

PROSPECT

2

English for Schools

● **Student Book**

انجلیسی ۲

پایله هشتم

دوره اول متوسطه

۱۳۹۵



برنامه‌ریزی محتوا و نظارت بر تألیف : دفتر تألیف کتاب‌های درسی ابتدایی و متوسطه نظری

نام کتاب : انگلیسی (۲) پایه هشتم دوره اول متوسطه - کد ۱۲۴

اعضای شورای برنامه‌ریزی زبان‌های خارجی : سیدضیاءالدین تاج‌الدین،

محمد رضا عنانی سراب، سید بهنام علوی مقدم، رضا خیرآبادی، امیررضا وکیلی فرد،

سعید معظمی گودرزی و ویدا رحیمی نژاد

سرگروه تألیف : سید بهنام علوی مقدم

مؤلفان : سید بهنام علوی مقدم، رضا خیرآبادی، الهام فروزنده شهرکی،

شهرام خدیر شریبان و جهانبخش نیکوپور

ویراستار : حسن سنایش

آماده‌سازی و نظارت بر چاپ و توزیع : اداره کل نظارت بر نشر و توزیع مواد آموزشی

تهران : خیابان ایرانشهر شمالی - ساختمان شماره ۴ آموزش و پرورش (شهید موسوی)

تلفن: ۸۸۸۳۱۱۶۱-۹، دورنگار : ۸۸۳۰۹۲۶۶، کدپستی : ۱۵۸۴۷۴۷۳۵۹

وب سایت : www.chap.sch.ir

مدیر امور فنی و چاپ : لیدا نیک‌روش

مدیر هنری : مجید ذاکری یونسی

طراح گرافیک، طراح جلد و صفحه آرا : محمد مهدی ذبیحی فرد

عکاسان : آزاده امینیان، مجید ذاکری یونسی، محمد مهدی ذبیحی فرد

مصحح : علیرضا کاکاهه، علی نجمی

امور آماده‌سازی خبر : فاطمه پزشکی

امور فنی رایانه‌ای : حمید ثابت کلاچاهی، ناهید خیام باشی

ناشر : شرکت چاپ و نشر کتاب‌های درسی ایران

تهران : کیلومتر ۱۷ جاده مخصوص کرج - خیابان ۶۱ (داروخش)

تلفن: ۵-۴۴۹۸۵۱۶۱، دورنگار : ۴۴۹۸۵۱۶۰، صندوق پستی : ۳۷۵۱۵-۱۳۹

چاپخانه : شرکت چاپ و نشر کتاب‌های درسی ایران «سهامی خاص»

سال انتشار و نوبت چاپ : چاپ سوم ۱۳۹۵

حق چاپ محفوظ است.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

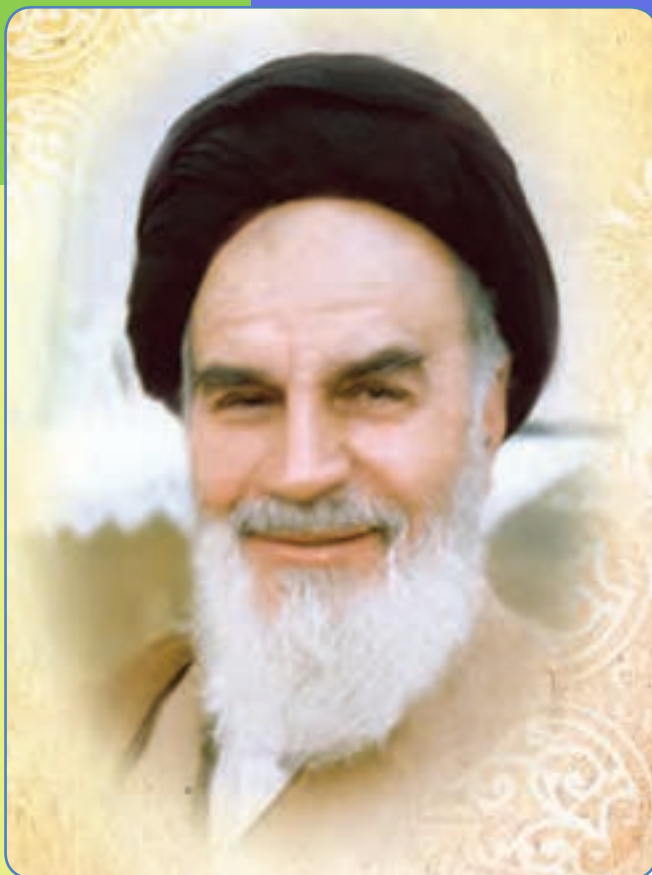
وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَالاخْتِلَافُ اَلْسِنَتِكُمْ وَالْوَانِكُمْ، اِنَّ فِىْ ذٰلِكَ لَآيَاتٍ لِّلْعٰلَمِيْنَ

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 Sign 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)



پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زنده دنیا جزء برنامه 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 (رحمة الله علیه)

بسمه تعالی

مقدمه

به لطف خداوند متعال و در سایه عنایات حضرت ولی عصر (عج الله تعالی فرجه الشریف)، امروزه ایران اسلامی، مقتدر و عزتمند دستاوردهای فراوانی برای تعامل در عرصه‌های مختلف بین‌المللی به‌ویژه در بخش‌های علمی، فرهنگی و پژوهشی در اختیار دارد. در این بین نقش زبان‌های خارجی به‌عنوان رسانه و ابزار تعامل و تفاهم بین‌المللی اهمیتی روزافزون می‌یابد. با در نظر گرفتن این مهم، نقش نظام رسمی تعلیم و تربیت کشور در آموزش توانایی‌های کاربردی زبان‌های خارجی به نسل آینده‌ساز ایران اسلامی برجسته می‌نماید. لذا تهیه و تدوین بسته آموزش زبان انگلیسی براساس راهنمای برنامه درسی ملی و با توجه به فرهنگ اصیل و هویت ارزشمند اسلامی – ایرانی و توانمندی‌های علمی پژوهشگران کشورمان صورت گرفت. این بسته آموزشی با عنوان English for Schools که حاصل تلاش و کوشش جمع کثیری از صاحب‌نظران حوزه تعلیم و تربیت از جمله متخصصان زبان‌شناسی، آموزش زبان‌های خارجی، برنامه‌ریزی درسی و... می‌باشد با رویکرد ارتباطی فعال خودباورانه مطرح در برنامه درسی ملی جمهوری اسلامی ایران تهیه و تدوین شده است.

