

زبانِ خارجی

کارشناسی علوم حدیث
کارشناسی علوم و معارف قرآن

استاد خدیجه کریمی علویجه





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Lesson One

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Islamic text One: Imam Ali's Behavior towards Guests

A father and a son were once guests of Imam Ali. As they arrived, Imam Ali received them warmly and arranged a comfortable place for them. In a room where they were seated, Imam Ali sat opposite to them and had a friendly conversation with them. They ate food and after that, Qanbar, Imam Ali's servant, brought a basin and a bowl full of water for washing the guests' hands. Imam Ali took the bowl himself and asked the father to extend his hands so that he would pour the water. "How is it possible that my Imam serves me? It should be the other way around", the guest said.

Imam Ali said: "I am like your brother and I like to serve you and earn the pleasure of Allah. Why do you prevent me?" But the guest didn't accept. Finally Imam Ali said: "As your Imam, I request that you let me do this service." And when the guest obeyed, Imam Ali said: "Let your hands be washed completely." When it was the son's turn, Imam Ali instructed his own son Mohammad Ibn Hanafiyyah, to hold the bowl and wash the guest's hands.

Questions

با توجه به متن به سؤالات زیر پاسخ دهید.

1. Why did Imam Ali like to serve his guests?
2. How did he treat his guests?

Comprehension 1

Will You Ever See a Wombat?

Have you ever seen a wombat? Maybe you've never even heard of a wombat. But that wouldn't be surprising. There are only a few wombats in the world. And they only come out at night when everyone is asleep. That's why not many people have ever seen a wombat.

Wombats live in Australia and Tasmania. They are furry little animals. They look like baby bears. They have short, stumpy tails. They eat grasses and plants.

Wombats carry their babies in little pouches on their stomachs. The pouch is like a pocket. They baby wombats keep cozy and warm there.

There are two kinds of wombats. One kind has a furry nose. The other kind doesn't have any hair on its nose. What are they called? They're called hairy-nosed wombats and naked nosed-wombats.

Wombats live in holes under the ground. These holes are called burrows. Wombats dig the burrows with their short little legs and long claws.

There aren't many wombats now. Someday there might not be any at all! They're being killed off. Farmers don't like wombats. Wombats dig holes in the farmers' land. Some people kill wombats so that they can eat them. Other people use the wombat's fur to make rugs. It would be a shame to kill all the wombats. Then you would never see one!

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

به سؤالات زیر با توجه به متن پاسخ دهید.

1. This story is mostly about
 - a) What wombats are like
 - b) Where wombats live
2. Many people have never seen a wombat because
 - a) They live in burrows and hide in pouches.
 - b) There are only a few left and they only come out at night.
3. Farmers don't like wombats because
 - a) Wombats dig holes in their land.
 - b) Wombats eat farm animals.

Learn about Words

B) Words change spelling when they mean more than one.

One farm → two farms

Directions: Write each word below so that it means more than one.

1. plant →
2. animal →
3. hole →
4. burrow →
5. rug →

C) Now look at the words and write them in each blanks.

1. Wombats are small furry
2. Some people make from wombats fur.
3. Wombats dig in the ground.
4. These holes are called
5. Wombats eat, not animals.

Grammar

نقل قول مستقیم و غیر مستقیم: Direct and Indirect Speech

به دو روش زیر می‌توان گفته کسی را نقل کرد:

نقل قول مستقیم: اگر گفته کسی عیناً و بدون کم و کاست برای فرد دیگری نقل شود نقل قول مستقیم خواهد بود، که در این صورت گفته شخص بین علامت گیومه یعنی « » آورده می‌شود:

He said, "I am busy."

نقل قول غیرمستقیم: اگر در گفته شخص طوری تغییر داده شود که جمله مفهوم واقعی خود را از دست ندهد اما از زبان گوینده بازگویی شده باشد نقل قول غیر مستقیم خواهد بود، که در این صورت علامت گیومه حذف می‌گردد:

He said that he was busy.

در بحث نقل قول‌ها جملات را به چهار دسته خبری، پرسشی، امری و ندائی یا تعجبی تقسیم می‌کنند که به توضیح هر یک از آن‌ها می‌پردازیم.

روش تبدیل نقل قول مستقیم به نقل قول غیر مستقیم در جملات خبری

۱. اگر بعد از فعل ناقل (say) مفعول شخصی نباشد فعل say تغییر نمی‌کند اما اگر بعد از آن مفعول شخصی باشد می‌توان آن را به tell تبدیل کرد.
۲. علامت گیومه حذف می‌شود و ضمیر موصولی that می‌آید که گاهی نیز حذف می‌گردد.
۳. ضمائر ترتیبی که شرح آن خواهد آمد تغییر می‌کنند اما ذکر این نکته ضروری است که ضمائر اول شخص با توجه به فاعل فعل ناقل و ضمائر دوم شخص با توجه به مفعول فعل ناقل تغییر می‌کنند و ضمائر سوم شخص بدون تغییر باقی می‌ماند.
۴. اگر فعل ناقل گذشته باشد زمان جمله داخل گیومه یک زمان به عقب بر می‌گردد. بنا بر این اگر فعل ناقل، زمان حال یا آینده داشته باشد زمان جمله داخل گیومه تغییر نمی‌کند.
۵. بعضی از قیده‌های زمان در صورت گذشته بودن فعل ناقل تغییر می‌کنند، که در ادامه شرح آن خواهد آمد.

Ali said, "I will go to Tehran tomorrow."

Ali said that he would go to Tehran the day after,

تغییرات ضمائر

فاعلی		مفعولی	
I	→ he یا she	me	→ him یا her
we	→ they	us	→ them
you (مفرد)	→ he یا she یا I	you	→ me یا him یا her
you (جمع)	→ they یا we	you	→ us یا them

صفات ملکی		ضمائر ملکی	
my	→ his یا her	mine	→ his یا hers
our	→ their	ours	→ theirs
your	→ my یا his یا her	yours	→ mine یا his یا hers
your	→ our یا their	yours	→ ours یا theirs

ضمائر انعکاسی و تأکیدی

myself	→ himself یا herself
ourselves	→ themselves
yourself	→ myself یا himself یا herself
yourselves	→ ourselves یا themselves

نکته: اگر فاعل فعل ناقل، اول شخص یعنی I و We باشد ضمائر اول شخص داخل گیومه تغییر نمی‌کنند و اگر فاعل فعل ناقل you باشد ضمائر دوم شخص جمله داخل گیومه بدون تغییر باقی می‌مانند.

تغییرات زمان‌ها

همان‌طور که گفته شد زمان جمله داخل گیومه به شرط گذشته بودن فعل ناقل، یک زمان به عقب بر می‌گردد یعنی چهار زمان حال به چهار زمان گذشته، چهار زمان آینده به چهار زمان آینده در گذشته و گذشته استمراری در تک جمله به ماضی بعید استمراری تبدیل می‌شود.

تغییرات قیده‌ها

here	→	there	these	→	those
now	→	them	ago	→	before
this	→	that			
yesterday	→	the day before یا the previous day			
tomorrow	→	the day after یا the next day			
to day	→	that day			
to night	→	that night			
next week	→	the week after			

نکات مهم نقل قول‌ها

۱. در نقل قول غیر مستقیم، گذشته کامل و استمراری و شرطی‌های نوع دوم و سوم تغییر نمی‌کنند.
 ۲. اگر در جمله مستقیم you had better وجود داشته باشد در صورتی که مفعول شخصی فعل ناقل اول شخص باشد در نقل قول غیر مستقیم فعل ناقل به advise تبدیل و you had better حذف می‌گردد و فعل بعد از آن به صورت مصدر همراه با to آورده می‌شود. در دیگر موارد had better تغییر نمی‌کند.

The doctor said to me, "You had better rest for a few days."

The doctor advised me to rest for a few days.

۳. هر گاه در جمله مستقیم let's وجود داشته باشد در نقل قول غیر مستقیم فعل ناقل به suggest تبدیل و let's حذف می‌شود و فعل بعد از آن به صورت اسم مصدر می‌آید.

She said to me, "Let's go to the park."

She suggested me going to the park.

۴. به صورت‌های مستقیم و غیر مستقیم ترکیبات زیر توجه کنید.

He said, "Yes". → He agreed.

He said, "No". → He refused (disagreed).

He said, "Thank you". → He thanked me.

He said, "Hello". → He greeted me.

He said to me, "Happy new year." → He wished me a happy new year.

۵. برای بیان قوانین طبیعی و حقایق مسلم به صورت نقل قول‌های غیر مستقیم، زمان جمله تغییر نمی‌کند.

He said that the earth moves round the sun.

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Islamic text Two

Behavior towards Shiites



Musa Ibn Yasser said, "I was with Imam Reza near Tous when we heard the sound of mourning. We followed the sound and came upon a funeral procession. Imam immediately dismounted from his horse and walked toward the corpse. Just like a mother embracing her son, he embraced the corpse and said, 'God will forgive all sins of the one who escorts the funeral of our friends.' Then he followed it to the edge of the grave. There he placed his palm on the chest of the corpse and promised it paradise."

