

Lesson 3

Value of knowledge

- Past progressive
- Emphatic and Reflexive pronouns
- Action and State verbs

Professor Madjid Samii was born in Tehran in 1316. After finishing high school in Iran, he went to Germany and started studying medical field at the University of Mainz.

In April 1970 at the age of only 32, he received the title of associate professor in neurosurgery.

One of the most important achievements of Professor Samii is educating more than 1000 neurosurgeon scientists around the world with high levels of academic, administrative and education.

Awards:

1. 27th Khwarizmi International Award, presented by the Iranian president, Tehran, Iran, 02 March 2014
2. Winner of the "Golden Neuron Awards" of the World Academy Of Neurological Surgery, Vienna, Austria, 11 October 2014

Medals:

Awarded the gold medal of Columbian University of Antioquia, 15 May 2013

Honors:

Issuance of Professor Madjid Samii honorary postage stamp in the event of nomination as the affiliate professor of Islamic Azad University of Iran by National Iranian Post Company, Tehran, Iran, 30 March 2014

درس ۳

ارزش دانش

- زمان گذشته استمراری
- ضمایر تأکیدی و انعکاسی
- افعال پویا و ایستا

پروفسور مجید سمیعی در سال ۱۳۱۶ در شهر تهران و در خانواده ای فرهیخته چشم به جهان گشود. ایشان پس از اتمام تحصیلات دوره دبیرستان در ایران راهی کشور آلمان شدند و در دانشگاه ماینز در رشته پزشکی مشغول به تحصیل شدند.

در آوریل ۱۹۷۰ ایشان در سن ۳۲ سالگی موفق به دریافت عنوان دانشیاری در رشته جراحی مغز و اعصاب گردیدند.

یکی از مهمترین دستاوردهای مهم پروفسور سمیعی، آموزش بیش از ۱۰۰۰ جراح مغز و اعصاب در سراسر جهان می باشد که اغلب این جراحان در کشورهای خود دارای مراتب بالای علمی، اجرایی و آموزشی هستند.

جوایز: ۱. جایزه بیست و هفتمین جشنواره خوارزمی، ارائه شده توسط رئیس جمهور ایران، تهران، ایران، ۲ مارس ۲۰۱۴

۲. برنده " جایزه طلایی نورو " آکادمی جهانی جراحی مغز و اعصاب، وین، اتریش، ۱۱ اکتبر ۲۰۱۴

مدال ها: برنده جایزه مدال طلا از دانشگاه کلمبیایی از آنتیوکویا، ۱۵ مه ۲۰۱۳

افتخارات: صدور تمبر پستی افتخاری استاد مجید سمیعی به مناسبت کاندید شدن مقام پروفسور در دانشگاه آزاد اسلامی ایران توسط سازمان ملی پست ایران؛ تهران، ایران، ۳۰ مارس ۲۰۱۴



Part 1: Conversation

New words & Expressions

1. actually /'æktʃuəli/adv. in fact

در واقع

What did she **actually** say?

2. believe /bɪ'li:v/v. feel certain

باور کردن

I couldn't **believe** what I was hearing.

i...

believe it or not = ممکن است باور نکنید!

Believe it or not, he asked me to leave the room!



3. cradle /'kredl/n. a small bed for a baby

گهواره، مهد

She pushed the **cradle** gently from side to side.

i...

from the cradle to the grave = ز گهواره تا گور

Seek knowledge from the cradle to the grave.



4. far /fɑ:(r)/adv. a long distance away; not near

دور

We didn't go **far**.

i...

as far as I know = تا آن جایی که من میدانم

As far as I know, you've done nothing wrong.



5. grave /greɪv/n. a place in the ground where a dead person is buried

قبر، گور

We visited Grandma's **grave**.

6. knowledge /'nɑ:lɪdʒ/n. information; understanding

دانش، معلومات

He has a wide **knowledge** of painting and music.



7. laboratory /'læbrətɔ:ri/n. a room or building used for scientific research, experiments, testing, etc

آزمایشگاه

They work in a **laboratory** studying growth patterns.



8. light bulb /'laɪt bʌlb/n. bulb; the glass part that fits into an electric lamp, etc

لامپ

I bought a new **light bulb** for our lamp.

9. light /laɪt/n. the energy from the sun, a lamp, etc. that makes it possible to see things

نور

She could just see by the **light** of the candle.

i...

light ≠ darkness



10. medicine /'medɪsn/n. a substance, that you drink or swallow in order to cure an illness

دارو

Did you take your **medicine**?



11. same /seɪm/adj. not different

شبیبه، همان

Your dress is nearly the **same** as mine.

i...

(the) same to you = برای شما هم همین طور

A: Happy New year!

B: And the same to you!



12. scientist /'saɪəntɪst/n. a person who studies physics, chemistry, biology, etc.

دانشمند

Professor samii is a great **scientist**.

13. seek /si:k/v. to look for sth/sb

جستجو کردن

I advise you to **seek** assistance from the police.

i...

گذشته واسم مفعول فعل seek:

sought, sought /sɔ:t/

14. soon /su:n/adv. in a short time from now

به زودی

We'll be home **soon**.







i...

soon + er = sooner

soon + est = soonest

Exercises

A. Match the pictures with the words.

	camera airplane	light bulb scientist	telephone laboratory
	1.		2.
	4.		5.
			6.
			3.

B. Match the words in column I with their meanings or definitions in column II. Column II has one extra item.

I	II
<ul style="list-style-type: none"> 1. medicine 2. actually 3. knowledge 4. laboratory 5. far 	<ul style="list-style-type: none"> a. a room or building used for experiments b. study of diseases and injuries c. in fact d. not near e. a place in the ground f. understanding

C. Complete the sentences with the words in the list. One word is extra.

actually	airplanes	believe	camera
grave	laboratory	same	

1. We use a to take and keep pictures very easily.
2. That's the only reason I'm going.
3. I didn't a word of what he said.
4. It's not far to the
5. We lived on the street for twenty years.
6. Whenever he goes home he visits his mother's



Answer Key

- A.** 1. laboratory 2. airplane 3. telephone
 4. camera 5. scientist 6. light bulb
- B.** 1. b 2. c 3. f 4. a 5. d
- C.** 1. camera 2. actually 3. believe
 4. laboratory 5. same 6. grave

Conversation

Roya and Mahsa are leaving the library.

رویا و مهسا در حال خارج شدن از کتابخانه هستند.



Track 23 Listen to the conversation.

Roya: When I came in, you were reading a book. What was it?

Mahsa: I was reading a book about famous Iranian scientists.

Roya: But such books are not very interesting.

Mahsa: At first I had the same idea, believe me!

Roya: Did you find it useful?

Mahsa: Oh yes. Actually I learned many interesting things about our scientists' lives.

Roya: Like what?

Mahsa: For example Razi taught medicine to many young people while he was working in Ray Hospital. Or Nasireddin Toosi built Maragheh Observatory when he was studying the planets.

Roya: Cool! What was the name of the book?

Mahsa: Famous Iranian Scientists.

Exercises



Track 23 Now Listen again and do the following exercises.

A. Answer the following questions with "Yes" or "No".

1. Was Roya reading a book?
2. Did Mahsa find the book useful?

B. Answer the following questions. Give long answers.

1. Were Mahsa and Roya in a laboratory?
2. Who came to the library sooner, Mahsa or Roya?
3. Did Mahsa learn anything about our scientists' lives?
4. What was the name of the book?
5. Who did Razi teach medicine?

C. True or False?

1. Nasireddin Toosi worked in Ray Hospital.
2. At first Mahsa and Roya had the same idea.
3. Mahsa learned many interesting things from the book "Famous Iranian Scientists".
4. Razi wrote a book about famous Iranian scientists.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

D. Match two halves of each sentence. One item is extra in column II.

I

1. "Famous Iranian Scientists" talks ...
2. Maragheh Observatory helps....
3. Razi worked ...

II

- a. in Ray Hospital.
- b. not very interesting.
- c. about our scientists' lives.
- d. scientists study the planets



Answer Key

- A.** 1. No 2. yes
- B.** 1. No, they weren't. They were in a library.
 2. Mahsa came to the library sooner.
 3. Yes, she learned many things about our scientists' lives.
 4. It was "Famous Iranian Scientists".
 5. Razi taught medicine to many young people.
- C.** 1.F 2.T 3.T 4.F
- D.** 1. c 2. d 3.a

Proverbs

A man paint with his brain and not with his hand

انسان با قدرت ذهن خود تصویرگری می‌کند و نه با قدرت دستانش.

Today is the first day of the rest of your life.

امروز نخستین روز از باقی‌مانده عمر شماست.