برای آشنایی بیشتر با ویژگی‌های کلی مجموعه و کتاب حاضر ضمن دعوت از مخاطبان به مطالعه مقدمه کتاب پایه هفتم (Prospect 1) نکات ذیل نیز به‌عنوان ویژگی‌های خاص کتاب زبان انگلیسی پایه هشتم (Prospect 2) معرفی می‌گردد :

کتاب Prospect 2 دارای هفت درس است که همانند کتاب Prospect 1 هر درس حول یک مضمون (Theme) و یک یا چند کش ارتباطی (Function) سازمان‌بندی و تألیف شده است. در این کتاب نیز اغلب مضامین درس‌ها از حیطه شخصی انتخاب گردیده است اما حوزه، گستره و تنوع موقعیت‌های آموزشی از سطح موردنظر در کتاب پایه هفتم فراتر رفته و با افزایش سطح زبانی دانش‌آموزان، موقعیت‌ها و بافت‌های اجتماعی و زبانی پیشرفته‌تری در هر درس ارائه گردیده است. شایان ذکر است که در کتاب Prospect 2 نیز بر هر چهار مهارت زبانی به‌طور هم زمان تأکید شده است.

در ادامه منطقی فرایند سوادآموزی که در کتاب پایه هفتم و با سطح آموزش الفبا آغاز گردید، در کتاب حاضر، آموزش دو نویسه‌ها (diagraphs) و زنجیره‌های تلفیقی (blends) مورد توجه قرار گرفته است. هدف و برنامه کتاب Prospect 1 در بخش سوادآموزی صرفاً آموزش حروف الفبا می‌باشد که در نهایت به سطح واژه (word) منتهی می‌گردد و در کتاب حاضر دانش‌آموزان پس از آشنایی بیشتر با زنجیره‌های متداول تلفیق الفبای زبان انگلیسی در خواندن و نوشتن واژه‌های این زبان مهارت و تسلط بیشتری پیدا می‌کنند، همچنین کتاب Prospect 2 سطح گروه (phrase) را در بخش خواندن و نوشتن به‌عنوان هدف آموزشی خود درنظر گرفته است.

در عین حال سازمان‌بندی محتوای کتاب حاضر به گونه‌ای است که زمینه را برای آموزش دستور در کتاب Prospect 3 آماده می‌کند. لذا به دبیران گرامی توصیه می‌شود همان گونه که در کتاب پایه هفتم از آموزش صریح نکات دستوری اجتناب نموده‌اند در این کتاب نیز روند آموزش خود را منطبق با شیوه آموزش طرح شده در کتاب راهنمای معلم تنظیم نمایند و کماکان از آموزش نکات گرامری به شیوه مستقیم پرهیز کنند. ارزشیابی کتاب حاضر نیز، به صورت هم زمان و مساوی از هر چهار مهارت زبانی، به صورت مستمر و پایانی صورت می‌پذیرد.

همچنین ذکر این نکته ضروری است که مجموعه کتاب‌های سه جلدی Prospect که برای آموزش در دوره متوسطه اول تدوین گردیده است به لحاظ محتوا و صورت، مجموعه‌ای منسجم و به هم پیوسته است و زیربنای آموزش زبان انگلیسی دانش‌آموزان در مقطع متوسطه دوم با کتاب‌های موسوم به Vision می‌باشد. 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، لوح فشرده صوتی، فلش کارت آموزشی مخصوص دبیران و لوح فشرده آموزش دبیران، مجموعه کاملی را در اختیار فراگیران قرار داده است. لذا استفاده از کتاب‌ها و بسته‌های کمک آموزشی موازی که در اکثر موارد، انطباق چندانی با برنامه درسی ملی و اهداف بسته آموزشی حاضر ندارند به هیچ وجه مورد تأیید نمی‌باشد.

توصیه می‌شود دبیران گرامی برای آموزش بهینه این کتاب، ضمن شرکت در دوره‌های ضمن خدمت تخصصی بسته آموزشی جدید، کتاب راهنمای معلم را به دقت مطالعه نموده و به شیوه‌ها و مراحل توصیه شده در این کتاب توجه کافی را مبذول دارند. همچنین با استفاده از لوح فشرده آموزش مربوط به دبیران، با دیدگاه‌های مؤلفان در زمینه آموزش مؤثر و بهینه این کتاب، آشنایی کامل‌تری پیدا کنند.

بی‌شک تحقق اهداف موردنظر در 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 ابتدایی و متوسطه نظری

eng-dept.talif.sch.ir

Map of Prospect 2

Lesson	Theme and Function	Spelling and Pronunciation	Vocabulary	Key Language
1 12-17	My Nationality Talking about Nationalities	ch sh fr sp br	Countries Nationalities	Expressions Are you from Iran? Are you Iranian? Yes, I am. No, I'm not. Where are you from? I'm from Iran. Which is correct?
2 18-22	My Week Talking about Daily Activities	st ee ay	Daily Activities Days in a Week Time Expressions	Expressions What do you do in the mornings? I go to school. When do you study English? On Monday mornings. What days do you go shopping? Every Wednesday afternoon. Excuse me, sir/madam/Miss
Review 1	Lessons 1 - 2			

Lesson	Theme and Function	Spelling and Pronunciation	Vocabulary	Key Language
3 26-33	My Abilities Talking about Abilities	oo ll pl sw	Abilities	Expressions Are you good at drawing? Yes, I am. No, I'm not. Can you ride a bicycle? Yes, I can. No, I can't. Who can play tennis? Ali can. Excuse me, I have a question.
4 34-39	My Health Talking about Health Problems Giving Health Advice	ch ea	Names of Health Problems	Expressions Are you OK? No, I have a headache. What's wrong? I have the flu. I have a toothache. Why don't you go to the dentist? I see/hear in this word. What is it?
Review 2	Lessons 3 - 4			



Lesson 1

My Nationality



Conversation

Listen to the conversation. Shayan is introducing his cousin Sam to his teacher.



- Shayan:** Mr. Chaychi, this is my cousin Sam. He speaks French, English, and a little Persian.
- Teacher:** Oh, nice to meet you, Sam.
- Sam:** Nice to meet you, too.
- Teacher:** Are you from Iran?
- Sam:** Yes, I'm originally Iranian, but I live in France.
- Teacher:** Welcome to our class. How do you like it in Iran?
- Sam:** Iran is great! I love it. It's a beautiful country.



Practice 1 ⇨ Talking about Nationalities (1)

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

Are you from Iran?

Yes, I am. / Yes, we are.

Are you from France?

No, I'm not. / No, we're not.

Is she/he from England?

Yes, she/he is.

Is she/he from China?

No, she/he isn't.

Are they from Spain?

Yes, they are.

Are they from Brazil?

No, they aren't.



Practice 2 ⇨ Talking about Nationalities (2)

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

Are you Iranian?

Yes, I am. / Yes, we are.

Are you French?

No, I'm not. / No, we're not.

Is she/he British?

Yes, she/he is.