I said, "May I be ransomed for you! Had you known him?" Imam replied, "Do you not know that every dawn and evening the deeds of our followers (Shiites) are presented to us? If they have done well we give thanks to God, but if they have done wrong we pray God to forgive them."

Question

1. Why did Imam Reza pray for the dead man?
2. *Corpse* in third line means:
a) group b) dead body c) coffin d) shroud

Comprehension Two

The Snake Charmer

In India there are men called snake charmers. Come with me to India. Maybe we can find a snake charmer.

Ah, there's one! People are standing all around him. They are watching him. He is sitting on the ground. His legs are crossed. In front of him is a clay jar.

Now the snake charmer starts to play a pipe. Can you hear the music he is playing?

Watch! There's a snake! It comes slowly out of the clay jar. It starts to move.

Watch the snake charmer. Do you see how he moves with the music? Back and forth. Back and forth.

And the snake moves too. Back and forth. Back and forth. The snake and the snake charmer are moving together.

Is the snake listening to the music? You may think that it is. Many people do. But the snake charmer knows better.

The snake charmer knows that snakes can't hear. The snake is watching him. As he moves, the snake moves too. Even if there were no music, the snake would move back and forth.

Then why does the snake charmer play his pipe? He plays so that we will notice him. Music makes a good show even better.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. The snake charmer plays his pipe so that
 - a) people will come to watch the snake.
 - b) the snake will dance to the music.
2. The man is called a snake **charmer** because
 - a) he seems to be nice to the snake.
 - b) he seems to work magic on the snake.
3. A snake may come out of its jar because
 - a) it hears people walking around and wants to see them.
 - b) it feels things moving around it and wants to see them.
4. If the snake charmer did not move, the snake would most likely.
 - a) Stay still.
 - b) Move back and forth anyway.
5. The snake and the snake charmer are most like
 - a) Two people dancing together.
 - b) One man dancing to another man's music.

Learn about Words

B) Words change spelling when they mean more than one.

one jar → two jars

Directions: write each word below so that it means more than one.

1. snake →
2. charmer →
3. jar →
4. pipe →
5. song →

C) Look at the new words you made. Which one best fits in each sentence below? Write the word.

1. Snake play music to make a good show.
2. They blow to make music.
3. When the music plays, snakes come out of their
4. The move because the snake charmers move.
5. Snake charmers play a lot of different

Think about It

D) Jerry is going to write about making music with things you can blow. Read each item. If it fits his main topic, write *yes*. If it doesn't, write *no*.

1. hit with sticks
2. sound beautiful
3. hold up to your mouth
4. play loudly and softly
5. pick the strings

smell slow snake

spill stop sway

These six words begin with **consonant blends**. The letters *sm*, *sl*, *sn*, *sp*, *st*, and *sw* are consonant blends. Each pair of letters stands for two sounds.

Directions: Try the blends *sm*, *sl*, *sn*, *sp*, *st*, and *sw* in each unfinished word. Which blend gives you a word that makes sense in the sentence? Write that word.

6. A snake charmer arts to play his pipe.
7. The snake comes owly out of its jar.
8. People watch the ake carefully.
9. Some people ile at the snake.
10. It might oil the show if people knew that snakes can't hear.

Grammar

طرز تبدیل نقل قول مستقیم به نقل قول غیرمستقیم در جملات پرسشی

۱. فعل ناقل از say به ask تبدیل می‌شود.
۲. علامت گیومه را حذف می‌کنیم و اگر جمله با کلمه پرسشی شروع شده باشد خود کلمه پرسشی و چنانچه با فعل معینی سؤالی شده باشد از if یا whether استفاده می‌کنیم.
۳. جمله را از حالت سؤالی خارج و علامت سؤال را حذف می‌کنیم.
۴. سایر تغییرات شامل ضمائر، زمان و قید زمان به ترتیبی است که در جملات خبری به آن اشاره شد.

Examples:

They said to me, "Where do you live?" They asked me where I lived.
She said, "Will you go home soon." She asked if I would go home soon.
نکته: گاهی از افعال زیر نیز به عنوان فعل ناقل استفاده می‌شود:
inquire - wonder - want to know

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Islamic Text Three

Prophet Mohammad and Telling the Truth

Once a man came to Mohammad and said, "O Messenger of Allah, Mohammad, I have many bad habits. Which one of them should I give up first?" Mohammad said, "Give up telling lies first and always speak the truth." The man promised to do so and went home. At night he was going out to steal. Before going out, he thought for a moment about the promise he made with Mohammad. "If tomorrow Mohammad asks me where I have been, what shall I say? Shall I say that I went out stealing? No, I can not say that and I can't lie. If I tell the truth, everyone will start hating me and call me a thief and I would be punished for stealing." So he decided not to steal that night, and gave up this bad habit.

Next day, he wanted to drink wine, but before drinking, he said to himself, "What shall I say to Mohammad if he asks me what I did during the day? I can not tell a lie, and if I speak the truth, people will hate me, because a Muslim is not allowed to drink wine." And so he gave up the idea of drinking wine. In this way, whenever the man thought of doing something bad, he remembered his promise to tell the truth at all times. One by one, he gave up all his bad habits.

Question

1. What was the first sin the man gave up?
2. Why did he give up stealing?

Comprehension Three

When the Robin Goes Bobbin

Hop, hop, hop! Stop. Hop, hop, hop! Stop. Do you see that robin? See how it turns its head? It's on a worm hunt. Many people still think that robins hear worms. They think the bird is listening when it cocks its head sideways.

That mistake comes from looking at robins as though they were people. When you want to hear better, you turn your head a little. Why? The answer is simple. Your ears are on the side of your head. If you turn your head to hear better, that must be why a robin turns its head. Right?

No. Wrong. That's trying to explain the way an animal acts by giving human reasons. Sometimes that way of looking at a problem helps. But sometimes it traps people into making mistakes. Even scientists do it.

Take that robin, for instance. When it turns its head, it's not listening for worms-it's *looking* for them. A robin's eyes are on the sides of its head. When it wants to get a good look at something, it has to turn its head sideways.

Does a worm make much noise? No, it doesn't. But in pushing around underground, it does make small disturbed places in the ground. These are what the robin looks for. These are what it sees

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. The mistake people make about robins is
 - a) Thinking people's eyes are better than robins' eyes.
 - b) Thinking that robins act the same as people.
2. To find a worm, the robin looks for
 - a) Places the worm has been.
 - b) Something that's making noise.
3. Listening carefully
 - a) Would help you find some worms.
 - b) Would not really help you find worms.
4. This story shows that robins
 - a) Cock their heads to use their eyes better.
 - b) Cock their heads for the same reasons as people.

Learn about Words

B) the robin's egg

The egg belongs to the robin. You add 's to the word *robin* to show that it owns something.

1. baby
2. tree
3. day
4. robin
5. nest

Now Write which one best fits in each sentence below.

یکی از راه‌های اعلام مالکیت و اضافه، استفاده از "s" است. اکنون به لغاتی که در بالا با استفاده از این ساختار اضافه شده‌اند بنگرید و لغت مناسب را در جای خالی قرار دهید.

1. The mother nest is high in a tree.
2. The nest sits on one of the branches.
3. The baby birds sit in the soft middle.

Grammar

طرز تبدیل نقل قول مستقیم به غیرمستقیم در جملات امری

۱. فعل ناقل از say به tell یا ask تبدیل می‌شود.
 ۲. علامت گیومه حذف می‌گردد و اگر جمله مثبت باشد to و اگر منفی باشد، یعنی don't داشته باشیم، به not to تبدیل می‌شود.
 ۳. سایر تغییرات به ترتیبی است که در جملات خبری به آن‌ها اشاره شد.
 ۴. اگر در جمله please وجود داشته باشد می‌توان آن را نیز حذف کرد و یا به جای آن kindly را قبل از to یا not to آورد.
- به نمونه‌های زیر توجه کنید:

1. I said to her, "Study it carefully."

I told/ asked her to study it carefully

2. She said to me, "Don't watch television all the time."

She told/ asked me not to watch television all the time.

روش تبدیل نقل قول مستقیم به غیرمستقیم در جملات تعجبی یا ندائی

برای تبدیل جملات ندائی مستقیم به غیرمستقیم معمولاً از افعال cry, exclaim و گاهی مانند جملات خبری از فعل say استفاده می‌شود. تغییرات ضمائر و زمان‌ها مانند نقل قول‌های خبری است. به نمونه‌های زیر توجه کنید:

1. She said, "What a nice dress it is!"

She exclaimed what a nice dress it was.

2. They said, "What a beautiful sunset it is!"

They said what a beautiful sunset it was.

3. She said, "What a rude man he is!"

She cried what a rude man he was.

4. They said, "How beautifully you sing!"

They exclaimed how beautifully I sang.