Part 2: Reading

New words & Expressions

1. antibiotics /,æntɪbɪə'ɑ:tɪks/n. something that can destroy the growth of bacteria
آنتی بیوتیک

The doctor told her to take **antibiotics**.

2. belief /brɪ'li:f/n. something that you believe

باور، ایمان

She did it with the **belief** that it would help her job.

i...

belief ≠ disbelief; doubt

3. develop /dɪ'veləp/v. to grow or change into a stronger, larger or better form
توسعه دادن

The place **developed** from a small village into a big city.



4. energetic /,enə'rʒetɪk/adj. active

فعال

He is an **energetic** boy.

i...

energetically /,enə'rʒetɪkli/ adv.



5. experiment /ɪk'sperɪmənt/n.

a scientific test

آزمایش

The students do **experiments** in the school laboratory



6. grow up /grəʊ'ʌp/v. to develop into an adult

رشد کردن

Children **grow up** rapidly.

i...

grew /gru:/ = grow گذشته فعل

grown /grəʊn/ = grow اسم مفعول فعل

7. interest /'ɪntrest/n. attraction; wanting to know more

علاقه

They listened with **interest**.

i...

interesting (adj:) ≠ boring

interested (adj:) ≠ bored



8. invent /ɪn'vent/v. to make sth. for the first time
اختراع کردن

Edison **invented** the first light bulb.

9. invention /ɪn'venʃn/n. a thing that has been invented
اختراع

Necessity is the mother of **invention**.



10. kid /kɪd/n. a child or young person

بچه

I have to take my **kids** to school.



11. patient /'peɪʃnt/n. a sick person but is not certain to

بیمار

The hospital has over 800 **patients**.

12. possible /'pɔ:səbl/adj. that might exist or happen
ممکن

It is **possible** to get there by bus.

i...

possible ≠ impossible

13. publish /'pʌblɪʃ/v. to produce a book, magazine, etc.

چاپ کردن

He works for a company that **publishes** work books.

14. quit /kwɪt/v. to give up; to stop doing something

ترک کردن

He's still trying to **quit** smoking.

i...

quit + ing = quitting

گذشته و اسم مفعول فعل quit همان quit است. اما در انگلیسی

بریتانیایی این فعل با قاعده است و پسوند ed می‌گیرد:

quit + ed = quitted

15. rapidly /'ræpɪdli/adv. quickly; fast

تند، سریع

Can you play table tennis very **rapidly**?

16. recite /rɪ'saɪt/v. to say a poem, etc. that you have learned

از بر خواندن

Each child had to **recite** a poem.



17. research /rɪ'sɜːrtʃ/n. a careful study of a subject
تحقیق
*She is doing **research** on blood cells.*

18. solve /sɔːlv/v. to find an answer to a problem
حل کردن
*She's really good at **solving** problems.*



19. success /sək'ses/n. the fact of getting sth
موفقیت
*No **success** is possible without hard work.*

20. successful /sək'sesfl/adj. reaching your aims
موفق
*The experiment was completely **successful**.*

21. thousands of /'θaʊzndz əv/ a large number of things or people
هزاران
*There were **thousands of** people there.*

i ...

بعد از *three, two, one, a* و غیره واژه *thousand* به صورت مفرد به کار می رود.

22. translate /træns'leɪt/ or /trænz'leɪt/v. to change the meaning of speech or writing in a different language
ترجمه کردن
*This word is difficult to **translate**.*

23. translator /træns'leɪtər/ or /trænz'leɪtər/n. a person who translates writing or speech into a different language
مترجم
*She works as a **translator** of technical texts.*



24. try /traɪ/v. to make an attempt or effort to do or get sth
سعی کردن
*He **tries** hard to learn English.*

i ...

try + ing = trying

try + es = tries

try + ed = tried



25. weak /wi:k/adj. not strong
ضعیف
*He's still **weak** after his illness.*

i ...

weak + er = weaker

weak + est = weakest

Exercises

A. Circle the different word in each group.

1. modern – famous – old – easily
2. develop – belief – quit – solve
3. success – experiment – energetic – invention
4. daily – laboratory – observatory – library

B. Fill in the blanks with the words in the list. Two words are extra.

experiment	grow up	interest	invented
research	success	translate	weak

1. He has the flu and feels
2. She is doing on blood cells.
3. I don't speak Italian—can you for me?
4. Louis Braille an alphabet to help blind people.
5. They didn't have much in life.
6. The animals seemed healthy during the

C. Match the words in column I with their opposites in column II.

I	II
1. belief	a. darkness
2. far	b. different
3. light	c. disbelief
4. possible	d. impossible
5. same	e. near
6. weak	f. strong

D. Write one word in front of each meaning or definition below.

- : to change the meaning of speech or writing in a different language
- : to produce a book, magazine, etc
- : to make sth for the first time
- : to change into a stronger, larger or better form
- : the study and treatment of diseases and injuries
- : a room used for scientific experiments

E. Choose the correct answer.

- She hard to solve the problem.
 - believed
 - felt
 - tried
 - sought
- No is possible without hard work.
 - places
 - light
 - belief
 - success
- The students do in the school laboratory.
 - experiments
 - inventions
 - scientists
 - problems
- We need to pay attention on the country's problem.
 - solving
 - growing
 - building
 - producing
- You must other people's beliefs.
 - recite
 - quit
 - translate
 - respect
- Edison the first light bulb.
 - developed
 - invented
 - covered
 - carried

Answer Key

- | | | | |
|------------------------|---------------|--------------|-------------|
| A. 1. easily | 2. belief | 3. energetic | 4. daily |
| B. 1. weak | 2. research | 3. translate | 4. invented |
| 5. success | 6. experiment | | |
| C. 1. c | 2. e | 3. a | 4. d |
| 5. b | 6. f | | |
| D. 1. translate | 2. publish | 3. invent | 4. develop |
| 5. medicine | 6. laboratory | | |
| E. 1. c | 2. d | 3. a | 4. a |
| 5. d | 6. b | | |

Reading

No Pain No Gain

نابرده رنج گنج میسر نمی‌شود.

Paragraph 1: Human knowledge develops with scientists' hard work. Many great men and women try hard to find facts, solve problems and invent things.

دانش بشر با کار و تلاش مداوم دانشمندان توسعه می‌یابد. تعداد زیادی از مردان و زنان سخت در تلاشند، تا حقایق را دریابند، مشکلات را حل و فصل کنند و وسایلی اختراع کنند.

True or False?

T F

1. Scientists try hard to solve human problems.
2. No great men and women develop human knowledge.

Find a word in the paragraph that means:

3. :to make an attempt or effort
4. :to find an answer to a problem
5. :to make sth for the first time

Paragraph 2: Some of these scientists did not have easy lives. But they tried hard when they were working on problems. They never felt weak when they were studying. They never gave up when they were doing research.

برخی از این دانشمندان زندگی دشواری داشته‌اند. اما آن‌ها زمانی که در حال حل مشکلات بودند به سختی تلاش می‌کردند. آن‌ها هرگز حین مطالعه و تحقیق احساس ضعف نمی‌کردند و هرگز در حین انجام تحقیقات تسلیم نشدند.

True or False?

T F

1. Some scientists felt weak when they were studying.
2. Some scientists have hard lives.

Find a word in the paragraph that means:

3. :not hard
4. :not strong
5. :people who study physics, chemistry, biology, etc

Paragraph 3: There are great stories about scientists and their lives. One such a story is about Thomas Edison. As a young boy, Edison was very interested in science. He was very energetic and always asked questions. Sadly, young Edison lost his hearing at the age of 12. He did not attend school and learned science by reading books in the library himself.

داستان‌های مشهور درباره دانشمندان و زندگی‌نامه آن‌ها وجود دارد. یکی از این داستان‌ها مربوط به توماس ادیسون است. ادیسون به عنوان یک پسر جوان بسیار به علم علاقه‌مند بود. او بسیار پرنرژی بود و دائم سوال می‌پرسید. متأسفانه ادیسون جوان قوه شنوایی‌اش را در سن ۱۲ سالگی از دست داد. او به مدرسه نرفت و خودش علوم مختلف را با خواندن کتاب‌ها در کتابخانه‌اش آموخت.

True or False?

T F

1. Edison was not very interested in science when he was very young.
2. He taught science to himself.
3. Edison became deaf when he was 12.

Find a word in the paragraph that means:

4. :important
 5. :active
 6. :showing interest in sth and finding it exciting

Paragraph 4: When he grew up he worked in different places, but he never lost his interest for making things. Edison was famous for doing thousands of experiments to find answers to problems. He said, "I never quit until I get what I'm after". Edison had more than 1,000 inventions and was very successful at the end of his life.

