacher**

**Could you please give it to me?**

# Grammar

Look at the tables below and listen to your teacher's explanations.

Affirmative			
I	watched	TV	yesterday. last night. last week. two days ago.
You We They			
He She			

He received an e-mail.  
They closed the door yesterday.

Negative			
I	did not/ didn't	download	the book.
You We They			
He She			

Yes/No Question				
Did	I	search	the Internet	?
	you we they			
	he she			

Who listened to the poem?

What did she do?

What did Amir update?

When did they connect to the Internet?

Where did you watch the movie?

## See also

### Past tense of "To Be"

I <b>am</b> happy.	I <b>was</b> happy yesterday.
He <b>is</b> happy.	He <b>was</b> happy last week.
She <b>is</b> happy.	She <b>was</b> happy last month.
They <b>are</b> happy.	They <b>were</b> happy last winter.
You <b>are</b> happy.	You <b>were</b> happy yesterday.
I <b>am</b> not happy.	I <b>was not/ wasn't</b> happy.

There **was** a newspaper in the library.

There **were** many messages in my mailbox.



## Find it

Find and underline "simple past tense" in the passage below.

Last weekend, something happened to our TV. It didn't work. At first, we were upset. But then we talked about our day. It was really fun! Later, we helped our mother and cleaned the house. In the afternoon, my grandfather showed us how to play an old game. We enjoyed it a lot. All day we were busy doing different things. At night, we all were happy. No one talked about TV!



## Tell Your Classmates

Tell your classmates five things you did yesterday.

Example: I watched TV yesterday.

- 1.
- 2.
- 3.
- 4.
- 5.





A

Listen to the conversation and answer the questions.

1. How was Behnam's summer?

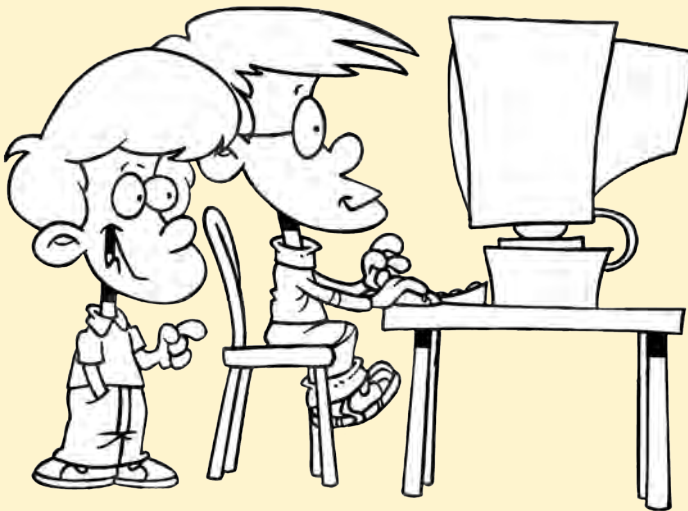
It was .....

2. What did he learn?

He ..... for doing his homework.

3. Did he learn to use the Internet for his English classes?

.....



B

Listen to the audio and answer the questions below.

1. How many movies were there in cinemas this summer?

There were .....

2. What did she watch in the cinema?

She .....

3. Where did she watch the comedy?

.....



## Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

### Card A

#### Question

Did you connect the Internet yesterday?

Did you call your grandmother last night?

What did your teacher do this morning?

Where did you watch your favorite movie?

Who used Information Technology in your class?

### Card B

#### Answer

.....

.....

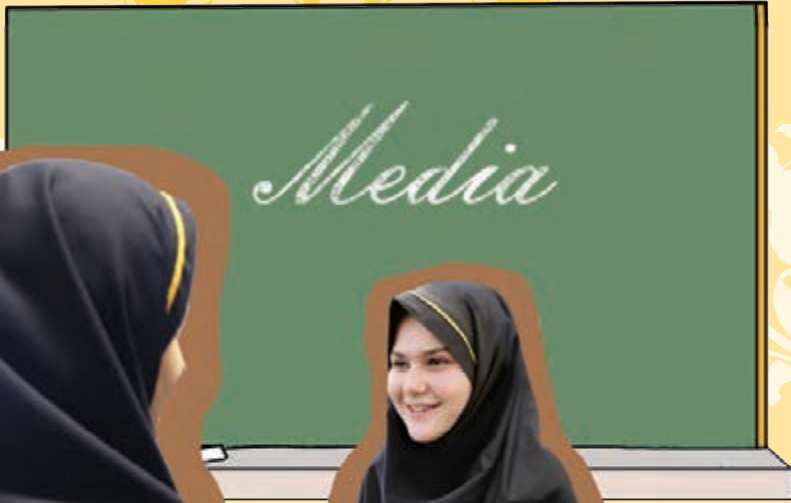
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.....