Lesson Four

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Islamic Text Four: The Quran on Mountains



This is how the Quran has described mountains. God has said in the Quran: "Have we not made the earth as a bed, and the mountains as pegs?" (Quran, 78: 6-7)

Modern earth sciences have proven that mountains have deep roots under the surface of the ground and that these roots can reach several times their elevation above the surface of the ground. So the most suitable word to describe mountains on the basis of this information is the word *peg*. The history of science tells us that the theory of mountains having deep roots was introduced only in the latter half of the nineteenth century.

Mountains also play an important role in stabilizing the crust of the earth. They delay the shaking of the earth. God has said in the Quran: "And He has set firm mountains in the earth so that it would not shake with you..." (Quran, 16: 15)

Could anyone during the time of the Prophet Muhammad have known of the true shape of mountains? Could anyone imagine that the solid massive mountain which he sees before him actually extends deep into the earth and has a root, as scientists assert? A large number of books of geology, when discussing mountains, only describe that part which is above the surface of the earth whereas modern geology has confirmed the truth of the verses of Quran.

Question

All of the following are synonyms of *elevation* except:

- | | |
|-----------------------------|-----------|
| a) altitude | b) height |
| c) distance from the ground | d) depth |

Comprehension Four

Crazy about Art

Hokusai was a great Japanese artist. He had a strange life. He sold thousands of pictures. Yes he was almost always poor.

At first people didn't think much of his pictures. So they didn't pay him much. And they didn't take care of them. Some people used them to wrap things!

Hokusai wanted people to notice him. So he did odd things. Once he painted a huge picture. He used a broom for a brush. He dipped it in a bucket of ink!

Another time he drew two flying birds. But this picture was tiny. It was drawn on a grain of rice.

And once Hokusai got a rooster to step in red ink. Next, the rooster walked across some paper. Then Hokusai painted an autumn scene on the paper. The rooster's tracks became red leaves.

He did other strange things. He changed homes ninety times. He changed his name fifty times.

Hokusai drew and painted all his life. He was ninety when he died. By then he was famous. People knew he was a great artist.

The Wave is a famous picture by Hokusai. It shows a stormy sea. There is one huge wave. There are men in boats. The big wave towers over them. Maybe you've seen copies of The Wave. The Japanese government used it on a postage stamp. That showed their respect for Hokusai.

When Hokusai drew *The Wave*, he was almost seventy. In a few years he changed his name once more. This was the last time. He took the name he liked best-Gakyō Rōjin. It means "the old man crazy about art."

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. This story is about

- a) a great artist no one ever noticed.
- b) a strange man who became a famous artist.

2. Hokusai was not famous at first because

- a) he was always doing strange things.
- b) no one thought his work was very good.

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story.

The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning. (A paragraph number tells you where to look). Write the word.

در بسیاری از موارد معنای کلمات را می‌توان از جملات قبل و بعد از آن‌ها و با توجه به فضای داستان فهمید. با توجه به این نکته، معادل کلماتی را که در زیر توضیح داده شده از داستان پیدا کنید و مقابل هر یک بنویسید. شمارهٔ پاراگرافی که لغت مورد نظر در آن قرار دارد، داده شده است.

- 1. cover; fold something over another thing (2)
- 2. strange; unusual (3)
- 3. very, very big (3)

4. footprints (5)

5. rises high; stands tall (8)

C) restart = **re** + start

unhappy = **un** + happy

The letters **re** and **un** are called prefixes.

A **prefix** is added to the beginning of a word. It changes the word's meaning. The prefix **re** means "again". The word *restart* means "start again". The prefix **un** means "not". The word *unhappy* means "not happy".

re و un پیشوند هستند؛ یعنی به ابتدای ریشه لغات اضافه می‌شوند و معنای آن‌ها را تغییر می‌دهند. پیشوند re به معنای «دوباره» است و پیشوند un مفهوم «نه و نفی» دارد. برای مثال، کلمه happy به معنای «خوشحال» است در حالی که کلمه unhappy به معنای «ناراحت» است.

Directions: Each word in **heavy type** needs a prefix. Choose the correct prefix-**re** or **un**. Write the new word.

کلماتی که در جملات زیر پررنگ نوشته شده‌اند به پیشوند re یا un نیاز دارند. با توجه به مفهوم جمله، پیشوند مناسب را انتخاب کنید و کلمه جدید را بنویسید.

6. Hokusai could not **sell** his work .It was

7. Hokusai didn't like the bird, so he **painted** it again. He it.

8. The young Hokusai was **not famous**. He was

9. Hokusai **named** himself again. He himself.

Grammar

شکل فعل دوم بعد از فعل اول

اگر بعد از یک فاعل دو فعل پشت سر هم قرار گیرند، فعل اول تابع قید زمان جمله است و فعل دوم یکی از این سه حالت را دارد: مصدر با to، مصدر بدون to و اسم مصدر (فعل همراه با ing).

بعد از افعال معین (کمکی)، که در زیر آمده‌اند، برای بیان زمان حال و آینده مصدر ساده بدون to و برای بیان زمان گذشته، بعد از برخی از آن‌ها مصدر کامل (have + p.p) آورده می‌شود.

can, could - shall, should - will, would - may, might - must - ought to - used to -
have to - need - dare - would rather - would sooner - had better

نکات مهم

۱. دو فعل need و dare هم فعل معین (کمکی) و هم فعل اصلی هستند. اگر فعل کمکی باشند خود سؤالی یا منفی می‌شوند و در سوم شخص مفرد نیز s نمی‌گیرند و فعل پس از آن‌ها به شکل مصدر بدون to می‌آید و اگر فعل اصلی باشند فعل بعد از آنها به صورت مصدر با to به کار می‌رود.

۲. بعد از let و make مصدر بدون to می‌آید؛ اما بعد از make در حالت مجهول مصدر با to می‌آید.

a. I made her *study* English hard

b. She was made *to study* English hard.

۳. بعد از افعال حسی به شرح زیر، مصدر بدون to و گاهی اسم مصدر می‌آید.

see - hear - watch - feel - observe - notice.

I saw the man *take* the money.

I saw the man *taking* the money

نکته: بعد از افعال حسی در حالت مجهول مصدر با to می‌آید.

The man was seen *to take* the money.

۴. بعد از would rather در زمان حال یا آینده مصدر بدون to و در زمان گذشته، مصدر کامل آورده

می‌شود.

I would rather *stay* at home than go to the cinema.

I would rather *have stayed* at home than gone go to the cinema

۵. بعد از افعال زیر همیشه مصدر همراه با to می‌آید:

want - decide - try - plan - come - go - wish - tell - ask - order - intend - remind - mean - would like - demand - pretend - promise - hope - refuse

نکته: بعد از come و go انواع بازی‌ها، ورزش‌ها و سرگرمی‌ها به صورت اسم مصدر آورده می‌شود.

fishing - climbing - walking - hiking - sailing - swimming - shopping - skiing

۶. بعد از افعال زیر، هم مصدر همراه با to و هم اسم مصدر آورده می‌شود:

like - love - begin - start - hate - seem - continue - prefer - forget - remember - stop - regret - allow/ permit - advise

I like *to go* to the cinema.

I like *going* to the cinema.

۷. بعد از افعال زیر همیشه اسم مصدر می‌آید:

enjoy - mind - consider - appreciate - finish - deny - avoid - practice - delay - detest - admit - dislike - risk - prevent - keep - suggest - fancy

۸. بعد از عبارات و اصطلاحات زیر همیشه اسم مصدر می‌آید:

to be used to - to get used to - to be accustomed to - It's no use - It's no good - can't help - can't stand - can't resist - can't bear - look forward to - to be busy - to be worth

۹. بعد از حروف اضافه همیشه اسم مصدر می‌آید.

۱۰. بعد از صفات ملکی اسم مصدر می‌آید.

۱۱. برای کارهای ممنوع‌شده نیز اسم مصدر به کار می‌رود:

No *smoking* - No *parking*

۱۲. در جملاتی که با it بی‌معنی شروع می‌شوند، بعد از صفات مصدر همراه با to می‌آید.

It is easy *to learn* English.

۱۳. به ترکیبات زیر و شکل فعل در آن‌ها توجه کنید.

مصدر با to + صفت + too

مصدر با to + اسم + enough

مصدر با to + enough + صفت

مصدر با to + in order

مصدر با + to as so

مصدر بدون + to than rather

در وسط جمله

{	how	+	مصدر با to
	what		
	where		
	which		
	when		
	who		
	whom		

I don't know what *to do* and where *to go*.

Lesson Five

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Islamic Text Five: The Story of Prophet Luqman and the Watermelon



Prophet Luqman had great love for the Almighty Allah. This created high moral character and exemplary habits within him. This was a clear sign of his nobility and nearness to Allah. He worked for a rich man and his character had a great effect on his master, so that the master considered him as a great friend and a beloved companion. It became the practice of the master, that whenever he had something special to eat, he would first feed Luqman from it and after Luqman, he would eat the leftovers. One day during the watermelon season, the master received a melon from somewhere. At that time, Luqman was not present. The master sent one of his slaves to go and call him. When Luqman arrived, the master cut the melon into slices and slice-by-slice started giving them to Luqman to eat. Luqman ate the slices with great pleasure and all the time expressed thanks for the favor shown to him by the master.