ادیسون در حین افزایش سن، در مکان‌های مختلفی مشغول به کار شد اما هرگز علاقه‌اش به اختراع کردن را از دست نداد. ادیسون به انجام هزارها آزمایش برای یافتن راه‌حل مسائل شهرت داشت. او می‌گفت: «من هرگز کار را رها نخواهم کرد تا زمانی که به آنچه به دنبال آن هستم دست یابم». ادیسون بیش از ۱۰۰۰ اختراع داشت و تا پایان زندگی‌اش فرد بسیار موفق بود.

True or False?

1. Edison had one hundred experiments.
 2. He was always interested in making things.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Find a word in the paragraph that means:

3. :scientific tests
 4. :give up
 5. :reaching your aims

Paragraph 5: Many great names had stories like this. But the key to their success is their hard work and belief in themselves. If you want to get what you want, work hard and never give up.

دانشمندان بزرگ دیگری نیز، زندگی‌نامه‌هایی از این قبیل (مشابه ادیسون) داشته‌اند. اما کلید موفقیت همه آنان، سخت‌کوشی آن‌ها و اعتقاد و باوری بود که به خودشان داشتند. اگر می‌خواهید به آنچه در فکر خود دارید دست یابید به سختی تلاش کنید و هرگز تسلیم مشکلات نشوید.

True or False?

1. The key to many great men's and women's success is their hard work.
 2. If you believe in yourself, you can be successful.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Find a word in the paragraph that means:

3. :something that you believe
 4. :with difficulty

Exercises

A. Choose the best answer.

1. Where did Edison learn science?
 - a. In the library
 - b. At school
 - c. In the laboratory
2. How did Edison find answers to problems?
 - a. By sleeping in the laboratory.
 - b. By doing many experiments.
 - c. By quitting what he was after.
3. Which is not true about scientists?
 - a. They find facts.
 - b. They invent things.
 - c. They feel weak.
4. Edison
 - a. had a great story
 - b. was not very active
 - c. became blind
5. He was famous for
 - a. doing many experiments to solve problems
 - b. losing his hearing at the age of 12
 - c. not studying at school
6. Many scientists to invent things.
 - a. lose their hearing
 - b. leave school
 - c. try hard

B. True/False

1. Edison finally lost his interest for inventing things.
2. Edison did not attend school at all.
3. Hard work is the key to scientists' success.
4. Edison had a hard life.
5. He was not interested in science.
6. He learned many things in the library.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

C. Match two halves of each sentence. Column II has one extra item.

I

1. After Edison lost his hearing
2. When scientists were working on problems ...
3. If you like to be successful

II

- a. you must not feel weak.
- b. he did not quit studying.
- c. they did not give up.
- d. he became a famous person.

D. Answer the following questions. Give long answers.

1. What is the title of the text?
2. What does the title of the text mean?
3. What kind of life do most scientists have?
4. What can we learn by studying the story of great men and women?
5. Who taught Edison after he lost his hearing?

**Answer Key****Paragraph 1**

- | | | | | |
|------|------|--------|----------|-----------|
| 1. T | 2. F | 3. try | 4. solve | 5. invent |
|------|------|--------|----------|-----------|

Paragraph 2

- | | | | | |
|------|------|---------|---------|---------------|
| 1. F | 2. T | 3. easy | 4. weak | 5. scientists |
|------|------|---------|---------|---------------|

Paragraph 3

- | | | | |
|--------------|---------------|------|----------|
| 1. F | 2. T | 3. T | 4. great |
| 5. energetic | 6. interested | | |

Paragraph 4

- | | | | | |
|------|------|----------------|---------|---------------|
| 1. F | 2. T | 3. experiments | 4. quit | 5. successful |
|------|------|----------------|---------|---------------|

Paragraph 5

- | | | | |
|------|------|-----------|---------|
| 1. T | 2. T | 3. belief | 4. hard |
|------|------|-----------|---------|

- | | | | |
|----------------|------|------|------|
| A. 1. a | 2. b | 3. c | 4. a |
|----------------|------|------|------|

- | | | | |
|------|------|--|--|
| 5. a | 6. c | | |
|------|------|--|--|

- | | | | |
|----------------|------|------|------|
| B. 1. F | 2. T | 3. T | 4. T |
|----------------|------|------|------|

- | | | | |
|------|------|--|--|
| 5. F | 6. T | | |
|------|------|--|--|

- | | | | |
|----------------|------|------|--|
| C. 1. b | 2. c | 3. a | |
|----------------|------|------|--|

- D.** 1. The title of the text is "No Pain No Gain".
2. It means: If we don't work hard, we won't get what we want.
3. Most scientists have a hard and energetic life.
4. We can learn that we should work hard and never give up.
5. He taught himself after he lost his hearing.

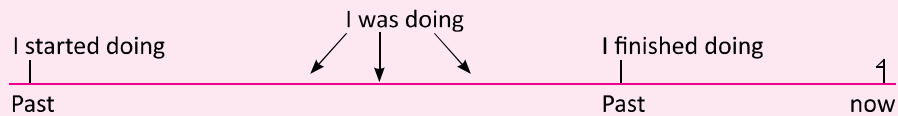


Part 3: Grammar

Past Continuous

زمان گذشته استمراری

این زمان بیان کننده عملی است که به صورت استمرار در زمان گذشته برای مدتی در حال انجام گرفتن بوده است و تأکید روی استمرار عمل است که در گذشته در دوره‌ای از زمان در حال انجام گرفتن بوده است.



Example: Saeed **was reading** a book yesterday evening at 6:00.

While I **was driving** home, my car broke down.

چگونه زمان گذشته استمراری را به کار ببریم؟

جملات مثبت:

ساختار به این صورت است:

Subject+ (was/were)+verb+ ing

Example:

I was reading a book.

You were reading a book.

She/He was reading a book.

They were reading a book.

We were reading a book.

جملات منفی: برای منفی کردن از was not یا were not استفاده می کنیم.

Subject+ (was/were)+not+ verb+ ing

ساختار به این صورت است:

Example:

I was not reading a book.

You were not reading a book.

She/ He was not reading a book.

They were not reading a book.

We were not reading a book.

جملات پرسشی (yes/no): برای سؤالی کردن افعال to be (was / were) را در ابتدای جمله قرار می دهیم.

(was/were)+Subject+ verb+ ing?

ساختار به این صورت است:

Example:

Was I reading a book?

Were you reading a book?

Was she/ he reading a book?

Were they reading a book?

Were we reading a book?

جملات پرسشی (Wh Questions)

برای سؤالی کردن، کلمات پرسشی را قبل از افعال was یا were قرار می‌دهیم.

Wh questions+ (was/were)+Subject+ verb+ ing?

ساختار به این صورت است:

Example:

Where was I reading a book?

Where were you reading a book?

Where was she/ he reading a book?

Where were they reading a book?

Where were we reading a book?

چه زمانی گذشته استمراری را به کار ببریم؟

۱. هنگامی که عملی به صورت استمراری در زمان گذشته برای مدتی در حال انجام گرفتن بوده است ولی حدود زمانی آن به طور دقیق مشخص و یا مهم نیست. در واقع تأکید روی استمراری عملی است که در گذشته در دوره‌ای از زمان در حال انجام گرفتن بوده است.

Example: I was listening to the radio last night.

من شب گذشته به رادیو گوش می‌دادم.

۲. هنگامی که عملی در لحظه‌ای خاص در گذشته در حال جریان بوده است و احتمالاً پس از آن نیز ادامه داشته است.

Example: What were you doing at 6:00?

شما ساعت ۶ داشتید چه کار می‌کردید؟

We were speaking English.

ما داشتیم به زبان انگلیسی صحبت می‌کردیم.

I was reading a book at six yesterday evening.

من در ۶ عصر روز گذشته در حال خواندن کتاب بودم.

این جمله نشان می‌دهد که آن شخص در ساعت ۶ مشغول خواندن کتاب بوده است (یعنی کتاب خواندن را قبل از ۶ شروع کرده بود)

۳. هنگامی که عملی در گذشته تکرار می‌شود. برای نشان دادن عملی که در گذشته چندبار اتفاق افتاده که اکثراً "با کلمه all می‌آید.

(long duration) با قیود تکرار perpetually, constantly, always (برای نشان دادن تداوم کاری در گذشته) شکل استمراری فعل هم به کار می‌رود.

Example: The children were playing football all day.

بچه‌ها تمام طول روز فوتبال بازی می‌کردند.

What were you doing all day yesterday?

در تمام طول روز گذشته چه کار می‌کردید؟

She was always coming to class late.

او همیشه دیر به کلاس می‌آمد = (گوینده با استفاده از نشان دادن این تکرار عمل در گذشته ناراحتی خود را نشان می‌دهد).

He was always advising me to study.