## Role Play

Play the roles of two friends talking about the media they usually use.



# Lesson 6



# Lesson 6



# Health and Injuries

# Lesson 6: Health and Injuries



## Conversation

Listen to the conversation between two friends.

**Reza:** We plan to go to the lake. Do you want to come?

**Ehsan:** I don't think so. I don't like school trips. Last summer I fell and broke my leg.

**Reza:** It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks!

**Ehsan:** That's too bad! I didn't know that.

**Reza:** Yeah..., but after that, I participated in Helal-e-Ahmar first aid classes. I learned how to take care of myself.

**Ehsan:** I like that. Can you give me some advice?

**Reza:** Sure!





## Practice 1 ⇨ Talking about Health and Injuries (1)



❁ Listen to the examples. Then ask and answer with a friend.



- Did Mina have an accident?
- Did Ali cut his finger?
- Did you break your leg?
- Did you hurt your back?

Yes, she did.

No, he didn't.

Yes, I broke my leg.

No, I didn't hurt my back.



## Practice 2 ⇨ Talking about Health and Injuries (2)



❁ Listen to the examples. Then ask and answer with a friend.



- Who had an accident?
- Where did she break her leg?
- How did Amir hurt his head?
- Why did they have an accident?

Reza.

She broke her leg in the park.

He hit his head on the door.

Because they drove fast.





She burned her hand.



He broke his leg.



He hit his head on the door.



It is bleeding.



It hurts a lot.



She cut her finger.



Please stick (put) a plaster on the wound.



I hurt my knee.



She takes care of her mother.



He has some bruises.



❖ Listen to the conversation and pay attention to rising and falling intonations.

**Student 1:** Excuse me teacher! Hamid cut his finger.

**Teacher:** What?! Let me see. Oh, does anyone have a plaster?

**Student 2:** I think I have one. Just a second!

**Teacher:** Please hurry up! It's bleeding.

**Student 2:** I found it. Here you are.

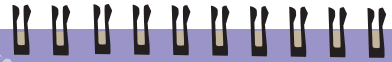


❖ Listen to these sentences and then practice.



Rising ↗

Is he clever?  
 Are they playing football?  
 Does he like summer?  
 Do they have their lunch at school?  
 It is fantastic!  
 What a beautiful flower!



Falling ↘

There is a cat in the yard.  
 We had an accident.  
 We live in Isfahan.  
 Where is my coat?  
 What do you study?  
 When did they go to school?

**Talk to Your Teacher**

**Do you need help?**

# Grammar

Look at the tables below and listen to your teacher's explanations.

Affirmative				
I	spoke	English	two days ago. yesterday. last night. last week.	
You We They				
He She				

Negative					
I	did not/ didn't	speak	English	two days ago. yesterday. last night. last week.	
You We They					
He She					

Yes/No Question				
Did	I	speak	English	?
	you we they			
	he she			

Who ate the cake?

What did she write?

What did Amir buy?

When did they read the book?

Where did you break your leg?