After having eaten the slices, when just one slice remained, the master said: “Let me eat this slice and see how sweet this melon is.” Saying this, he put the slice into his mouth. Immediately, such bitterness spread from the tip of his tongue down to his throat, that as a result of the extreme bitterness of the melon, he fell down unconscious and remained unconscious for one whole hour. When he regained his consciousness, he questioned Luqman: “O beloved one! How did you manage to so heartily eat those slices of melon?” Luqman replied: “O friend! From your hands I have received hundreds of gifts and the pleasure of knowing that it comes from you, has changed the bitterness of the melon to sweetness!”

Question

1. What does ‘this’ in the first line refer to?
2. Why did prophet Luqman eat all the watermelon without complaining?

Comprehension Five

The Great Epizootic

1. Epizootic? Now, that’s a funny word. But it wasn’t funny at all in 1872.

2. In that year there was a sickness called "the great epizootic." It swept through Canada. Then it moved through the eastern United States. This "flu bug" didn't make people sick. But it killed horses.

3. Thousands of horses died of it. More than two hundred died each day in New York City. In Philadelphia, 2250 horses died in three weeks. Montreal and Toronto, in Canada, were hit hard by the great epizootic too.

4. There weren't any cars or buses in those days. Instead, horses pulled wagons and carriages. They carried people to work and to school. They carried goods from factories and shops.

5. But in 1872 most horses were sick. So men and boys were put to work. They pulled wagons and trolley cars through the streets.

6. In that year Boston had a big fire. Boston's horses were sick. They couldn't bring the fire wagons to the fire. So Boston almost burned to the ground.

7. Then the spring of 1873 came. The great epizootic ended. It was a good thing it did. If it hadn't, horses in the rest of Canada and the United States would have died too. And if they had, western history would be different. Western films and radio and TV shows wouldn't be the same. What would the Lone Ranger be without his horse Silver?

8. Think of what life would be like if all the cars and buses in your town stopped running. That's just about how life slowed down during the great epizootic in 1872.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. This story shows:

- a) how people lived before they had buses and cars.
- b) what happened when a sickness killed many horses.

2. Horses were very important in 1872 because

- a) they were needed to make western films.
- b) they were used to move people and things.

3. An epizootic today would not cause as much trouble because

- a) horses don't do as many jobs today.
- b) there are enough horses today.

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning. (A paragraph number tells you where to look.) Write the word.

معادل کلماتی را که در زیر آمده است از متن پیدا کنید. شمارهٔ پاراگرافی که لغت مورد نظر در آن است مقابل هر کلمه نوشته شده است.

1. moved quickly (2)
2. buildings where things are made (4)
3. At the time of; through the whole time of (8)

Grammar

جملات سببی (Causative Sentences)

هرگاه شخصی سبب شود که کاری توسط فرد دیگری انجام شود در این صورت از جملات سببی استفاده می‌شود.

فرمول سببی در جملات مجهول:

سبب‌شونده have / get (متناسب با زمان جمله) + مفعول شیئی (p.p) + شکل سوم فعل + ادامهٔ جمله

زمان فعل have یا get متناسب با زمان جمله قابل تغییر است.

The dentist pulled out my tooth.

دندانپزشک دندان مرا کشید.

I had my tooth pulled out.

من دادم که دندانم را بکشد.

فرمول سببی در جملات معلوم:

سبب‌شونده have / get (متناسب با زمان جمله) + مفعول شخصی to + مصدر بدون + مفعول شیئی + ادامهٔ جمله

زمان فعل have یا get متناسب با زمان جمله قابل تغییر است.

I had the dentist pull out my tooth.

or

I got the dentist to pull out my tooth.

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Islamic Text Six

A Nice Prayer



You never know when God is going to bless you!!
Good things happen when you least expect them to!!
Dear Lord, I thank You for this day, I thank You for my being able to see and to hear this morning.
I'm blessed because You are a forgiving God and an understanding God.
You have done so much for me and You keep on blessing me.
Forgive me this day for everything I have done, said or thought that was not pleasing to you.
I ask now for Your forgiveness.
Please keep me safe from all danger and harm.
Help me to start this day with a new attitude and plenty of gratitude.
Let me make the best of each and every day to clear my mind so that I can hear from you.
Please broaden my mind that I can accept all things.
Let me not whine and whimper over things I have no control over.
And give the best response when I'm pushed beyond my limits.
I know that when I can't pray, You listen to my heart.
Continue to use me to do Your will. Continue to bless me that I may be a blessing to others.
Keep me strong that I may help the weak...
Keep me uplifted that I may have words of encouragement for others.
I pray for those that are lost and can't find their way.
I pray for those that are misjudged and misunderstood.
I pray for those who don't know You intimately.
I pray for all my sisters and brothers, for each and every family member in their households.
I pray for peace, love and joy in their homes that they are out of debt and all their needs are met.
I pray that every eye that reads this knows there is no problem, circumstance, or situation greater than God.
I pray that these words be received into the hearts of every eye that sees it.
God I love you and I need you!

Comprehension Six

The Riddle of the Monster

1. A long, long time ago there lived a monster. This monster was the sphinx. She had the head of a woman and the body of a lion. She also had the wings of a big bird.

2. The sphinx lived near an old, old city in Greece. The city was Thebes. The sphinx sat on a rock just outside the city.

When a man passed by her, she would ask him a riddle. The man had to give the right answer, or the sphinx would eat him up.

3. Here is the riddle of the sphinx: "What walks on four legs in the morning, on two legs at noon, and on three legs in the evening?"

4. No one could answer the riddle. Many men lost their lives. Everyone was afraid of the sphinx. The people from Thebes didn't know what to do.

5. Then one day a clever man came by. His name was Oedipus. The sphinx stopped him. She asked him her riddle: "What walks on four legs in the morning, on two legs at noon, and on three legs in the evening?"

6. "That's easy," said Oedipus. "The answer is man. A man crawls on all fours when he's a baby. He stands up on two legs when he's grown. And when he's old he leans on a cane-and that's like a third leg."

7. This was the right answer. The sphinx was very angry. She was so angry that she jumped off a cliff. And she was killed.

8. Now it was safe to pass the rock. The people of Thebes were so glad that they made Oedipus their king.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. The sphinx could not have been real because

- a) she asked Oedipus a riddle.
- b) she was part animal and part woman.

2. Oedipus must have known

- a) that words can mean many things.
- b) that the sphinx would ask him an easy riddle.

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning. (A paragraph number tells you where to look.) Write the word.

معادل کلماتی را که در زیر آمده است از متن پیدا کنید. شماره پاراگرافی که لغت مورد نظر در آن قرار دارد رو به روی هر کلمه نوشته شده است.

1. puzzling question (2)

2. bright; intelligent (5)

3. go by; walk by (8)

C) Look at the words you wrote. Which one best fits in each sentence?
Write the word.

کلماتی را که در تمرین قبل یافته‌اید در جای خالی مناسب قرار دهید.

1. People had to the sphinx to get into the city.

2. The sphinx was more than most people.

3. Only Oedipus could answer the sphinx's

Grammar

عبارات توصیفی (وصفی)؛ Adjective Clauses

عبارت توصیفی یک جمله وابسته است که نقش صفت را ایفا می‌کند؛ یعنی در مورد اسم توضیح می‌دهد.
مثال:

The man *who lived next door* is a police officer.

روش ساخت عبارات توصیفی

معمولاً عبارات توصیفی حاصل ترکیب دو جمله هستند که برای رعایت اختصار و نیز توصیف یکی از اسامی موجود در جمله ساخته می‌شوند. در مثال فوق شکل اصلی جمله به این صورت بوده است:

The man is a police officer. He lives next door => The man *who lives next door* is a police officer.

با استفاده از ضمیر موصولی *who* این دو جمله مستقل به صورت یک جمله که دارای عبارت وصفی است درآمده‌اند. سایر ضمایر موصولی که به همین ترتیب به ساخت عبارات توصیفی کمک می‌کنند عبارتند از:

whom, which, that, whose, when, where, why.

قوانین ساخت عبارات توصیفی

Who

هرگاه در جمله اول یک شخص باشد و فاعل جمله دوم نیز همان شخص باشد برای ربط دو جمله از "who" استفاده و فاعل جمله دوم را حذف می‌کنیم. "who" در این جملات معادل «که» در زبان فارسی است. مثال:

The students should get good grades. They are studying in this college =>

The students *who are studying in this college* should get good grades.

دانشجویانی که در این دانشگاه درس می‌خوانند باید نمرات خوبی بگیرند.

Whom

“Whom” به معنای «که»، زمانی به کار می‌رود که فاعل جمله اول مشخص باشد و در جمله دوم

نقش مفعول را ایفا کند. مثال:

He is a teacher. I respect him very much.

در این دو جمله، فاعل جمله اول و مفعول جمله دوم هر دو اشاره به یک فرد دارند.

He is a (the) teacher *whom I respect very much*.

او معلمی است که من برایش خیلی احترام قایل هستم.