او همیشه به من نصیحت می‌کرد که درس بخوانم. = (تکرار و تأکید بر کلمه نصیحت کردن است که همیشه اتفاق افتاده است)



۴. هنگامی که کاری در زمان گذشته استمراری داشته است و با کار دیگری برخورد می‌کند و قطع می‌شود. این کاری که باعث توقف شده است کاری است که در زمان گذشته ساده بیان می‌شود. زمان گذشته استمراری همراه با یک جمله گذشته ساده (که معمولاً با عبارت when همراه است) بکار می‌رود. در اغلب موارد گذشته استمراری همراه با گذشته ساده بکار می‌رود. در چنین حالتی، گذشته استمراری بر کارها و فعالیت‌های طولانی‌تر (در پس‌زمینه) دلالت می‌کند، در حالی که گذشته ساده (فعالیت‌های کوتاه‌تر) بر کارها و فعالیت‌هایی دلالت می‌کند که در میانه کارهای طولانی‌تر واقع شده‌اند. در واقع تعیین میزان فعالیت‌های طولانی نسبی است.



when + short action (Past Simple)**while + long action (Past Continuous)**

He was watching TV when we arrived. زمانی که ما رسیدیم، او داشت تلویزیون نگاه می کرد.

They were talking about her when she walked into the room. آنها در مورد او صحبت می کردند که او وارد اتاق شد.

While I was walking, I fell down. در حالی که من داشتم راه می رفتم، زمین خوردم.

۵. برای نشان دادن دو عمل مستمر که در یک زمان در حال انجام گرفتن بوده است.

دو عمل هیچ تاثیری بر روی یکدیگر ندارند.



I was studying while he was reading. در حالی که او کتاب می خواند، من مشغول مطالعه بودم.

۶. زمان گذشته استمراری برای توصیف محیط و پس زمینه داستانها به کار می رود.

It was a beautiful day. The birds **were singing**, the sun **was shining** and in the cafes people **were laughing and chatting**. روز زیبایی بود. پرندگان آواز می خواندند، خورشید می درخشید و در کافهها مردم می خندیدند و گپ می زدند.

کاربرد while و as در زمان گذشته استمراری

کلمات **while** و **as** به معنی (هنگامیکه) در ابتدای جملات گذشته استمراری هنگام اتصال به جملات گذشته ساده بکار می روند. بنابراین اگر قسمتی از یک جمله گذشته استمراری باشد، قسمت دیگر یا گذشته ساده است یا گذشته استمراری.

Example:

While you were driving, I saw you. هنگامیکه داشتید رانندگی می کردید، من شما را دیدم.

While he was playing { the telephone rang.
I was having a bath.

توجه: هنگامی که **when, while, as** در وسط جمله بکار رود، علامت (,) حذف می شود، در غیر اینصورت از (,) مابین جمله گذشته ساده و گذشته استمراری استفاده می کنیم.

Example:

I saw you while you were driving.

While you were driving, I saw you. هنگامی که داشتید رانندگی می کردید، من شما را دیدم.

مقایسه زمان گذشته ساده و گذشته استمراری

گذشته ساده زمانی است که عمل مورد نظر در زمان معینی در گذشته به اتمام رسیده است.

Ali visited his friend in Shiraz two weeks ago. علی دوست خود را دو هفته پیش در شیراز دید.

اما گذشته استمراری برای بیان کار یا فعالیتی به پایان نرسیده در زمان گذشته می باشد.

I **was reading** a book during the flight. (I didn't finish it)

I **read** a book during the flight. (I finished it)

Pronouns

ضمایر انعکاسی

قبل از توضیح ضمایر انعکاسی، بهتر است چند نکته درباره مفعول و ضمیر مفعولی بدانیم.

مفعول چیست؟

مفعول (object) کسی یا چیزی است که توسط فاعل (subject) کاری بر رویش انجام می‌شود. مفعول می‌تواند اسم، عبارت اسمی و یا ضمیر باشد.

Example:

They washed the dishes.

در این جمله the dishes مفعول می‌باشد.

Subject+ verb+ object

ساختار به این صورت است:

ضمیر مفعولی چیست؟

Example:

They washed **them**.

ضمیری که بجای مفعول قرار می‌گیرد، ضمیر مفعولی نامیده می‌شود.

در این جمله them ضمیر مفعولی می‌باشد.

مفهوم ضمایر انعکاسی

چنانچه فاعل و مفعول جمله هر دو یک شخص یا یک شی باشند یعنی عملی که فاعل انجام می‌دهد به خودش برگردد. در این صورت از ضمیر انعکاسی بجای مفعول یا ضمیر مفعولی استفاده می‌شود.

Example:

They washed **themselves**.

آنها خودشان را شستند!

Example:

I introduced **myself**.

در این جمله themselves ضمیر انعکاسی می‌باشد.

من خودم را معرفی کردم.

ضمایر انعکاسی	
myself	خودم، خودم را
yourself	خودت، خودت را
himself	خودش، خودش را
herself	خودش، خودش را
itself	خودش، خودش را
ourselves	خودمان، خودمان را
yourselves	خودتان، خودتان را
themselves	خودشان، خودشان را

Example:

She saw **herself** in the mirror.

نکته: ضمایر انعکاسی باید با فاعل جمله مطابقت داشته باشند.

They cut **themselves**.

Mahdi cut **himself**.

تذکره: چنانچه در جمله‌ای هم مفعول مستقیم و هم مفعول غیر مستقیم داشته باشیم، محل قرار گرفتن آنها پس از فعل طبق الگوهای زیر می‌تواند تغییر کند:

مفعول غیر مستقیم + for / to + مفعول مستقیم + فعل + فاعل

مفعول مستقیم + مفعول غیر مستقیم + فعل + فاعل

ضمیر انعکاسی همانند ضمیر مفعولی می‌تواند با حرف اضافه خاص خودش بعد از مفعول شیء قرار گیرد چنانچه مفعول مستقیم بلافاصله بعد از فعل قرار گیرد، مفعول غیر مستقیم همراه for یا to بکار می‌رود ولی چنانچه مفعول غیر مستقیم بعد از فعل بکار برده شود، دیگر نیازی به for یا to نخواهد بود.

Example:

Ali bought a **book** for **himself**.

Ali bought **himself** a **book**.

نکته: مفعول مستقیم کلمه‌ای است که فعل مستقیماً بر روی آن صورت می‌گیرد. مثلاً در جمله‌ی بالا خریدن بر روی کتاب صورت گرفته است. به عبارتی دیگر اگر ضمیر انعکاسی بعد از مفعول جمله بیاید قبل از آنها to یا for می‌آید. اما اگر مستقیماً بعد از فعل بیاید قبل از آنها to یا for نمی‌آید.

Example:

He bought a book for himself.

او یک کتاب برای خودش خرید.

He bought himself a book.

او برای خودش یک کتاب خرید.

I will make a cup of tea for myself.

من یک فنجان چای برای خودم آماده خواهم کرد.

I will make myself a cup of tea.

من برای خودم یک فنجان چای آماده خواهم کرد.

نکته: در هر دو جمله زیر هر دو ضمیر him و myself مفعول جمله می‌باشند. در جمله دوم چون فاعل و مفعول جمله به یک شخص اشاره می‌کنند بنابراین از ضمیر انعکاسی استفاده شده است.

Example:

I saw myself in the mirror.

من خودم را در آینه دیدم.

I saw him in the street.

من او را در خیابان دیدم.

نکته: هنگامی که ضمیر نامعین **one** به عنوان فاعل در ابتدای جمله به کار رود ضمیر انعکاسی آن **oneself** می‌باشد که همیشه به صورت مفرد به کار می‌رود.

One should adapt **oneself** to the custom of the city where She/He lives.

شخص باید خود را با آداب و رسوم شهری که در آن زندگی می‌کند وفق دهد.

ضمایر تأکیدی

ضمایری که تأکید و حتی بودن عمل فاعل بر روی مفعول را نشان می‌دهند و بیانگر این هستند که فاعل، خود فعل را انجام داده است نه کسی دیگر!!

ضمایر تأکیدی در دو موقعیت به کار می‌روند:

۱. درست بعد از فاعل و یا بعد از مفعول بدون حرف اضافه نوشته می‌شوند.

۲. در آخر جمله، بدون حرف اضافه هم نوشته می‌شوند.

Example:

I myself wrote the letter.

He himself has fixed the car.

I myself saw the President.

Example:

I saw the president himself.

Example:

I wrote the letter myself.

He has fixed the car himself.

He wants to finish it himself.

Example:

I did my work by myself.

I went on holiday by myself.

۱. الف / بعد از فاعل تأکید بر روی فاعل

من خودم نامه را نوشتم.

او خودش ماشین را تعمیر کرده است.

