



LESSON 1

Sense of Appreciation

Interesting Facts:

- Helping others lowers blood pressure.
 - Kindness boosts energy and strength in elderly people.
 - Teenagers who help others are more successful in life.
 - Listening to the advice of older people improves our lives.
 - Babysitting grandchildren increases brain function and memory.
-



Get Ready

A. Look at the following pictures and check (✓) appropriate behaviors.



Match the selected pictures with the following sentences.

1. Children should respect their parents.
2. We have to take care of elderly people.
3. Family members should listen to each other.
4. We can help many people by donating what we don't use.

B. Go through the names of the following people. Why are they famous?

1. Rizali Khajavi

.....

2. Hassan Omidzadeh

.....

3. Jabbar Baghcheban

.....

4. Abbas Babaei

.....

How do you feel when you read about these people?

.....

.....

C. Write appropriate nouns after the following adjectives. Check (✓) the positive adjectives.

a polite

a cruel

some lazy

two kind

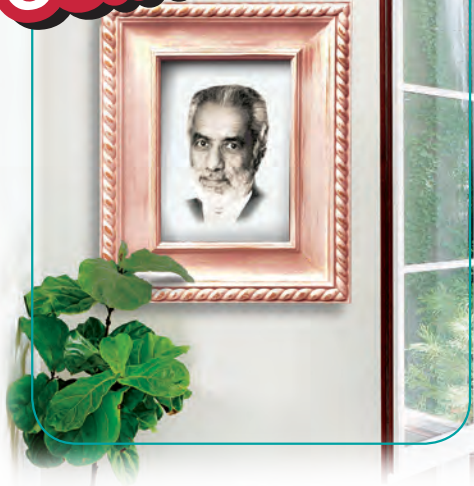
a loving

some careful

Conversation

take temperature,
physician, regard,
dedicated, spare no
pains, distinguished,
not surprisingly,
hometown,
regretful

Word Bank



Sara has been in the Children's Medical Center for a week. She has caught a terrible flu. The doctor told her to stay there to get better. There is a photograph of an old man on the wall. While the nurse is taking her temperature, they start talking.

- Sara:** Excuse me, who is that man in the picture?
- Nurse:** Oh, don't you know him? Have you ever heard of Dr. Mohammad Gharib?
- Sara:** I guess I have only seen his name in my English book, but I'm not sure about it.
- Nurse:** Dr. Gharib was a famous physician.
- Sara:** Oh... can you tell me a little about his life?
- Nurse:** Dr. Gharib was born in Tehran in 1288. After receiving his diploma, he went abroad to study medicine. In 1316 he became a physician and then came back to his hometown. In 1347 this center was founded by Dr. Gharib and one of his close friends.
- Sara:** Really? I didn't know that.
- Nurse:** Dr. Gharib was also a generous man. He spared no

pains to cure sick children. He was very friendly and helpful to poor families. Not surprisingly, he was regarded as a dedicated physician.

Sara: It's a pity! I didn't know such a great man.

Nurse: He was known as a distinguished university professor, too. The first Persian textbook on diseases of children was written by him. He taught medicine to thousands of students.

Sara: Oh, what a great man he was!

Nurse: By the way, it might be interesting to know that your physician was one of Dr. Gharib's students!

Sara: Really?! That's interesting!



Questions

Answer the following questions **orally**.

1. When was Dr. Gharib born?
2. Why was Dr. Gharib regarded as a kind physician?
3. Have you seen Dr. Gharib's TV series?



New Words and Expressions



A. Look, Read and Practice.



Hamid sits on the **sofa** and watches TV all the time.



My grandfather feeds the **Pigeons** in the park every morning.



Dad really **shouted** at me when I didn't do my homework.



We have to speak louder, because my grandmother is **hard of hearing**.



Ferdowsi **was born** in 940 in a village near Toos.



My uncle went to his son and **hugged** him.



My little sister sits on my mother's **lap** all the time.



B. Read and Practice.

burst into tears: to cry suddenly

Aida **burst into tears** when she saw her score.

repeatedly: many times

I've told Mohsen **repeatedly** to talk politely to his teachers.

forgive: to stop being angry with someone

Mom **forgave** me for breaking the vase.

calmly: in a quiet way

He always speaks slowly and **calmly**.

diary: a book in which you record your thoughts or feelings or what has happened every day.

I have kept a **diary** for twelve years.