در این گونه جملات اگر گوینده بخواهد به وسیله عبارت توصیفی فرد مورد نظر را برای شنونده معرفی

کند an /a تبدیل به the می‌شود.

When

“when” برای توضیح در مورد اسم‌هایی که بیان‌کننده زمان هستند به کار می‌رود.

Ramadan is a month of year. People fast in this month. =>

Ramadan is a (the) month of year *when people fast*.

رمضان ماهی است که مردم در آن روزه می‌گیرند.

Where

“Where” برای توضیح در مورد اسم‌هایی که بیان‌کننده مکان هستند به کار می‌رود.

This is a university. My friend studies here. =>

This is a (the) university *where my friend studies*.

این دانشگاهی است که دوست من در آن درس می‌خواند.

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Islamic Text Seven

What is the Philosophy behind Wudu



Undoubtedly, wudu possesses two manifest benefits - the medical benefit and the ethical one. From the medical point of view, washing of the face and hands has a noticeable influence as far as the cleanliness of the body is concerned. The contact of water with skin has a special effect in achieving the balance of the sympathetic nerves of the body.

As for the spiritual aspect, since it is performed for God and with the intention of pleasing Him, it possesses a deep ethical influence; especially since its implicit meaning - from head to toe I try hard to obey You - serves to confirm this ethical and spiritual philosophy. In a tradition, Imam Reza says:

"The reason that the order for (the performance of) wudu has been issued, and (the reason) that the acts of worship should begin with it, is that when the servants stand before God and converse with Him, they should be clean, away from uncleanness and pollution, and act in accordance with His orders."

Apart from this, wudu removes drowsiness and tiredness from man so that the heart can acquire the purity for standing in the presence of God.

Question

1. What is the implicit meaning of wudu?
2. What is the reason that the acts of worship must begin with wudu according to Imam Reza?

Comprehension Seven

Footprints on the Moon

1. Long ago a lot of people thought the moon was a god. Other people thought it was just a light in the sky. And others thought it was a big ball of cheese!

2. Then telescopes were made. And men saw that the moon was really another world. They wondered what it was like. They dreamed of going there.

3. On July 20, 1969, that dream came true. Two American men landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

4. The first thing the men found out was that the moon is covered with dust. The dust is so thick that the men left footprints where they walked. Those were the first marks a living thing had ever made on the moon. And they could stay there for years and years. There is no wind or rain to wipe them off.

5. The two men walked on the moon for hours. They picked up rocks to bring back to earth for study. They dug up dirt to bring back. They set up machines to find out things people wanted to know. Then they climbed back into their moon-landing craft.

6. Next day the landing craft roared as the two men took off from the moon. They joined Michael Collins in the spaceship that waited for them above the moon. Then they were off on their long trip back to earth.

7. Behind them they left the plains and tall mountains of the moon. They left the machines they had set up.

8. And they left footprints that may last forever.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. This story tells

- a) about the first men to walk on the moon.
- b) how men found footprints on the moon.

2. A telescope makes.....

- a) faraway things seem close.
- b) balls of light seem brighter.

3. The men brought rocks and dirt back from the moon because

- a) they wanted something to show they had been there.
- b) people wanted to use them to learn about the moon.

Learn about Words

B) Often you can find out the meaning of a word by seeing it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning. (A paragraph number tells you where to look.) Write the word.

گاهی اوقات معانی کلمات را می‌توان از داخل متن یا داستان با توجه به دیگر کلمات دریافت. اکنون به توضیحات و عبارات داده‌شده بنگرید و معادل مناسب آن را از متن بیابید. شمارهٔ پاراگرافی که لغت مورد نظر در آن قرار دارد، داده شده است.

1. wanted to know; were curious about (2)
2. tracks; marks made by feet (4)
3. ship; machine (5)
4. got together with (6)

C) Look at the words you wrote. Which one best fits in each sentence? Write the word.

کلماتی را که در تمرین قبلی یافته‌اید، در جای خالی مناسب قرار دهید.

1. They what they would find there.
2. Slowly they climbed out of the landing
3. They left a trail of
4. Later they the third man in the spaceship.

Word Formation

E) moon + light = moonlight

The word *moonlight* means the light of the moon. *Moonlight* is a compound word. A *compound word* is made by putting two or more words together.

Directions: Look at the two words in **heavy type**. Put them together to complete the second sentence. Write the compound word.

9. The **light** of the **sun** seemed different on the moon. The was brighter there.

10. No **rain** will ever **fall** on the moon. The footprints would disappear if there were

Grammar

عبارات توصیفی (۲)

Which

Which برای اشاره به حیوانات و اشیا و به طور کلی غیر انسان به کار می‌رود. مثال:

The driver ran through a stop sign. The stop sign is on the corner =>

The driver ran through a (the) stop sign *which is one the corner*.

راننده به تابلوی ایست که در آن گوشه است برخورد کرد.

استثناء: Which زمانی برای انسان‌ها به کار می‌رود که گروهی از افراد به طور کلی مورد نظر باشند:

مثل class (کلاس)، audience (حضار، مخاطبان) و crowd (جمعیت). مثال:

He teaches to high school *which are learning computer*.

That

به جای who، whom و which می‌توان از that به معنای «که» استفاده کرد. مثال:

I gave her a book. The book is about the Islamic law.

I gave her a book that is about the Islamic law.

من به او کتابی دادم که در باره حقوق اسلامی است.

whose

whose برای نشان دادن وابستگی، مالکیت یا رابطه خویشاوندی است و زمانی به کار می‌رود که یکی از اسامی موجود در جمله اول با اسم دیگری در جمله دوم رابطه ملکی یا خویشاوندی داشته باشد. whose می‌تواند با انسان و غیر انسان به کار رود.
مثال:

He is a little boy. His mother left for Mecca.

He در جمله اول، با mother در جمله دوم رابطه خویشاوندی دارد.

He is a (the) little boy whose mother has left for Mecca.

این پسر بچه‌ای است که مادرش به مکه رفته است.

Why

why برای توضیح در باره اسامی نشان‌دهنده علت مانند reason و explanation به کار می‌رود. مثال:

She didn't tell me the reason. She quit her job =>

She didn't tell me the reason *why she quit her job*.

او به من دلیل ترک شغلش را نگفت.

Lesson Eight

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Islamic Text Eight

What Is the Need to Face the Kiblah in the Prayers?



The order for facing the Kiblah is not at all intended to confine the presence of the Holy God to a particular direction. However, since man is a material entity and thus, must necessarily face a direction while offering his prayers, it has been ruled that all should face one particular direction during their prayers. This is with the objective of realizing unity and harmony amongst the Muslims, and preventing confusion among them. By the way, the direction that has been set as the Kiblah is a region that is not only holy but also one of the most ancient bases of monotheism (Tawhid).

Question

1. What is one of the most ancient bases of monotheism?
2. All of the following are synonyms of 'objective' (in 5th) EXCEPT:
a) aim
b) purpose
c) notion
d) intention

Comprehension Eight

Spaceship Earth

1. John put the last bit of paint on his model spaceship. He'd painted it silver and blue. He held it up to show dad.
2. "It looks great," said dad. "Let me help you hang it."
3. They hung the model from the ceiling with thin black thread. John watched the spaceship swing back and front. He began to think about journeying all alone out into space.
4. "Suppose a man is all alone in a spaceship," John said.
"Could he run out of water to drink?"

5. "Yes," said dad.
6. "And could he run out of air to breathe?"
7. "Of course."
8. "Then what would happen to him?" John asked.
9. "I don't think he'd live long," dad said. "Do you?"
10. John shook his head. "No," he said. "And I don't think I'd like to be out in a spaceship."
11. "Well," said dad, "you're on a kind of spaceship now."
12. John laughed. Dad must be joking.
13. "I mean it," said dad. "The earth we live on is like a spaceship. It's a huge ball journeying through space. If we use up all our water and air, there won't be any more. There's no magic pipeline that brings them to us."
14. John thought of all the water in the world. Then he thought of all the air. "We can't run out of air and water," he said.
15. "Maybe not," said dad. "But we can make them very dirty. Then we won't be able to use them."
16. John had seen dirty water. He'd seen it in rivers and streams. He wouldn't want to drink that dirty water. He'd seen dirty air, too. Smoke from factories and cars caused it.
17. So now John understood what dad meant. He knew why dad had said the earth was like a spaceship. And he knew, too, that he and everyone else must learn to take care of the air and water on spaceship *Earth*.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. Another good name for this story is

- a) "Take Care of the World".
- b) "The Magic Pipeline".

2. A good way to take care of the earth's air and water is

- a) to keep them clean.
- b) to use more of them.

3. If people don't take care of the earth's air and water

- a) people will have to bring in more from outer space.
- b) people and other living things won't be able to use them.

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Which word in the story best fits each meaning below? (A paragraph number tells you where to look.) Write the word.

معادل کلماتی را که در زیر آمده است از متن پیدا کنید. شماره پاراگرافی که لغت مورد نظر در آن قرار دارد رو به روی هر کلمه نوشته شده است.