من خودم رئیس جمهور را دیدم.

۱. ب / بعد از مفعول تأکید بر روی مفعول:

(من خود رئیس جمهور را دیدم نه کس دیگری)

۲. این ضمائر در جملات زیر فقط برای تأکید بر روی فاعل جمله به کار رفته که در انتهای جمله قرار می‌گیرند.

اگر این ضمائر همراه با حرف اضافه by به کار روند به معنای "به تنهایی" می‌باشند. و در این حالت نقش قیدی دارند.

من به تنهایی کارم را انجام دادم.

من به تنهایی به تعطیلات رفتم.

ضمائر تأکیدی	
myself	خودم
yourself	خودت
himself	خودش
herself	خودش
itself	خودش
ourselves	خودمان
yourselves	خودتان
themselves	خودشان

نکته: موقعی که فاعل ضمیر مبهم one باشد ضمیر انعکاسی و تأکیدی آن oneself بوده است که به صورت مفرد به کار می‌رود و جمع ندارد.

One can cut oneself with a knife.

آدم می‌تواند انگشت خود را با چاقو ببرد.

تفاوت بین ضمائر انعکاسی و تأکیدی

همانطور که مشاهده کردید، ضمائر انعکاسی و تأکیدی دارای شکل و معنی مشابه هستند.

اگرچه شکل ظاهر هر دو ضمیر یکی است اما هر گاه فاعل و مفعول جمله یکی باشد؛ (یعنی فاعل کار را برای خود یا روی خود انجام داده است) به این ضمائر انعکاسی می‌گویند در غیر این صورت ضمیر به کار گرفته شده ضمیر تأکیدی نام دارد.

توجه داشته باشید که در ضمائر انعکاسی عمل به فاعل جمله برمی‌گردد و در واقع مفعول همان فاعل است.

Example:He cut **himself**.

خودش را زخمی کرد.

Help **yourselves**.

از خودتان پذیرایی کنید.

We blame **ourselves**.

ما خودمان را مقصر می‌دانیم.

اگر این ضمایر برای تاکید فاعل یا مفعول بکار روند تاکید نام دارند که در جمله بلافاصله بعد از فاعل یا در آخر جمله، بدون حرف اضافه بکار می‌روند. در واقع هنگامی که از ضمیر انعکاسی برای تاکید روی فاعل و مفعول استفاده کنیم آن ضمایر را تاکید می‌نامیم. چنانچه بخواهیم انجام عملی را به وسیله فاعل جمله تاکید کنیم از ضمیر تاکید استفاده می‌کنیم. در واقع از ضمایر انعکاسی می‌توان برای تاکید روی یک اسم، ضمیر یا عبارت اسمی استفاده کرد که در این حالت بعد از آنها در جمله قرار می‌گیرند:

I can do it **myself**.

من خودم می‌توانم این کار را انجام دهم.

We can repair the roof **ourselves**.

ما می‌توانیم خودمان سقف را تعمیر کنیم.

The film **itself** wasn't very good but I liked the music.

خود فیلم خیلی خوب نبود ولی از موسیقی آن خوشم آمد.

ضمایر تاکید هنگامی که تاکید بر فاعل دارند چه پس از فاعل بیایند و چه در آخر جمله معنای آنها تغییر نمی‌کنند.

I wrote the letter **myself**.I **myself** wrote the letter.**Exercises****A. Put the verbs into the correct form of past continuous.**

1. When I phoned my friends, they (play)
2. Yesterday at eight I dinner. (cook)
3. My children in the garden when it suddenly began to rain. (play)
4. We all day. (not / cycle)
5. While Ali in his room, his friends were swimming. (work)

B. Complete each sentence.

1. My sister and I playing volleyball at 6 p.m. yesterday.
2. you still working at 8 p.m. last night?
3. Was he not his homework?
4. At 7:30 a.m. today I driving to work.
5. They TV when I arrived.

C. Yesterday at 7 p.m. your family were doing different things. Write five positive sentences in past continuous.

1. My mother / read / a newspaper

.....

2. My father / watch / TV

.....

3. My younger sister / do / homework

.....

4. My two brothers /not/ watch/ TV

.....

5. We / talk / about school

.....

D. Answer these questions based on the pictures.



1. Was Ali teaching English last Monday?

.....



2. Were Hamid and his friends watching TV yesterday evening?

.....



3. What were you reading last night?

.....

E. Fill in the blanks with the simple past or past continuous form of the verbs.

A: Hi, Mina. I (1) (see/not) you at school yesterday.

B: Hello, Maryam. I (2) (come/not) yesterday. I (3) (feel, not) very well, so I (4) (decide) to go to the doctor.

A: Oh! (5) (be) it hard?

B: No, the doctor (6) (tell) me to go home and rest.

A: (7) you (stay) home yesterday?

B: No, only in the morning. I (8) (go) to work in the afternoon. Actually, my friend

..... (9) (drive) me home, but she (10) (have) an accident. She (11) (see/not) the red light. Thank God, nobody (12) (get) hurt.

A: I'm happy to hear that. Well, Mina, I have to go. While I (13) (listen) to your story, I (14) (remember) that my mother (15) (ask) me to call her.

B: See you later.

A: Ok. Goodbye.

F. Choose the best answer.

1. When I saw Mahdi, he

- a. did homework b. was doing homework c. doing homework

2. when the telephone rang?

- a. did you cook b. were you cooking c. you were cooking

3. Dave, when your book?

- a. began b. you beginning c. did you begin

4. While I to work, I saw an accident.
 a. was driving b. drove c. were driving
5. While she was speaking with my mother, I in my room.
 a. slept b. were sleeping c. was sleeping

G. Choose the best answer to complete each sentence.

1. My sister saw in the mirror.
 a. herself b. himself c. myself d. yourself
2. You should drive the car.
 a. myself b. yourself c. my d. your
3. Who wants to make her dinner?
 Nobody, she will make it
- a. her b. himself c. him d. herself
4. Please make at home while you are waiting.
 a. themselves b. himself c. yourselves d. herself

H. Unscramble the sentences.

1. in /myself/ mirror/ the/ looked/ I/ at /.

2. painted / and I /the / ourselves/ wall / dad/ .

3. themselves / children / holiday / by / made / decorations /.

4. homework / copies / Peyman / friend's / his / himself / instead / of / it / doing /.



Answer Key

- A.** 1. were playing 2. was cooking 3. were playing 4. were not cycling
 5. was working
- B.** 1. were 2. were 3. doing 4. was
 5. were watching
- C.** 1. My mother was reading a newspaper. 2. My father was watching TV.
 3. My younger sister was doing homework. 4. My two brothers were not watching TV.
 5. We were talking about school.
- D.** 1. No, he wasn't. He was teaching Persian.
 2. No they weren't. They were listening to the radio.
 3. I was reading a newspaper last night.

- E.** 1. didn't see
3. didn't feel/ wasn't feeling
5. was
9. drove
13. was listening
2. didn't come
4. decided
7. Did you stay
11. didn't see
15. asked
6. told
10. Had
14. remembered
8. went
12. got
- F.** 1. b
G. 1. a
2. b
2. b
3. c
3. d
4. a
4. c
5. c
- H.** 1. I looked at myself in the mirror.
2. Dad and I painted the wall ourselves
3. Children made holiday decorations by themselves
4. Peyman copies his friend's homework instead of doing it himself.

Proverbs

Imagination is more important than knowledge.

تفیل مهم تر از دانش است.

Every child is an artist. The problem is how to remain an artist when he grows up.

هر کودک یک هنرمند است. مشکل این است که چیدن رشد و تکامل چگونه هنرمند باقی بماند.



Part 4: Listening

Exercises



Track 24 A. Listen and repeat the following example sentences.

1. I was watching a good movie, but I felt asleep before the end.
2. I was working at a boring job when someone offered me a better one.
3. While my sister was cooking dinner last night, the phone rang three times.
4. My brother was playing football when he broke his leg.
5. Mary was reading a book, but someone told her the ending.



Track 25 B. Listen to the sentences and circle (a) or (b).

1. a. My mother is a writer.
b. My mother was a writer
2. a. We were booking tickets on the internet.
b. We booked tickets on the internet.
3. a. Where do you study English?
b. Where did you study English?
4. a. We meet every week.
b. We met every week.
5. a. They had a lot of money.
b. They have a lot of money.



Track 26 C. Listen to the conversations and write (True) or (False) in front of the sentences.

1. He was born in the US.
2. She bought some cheap shoes.
3. He thought the movie was very good.
4. They went out on Saturday night.
5. She got up at 7:30.



Track 27 D. Listen to the text and complete the sentences with suitable words.