C. Go to Part 'Vocabulary' of your Workbook and do B and C.

Reading

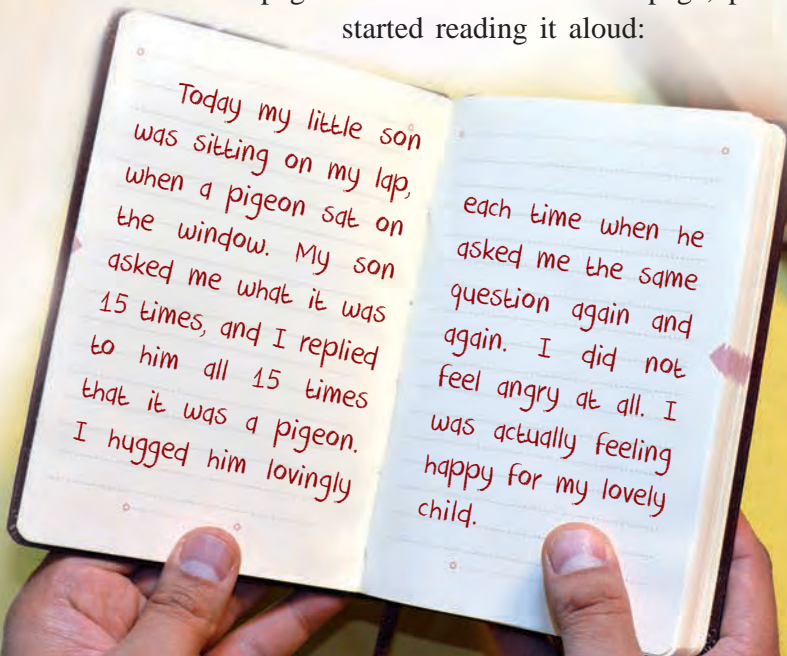


Respect your Parents

On a spring morning, an old woman was sitting on the sofa in her house. Her young son was reading a newspaper. Suddenly a pigeon sat on the window.

The mother asked her son quietly, “What is this?” The son replied: “It is a pigeon”. After a few minutes, she asked her son for the second time, “What is this?” The son said, “Mom, I have just told you, “It’s a pigeon, a pigeon”. After a little while, the old mother asked her son for the third time, “What is this?” This time the son shouted at his mother, “Why do you keep asking me the same question again and again? Are you hard of hearing?”

A little later, the mother went to her room and came back with an old diary. She said, “My dear son, I bought this diary when you were born”. Then, she opened a page and kindly asked her son to read that page. The son looked at the page, paused and started reading it aloud:



Suddenly the son burst into tears, hugged his old mother and said repeatedly, “Mom, mom, forgive me; please forgive me.” The old woman hugged her son, kissed him and said calmly, “We must care for those who once cared for us. We all know how parents cared for their children for every little thing. Children must love them, respect them, and care for them”.

Reading Strategy

Question generation

Question generation is a reading comprehension strategy whereby readers ask and answer meaningful questions about the important points or main ideas of a text. Using this strategy, students ask and answer their own questions rather than only answering questions provided by the book or the teacher.

Follow these steps:

1. Read the text.
2. Find the important points or main ideas.
3. Make a question for each point or idea.
4. Answer the questions.

Common question starters along with their possible answers are as follows:

Question Starter	Possible Answer
Who	Person
What	Object, Description or Process
Where	Location
When	Time
Why	Reason
How	Quantity, Process or Description

ABC
P
JK
NBE
JMC
DA
JKI
VCI
ERT
CVB
DZS

JHLKJHGGHLMN

UOP
R
GKQ
W
R
WDX
CX
ILK
N

Reading Comprehension

A. Read the passage. Generate at least five questions with the above question starters and then answer them.

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

B. Skim the passage. Write its main idea.

-

C. Read the passage. Find what these words refer to.

1. her (paragraph 1, line ...):
2. it (paragraph 2, line ...)
3. you (paragraph 3, line ...)
4. me (paragraph 4, line ...)
5. them (paragraph 5, line ...)

Vocabulary Development

COLLOCATIONS

A collocation is two or more words that often go together. Collocations tell us which words can come before or after other words. These combinations just sound “right” to native speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound “wrong”.

- *fast food* but *quick meal*. It would not be normal to say ~~quick food~~ or ~~fast meal~~.
- *strong wind* but *heavy rain*. It would not be normal to say ~~heavy wind~~ or ~~strong rain~~.
- *make a mistake* but *do exercise*. It would not be normal to say ~~do a mistake~~ or ~~*make exercise~~.

Or in the *Reading*, you can see the following collocations:

- read a newspaper (NOT ~~study~~ a newspaper)
- sit on the sofa (NOT ~~sit~~ at the sofa)
- hard of hearing (NOT ~~difficult~~ of hearing)



A. Without looking back at the Conversation, make collocations by matching the words on the left with the ones on the right column.