Is she/he Chinese?

No, she/he isn't.

Are they Spanish?

Yes, they are.

Are they Brazilian?

No, they aren't.



Practice 3 ➔ Talking about Nationalities (3)

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

Where are you from?

Where is Mary /she from?

Where is Mark /he from?

Where are they from?

(I'm /We're from) Iran.

(She's from) England.

(He's from) France.

(They're from) Spain.





Spelling and Pronunciation

Listen to two students doing a crossword puzzle.

Student 1: How do you spell "chair"?

Student 2: That's C-H-A-I-R.

Student 1: And which is correct for كفش in English, S-H-O-O-S or S-H-O-E-S?

Student 2: S-H-O-E-S.

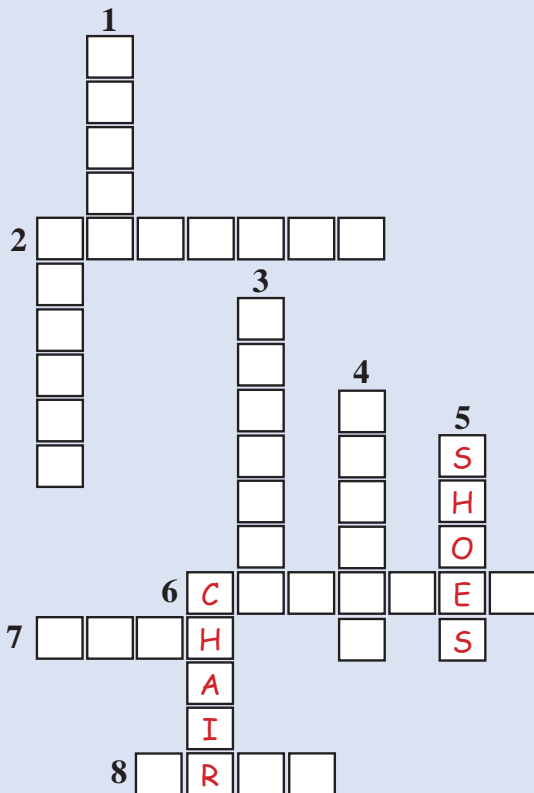
Student 1: Thanks.

Now do the rest of the puzzle in pairs.

Talk To Your Teacher!
Which is correct?



Lesson 1



◆ Down ↓



1. A fruit
2. چادر in English
3. From Spain
4. From France

5.



6. صندلی in English

◆ Across →

2. From China

6.



7.



8. You are from



◆ Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	Name	Nationality
1		
2		

◆ Reading, Speaking and Writing

Pair Work

Student A:

Look at the card on Page 64 and answer student B's questions.

Student B:

Look at the card on Page 92 and answer student A's questions.



Ask and answer about the people and fill out the cards.

◆ Role Play

Group Work

Student A:

Introduce one of your relatives/friends to your classmate.

Student B:

Greet your classmate and his/her guest.

Student C:

You are a guest from another country.

Then change roles.

Lesson 2

My Week



Conversation

Listen to the English teacher and the student talking about helping a classmate.



- Teacher:** What do you do in the afternoons, Reihaneh?
- Student:** Well, I go to the gym on Sundays and Tuesdays.
- Teacher:** How about Friday mornings?
- Student:** I stay at home and relax. Why?
- Teacher:** You know, Shiva is not very good at English. Can you help her?
- Student:** Oh, sure.
- Teacher:** That sounds great! When can you start?
- Student:** This Wednesday afternoon.
- Teacher:** That's fine. Thank you. I'll let her know.



Practice 1 ⇨ Talking about Daily Activities (1)

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



What do you do in the mornings?

What do you do in the afternoons?

What do you do in the evenings?

What do you do on Friday mornings?

What do you do on Thursday evenings?

I go to school.

We play sports.

I study my lessons.

We watch TV.

I visit my relatives.



Weekdays

Saturday

Sunday

Monday

Tuesday

Wednesday

The Weekend

Thursday

Friday

Time Expressions

in the morning

in the afternoon

in the evening

on weekdays

on the weekend



Practice 2 ⇨ Talking about Daily Activities (2)

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

When/What days do you go to school?

When/What days do you go shopping?

When/What days do you play sports?

When/What days do you study English?

When/What days do you go to the library?

Every weekday.

Every Wednesday afternoon.

On Saturdays and Tuesdays.

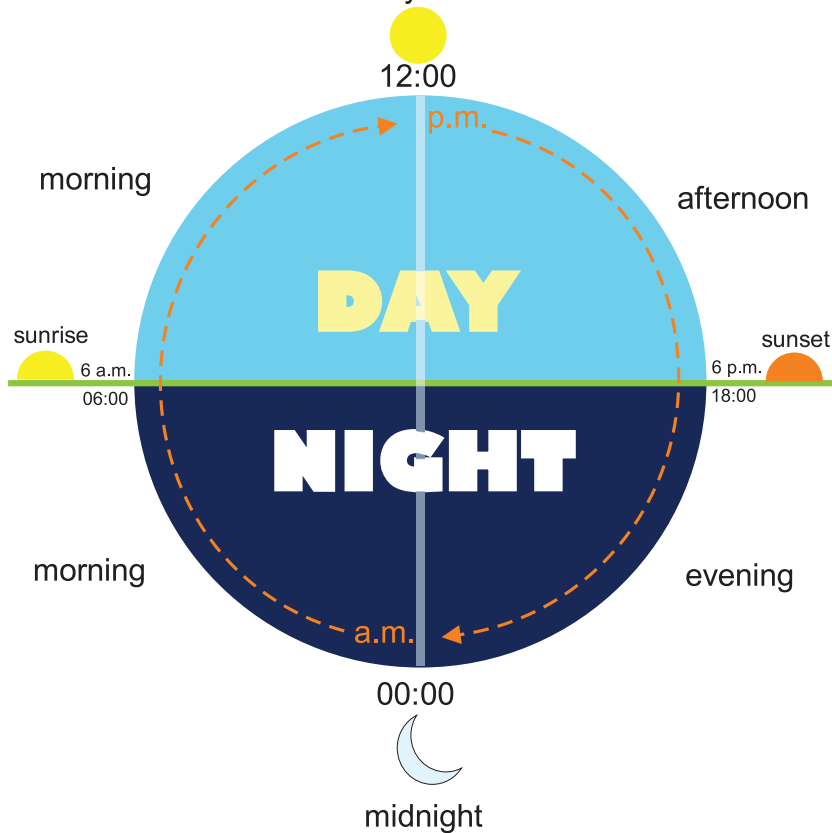
On Monday mornings.

On Sunday afternoons.





midday / noon





Spelling and Pronunciation

Listen to a conversation between the teacher and the student.

Student: Excuse me, sir, what's روزهای هفته in English?