1. Alexander Fleming was a scientist.
2. He worked on
3. Fleming discovered antibiotic
4. Many other doctors were also on this medicine in those days.
5. They the first patient with penicillin in 1942.

Pronunciation

هنگامی که می‌خواهید چیزی را با تاکید ویژه‌ای بیان کنید، آن را با شدت و انرژی بیشتری می‌گویید. معمولاً اسم، صفت، فعل، قید، فعل کمکی منفی، کلمات پرسشی، آری و خیر در جمله استرس می‌گیرند. اما گوینده می‌تواند در شرایط خاصی روی هر کلمه‌ای تاکید کرده و به آن استرس بدهد.



Track 28 A. Listen to the following conversations.

Notice how the speakers put emphasis on some words.

1. A: A black coffee, please.
B: Sorry, do you want milk with your coffee?
A: No, a **black** coffee, please.
2. A: What's your nationality?
B: Well, my wife's an Iranian citizen.
A: Yes, but what's **your** nationality, sir?
3. A: Do you have any brothers or sisters?
B: Yes, two **brothers**.
4. A: You have some brothers, don't you?
B: Yes, **two** brothers.
5. A: Do you know London?
B: Yes, I **lived** there for a year.
6. A: You lived in London, didn't you?
B: Yes, I lived there for a **year**.



Track 29 B. One word in each sentence is underlined. Say the sentence with emphatic stress on that element. Can you guess how the meanings of the sentences are different?

1. Is there a bank in this terminal?
2. Is there a bank in this terminal?
3. I think that's my bag.
4. I think that's my bag.
5. You have to check in at five.
6. You have to check in at five.



Part 5: Speaking

What were you doing?

A. In this enjoyable chain game, you and your friends use the past continuous tense to make statements about what you were doing at 9 o'clock last night. You begin by telling the class what you were doing at that time. The next student then repeats what you were doing using 'while', and adds what he or she was doing. Then, each student in turn repeats all of the previous student's activities and adds his/her own statement.

Example:

Reza: I was watching a movie.

Ali: While Reza was watching a movie, I was playing a game on my phone.

Saeed: While Reza was watching a movie, Ali was playing a game on my phone, I was sleeping!

B. Tell your partner what you did / were doing...

1. This time yesterday.	
2. When you were in high school.	
3. When it last rained.	
4. The last time your mother or father called you.	
5. This time last weekend.	

Example:

A: I was doing my homework when my mother called me at this time yesterday.

B: What were you doing at this time yesterday?



Part 6: Writing

What is a Verb?

فعل کلمه‌ای است که عملی و یا حالتی را نشان می‌دهد. اینکه جانداران و یا اشیا چه کاری را انجام می‌دهند و یا چه حسی را دارند و در چه موقعیتی هستند با فعل بیان می‌شود.

Example: Saeed is driving a car.

Ali feels better.

به طور کلی دو نوع فعل وجود دارد:

فعل‌های پویا (Action verbs) و فعل‌های ایستا (State verbs)

۱. فعل‌هایی که به معنی انجام کاری است فعل‌های پویا نام دارند. این فعل‌ها انجام شدن عملی / اتفاقی و یا کارهای فیزیکی را توضیح می‌دهند.

Example: Mr. Habibi is chasing the bus.

Someone's knocking at the door.



Examples of action verbs				
ache	dance	have	knock	sing
arrive	eat	help	leave	speak
ask	fall	hit	melt	talk
call	feel	hurt	read	throw
change	go	itch	say	travel
cook	grow	kick	shrink	watch

۲. فعل‌هایی که به معنی توصیف شرایط و حسی است که نسبتاً ثابت هستند فعل‌های ایستا نام دارند. این فعل‌ها فکر، احساس، درک، دارایی و یا موقعیتی را توضیح می‌دهند.

Example: Saeed wants an ice-cream

Your cooking tastes great.

Examples of state verbs				
appear	know	suspect	matter	wish
cost	owe	consider	remember	depend
have	suppose	fit	want	dislike
need	belong	love	contain	concern
seem	exist	prefer	hear	consist
believe	own	understand	mean	
doubt	like	hate	resemble	

فعل‌های ایستا به چهار گروه تقسیم می‌شوند:

۱. فعل‌هایی که فکر و ایده را نشان می‌دهند:

Example:

know: She knows the answer to the question.

believe: Do you believe what he says every time?

understand: I understand the situation very well.

recognize: She recognizes her from high school.

۲. فعل‌هایی که دارایی را نشان می‌دهند:

have: I have a car.

own: Peter owns a motorcycle and a scooter, but no car.

belong: Do you belong to the fitness club?

possess: She possesses an incredible talent for talking.

۳. فعل‌هایی که حواس را نشان می‌دهند.

hear: I hear someone in the other room.

smell: your food smells very good.

see: I see three trees in the yard.

feel: I feel happy this afternoon.

۴. فعل‌هایی که احساس را نشان می‌دهند.

love: I love listening to classical music.

hate: She hates to get up early every day.

want: I want some help with my homework.

need: I need some time with my friends.

تفاوت بین state verbs و action verbs

فعل‌های پویا می‌توانند به صورت ساده و یا استمراری باشند اما فعل‌های ایستا معمولاً ساختار استمراری ندارند. این بدین دلیل است که ساختار استمراری به طور کلی شرایط موقتی و فعلی را توضیح می‌دهد. در حالی که فعل‌های پویا معمولاً شرایط دائم و دراز مدت را توضیح می‌دهند.

Example:

Honesty is the best policy.

My sister is an architect.

I have a sister.

درست است که بعضی از شرایط دائمی وجود دارد که در دراز مدت هم تغییر می‌کنند، اما باز به صورت ساده می‌آیند. دانش شما راجع به چیزی همیشگی است. یا می‌دانید یا نمی‌دانید!!

Example: I **know** your hometown.

She **likes** her grandmother.

Correct	Incorrect
I need a new phone.	I am needing a new phone
Who does this bag belong to?	who is this bag belonging to?
They seem tired.	They are seeming tired.

بعضی از افعال هم معنای دائمی و هم معنای موقتی دارند. مثلاً فعل think.

هنگامی که فعل **think** به معنای ایده داشتن است معمولاً به صورت ساده بیان می‌شود. یعنی به صورت استمراری نخواهد بود. به مثال زیر توجه کنید:

What **do you think of** the new project? (= What is your opinion about the new project?)

در صورتی که فعل **think** با معنی‌های دیگری به کار رود به صورت استمراری هم عنوان می‌شود.

Example:

A: What are you **thinking** about?

B: I **am thinking** about starting a business

در جدول زیر فعل‌هایی که هم به صورت پویا و هم به صورت ایستا هستند نشان داده شده است:
نکته مهم این است که معنی‌های فعل‌هایی که به دو صورت عنوان می‌شوند متفاوت می‌باشد.

State meaning	Active meaning
Do you have a car? (داشتن)	They are having dinner at the moment. (خوردن)
You are my best friend. (این حقیقت است)	She's being silly again. (احمقانه رفتار کردن. احمق شدن)
That soup smells good. (بوی خوب دادن)	He is smelling the soup. (بو کشیدن)
This milk tastes sour. (مزه داشتن)	I was just tasting the food. (چشیدن)
You look great! (به نظر رسیدن)	He was looking out the window when I saw him. (نگاه کردن)
What do you see ? (با چشم نگاه کردن)	I'm seeing my dentist this afternoon. (ملاقات کردن)
I feel that you are wrong. (احساس کردن)	How have you been feeling ? (پرسیدن راجع به احساس)
This melon weighs 2 kg. (وزن داشتن)	He is weighing the melon. (وزن کردن)

به طور کلی می‌توانید فعل‌هایی که معنای پویا دارند را به صورت ایستا هم به کار ببرید.

Example:

How often **do you see** your dentist?

They usually **have** dinner at 6.

اما فعل‌هایی که معنای ایستا دارند را نمی‌توانید به صورت پویا به کار ببرید.

Exercises**A. Unscramble these sentences.**

1. understand / do / question / you / the/?

.....

2. for / yesterday / they / afternoon / worked / two / hours / .

.....

3. Tom / moment / studying / math / at / the / she's/ with / .

.....

4. my / time / I / like / with / friends/ spending / .

.....

5. about / Jason / news / company / believes the / the / .

.....

B. Complete each sentence using the correct verb form. (Some sentences can have both forms)

1. I the answer. (am knowing, know)
2. Peyman lunch new. (is having, has)
3. She like her mother. (is looking, looks)
4. I the coffee. (am disliking, dislike)
5. You more shoes than anyone else I know! (are having, have)

C. Are these sentences correct or incorrect? Write the correct form.

1. Are they having a good time?
2. I am thinking you are a nice person.
3. It is tasting good.
4. They are looking at the photo album.
5. You are looking great.