1. small amount; dab (1)
2. taking a trip; traveling (3)
3. buildings where people make things (16)

C) A good way to learn words is to use them in sentences.

Directions: Read each sentence. Choose a word you found in **B** that makes sense in the blank. Write the word.

یکی از بهترین راه‌های یادگیری لغات، به کار بردن آن‌ها در جمله است. کلماتی را که در تمرین قبل یافته‌اید در جای خالی مناسب قرار دهید.

1. John would not like to be to the moon.
2. The air gets dirty when make too much smoke.
3. Every person can help a little to take care of the earth.

Grammar

ضمایر موصولی همراه با حرف اضافه (Relative Pronouns with Prepositions)

گاهی قبل از ضمایر موصولی *which* و *whom* یک حرف اضافه به کار می‌رود که نوع حرف اضافه به فعل اصلی یا معنای جمله بستگی دارد.

مثال:

The athlete has just arrived in Iran. Many people want to speak to him.

کلمه athlete در جمله دوم مفعول (him) واقع شده است؛ بنا بر این برای ربط دو جمله باید از *whom* استفاده شود. اما چون فعل *speak* همراه با حرف اضافه *to* است، پیش از *whom* می‌توان *to* را نیز اضافه کرد.

The athlete to whom many people want to speak has just arrived in Iran.

ورزشکاری که بسیاری از افراد می‌خواهند با او صحبت کنند تازه وارد ایران شده است.

گاهی نیز ضمیر موصولی به تنهایی استفاده می‌شود و حرف اضافه در کنار فعل اصلی یا صفت خود باقی می‌ماند؛ اما برخی دست‌نویسان این ساختار را از نظر گرامری نادرست می‌دانند. مثال:

The athlete whom many people want to speak to has just arrived in Iran.

The book is about “human right”. I am interested in it. =>

The book in which I am interested is about “human right”.

Or:

The book which I am interested in is about “human right.”

کتابی که من به آن علاقه دارم در باره حقوق بشر است.

به مثال‌های بیشتری با این ساختار توجه کنید.

1. This is the hospital. He has worked in this hospital for several years. =>

This is the hospital where he has worked for several years.

Or

This is the hospital in which he has worked for several years.

Or

This is the hospital which he has worked in for several years.

2. Dr. Salimi is over there. I have talked about her many times. =>

Dr. Salimi about whom I have talked many times is over there.

Or

Dr. Salimi whom I have talked about many times is over there.

Lesson Nine

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Islamic Text Nine

Ali and Responsibility in Islam

A candle burnt by his side, as he sat down carefully recording all the profits and the expenses of the treasury. Just then Talha and Zubair appeared. They had come to have a deal and get a better position. If Imam Ali gave them an important position in the government, they would support him in turn. Imam Ali knew this, so when they sat down, he put out the candle and lit another one. Talha and Zubair looked at each other with surprise and one of them said: "O Ali, we have come here for some important business. But why did you put out the first candle?" Imam Ali replied: "That was a candle bought with treasury funds. As long as I worked for the treasury, I used it. Now you have come for some personal work, so I use the candle bought with my personal fund." After hearing what Ali said, Talha and Zubair left him without saying any other thing.

Comprehension Nine

Captain Cook Finds a New Land

1. James Cook lived in England. He lived there two Hundred years ago. His parents were very poor. So when he was twelve, he had to go to work. He went to work in a shop.

2. James didn't like to work in the shop. He wanted to be a sailor.

3. One day he ran away from the shop. He went to sea. He became a sailor.

4. James was a good sailor. Soon he became a captain. He was one of the best sea captains England had.

5. In those days there were stories about a new land. This land was called *Terra Australis*. That meant "southern land." It was in the southern part of the world.

6. Captain Cook heard of this land. He wanted to sail to it. He got a ship. It was called the *Endeavour*. *Endeavour* means "try." Captain Cook was going to try to find a new land.

7. The captain knew the trip would be long. And he knew it would be hard. But he wasn't scared.

8. He and his men sailed for months and months. There were bad storms. Some of the men became ill. Some of them died. The trip *was* long and hard.

9. But then Captain Cook found land! This land is now called New Zealand.

10. Captain Cook was glad he's found this land. But he still wanted to find *terra Australis*. So he and his men started sailing again.

11. A few months later they found it. Captain Cook put up the England flag. He said, "This new land belongs to England now."

12. The ship went back to England. The men told people about the great new land. They called it Australia.

13. Captain James Cook made more trips. He sailed to more new lands. He did many great things. But the best thing he did was to find Australia.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. The captain of a ship is something like
 - a) The farmer of some land.
 - b) The teacher of a class.
2. You can tell that James Cook liked
 - a) sailing to new land no matter how long it took.
 - b) living a quite life at home in Australia.
3. *Australia* is a good name for the land because
 - a) the word tells where the land is.
 - b) the word tells what the land is like.

Learn about words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Which word in the story best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

گاهی اوقات معانی کلمات را می‌توان از داخل متن یا داستان با توجه به دیگر کلمات دریافت. اکنون به توضیحات و عبارتهای داده شده بنگرید و معادل مناسب آن را از متن بیابید. شمارهٔ پاراگرافی که لغت مورد نظر در آن قرار دارد، داده شده است.

1. person whose work is sailing (3)
2. leader; commander of a ship (4)
3. southward; toward the south (5)
4. travel by ship (6)
5. afraid; frightened (7)

Think about it

Read each pair of sentences. Choose the word from the box that best fits in each blank. Write the word.

Endeavour	sail	Australia	sailors	scared
-----------	------	-----------	---------	--------

1. Happy means “glad” Afraid means
2. People fly planes. People ships.
3. A coach leads players. A captain leads

Grammar

(Noun Clauses) اختصار در عبارات توصیفی (Reduction of Adjective clauses)

در برخی جملات ضمایر موصولی وجود ندارند اما معنای آن‌ها از جمله استنباط می‌شود. به مثال‌های زیر توجه کنید.

The student who is talking to the teacher is from Malasia.

The student talking to the teacher is from Malasia.

هر دو جمله به این معنی هستند: دانش آموزی که با معلم در حال صحبت کردن است اهل مالزی است. نحوه ایجاد اختصار در عبارات توصیفی با حذف ضمایر موصولی:

و ضمیر موصولی حذف می‌شوند. مثال: to be ۱. در جملاتی که زمان استمراری دارند فعل

The boys who are playing football have been selected for national games.

The boys playing football have been selected for national games.

پسرهایی که مشغول فوتبال بازی هستند برای مسابقات ملی انتخاب شده‌اند.

۲. در جملاتی که استمراری نیستند و فعل اصلی آن‌ها to be است، فعل to be و ضمیر موصولی حذف می‌شوند. مثال:

He gave a lecture which was on technology in Iran.

او سخنرانی‌ای ایراد کرد که در مورد فناوری در ایران بود.

He gave a lecture on technology in Iran.

او سخنرانی‌ای در مورد فناوری در ایران ایراد کرد.

۳. در جملات مجهول حال ساده و استمرار و نیز گذشته ساده و استمرار نیز افعال to be و ضمایر موصولی حذف می‌شوند. مثال:

The books that are written about Muslim scientists are very interesting.

The books written about Muslim scientists are very interesting.

کتاب‌هایی که در مورد دانشمندان مسلمان نوشته شده‌اند بسیار جالب هستند.

۴. در جملات وصفی که فعل to be ندارند ضمیر موصولی را حذف می‌کنیم و به فعل اصلی آن‌ها ing اضافه می‌کنیم. مثال:

Anyone who has a library Card can borrow the books.

Anyone having a library Card can borrow the books.

هر کس کارت کتابخانه داشته باشد می‌تواند کتاب امانت بگیرد.

۵. گاهی ایجاد اختصار در جملات دارای ضمایر موصولی منجر به ایجاد «بدل» می‌شود. در این صورت قبل و بعد از «بدل» از کاما استفاده می‌شود. مثال:

Arabic language which is an interesting subject is one of our courses.

Arabic language, an interesting subject, is one of our courses.

زبان عربی که یک موضوع درسی جالب است یکی از واحدهای ما است.

Lesson Ten

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Islamic Text Ten

This Is Me, the Promised One!

The heat of the sun burned the surface of the desert and made it actually impossible for any living thing to carry on. He missed his caravan and didn't know the way. Wherever he turned, he saw the endless desert. He lost his patience because of the great thirst and felt he was dying. He thought for a while and said to himself: "I must die. There is no way out and I can't escape from death. Suddenly, he heard the sound of a horse. Then he tried hard to open up his eyes and look at the horizon. Suddenly he saw a handsome young horseman who was coming toward him. He said to himself: "Am I dreaming? Is he really coming to help me?" The horseman came near and gave him a bowl of water. He drank it up and said "What fine water! How cold and sweet it is! Who are you?! You actually rescued me!"

The stranger answered: "It is me who shall fill the world with justice. This is me, God's true reason and proof for His servants." Suddenly the man began to tremble. He felt himself as a drop in an ocean of kindness. The twelfth Imam, Imam al-Mahdi then told him: "Close your eyes!" He closed his eyes and when he opened them, he found himself in front of his missing caravan. The moment he looked around to thank Imam al-Mahdi, he saw that he was gone.