Teacher: That's 'weekdays'.

Student: How do you spell it?

Teacher: W-E-E-K-D-A-Y-S.

Student : Thanks. And how do you say S-T in 'study'*?

Teacher: The correct pronunciation is 'study'.

Student: There's no /e / at the beginning, right?

Teacher: No, there isn't.

Now find other words with 'st' at the beginning and practice saying them.

Talk To Your Teacher!
Excuse me, sir/madam/Miss



Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	When	What
1		
2		

* shows wrong pronunciation.

Reading, Speaking and Writing

Group Work

Your teacher will give you cards about weekly activities.

Ask 3 classmates what they do during the week and fill out the table below.

Model: What do you do on weekday mornings, Mina?

I go to school.

What about the weekend?

I watch TV.

Name	On weekday/mornings/ afternoons/evenings	On the weekend
Mina	go to school	watch TV

Role Play

Pair Work

Student A:

Take the role of a father/mother and answer your friend's questions about your weekly activities.

Student B:

Prepare some questions and ask your friend about his/her weekly activities.

Then change roles.



Lessons 1-2

Review 1

Talking about Nationalities

Check if

a) you can say what your nationality is.

I'm ...

I am from ...

b) you can ask about other people's nationalities.

Where are ... ?

Are you ... ?

Talking about Daily Activities

Check if

a) you can say what you do in the week.

I ... in the ...

I ... on ...

b) you can ask other people about their week.

What do you ... ?

When do you ... ?

Spelling and Pronunciation

Check if

a) you can write the names of 5 countries and nationalities.

Country

Nationality

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

b) you can write the days of the week.

.....

.....

.....

.....

.....

.....

.....

c) you can say and write one word for each of the following.

ch

sh

fr

sp

br

st

ee

ay

Lesson 3

My Abilities



Conversation

Listen to the students talking about their abilities.



- Elham:** Wow! Your drawing is very good.
- Sara:** Thanks. Can you draw?
- Elham:** No, I'm not good at drawing. But I can take good photos.
- Sara:** Really? Can I see your photos?
- Elham:** Why not? Come to my house this afternoon.
- Sara:** Oh, I can't make it today. How about Thursday afternoon?
- Elham:** That's fine. You can bring your drawing book, too.
- Sara:** Sure.



Practice 1 ⇨ Talking about Abilities (1)

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

Are you good at drawing?

Yes, I am./ No, I'm not.

Is she good at cooking?

Yes, she is./ No, she isn't.

Is he good at playing football?

Yes, he is./ No, he isn't.

Are you good at searching the Web?

Yes, we are./ No, we aren't.

Are they good at swimming?

Yes, they are./ No, they aren't.



Practice 2 ⇨ Talking about Abilities (2)

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

Can you make a cake?

Yes, I can./ No, I can't.

Can she search the Web?

Yes, she can./ No, she can't.

Can he do a puzzle?

Yes, he can./ No, he can't.

Can you ride a bicycle?

Yes, we can./ No, we can't.

Can they play basketball?

Yes, they can./ No, they can't.



Practice 3 ⇨ Talking about Abilities (3)

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

Who can work with a computer?

All students can.

Who can play tennis?

Ali can play tennis well.

Who can draw?

Parham can, but not very well.

Who can take photos?

Marjan and Leila can.

Who is good at telling stories?

Me.



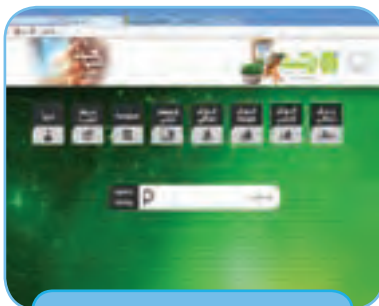
draw



cook



take photos



search the Web



swim



ride a bicycle



do a puzzle



play football



Spelling and Pronunciation

Listen to the conversation between the teacher and the students in the English class.

Student 1: Excuse me, I have a question.

Teacher: Yes?

Student 1: How do you say O-O in the words 'football'* and 'afternoon'?

Teacher: Say double O. Well, the sound is short in 'football' and long in 'afternoon'.

Student 1: Thank you.

Student 2: Excuse me, I have a question, too. We write P-L-A-Y but we say 'play'* , why?

Teacher: Well, that's 'play'. There's no /e/ between P and L, 'play'!

Student 2: Thanks. And how do you say S-W in 'swimming'*?

Teacher: Swimming'. Say 'swimming'.

Find, say and write 5 more words with 'oo' in this lesson.

Talk To Your Teacher!
Excuse me, I have a question.



* shows wrong pronunciation.



Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	Name	Abilities
1		
2		





Reading, Speaking and Writing

Group Work

Find classmates with the following abilities and fill out the table below. Add two more abilities. Use these model questions:

- Model:**
- 1) Can you ride a bicycle?
 - 2) Who can ride a bicycle?
 - 3) Are you good at riding a bicycle?
 - 4) Who is good at riding a bicycle?

Ability	Your Classmate's Name
ride a bicycle	
use a computer	
take photos	
draw	
.....	
.....	

Role Play

Pair Work

Student A:

You are an interviewer. Look at the questions on card A and ask your classmate the questions.

Student B:

Imagine you are a famous person. Complete the information on card B and answer the interviewer's questions.

Then change roles.

Student A Card

Student A Card

1. What's your name, please?
2. How old are you?
3. What's your job?
4. What's your nationality?
5. What city are you from?
6. What's it like?
7. What's your favorite food?
8. What sports can you do/ play?

Student B Card

Student B Card

1. My name's
2. I'm years old.
3. I'm a
4. I'm
5. I'm from
6. It's
7. It's
8. I can



Lesson 4

My Health



Conversation

Listen to the English teacher and the student talking.



Teacher: Are you OK?

Student: No, I'm not. I have a headache.

Teacher: Oh, you have sore eyes, too.
You should go home and rest.

Student: Yes, but we have one more class.

Teacher: Don't worry. I'll talk to your teacher.

Student: Thanks for your help.

Teacher: Let's go to the office and call your parents first.
Class, be quiet! I'll be back in a minute.



Practice 1 ➞ Talking about your health problems

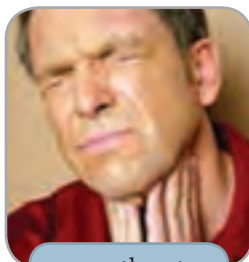
◆ Listen to the examples. Then use mimes to ask and answer with a friend.

Are you OK?
Is she all right?
Is he OK?
What's wrong?
What's the matter?
What's the problem?