**Answer Key**

A. 1. Do you understand the question?

2. They worked for two hours yesterday afternoon

3. She's studying math with Tom at the moment

4. I like spending time with my friends.

5. Jason believes the news about the company

B. 1. know

2. is having

3. looks

4. dislike

5. have

C. 1. Correct

2. Incorrect. I think you are a nice person





3. Incorrect. It tastes good.





4. Correct.

5. Incorrect. You look great.



Part 7: What you Learned

ردیف	Questions	نمبره										
1	<p>I. Vocabulary</p> <p>A. Unscramble the letters and write the words under the pictures.</p> <p>niiettssc  1.</p> <p>niuidglb  2.</p> <p>rorobataly  3.</p> <p>rriallyb  4.</p> <p>B. Fill in the blanks. Use the words from the list. (One word is extra).</p> <table border="1" data-bbox="370 932 1214 1035"> <tr> <td>belief</td> <td>develop</td> <td>grave</td> <td>interest</td> <td>kids</td> </tr> <tr> <td>quit</td> <td>sought</td> <td>success</td> <td>thousands</td> <td></td> </tr> </table> <p>1. She help from a neighbor.</p> <p>2. The police were starting to take a close in the company's activities.</p> <p>3. There are of things I want to do.</p> <p>4. There were flowers on the</p> <p>5. This book can your speaking skill.</p> <p>6. If I don't get more money, I'll</p> <p>7. Her in Allah gave her hope during difficult times.</p> <p>8. Here are some fun ways to teach your about healthy eating.</p> <p>C. Choose the correct answer.</p> <p>1. We can help you your problems</p> <p>a. solve b. try c. invent d. feel</p> <p>2. We just have started. We're not going to quit now. "Quit" means</p> <p>a. ask questions b. attend c. develop d. stop working</p> <p>3. We're not American, actually. We're Canadian. "Actually" means</p> <p>a. well b. rapidly c. in fact d. kindly</p> <p>4. What's the secret of your?</p> <p>a. noise b. sentences c. moment d. success</p> <p>5. Would it be for me to leave a message for her?</p> <p>a. large b. possible c. intelligent d. beautiful</p> <p>6. Many people do not like the idea of on animals.</p> <p>a. experiments b. knowledge c. patients d. darkness</p>	belief	develop	grave	interest	kids	quit	sought	success	thousands		2
belief	develop	grave	interest	kids								
quit	sought	success	thousands									

2	<p>II. Grammar</p> <p>A. Complete the sentences with the correct form of the verbs.</p> <ol style="list-style-type: none"> I don't if I can come, but I'll try. (know) The driver was talking with his cell phone when he me. (hit) These patients are well to the new drug. (respond) The player volleyball when he broke his arm. (play) <p>B. Unscramble the words to make sentences.</p> <ol style="list-style-type: none"> doing /at/ yesterday / were / this / what / time/ you? came / talking / they / when / teacher / in / were / the /. the /who / phone / invented / mobile /? at / she / that / writing / poems / time / was / <p>C. Choose the correct answer.</p> <ol style="list-style-type: none"> We about our day when we heard a noise. a. were talking b. are talking c. talked d. talk Newton under a tree when an apple hit his head. a. is sitting b. was sitting c. sit d. sat A: What was Tina doing when her mother in her room? B: She was reading her English book. a. was coming b. coming c. come d. came Reza was a math problem when the phone rang. a. solved b. solves c. solving d. to solve 	1
3	<p>III. Reading</p> <p>A. Match the sentences with the pictures.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p>1. </p> <p>3. </p> </div> <div style="width: 50%; background-color: #e0e0e0; padding: 10px;"> <p>a. This gives us an easier life when there is no light.</p> <p>b. People use this to talk with someone in another place.</p> <p>c. We use this to take and keep pictures very easily.</p> <p>d. This helps us travel very fast to far places.</p> </div> <div style="width: 45%;"> <p>2. </p> <p>4. </p> </div> </div>	1

Read the text and do the following exercises.

Louis Braille was born in France in 1809. His father had a small business. He made shoes and other things from leather. Louis liked to help his father in the store even when he was very small. One day when Louis was three years old, he was cutting some leather. Suddenly the knife hit him in the eye. Louis soon became completely blind.

When he was ten years old, he entered the National Institute for the Blind in Paris. One day his class went to visit a special exhibit by a captain in the army. One thing in the exhibit was very interesting for Louis. It showed messages in code. Armies send messages in secret codes so that no one else can read them. The captain wrote this code in raised letters on very thick paper. Louis thought a lot about this code. Then he decided to write in the same way so that blind people could "read" with their fingers. It is very difficult to feel the difference between raised letters. Instead of letters, Louis used a cell of six dots. He arranged the dots with two dots across and three down.

There are 63 possible arrangements of the dots in the Braille system. Each arrangement stands for one letter, punctuation mark, or number. He also used his system to write music. Louis Braille invented this system when he was only fifteen years old.

exhibit = نمایشگاه raised = برجسته Punctuation = علامت نقطه گذاری
code = رمز stand for = به جای چیزی به کار رفتن

B. Answer these questions in complete sentences.



2

1. What was Louis Braille's nationality?
2. How did he become blind?
3. What gave him the idea for the Braille system?
4. How old was he when he invented this system?

C. Choose the best answer.

2

1. Louis Braille's father made things from
a. leather b. exhibit c. wool d. codes
2. When Louis was ten years old, he began to study
a. at his neighborhood school b. at a special school for the blind
c. at a university d. in the army
3. He saw a special exhibit that showed in code.
a. messages b. arrangements
c. systems d. computers
4. It is difficult to feel the differences between
a. coded messages b. a system of raised dots
c. arrangements of dots d. raised letters

4	<p>IV. Listening</p> <p> Track 30 A. Listen to the following conversation and write (True) or (False) in front of the sentences.</p> <p style="text-align: right;">T F</p> <p>1. Amir went to a bookstore yesterday. <input type="checkbox"/> <input type="checkbox"/></p> <p>2. Amir was walking at the bazaar when he saw a bookstore. <input type="checkbox"/> <input type="checkbox"/></p> <p>3. He bought some clothes. <input type="checkbox"/> <input type="checkbox"/></p> <p>4. He bought a book, but didn't start reading it. <input type="checkbox"/> <input type="checkbox"/></p> <p>5. The book was on the first shelf. <input type="checkbox"/> <input type="checkbox"/></p> <p> Track 31 B. Listen and answer the questions.</p> <p>1. What were you doing at eight o'clock last night?</p> <p>2. What did you hear?</p> <p>3. What was making the noise?</p> <p>4. Where was the kitty?</p> <p>5. What was the kitty eating?</p>	<p>2/5</p> <p>2/5</p>
جمع نمره		20



Answer Key

I. Vocabulary

- A.** 1. scientist 2. building 3. laboratory 4. library
B. 1. sought 2. interest 3. thousands 4. grave
 5. develop 6. quit 7. belief 8. kids
C. 1. a 2. d 3. c 4. d
 5. b 6. a

II. Grammar

- A.** 1. know 2. hit
 3. responding (پاسخ دادن، عکس‌العمل نشان دادن) 4. was playing
B. 1. What were you doing at this time yesterday?
 2. They were talking when the teacher came in.
 3. Who invented the mobile phone?
 4. She was writing poems at that time.
C. 1. a 2. b 3. d 4. c

III. Reading

- A.** 1. d 2. a 3. b 4. c
B. 1. He was from France.
 2. One day when Louis was three years old, he was cutting some leather. Suddenly the knife hit him in the eye. Louis soon became completely blind.
 3. One thing in the exhibit was very interesting for Louis. It showed messages in code. Louis thought a lot about this code. Then he decided to write in the same way so that blind people could "read" with their fingers.
 4. Louis Braille invented this system when he was only fifteen years old.
C. 1. a 2. b 3. a 4. d

IV. Listening

- A.** 1. T 2. T 3. F 4. F 5. F
B. 1. Last night at 8 o'clock we were sitting in the hall and talking about our day.
 2. We heard a noise
 3. A kitty was making the noise.
 4. It was in the kitchen.
 5. It was eating a cookie.