- 1. feel abroad
- 2. take well
- 3. go surprisingly
- 4. spare temperature
- 5. not the way
- 6. by no pains
- 7. burst into tears

B. With a classmate, check the answers by looking for the collocations in the Conversation. Use each collocation in a new sentence.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Grammar

A. Read the following texts.



Hafez is known to be as one of the most famous Persian poets of all time. He was born sometime between the years 1310 and 1337 A.D. in Shiraz. In his childhood, he received religious education. He is called Hafez because he learned the Holy Quran by heart. Hafez is mostly remembered for a special type of poetry that is called *Ghazal*. Emotions and ethics are used in *Ghazals* a lot. The collection of his poems is called *Divan*. It has been translated into countless languages including German, English and French. Hafez is known to be the inspiration of many poets and authors around the world.

B. Read the following example sentences.

Active	Passive
She makes pancakes every morning.	Pancakes are made every morning.
Ali broke the window yesterday.	The window was broken yesterday.
They have fixed the cars.	The cars have been fixed.
Alexander Fleming discovered penicillin.	Penicillin was discovered by Alexander Fleming.
Scientists find solutions to problems.	Solutions to problems are found by scientists.
Doctors have made a new medicine to cure cancer.	A new medicine has been made by doctors to cure cancer.

C. Tell your teacher how ‘passive voice’ is made.

D. Read the Conversation and underline all ‘passive voices’.

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

Many products (are developed/developed) each year. Light bulb, camera, airplane, and telephone (were invented/invent) by scientists and inventors. Laptops, smart phones, and tablets (were made/made) by lots of work and experiment. But not all products (are developed/developed) by hard work. Some inventions (were created/ are created) by accident or scientists' mistakes. Penicillin, for instance, (was made/were made) quite accidentally when Alexander Fleming (was working/ was worked) on bacteria. Microwave oven also (was invented/invented) during a scientist's experiment on energy. More interestingly, some tools and technologies (are not made/do not make) by scientists at all. Some like dishwashers and computer games (were made/made) by ordinary people like workers, housewives and school students.

F. Pair up and talk about the things that happened in the past without mentioning the doer.

Example: The window was broken.

1.
2.
3.
4.
5.

G. Go to Part ‘Grammar’ of your Workbook and do A and B.

See Also

Tag questions

A. Read the following example sentences.

Mina is happy, isn't she?

He's writing an email, isn't he?

George was hungry, wasn't he?

The girls were weaving a carpet, weren't they?

They are going to Hamedan, aren't they?

His father will buy a new car, won't he?

The boys have broken the window, haven't they?

Your sister has passed the exam successfully, hasn't she?

B. Go to Part 'Grammar' of your Workbook and do C.

Listening and Speaking

Speaking Strategy

Eliciting agreement and signaling uncertainty

A. We use 'tag questions' for two reasons: eliciting agreement (confirming facts) and signaling uncertainty.

- Sam has not come to work. I've heard he's sick, isn't he?
- Oh, yes. He was not well yesterday.
- What's wrong with him?
- The doctors are checking his health condition.
- It isn't something serious, is it?
- I hope not.



More examples:

- He's really generous, isn't he?
- They are going to leave here, aren't they?
- This cannot be true, can it?



B. Listen to the following conversations and answer the questions.

Conversation 1



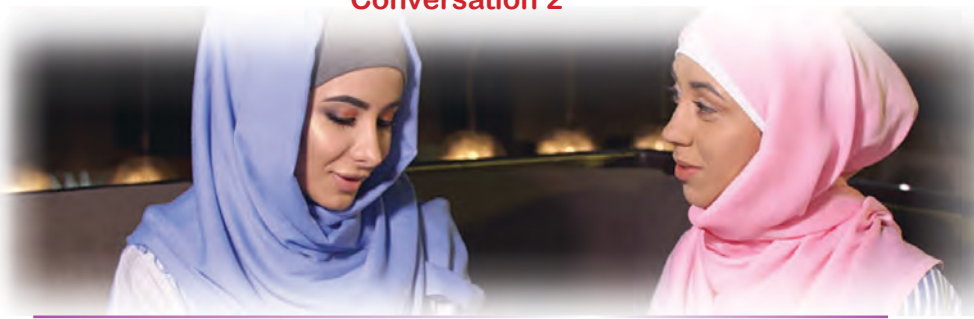
Why is Amin busy these days?

What does Behzad think about health?

Pair up and ask your friends some questions that elicit agreement or confirm facts. You may use the topics in the box.

weather, future job, a place to live

Conversation 2



Where are they going?

Why does Mina prefer chess?

Pair up and ask your friends some questions that signal uncertainty. You may use the topics in the box.

future plans, health condition, problems

Writing

Compound Sentences

We have learned that every sentence must have at least one subject and one verb. Such a sentence is called a **simple sentence**. A sentence with more than one subject, more than one verb and a connecting word such as **and**, **or**, **but** or **so** is called a **compound sentence**.