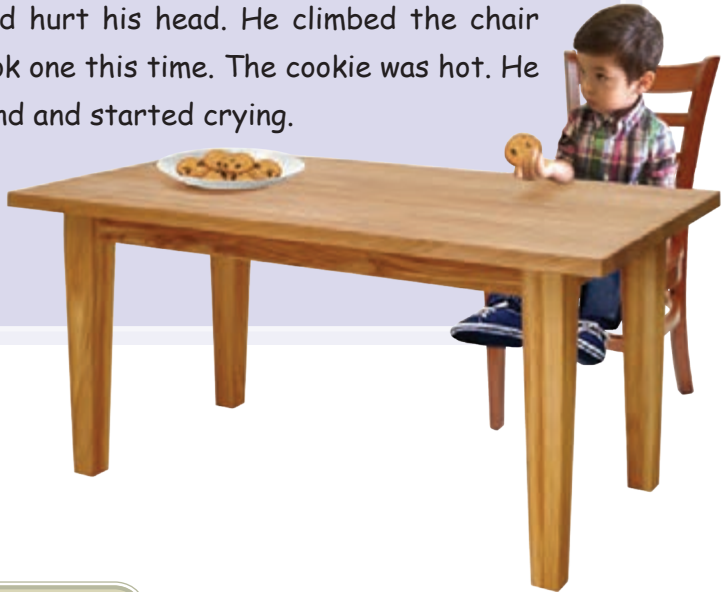
## See also

He called <b>me</b> .	I → me
I am talking to <b>you</b> .	you → you
Mina looked at <b>Zahra/ her</b> .	she → her
They saw <b>Ali/him</b> in the park.	he → him
You hurt <b>the cat/it</b> .	it → it
They invited <b>us</b> .	we → us
She read <b>the books/ them</b> .	they → them

## Find it

Find and underline “simple past tense” in the passage below.


My mom just baked some cookies. She put them on the table. My little brother Reza was hungry. He wanted a cookie. He climbed a chair to take it. He fell down and hurt his head. He climbed the chair again. He took one this time. The cookie was hot. He burnt his hand and started crying.



## Tell Your Classmates

Tell your classmates about five injuries you had in the last five years.

Example: I cut my finger last week.

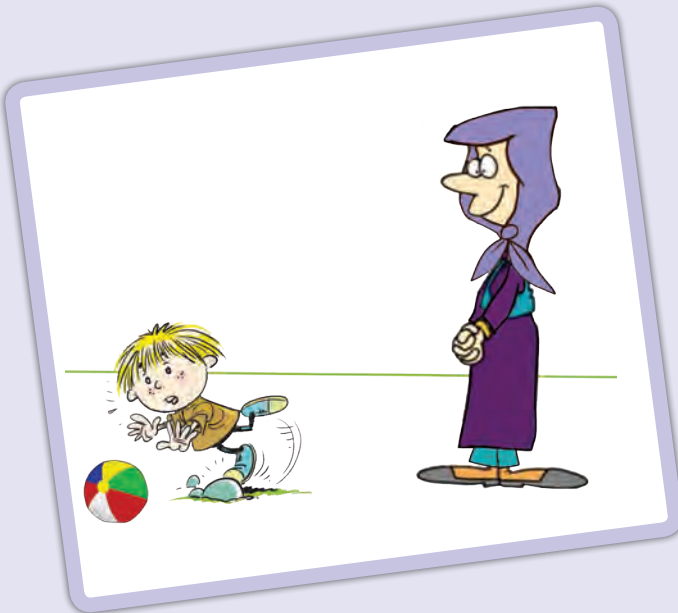
1. 
2. 
- 3.
- 4.
- 5.



A

Listen to the conversation and answer the questions below.

1. Why did the girl fall down?  
Because she didn't see .....
2. How did she break her leg?  
She .....
3. What did her mother do?  
.....





**B**

Listen to the audio and answer the questions below.

1. Who was in the fire?

.....

2. How did Omid hurt his back?

.....

3. Where is Omid now?

.....



**Omid Abbasi**

## Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

### Card A

#### Question

What was your last accident?

Where did it happen?

When did it happen?

What did you do?

Who helped you?

### Card B

#### Answer

.....

.....