Part 8: Enrichment Test

Questions

A. Choose the correct answer.

1. He gave up his work without saying anything to us. "Gave up" means
 a. hurt b. defended c. paid d. stopped
2. I advise you to help from the police.
 a. seek b. save c. keep d. invent
3. She up in Ramsar; in other words, she lived there as a child.
 a. stood b. grew c. put d. looked
4. She is still weak after her illness. "Weak" is the opposite of
 a. artificial b. clear c. strong d. wonderful
5. I didn't have much in finding a job.
 a. medicine b. cradle c. heart d. success
6. The doorbell rang while they breakfast.
 a. were having b. had c. have d. are having
7. Was it when you left home?
 a. to rain b. rains c. raining d. rained
8. What you going to do when you leave school?
 a. were b. are c. did d. will
9. The main food was delicious, but the soup salty.
 a. was tasting b. tastes c. taste d. tasted
10. The film wasn't very good, but I liked the music.
 a. themselves b. herself c. itself d. myself

B. Read the following text. Then choose the correct answer.

Marie Curie believed, "Life is not easy for any of us. We must work, and above all we must believe in ourselves. We must believe that each one of us is able to do something well, and that, when we discover what this something is, we must work until we succeed." This something in Madame Curie's own life was to lead science down a new path to a great discovery.

In 1898, Madame Curie and her husband said that they believed there was something in nature which gave out radio-activity. To this something, still unseen, they gave the name radium. All this was very interesting, but it was against the beliefs of some of the scientists of that day. These scientists were very polite to the two Curies, but they could not believe them. The common feeling among them was: "Show us some radium, and we will believe you."

There was an old building at the back of the school where Pierre Curie worked. The Curies moved in, and set up their laboratory and workshops. They believed that radium was hidden somewhere in the mass of mineral dirt which was sent to them from far away. But where?

The Curies worked hard for four years. For them, these were the four happiest years of their lives. Then, one evening in 1902, as husband and wife sat together in their home, Marie Curie said, "Let's go down there for a moment." It was nine o'clock and they had been "down there" only two hours before. But they put on their coats and were soon walking along the street to the shed. Pierre turned the key in the lock and opened the door. "Don't light the lamps," said Marie, and they stood there in the darkness. "Look! ... Look!"

And there, glowing with faint blue light in the glass test tubes on the tables, was the mysterious something which they had worked so hard to find: Radium.

11. "gave out" in paragraph 2 means:
- a. produced b. came to an end c. stopped d. used
12. Madame Curie wanted to discover
- a. the advantages of radiation b. the problems of radiation
c. the origin of radio-activity d. the outcome of radio-activity
13. What happened in 1902?
- a. Madame Curie's husband left the laboratory. b. Radium was discovered by the Curies.
c. Life was not easy for the Curies. d. Other scientists could not believe them.
14. According to the passage, Radium produces
- a. heat b. light c. radio-activity d. wind

C. Read the following text. Then choose the correct answer for each blank.

Edison was born on February 11, 1847, in Milan, Ohio, and (15) up in Port Huron, Michigan. At an early age, he showed signs of (16) a serious hearing (17) Therefore, Edison did not do (18) there and sometimes other (19) laughed at him. Three months after starting school, Edison quit studying there. His mother had to (20) him at home.

- signs = علايم performance = اجرا Therefore = بناير اين
15. a. grew b. grow c. grows d. growing
16. a. to have b. have c. having d. had
17. a. factory b. inventor c. laboratory d. problem
18. a. famous b. good c. well d. useful
19. a. inventions b. kids c. months d. cameras
20. a. read b. study c. learn d. teach



Answer Key

۱. گزینه «d» معنی جمله: او بدون اینکه چیزی به ما بگوید کارش را ترک کرد. gave up = stopped
معنی گزینه‌ها:

a. hurt = صدمه زد b. defended = دفاع کرد c. paid = پرداخت d. stopped = متوقف کرد

۲. گزینه «a» معنی جمله: من به شما توصیه می‌کنم از پلیس کمک بطلبید.
معنی گزینه‌ها:

a. seek = طلب کردن، جستجو کردن b. save = نجات دادن
c. keep = نگه داشتن d. invent = اختراع کردن

۳. گزینه «b» معنی جمله: او در راهسر بزرگ شد. به عبارت دیگر، او در دوران کودکی در آنها زندگی می‌کرد.
معنی گزینه‌ها:

a. stood = ایستاد b. grew = رشد کرد c. put = گذاشت d. looked = نگاه کرد

۴. گزینه «c» معنی جمله: او بعد از بیماری اش هنوز ضعیف است. weak ≠ strong
معنی گزینه‌ها:

a. artificial = مصنوعی b. clear = روشن c. strong = قوی d. wonderful = شگفت‌انگیز

۵. گزینه «d» معنی جمله: من در پیدا کردن شغل موفقیت‌پذیری نداشتم.
معنی گزینه‌ها:

a. medicine = دارو b. cradle = گهواره c. heart = قلب d. success = موفقیت

۶. گزینه «a» معنی جمله: هنگامی که آنها داشتند صبحانه می‌خورند، زنگ در به صدا در آمد.
توضیح گرامری: کلمات while و as به معنی (هنگامیکه) در ابتدای جملات گذشته استمراری هنگام اتصال به جملات گذشته ساده بکار

می‌روند. بنابراین اگر قسمتی از یک جمله گذشته ساده باشد، قسمت دیگر گذشته استمراری خواهد بود.

۷. گزینه «c» معنی جمله: آیا وقتی که خانه را ترک کردی باران می‌آمد؟

توضیح گرامری: عملی کوتاه مدت (گذشته ساده) + when + عملی دنباله دار (گذشته استمراری)

۸. گزینه «b» معنی جمله: وقتی از مدرسه فارغ می‌شوی می‌توانی پولدار کنی؟

توضیح گرامری: در این جمله، جمله‌ای که با when شروع می‌شود نقش قید زمان آینده برای جمله اصلی را دارد، بنابراین فعل جمله اصلی نیز باید زمان آینده باشد.

۹. گزینه «d» معنی جمله: فوراک اصلی فوشمزه بود، ولی سوپ مزه شور داشت.

توضیح گرامری: taste یکی از فعل‌های ایستا است و همانطور که می‌دانید، فعل‌های ایستا معمولاً ساختار استمراری ندارند. ضمناً با توجه به جمله اول، جمله دوم هم باید زمان گذشته باشد.

۱۰. گزینه «c» معنی جمله: فور فیلم قبلی فوب نبود ولی از موسیقی آن فوشم آمد.

توضیح گرامری: ضمائر تاکیدی درست بعد از فاعل و یا بعد از مفعول بدون حرف اضافه نوشته می‌شوند. در این جمله ضمیر تاکیدی itself به عبارت The film بر می‌گردد.

۱۱. گزینه «a» gave out = produced

معنی گزینه‌ها:

a. produced = تولید کرد b. came to an end = به پایان رسید
c. stopped = متوقف شد d. used = بکار برد

۱۲. گزینه «c»

معنی گزینه‌ها:

- a. the advantages of radiation = مزایای استفاده از اشعه
 b. the problems of radiation = مشکلات اشعه
 c. the origin of radio-activity = منشاء رادیو اکتیو
 d. the outcome of radio-activity = خروجی رادیو اکتیو

۱۳. گزینه «b»

معنی گزینه‌ها:

- a. Madame Curie's husband left the laboratory. شوهر مادام کوری آزمایشگاه را ترک کرد.
 b. Radium was discovered by the Curies. رادیوم توسط آقا و خانم کوری کشف شد.
 c. Life was not easy for the Curies. زندگی برای آقا و خانم کوری آسان نبود.
 d. Other scientists could not believe them. سایر دانشمندان نمی‌توانستند حرف‌های آنها را باور کنند.

۱۴. گزینه «c»

معنی گزینه‌ها:

- a. heat = گرما
 b. light = نور
 c. radio-activity = رادیواکتیو
 d. wind = باد

۱۵. گزینه «a»

توضیح گرامری: این جمله راجع به دوران کودکی ادیسون است و بنا بر این از گذشته فعل grow یعنی grew استفاده می‌کنیم.

۱۶. گزینه «c»

توضیح گرامری: بعد از حرف اضافه (of) از (اسم مصدر + ing + فعل) استفاده می‌شود.

۱۷. گزینه «d»

معنی گزینه‌ها:

- a. factory = کارخانه
 b. Inventor = مخترع
 c. laboratory = آزمایشگاه
 d. problem = مشکل

۱۸. گزینه «c»

معنی گزینه‌ها:

- a. famous = مشهور
 b. good = خوب
 c. well = به خوبی
 d. useful = مفید
 در بین این چهار گزینه فقط گزینه c قید است و سایر گزینه‌ها صفت هستند. پس برای توصیف فعل do (انجام دادن) باید از قید حالت well استفاده کنیم.

۱۹. گزینه «b»

معنی گزینه‌ها:

- a. inventions = اختراعات
 b. kids = کودکان
 c. months = ماه‌ها
 d. cameras = دوربین‌ها

۲۰. گزینه «d»

معنی گزینه‌ها:

- a. read = خواندن
 b. study = مطالعه کردن
 c. learn = یاد گرفتن
 d. teach = یاد دادن