(1) Addition

and shows similar activities or feelings



I get up early in the morning.



I make an omelet myself.

I get up early in the morning, **and** I make an omelet myself.

(2) Contrast

but shows a contrast or difference



The book was boring.



Tom had to read the book.

The book was boring, **but** Tom had to read it.

A. Complete the following sentences with *and* or *but*.

- 1) We went to the park yesterday, we had a wonderful time.
- 2) Behnam's family went to the zoo last week, they did not enjoy it.
- 3) Susan has a pink dress, she never wears it.
- 4) Kate saw Sofia, she didn't speak to her.
- 5) My English class is really enjoyable, I have a lot of homework.

(3) Choice

or shows two choices



You should do your homework.

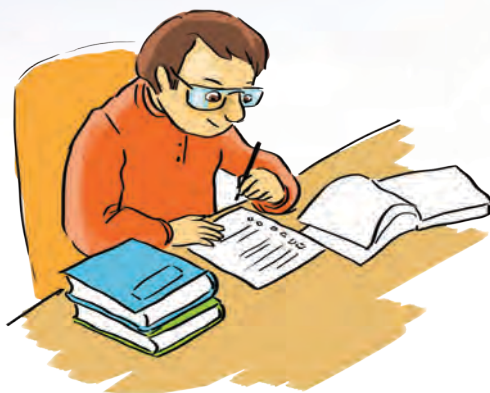


You should wash the dishes.

You should do your homework, **or** you should wash the dishes.

(4) Result

so shows that the second sentence is the result of the first one



Saeed studied hard for the exam.



Saeed passed the exam.

Saeed studied hard for the exam, **so** he passed it.

B. Complete the following sentences with *or* or *so*.

- 1) My mother doesn't like fast food, she doesn't eat any.
- 2) I go out tonight, I take a rest.
- 3) We can eat our lunch at the restaurant, we can have it at home.
- 4) That dictionary is expensive, I can't buy it.
- 5) This dress is not comfortable, she rarely wears it.

NOTE

- 1- Use a comma before *and*, *or*, *but* and *so* when you combine two sentences.
- 2- You can replace the repeated nouns with suitable pronouns.



C. Combine the two sentences with *and*, *but*, *or* or *so*.

1) Joseph is very busy today. He cannot watch TV.

.....

2) My brother has a lot of books. He never reads them.

.....

3) We should do a lot of homework. We don't have enough time.

.....

4) Sepeideh likes spaghetti. Her grandmother hates spaghetti.

.....

5) You can buy this coat. You can buy those shoes.

.....

D. Complete the sentences.

1. I like learning Chinese, but

2. These shoes are not comfortable, so

3. You must study well, and

4. I like swimming, but

5. You can install a mobile dictionary, or

E. Write five real compound sentences about yourself, your family or friends.

1.
 2.
 3.
 4.
 5.
-

F. Go back to the Reading. Find three simple and three compound sentences. Underline the subjects and circle the verbs.

1.
 2.
 3.
-
1.
 2.
 3.

PRODUCTS (ARE DEVELOPED/DEVELOPED)
LIGHT BULB, CAMERA, AIRPLANE AND
RE INVENTED/INVENT) BY SCIENTISTS
RS. LAPTOPS, SMARTPHONES, AND
MADE/MADE) BY LOTS OF WORK AND
NOT ALL PRODUCTS ARE DEVELOPED/
OPED) BY HARD WORK.

What you learned

LESSON ONE

URE SICK CHILDREN. HE WAS VERY FRIENDLY AND HELPFUL
POOR FAMILIES. NOT SURPRISINGLY, HE WAS
AS A DEDICATED PHYSICIAN.
IT KNOW SUCH A GREAT MAN.
DISTINGUISHED UNIVERSITY
BY HIM. HE
ENTS.



A. Listen to the first part of an interview.

1. Answer the following questions based on what you just heard.

a. Why is knowing about the experience of our parents important?

.....

b. Why are our parents our first teachers?

.....

2. Listen again and write down three important points mentioned.

B. Now read the rest.

Yet another important thing is our heritage and culture. We have much to learn from our parents with regards to our heritage, to be proud of our past. This heritage and history brings a sense of belonging. Most importantly, it brings us a sense of identity of our past and the responsibility to protect it for our future generations. What I can add at the end is the role of our parents' morals, values, and principles in our lives. Our elders have either learned, created or have been brought up with a set of morals, values and principles in their life. Our elders want the best for us and they are more than willing to tell us what set of rules and guidelines have made them successful, and hopefully, peaceful.

3. Underline all 'passive tenses'. Make three questions about the important points. Answer them.

C. Work in pairs. Ask and answer.

How can we learn from our parents in our lives?

How important is it to protect our culture for our next generation?

Why are our parents our blessing?