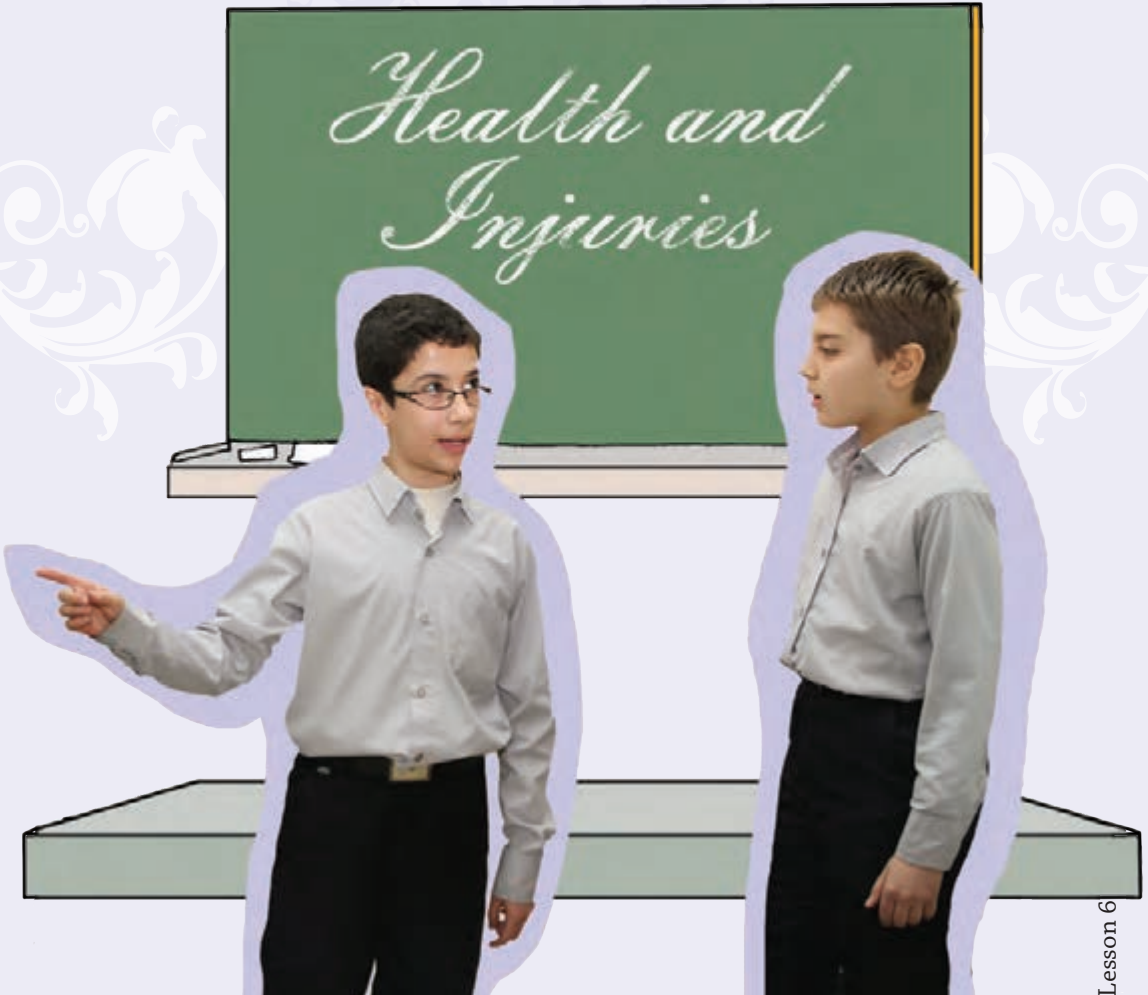
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## Role Play

Play the roles of two friends talking about their injuries. Follow the conversation of the lesson.



# Review 3




## Review 3 Lessons 5-6





### Talking about Media

#### Check if

a) You can talk about media.

1. I received a(n) .
2. My mother .
3. He .




b) You can ask about media.

1. Did you use your computer this morning?
2. Did she ?
3. Did they ?




### Talking about Health and Injuries

#### Check if

a) You can talk about injuries.

1. I cut my .
2. My grandmother .
3. The children .

b) You can ask about injuries.

1. When did the workers hurt ?
2. Where ?
3. Who ?

## Language Melody

### Check if

a) You can produce some sentences with falling and rising intonations.

1. It's wonderful! ↗
2. That's great! ↗
3. I like it. ↘
4. She burnt her hand. ↘

b) You can write some sentences with falling and rising intonations.

1. ....
2. ....
3. ....
4. ....

## Vocabulary

### Check if

a) You can write some words about media.

- |       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

Review 3

b) You can write the relevant word(s), phrase(s) or sentence(s) for each picture.



.....



.....



.....



.....



.....



.....

## Check if

### a) You can change the sentences below.

1. Mina texted a message to her sister.

Question: Did ..... ?

Negative: .....

2. My father listened to the radio this morning.

Question: Did ..... ?

Negative: .....

### b) You can write correct questions.

1. The firefighter hurt his hand last week.

When did ..... ?

Who ..... ?

What ..... ?

2. My brother had an accident on Azadi Street yesterday.

Who ..... ?

When ..... ?

Where ..... ?

### c. You can write some sentences with 'was' and 'were'.

There were .....

He/ She was .....