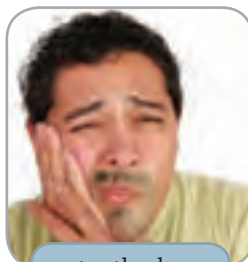
No, I have a headache.
No, she has a sore throat.
No, he has a backache.
I have a toothache.
He has a running nose.
I have the flu.



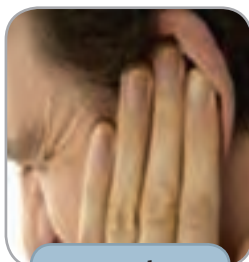
headache



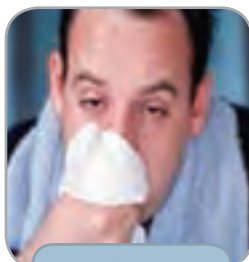
sore throat



toothache



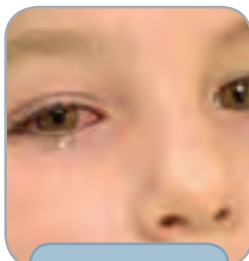
earache



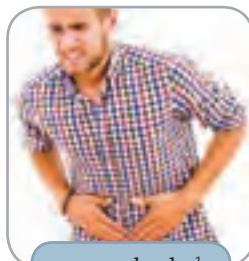
running nose



backache



sore eyes



stomachache¹

1. also 'stomach ache'



Practice 2 ⇨ Giving health advice

◆ Listen to the examples. Then practice with a friend.



I have a headache.
I have a sore throat.
I have a cold.
I have a toothache.
I have a running nose.

Why don't you get some rest?
You should see a doctor.
You should rest.
Go to the dentist.
Why don't you see a doctor?



Spelling and Pronunciation

Listen to a conversation between a student and his English teacher.

Student : I see A-C-H-E in some words. What is it?

Teacher : It's for pain.

Student : Thank you. And how do you say it?

Teacher : That's 'ache' ¹.

Student : How about E-A in 'headache'* and 'health'*?

Teacher: That's /e / in these words. Say 'headache' and 'health'.

Find and say other words with 'ch' and 'ea'.

Talk To Your Teacher
I see/hear in this word.
What is it?



1. /eɪk /

* shows wrong pronunciation.



Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	Health Problem	Advice
1		
2		



Reading, Speaking and Writing

Group Work

Your teacher will give you cards about some people's health problems. Ask three classmates about their health problems, give them advice and fill out the table below.

Model: You: I have a headache.
Arezo: You should get some rest.

Name	Health problem	Advice
Ali	headache	get some rest

◆ Role Play

Pair Work

Ask and answer with a friend about health problems and give advice.

Student A:

Play the role of a patient with a health problem.

Student B:

Play the role of a doctor and give health advice to the patient.

Then change roles.





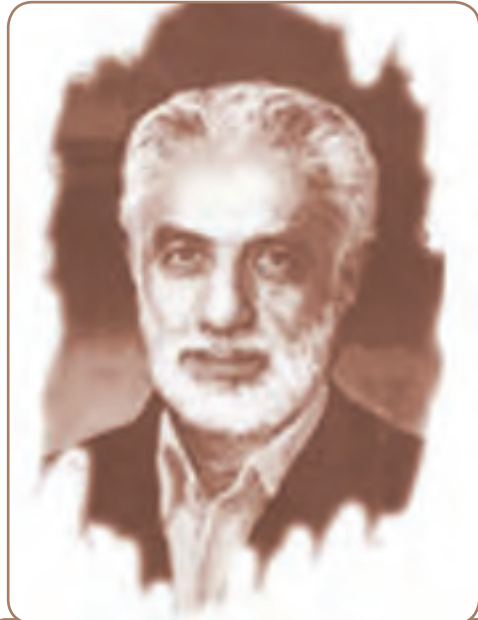
Avicenna (Ibn- e- Sina)



Dr. Majid Samii



Dr. Louis Pasteur



Dr. Mohammad Gharib

Lessons 3-4

Review 2

Talking about Abilities

Check if

a) you can say what abilities you have.

I'm good at

I can

b) you can ask other people about their abilities.

Are you good ... ?

Can you ... ?

Who can ... ?

Talking about Health Problems

Check if

a) you can say what health problems you may have.

I have

b) you can ask other people about their health problems.

Are you ... ?

What's ... ?

c) you can give health advice to other people.

Why don't you ... ?

You should

Spelling and Pronunciation

Check if

a) you can write the names of 5 health problems.

.....

.....

.....

.....

.....

b) you can say and write one word for each of the following.

oo

ll

pl

sw

ch

ea

Review 2

Lesson 5

My City



Conversation

Listen to Morteza and Phanindra talking about Isfahan.



- Phanindra:** Morteza, tell me about Isfahan. Where is it?
- Morteza:** Well, Isfahan's an old city in the center of Iran.
- Phanindra:** What's it like?
- Morteza:** It's a big and clean city.
- Phanindra:** Any famous buildings?
- Morteza:** Yes, many. Actually, Isfahan is very famous for its mosques and palaces.
- Phanindra:** Are there any museums?
- Morteza:** Yes, some great ones.
- Phanindra:** I should see the city soon.
- Morteza:** Sure, and we can have special food downtown.



Practice 1 ⇨ Talking about a Place (1)

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



Where is Isfahan?
Where is Maku?
Where is Karaj?
Where is it?

It's in the center of Iran.
It's in the north-west.
It's near the capital.
It's in the south.



Practice 2 ⇨ Talking about a Place (2)

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



What's Isfahan like?
What is it famous for?

It's old.
It's a big city.
It's very clean.
It's very famous for its old mosques.



Practice 3 ⇨ Talking about a Place (3)

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



Are there any libraries?
Is there a metro system?
Are there any restaurants?
Are there any museums?
Is there a stadium?

Yes, there are./ No, there aren't.
Yes, there is./ No, there isn't.
Yes, many.
Yes, some great ones.
Yes, a new one.





shrine



museum



bridge



metro



restaurant



airport



zoo



stadium



Spelling and Pronunciation

Listen to a conversation between the student and his teacher.

Student : Excuse me, what's جنوب غربی in English?

Teacher : 'South-west'.

Student: Please say it again.

Teacher : South-west.

Student : But my friends say 'south-west'*. Is it correct?

Teacher: No, that's not correct. Say 'south'.

Student : Thank you.

Can you say and write the location of 5 famous cities in Iran?

Talk To Your Teacher!
Is it correct?



* shows wrong pronunciation.



Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	Name of the City	What the City is Like	The Location of the City
1			
2			

Reading, Speaking and Writing

Pair Work

Student A:

Look at the card on Page 64 and answer student B's questions.

Student B:

Look at the card on Page 92 and answer student A's questions.



Ask and answer about the city and fill out the cards.

Role Play

Pair Work

In pairs, first decide on a city in Iran.