Comprehension Ten

Everyone Talks about It

1. "Whether it's cold or whether it's hot, we're going to have weather, weather or not." That's an old saying. And it's true. Weather is always all around us.

2. "Everyone talks about the weather, but no one does anything about it!" that's an old joke. But it's NOT true. You spend a lot of time doing something about the weather. So does everyone else.

3. What do you do? You get dresses every day. In winter you wear warm clothes. When you go out, you put on a coat and mittens. If there's snow, you put on boots.

4. In summer you put on light clothes. You take an umbrella if it looks like rain. And if it rains, you open it. When the rain stops, you close it.

5. If it's cold at night, you put more blankets on your bed. If it's hot, you take them off.

6. Every time you do any of those things, you've done something about the weather.

7. Lots of people earn a living doing something about the weather. The people who make clothes and umbrellas do. So do the ones who make air conditioners and furnaces. So do the people who sell these things, or fix them, or deliver them. So do all the people who help to build buildings. And so do the people who make the tools and materials buildings are built with.

8. People spend lots of money doing something about the weather. They buy clothes. They pay rent or buy houses. They buy coal or oil or gas to warm the houses. They buy air conditioners to cool them.

9. Of course none of these things change the weather. But they change what weather does to people. Weather is one of the main things that makes us live the way we do.

10. So if someone tells you that everyone talks about the weather but no one does anything about it, just laugh. You know better.

How well did you Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. This story is about

- a) things people do to change the weather.
- b) things people do because of the weather's change.

2. If you lived where it was very hot, you could do something about the weather by

- a) going swimming
- b) buying coal or oil

3. People change what weather does to them when they use

- a) fans, sunglasses, and boots.
- b) Television, radios, and books.

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

گاهی اوقات معانی کلمه‌ها را می‌توان از داخل متن یا داستان با توجه به دیگر کلمات دریافت. اکنون به توضیحات و عبارات داده شده بنگرید و معادل مناسب آن را از متن بیابید. شمارهٔ پاراگرافی که لغت مورد نظر در آن قرار دارد، داده شده است.

- 1. warm covers for a bed (5)
- 2. heaters for buildings (7)
- 3. take a someone (7)
- 4. money for a place to live (8)
- 5. most important; biggest (9)

Grammar

عبارات اسمی (noun phrases)

در مباحث قبلی دیدیم که ضمایر موصولی (*why, when, where, whose, that, which, whom*,) می‌توانند پس از اسم، ظاهر شده نقش صفت را بازی کنند. در این درس کاربرد این ضمایر را به جای اسم، مورد بررسی قرار می‌دهیم. به مثال‌های زیر توجه کنید:

1. **His house** is very clean.

خانه او تمیز است. اسم

2. **Where he lives** is very clean.

جایی که زندگی می‌کند تمیز است. عبارت اسمی
همان‌گونه که در جمله (۱)، *his house* یک اسم است که نقش نهاد جمله را ایفا می‌کند، در جمله (۲)، *where he lives* یک عبارت اسمی است که نقش نهاد جمله را ایفا می‌کند.
عبارات‌های اسمی مانند جملات سؤالی هستند که از حالت سؤالی خارج شده باشند و چون مانند یک اسم در جمله عمل می‌کنند می‌توانند تمام نقش‌های جمله را بپذیرند. (نقش فاعل، مفعول، متمم و ...). عبارات اسمی ممکن است با یکی از کلمات زیر شروع شوند:

Who, whoever, whom, whose, what, whatever, which, whichever, where, wherever, when, whenever, why, how, how much, how many, how long, how often, etc.

۱. عبارت اسمی در نقش فاعل / نهاد جمله: در این صورت عبارت اسمی قبل از فعل کمکی یا اصلی جمله به عنوان فاعل / نهاد ظاهر می‌شود. مثال:

1. **What she said** was excellent => **her speech** was excellent.

آنچه او گفت (سخنرانی او) عالی بود. اسم عبارت اسمی

2. **How you choose to live** should be according to Islamic rules =>

عبارت اسمی

Your life style should be according to Islamic rules.

اسم

کیفیتی که شما برای زندگیتان انتخاب می‌کنید (روش زندگی شما) باید بر اساس قواعد اسلامی باشد.
۲. عبارت اسمی در نقش مفعول جمله: در این صورت عبارت اسمی پس از فعل اصلی جمله ظاهر شده و دقیقاً مانند یک اسم، نقش مفعول را ایفا می‌کند. مثال:

1. I don't know **what the answer is**.

عبارت اسمی

I don't know **the answer**.

اسم

2. I didn't learn **who he was**.

عبارت اسمی

من نفهمیدم که او که بود.

I didn't know **him**.

اسم (ضمیر)

من او را نشناختم.

۳. عبارت اسمی در نقش متمم (مفعول حرف اضافه): در این صورت کل عبارت اسمی پس از حرف اضافه قرار می‌گیرد و نقش متمم را ایفا می‌کند. مثال:

1. She was looking at how they were saying their prayers.

عبارت اسمی

او داشت نگاه می‌کرد که آن‌ها چگونه نماز می‌خوانند.

She was looking at **their prayers**.

اسم

او داشت نماز آن‌ها را نگاه می‌کرد.

2. Iranians do not agree with **whatever U.S. wants**.

عبارت اسمی

ایرانیان با هر آنچه آمریکا بخواهد موافقت نمی‌کنند.

Iranians do not agree with **U.S. wishes**.

اسم

ایرانیان با خواسته‌های آمریکا موافقت نمی‌کنند.

Lesson Eleven

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Islamic Text Eleven

Salam (peace be upon you), the Word of Kindness

“And when those who believe in Our communications come to you, say: Peace be upon you, your Lord has ordained mercy on Himself” Holy Koran (chapter 6:verse 54). Our prophet was sitting with his Companions and they were talking together. A person came in without asking permission and didn't even say hello. Prophet Mohammad said: "Why didn't you say hello? Why didn't you ask permission to come in? Go back. Ask our permission and greet us before you come in." About greeting, prophet Mohammad has told us: “O Muslims! You will not enter Paradise unless you are kind to each other, unless you warmly say hello to each other whenever you meet. Always say hello in a loud voice and reply in the same way. Allah loves most the person who says hello first and gives him better rewards and blessings. First say hello and then say whatever you have to say. When you meet each other greet and embrace; and when you separate from each other, then depart with seeking forgiveness.”

1. How did Mohammad react to those who didn't say hello?
2. According to Islamic beliefs what should we do when we meet each other?

Comprehension eleven

THE FIRST SECRET MESSAGE

1. There was once a king who lived in Egypt. He wanted to send a message to a friend who lived far away in Greece.

2. Now the king wanted his friend to read the message. But he didn't want anyone else to see it. He wanted it to be a secret message.

3. How could he send his friend a secret message? The king thought and thought. Then, at last, he had an idea. He knew how he would send his friend the secret message.

4. The king called in his most trusted servant. “I want you to shave all the hair off your head,” he said to the servant.

5. So the servant shaved all the hair off his head.

6. “Now,” said the king, “I’m going to write a message on your head.”

7. The servant bent down, and the king wrote a message on his head.

8. “Now,” said the king, “I want you to stay alone until your hair grows back. Your hair will hide what I have written. I’m going to put you in a locked room for a month.”

9. The month passed. The king went to see the servant. “I see that your hair has grown back,” the king said. “Now I have a very important task for you.”

10. I want you to go to see my friend in Greece. And I want you to show him the message on your head. He is the only one who should see it.”

11. When the servant got to the king's friend, he shaved his head. The friend read the message. Then the servant washed his head. And when he washed

his head, he washed off the message.

12. No one but the king and his friend ever knew what the message said. It was a secret between them. It may have been the first secret message ever sent.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a* or *b*.

1. The king wanted the servant to stay alone after his head was shaved because

- a) he didn't want people to laugh at him.
- b) he didn't want anyone to see the message.

2. The servant couldn't tell the secret message because

- a) he couldn't see his own head.
- b) he didn't know to read.

3. From this story you can tell that

- a) the king had known the servant for a long time.
- b) the king had just met the servant a few days ago.

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look). Write the word.

معادل لغاتی را که در پایین توضیح داده شده است از متن پیدا کنید. شماره هر پاراگراف که لغت مورد نظر در آن است مقابل هر جمله داده شده است.

- 1. note or letter from one person to another (1)
- 2. helper; someone who works for another person (4)
- 3. cut with a razor, cut closely (4)
- 4. went by (9)
- 5. job (9)

Grammar

Participle clauses with adverbial meaning (1)

(وجه وصفی در مفهوم قیدی)

وجه وصفی در زبان انگلیسی به دو صورت ساخته می‌شود: ۱. اضافه نمودن ing به ریشه فعل و ساخت

وجه وصفی معلوم؛ ۲. اضافه کردن ed به ریشه افعال با قاعده یا ساخت قسمت سوم افعال بی قاعده و ساخت وجه وصفی مجهول. وجه وصفی می تواند مانند قیدها، اطلاعاتی در باره زمان، علت و نتایج حوادث بدهد. به مثال های زیر دقت کنید.