### d. Rewrite the sentences using objective pronouns.

1. Zahra saw Mina at school.

.....

2. Amir played with his toys at home.

.....

3. The old woman hurt her back.

.....



# Photo Dictionary





# Lesson 1

## Personality



an **angry** kid



a **brave** soldier



a **careless** man



a **cruel** boy



a **funny** story



a **neat** person



a **nervous** boy



a **quiet** place



a **rude** kid



a **selfish** person



a **hard-working** worker



a **lazy** person



a **shy** girl



a **generous** girl



## Lesson 2

### Travel



buy a ticket



check the passport



check in



check the timetable



take off



exchange money



fill out a form



book a hotel



Pack for a trip



talk to a receptionist



weigh the baggage



baggage reclaim



board the plane



make a voyage



take an express train



pay toll



## Lesson 3

### Festivals & Ceremonies



make lunch/dinner



bake a cake



set the table



sing the national anthem



hold a ceremony



clear the table



watch fireworks



read poems of Hafez



wear special clothes



go out on Nature Day



celebrate a religious holiday



watch military parade





commemorate NE \* martyrs



Islamic-Iranian culture



Islamic revolution anniversary



\* NE: Nuclear Energy

## Lesson 4 Services



get on a bus



get off a bus



take out money from an ATM



send an e-mail



hire a taxi



open an account



put out fire



recharge your E-ticket



call the emergency(115)



ask the information desk



donate blood



do voluntary work



help charity



bring to the ER\*



keep the city clean

\* ER: Emergency Room

## Lesson 5 Media



interview somebody



text a message



receive an e-mail



update a blog



participate in an online course



connect to the Internet



download something from the internet



attend a TV program



use IT



install a computer dictionary



look at the newsstand



watch a quiz show



see a war movie



change the TV channels



install an antivirus program

## Lesson 6

### Health and Injuries



She burned her hand.



He hit his head on the door.



He broke his leg.



It is bleeding.



It hurts a lot.



Stick/put a plaster on the wound.





I hurt my knee.



She cut her finger.



She takes care of her child.



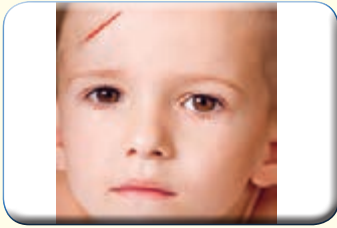
He has some bruises.



He has a black eye.



He had a car crash.



He has a scar.



She had a heart attack.



He has his leg in a cast.

## 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
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
spea <u>k</u>	sp <u>o</u> ke
sta <u>n</u> d	sto <u>o</u> d
sti <u>ck</u>	stu <u>ck</u>
swi <u>m</u>	swa <u>m</u>
ta <u>k</u> e	to <u>o</u> k
ta <u>k</u> e off	to <u>o</u> k off
tea <u>ch</u>	ta <u>u</u> ght
te <u>ll</u>	to <u>l</u> d
thi <u>nk</u>	tho <u>u</u> ght
u <u>nd</u> erstand	u <u>nd</u> erstood
wa <u>k</u> e	wo <u>k</u> e
wea <u>r</u>	w <u>o</u> re
wri <u>t</u> e	wro <u>t</u> e





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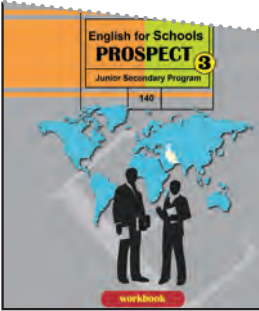
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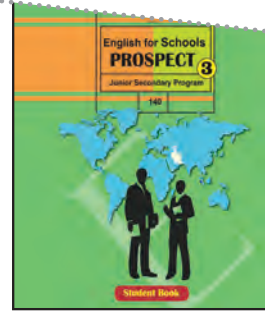
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# اجزای بسته آموزشی

کتاب کار



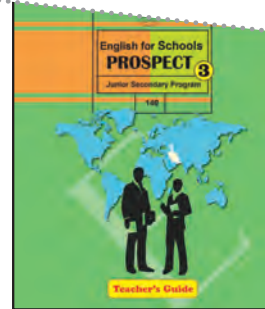
کتاب دانش آموز



کتاب گویا (فایل صوتی)



کتاب معلم



لوح فشرده معلم (برفراز آسمان)



فلش کارت



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