Student A:

Imagine you are a guest from another country. Think of some questions and ask your classmate about the city.

Student B:

Think of some information about the city and answer your classmate's questions.

Then change roles.

Lesson 6

My Village



Conversation

Listen to Sam and Hamid talking about a village.



- Sam:** Where are you from, Hamid?
- Hamid:** Ghez-ghal'eh.
- Sam:** Where is it?
- Hamid:** It's a village in West Azarbaijan, near the city of Khoy.
- Sam:** What's it like?
- Hamid:** It's a mountain village with many trees and flowers.
It's famous for its sunflower fields.
- Sam:** What's the people's job?
- Hamid:** They work on farms and raise animals.
- Sam:** What about the weather?
- Hamid:** There's a lot of wind in summer, fall and winter.
It's very cold from Aban to Farvardin.
- Sam:** It sounds to be a very interesting place.



Practice 1 ⇨ Talking about a Place (1)

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

What is *Ghez-ghal'eh* like?

It's a mountain village.

Is it near the city?

Yes, it is./ No, it isn't.

What is it famous for?

It's famous for its sunflower fields.

What's the people's job?

They work on farms and raise animals.



Practice 2 ⇨ Talking about a Place (2)

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

Are there any fields?

Yes, there are.

Is there a river?

No, there isn't.

Is there a mountain?

Yes, there is.

Are there many people in the village?

No, there aren't.



Practice 3 ⇨ Talking about the Weather and Seasons

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

What's the weather like in *Ghez-ghal'eh*?

It's windy/sunny/rainy/snowy in summer.

What about the weather?

It's hot/cold/warm/wet/dry.

Is it cold in winter?

Yes, it is./ No, it isn't.

Is there much rain in spring?

Yes, there is./ No, there isn't.



a field



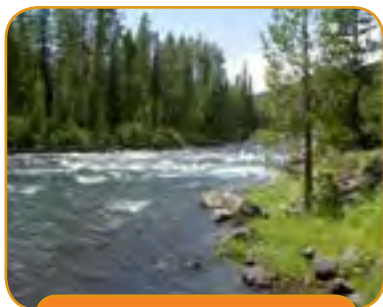
trees



flowers



a mountain



a river



a plow



cattle



a tractor



Spelling and Pronunciation

Listen to the conversation between a student and her English teacher.

Student : Can you help me, madam?

Teacher : Yes, what's the problem?

Student: How do you say T-H? Is it the same in all words?

Teacher : No, it's sometimes different.

Student : Can you give me some examples?

Teacher: Yes, in 'there', 'this', and 'they', it's /ð/.

In 'north', 'south', 'thank', and 'three', it's /θ/.

Student : Thank you.

Can you say and write some other words with 'th'?

Talk To Your Teacher!

Is it the same?





Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	What is it Like	What's the Weather Like
1		
2		

Reading, Speaking and Writing

Pair Work

Student A:

Look at the card on Page 65 and answer student B's questions.

Student B:

Look at the card on Page 93 and answer student A's questions.



Ask and answer about the place and fill out the cards. Can you guess the name of the place?

Role Play

Pair Work

Student A:

Imagine you are a tourist. Think of some questions and ask your classmate about a village.

Student B:

Think of some information about the village and answer your classmate's questions.

Then change roles.

Lesson 7

My Hobbies



Conversation

Listen to two students and their English teacher talking about their hobbies.



- Teacher:** Do you have any hobbies, Zahra?
- Zahra:** Yes, I do. I watch movies as a hobby.
- Teacher:** Interesting! How about you, Samira?
- Samira:** Well, I love reading.
- Zahra:** Really? What sort of things do you read?
- Samira:** Books, magazines, sports news on the Net, and sometimes poems.
- Zahra:** And how about you, Mrs. Emami?
- Teacher:** Actually, I don't have any hobbies. But I usually go to the gym in my free time.



Practice 1 ⇨ Talking about Your Hobbies

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

Do you have any hobbies?

What do you do as a hobby?

Do you like reading?

What's your hobby?

Yes, listening to stories on the radio.

I watch movies as a hobby.

Yes, very much.

I enjoy searching the Web.



Practice 2 ⇨ Talking about Your Free Time Activities

◆ Listen to the examples. Then practice with a friend

What do you do in
your free time?

What do you like
to do in your free time?

I go horse riding.

I play tennis.

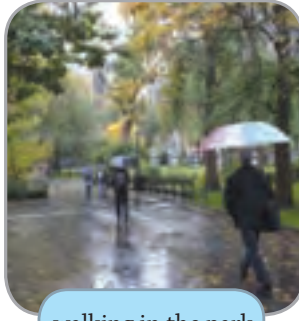
I usually go shopping.

I walk in the park.

I like playing computer games.



reading



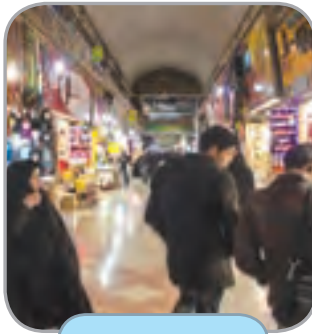
walking in the park



listening to the
radio



watching movies



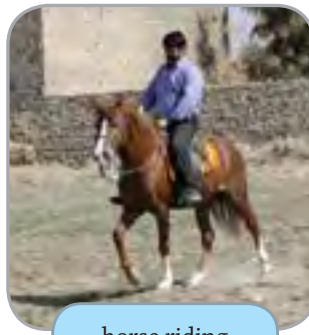
shopping



playing tennis



playing computer
games



horse riding



Spelling and Pronunciation

Listen to a conversation between a student and her English teacher.

Student : Excuse me. How do you say I-N-G in 'reading'*, 'playing'*, and 'searching'*?

Teacher : Oh, there's no /g/ at the end. Say 'reading', 'playing', and 'searching'.

Student: Thanks. How about B-R-O-W-S-I-N-G? How do you say it?

Teacher : That's 'browsing'.

Find and say some other words with '-ing'.

Talk To Your Teacher!
How about?



Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	Hobbies	Free Time Activities
1		
2		

* shows wrong pronunciation.

◆ Reading, Speaking and Writing

Group Work

Your teacher will give you cards about hobbies and free time activities. Ask three classmates what they do or like to do as their hobbies and in their free time. Then fill out the table below.

Name	Hobbies	Free Time Activities
Nahid	Watching movies	Going shopping

◆ Role Play

Pair Work

Student A:

Play the role of a famous person and answer your classmate's questions about your hobbies and free time activities.

Student B:

Play the role of an interviewer and ask your classmate some questions.

Then change roles.



Lessons 5-7

Review 3

Talking about a Place(City)

Check if

a) you can say what your city is like.

It is

It is famous for

b) you can say where a city is on the map.

It's in

c) you can say what there are in your city.

There is

There are

d) you can ask other people about their cities.

What is ... ?

Is there ... ?

Are there ... ?

Talking about a Place (Village)

Check if

a) you can say where a village is.

... is in (Fars) .

... is near

b) you can describe a village.

It is

It is famous for

There is

There are

c) you can ask where a village is.

Where is?

d) you can ask others to describe a village.

What is ?

Talking about the Weather

Check if

a) you can say what the weather is like in your place.

It is

b) you can ask other people about the weather.

What is the ?

Is it ?

Talking about Hobbies

Check if

a) you can say what hobbies you have.

I

b) you can ask other people about their hobbies.

What is your ?

Do you ?

What do you ?

Review

3

Review 3

Talking about Free Time Activities

Check if

a) you can say what you do in your free time.

I

b) you can ask other people about their free time.

What do you ?

What do you like ?

Spelling and Pronunciation

Check if

a) you can write the geographical position of 5 places on the map of Iran.

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

Review 3

b) you can write the names of 5 hobbies/
free time activities.

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

c) you can say and write one word for each of the
following.

th
ph
que
wh
fl
tr
ing
ow
ou

Lesson 1

Student A Card

Name: **Franco**

Age: **27**

Job:

Nationality: **Spanish**



Lesson 5

Student A Card

Name of the city:

Country: **Iraq**

Capital:

Famous for: **Holy Shrine**

Airport:

Museum: **Yes**

Metro:



Lesson 6

Student A Card

Name:

City/Village: **Village**

Location:

Weather:

Mountain: **Yes**



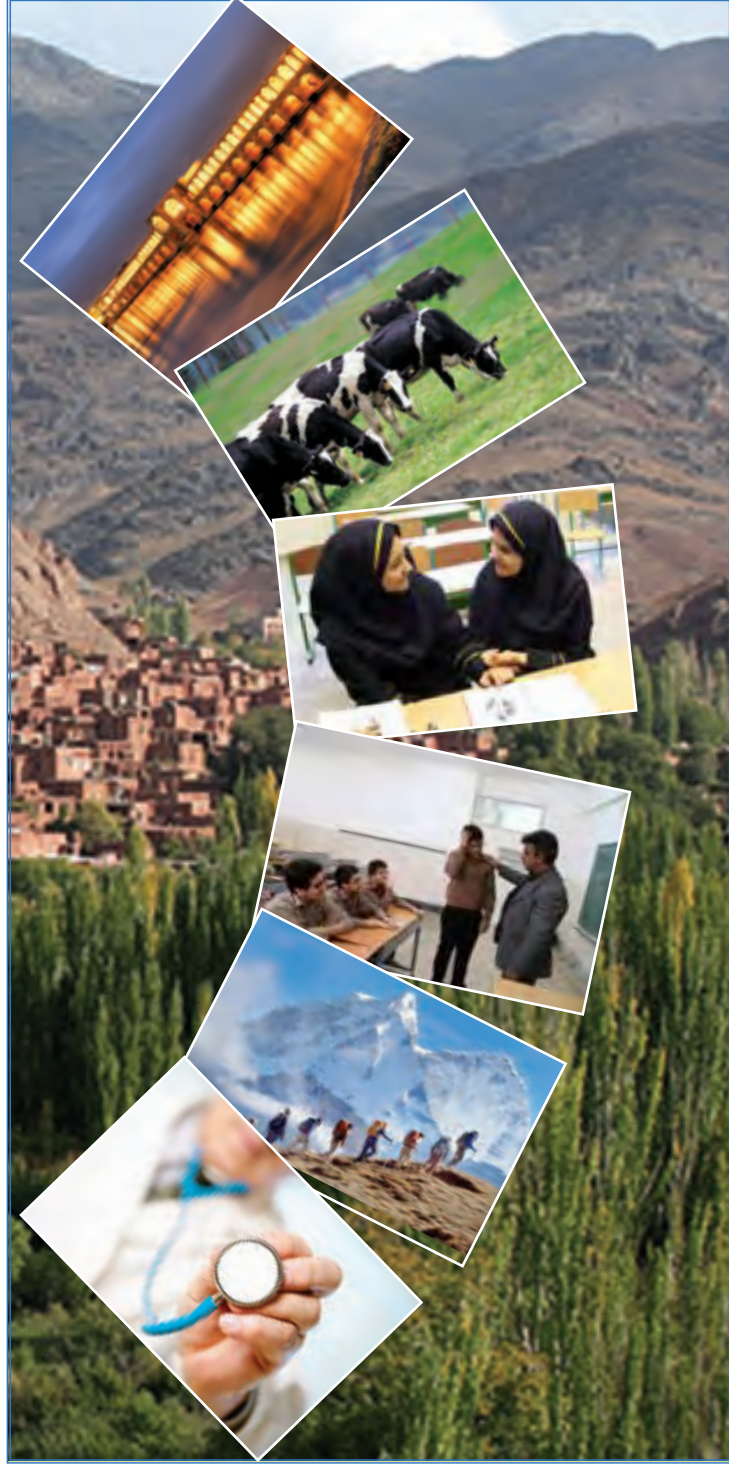


Photo Dictionary

Lesson 1

My Nationality



Continents



Asia / Asian



Europe / European



Africa / African



China / Chinese



North America / North American



South America / South American



Australia / Australian

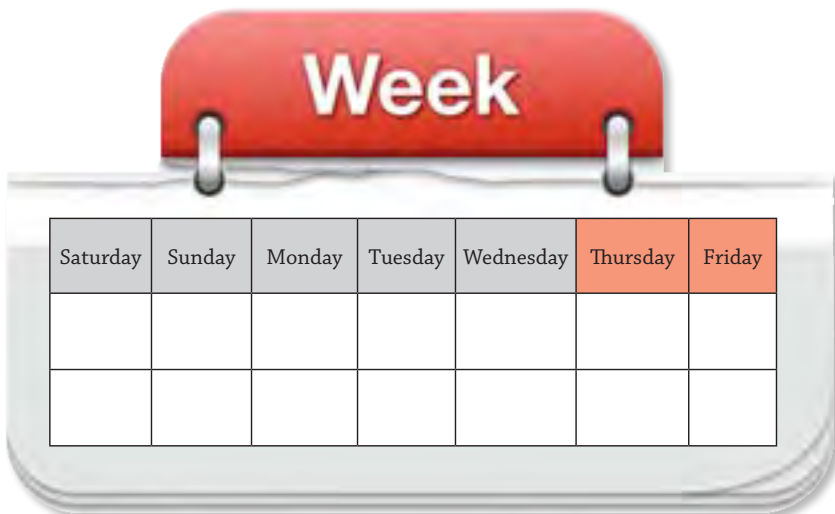
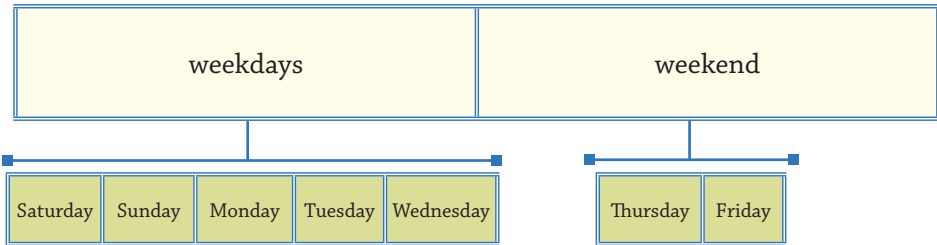


Countries



Iran / Iranian

Lesson 2 My Week





go to the gym



visit relatives



watch TV



day



go to school



go to library



go shopping



relax



climb a mountain



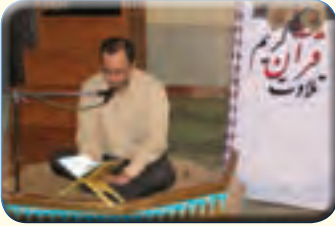
study lessons



play sports

Lesson 3

My Abilities



recite the Holy Quran



type



read



speak (English)



draw



act in movies



do a puzzle



make tea



swim



cook food



search the Web



make a cake



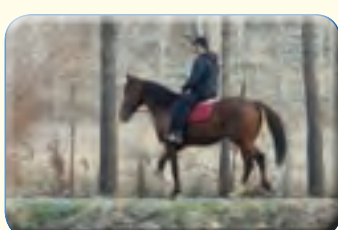
tell a story



run



take photos



ride a horse



ride a bicycle



draw a picture



play basketball



work with a computer



play ping-pong



play football



play tennis



play chess



play badminton



play volleyball

Lesson 4

My Health



patient



cough



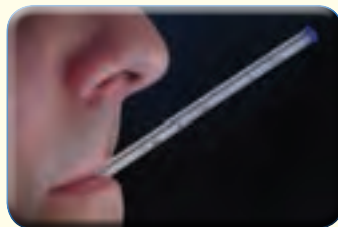
headache



sneeze



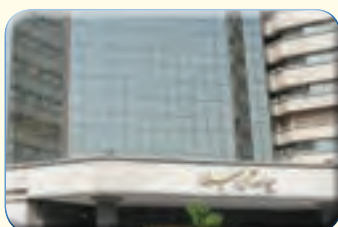
backache



have a temperature/fever



toothache



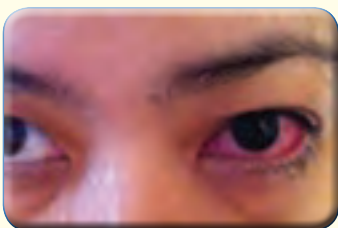
hospital



stomach ache/stomachache



doctor



sore eyes



nurse



sore throat



drugstore



running nose



mumps



measles

Lesson 5

My City

north(N)	north-east(NE)
south(S)	north-west(NW)
east(E)	south-east(SE)
west(W)	south-west(SW)





mosque



minaret



palace



store



church



restaurant



tourist



stadium



building



shrine



bridge



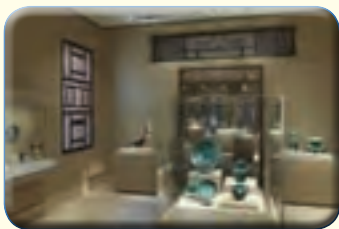
metro



zoo



airport



museum



train station



park



bus station



boulevard



cinema



Lesson 6

My Village



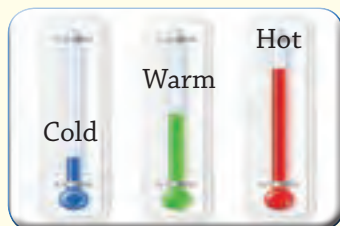
village



tree



flower



Thermometer



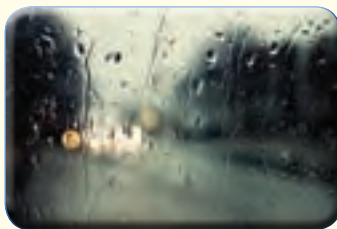
field



dry



farm



rainy



icy



sunny



river



snowy



summer



spring



winter



fall



mountain



hill



tractor



sunflower



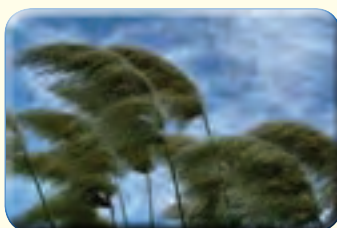
plow



work on the farm



animals



wind



cow



dog



horse



hen



chicken



cattle

Lesson 7

My Hobbies



magazine



walking in the park



watching movies



fishing



skiing



playing computer games



listening to the radio



working in the garden



sports news



going to the movies



browsing the Internet

Lesson 1

Student B Card

Name: Sanchez

Age:

Job: Mechanic

Nationality:



Lesson 5

Student B Card

Name of the city: Najaf

Country:

Capital: No

Famous for:

Airport: Yes

Museum:

Metro: No



Lesson 6

Student B Card

Name:

City/Village:

Location: **Center of Iran near Natanz**

Weather: **Hot and Dry**

Mountain:





Ministry of Education of Islamic Republic of Iran
Organization for Educational Research and Planning (OERP)

Authors:

- Seyyed Behnam Alavi Moghaddam
- Reza Kheirabadi
- Elham Foroozandeh Shahraki
- Shahram Khadir Sharabyan
- Jahanbakhsh Nikoopour

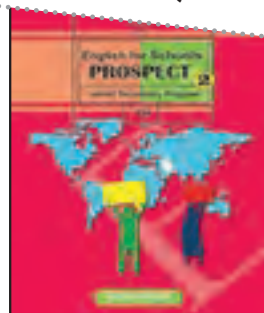
2015

اجزای بسته آموزشی

کتاب کار



کتاب دانش آموز



لوح فشرده دانش آموز



کتاب معلم



لوح فشرده معلم



فلش کارت



معلمان محترم، صاحب نظران، دانش آموزان عزیز و اولیای آنان می توانند نظر اصلاحی خود را در باره مطالب

این کتاب از طریق نامه به نشانی تهران - صندوق پستی ۱۵۸۷۵/۴۸۷۴ - گروه درسی مربوط و یا پیام انگار (Email)

talif@talif.sch.ir ارسال نمایند.

دفترتالیف کتاب های درسی ابتدایی و متوسطه نظری