1. Whom he baby opened her eyes, she began to cry.

وقتی نوزاد چشمانش را باز کرد، شروع کرد به گریه کردن. قید زمان
می توان کل عبارتی که نقش قید زمان را بازی می کند، به صورت یک عبارت وصفی در آورد که دقیقاً همین نقش قید زمان را ایفا می کند:

Opening her eyes, the baby began to cry.

۱. وجه وصفی معلوم: این وجه که با اضافه کردن ing به ریشه فعل ساخته می شود. یک جمله کامل را به یک عبارت تبدیل می کند که این عبارت نیاز به فاعل، فعل کمکی و کلمات نشان دهنده زمان و علت و ... (مثل when, because, after, if و ...) ندارند. مثال:

2. Because I was walking quickly, I didn't notice her => walking quickly, I didn't notice her.

3. As the man needs so much money, he has to refer to another bank => needing so much money, the man has to refer to another bank.

نکته (۱): در جملاتی نظیر جمله اخیر و مثال (۱)، وقتی فاعل جمله اول یک اسم و فاعل جمله دوم ضمیر مربوط به آن است، با ساخت عبارت وصفی فاعل نیز حذف می شود. در این صورت در جمله دوم به جای ضمیر از همان اسم موجود در جمله اول استفاده می کنیم. در مثال (۱) به جای she، از the baby و در مثال (۳) به جای he از the man استفاده می شود.

نکته (۲): وقتی جمله اول به عبارت وصفی تبدیل می شود، برای تکمیل معنی فاعلی خود، نیاز به فاعل جمله دوم دارد. پس حتماً جمله دوم باید با فاعلی شروع شود که فاعل جمله اول هم باشد. در غیر این صورت جمله، غلط است. در مثال های قبل؛ در جمله (۱): she و the baby یکی هستند؛ در جمله (۲): فاعل هر دو جمله "I" است و در جمله (۳): the man و he به یک شخص بر می گردد. به مثال های زیر دقت کنید:

4. waiting for the bus, a car splashed water all over her.

در حالی که او منتظر اتوبوس بود، ماشینی سر تا پایش را خیس کرد.
در جمله (۴)، فاعل عبارت وصفی که حذف شده "she" بوده است و ما این موضوع را از ضمیر her در جمله اصلی استنباط می کنیم. در حالی که فاعل جمله پس از عبارت وصفی a car است، پس جمله، صحیح نیست.

5. feeling sick, the boat went through the huge waves.

در حالی که او (بن؟ آن ها؟ ما؟ تو؟ ...) مریض بود (بودم؟ بودند؟ بودیم؟ بودی؟ ..)، قایق وار موج های عظیمی شد.

در جمله (۵)، فاعل عبارت وصفی یک انسان بوده که احساس بیماری داشته، از آن جایی که فاعل این عبارات، باید در ابتدای جمله ظاهر شوند تا به این وسیله عبارت وصفی قابل فهم باشد به جای the boat دنبال یک اسم یا ضمیری می گردیم که به انسان برگردد و بیماری برایش قابل تصور باشد. در این جمله معلوم نیست عبارت وصفی به چه کسی بر می گردد، پس ساختار اشتباه است.

نکته (۳): برای منفی کردن عبارت توصیفی، پیش از آن کلمه Not اضافه می شود. مثال:

Not arriving on time, she decided not to enter the class.

چون سر وقت نرسیده بود تصمیم گرفت وارد کلاس نشود.

(ساخت وجه وصفی معلوم با قسمت سوم فعل + Having)

وقتی عملی که در جمله اصلی می‌آید نتیجه کاری باشد که در وجه وصفی انجام شده یا این دو عمل با فاصله زمانی از هم واقع شده باشند در عبارت وصفی به جای اضافه کردن ing به فعل اصلی، قبل از فعل اصلی از having استفاده کرده و فعل اصلی را به قسمت سوم می‌بریم، مثال:

Having won the world gold medal, he retired from international competitions.

پس از کسب مدال طلای جهان، او از رقابت‌های بین‌المللی کناره گرفت.

Having broken her leg last year, she decided not to become a team member the year.

چون سال گذشته پایش شکسته بود، امسال تصمیم گرفت عضو تیم نشود.

Lesson Twelve

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Islamic Text Twelve

Taking care of orphans and widows in Islam

Tired of carrying the water-skin on her back, she was going towards her house where innocent children were waiting for the arrival of their mother. On her way, an unknown man came near her and took the water-skin from her and placed it on his back. The door opened and the children saw their mother entering the house with a stranger. He placed the water-skin on the ground and asked "why are you alone?" The woman said: "My husband was a soldier; Ali sent him to the frontier where he was killed. Now I am alone with these small children." The stranger said no more and went away. But the thought of the helpless widow and orphans remained in his mind. Early in the morning he picked up a basket; put some meat, flour and dates in it; went straight to her house and knocked at the door and said: "I am the man who brought your water yesterday. Now I have brought some food for the children." She opened the door and became very happy.

The widow went to knead the flour. He fed the children and said to them: "My son, forgive Ali if he has failed in his duty towards you." He went to put fire in the oven, he brought his face near the fire and said, "Taste the heat of fire. It is the punishment for those who fail in their duty towards orphans and widows." Suddenly, a woman from the neighboring house came in and recognized the stranger, she said: "don't you know the man who is helping you? He is Imam Ali." The widow came forward and said: "Shame on me. Forgive me." But Imam Ali said: "No, I am sorry that I failed in my duty towards you."

1. Why had the woman lost her husband?
2. Why did Imam Ali put his face near fire?

Comprehension twelve

The Little Old Man Who Could Not Read

1. Once there was a little old man who couldn't read. He just never wanted to learn. His wife bought all the food. The little old man stayed at home and made lovely toys out of wood.

2. Children loved his toys, and they wrote to tell him so. But the old man couldn't read their letters.

3. One day his wife had to go on a trip.

4. "You'll have to go to the store and buy your food tonight," she said.

5. The old man went to the store. There were rows and rows of cans, and there were rows and rows of boxes without pictures. What were they? The old man didn't know, and he didn't like to ask.

6. He bought what looked like a can of soup and a box of spaghetti. He bought what looked like a sugar box, an oatmeal box, and a milk carton.

7. The old man went home and said, I'm hungry. I'll have some soup."

8. He opened a small can. Onion soup!
9. "Flutes!" he said. "I hate onion soup." And he put it aside. He opened a long box that looked like a spaghetti box. But the box had waxed paper in it.
10. "Fiddles!" said the old man. "I guess I'll go to bed."
11. By the next morning he was very hungry. He jumped out of bed and opened a round box. It was full of grainy white. Stuff. The old man tasted it.
12. "Salt!" said the old man. "And I thought it was oatmeal!"
13. Then he opened a blue box, and it was full of little white flakes. He tasted that too.
14. "Soap," he said sadly. "Who wants to eat soap?" When he went to get a drink of milk, he found that he had bought buttermilk. He hated buttermilk, but he was hungry, so he drank it.
15. That night when his wife came back, he told her how he got all mixed up with the cans and cartons and boxes.
16. "Please teach me how to read!" he said.
17. So she did. Now when he made his lovely toys out of wood, he could read the letters the children sent to him.
18. And he never - no, never - went hungry again.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write a, b, or c.

1. The little old man in this story found out that

- a) going shopping for food was fun.
- b) knowing how to read was important.
- c) learning to read was easy.

2. The man decided he needed to learn to read because

- a) he got letters from children.
- b) he wanted to read stories.
- c) he had trouble buying food.

3. people who cannot read might be in danger if

- a) they buy the wrong kind of soup.
- b) they can't write letters to their friends.
- c) they eat something harmful by mistake.

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning. (A paragraph number tells you where to look.) Write the word.

معادل کلماتی را که در زیر آمده است، در متن پیدا کنید. (شماره پاراگرافی که لغت مورد نظر در آن قرار دارد روبه‌روی هر کلمه نوشته شده است.)

1. beautiful (1)
2. on this night (4)
3. drawings or photos (5)
4. do not like at all (9)
5. away; to one side (9)
6. leaped; sprang (11)
7. small, flat pieces; chips (13)

Grammar

Active participle clauses with adverbial meaning (2)

(وجه وصفی معلوم در مفهوم قیدی ۲)

برای ساخت وجه وصفی معلوم می‌توان قبل از عبارت ing دار از حروف اضافه‌ای نظیر:
after, before, besides, by, in, on, since, through, while, with, without
به تناسب معنای مورد نظر استفاده نمود. مثال:

While understanding her problem, I don't know how I can help.

هرچند مشکل او را درک می‌کنم، نمی‌دانم چگونه می‌توانم به او کمک کنم.

After spending so much money on the house, I can't afford a car.

بعد از این‌که این همه پول بابت خانه خرج کردم، (دیگر) قدرت خرید ماشین را ندارم.

تمامی قواعد حاکم بر عبارات وصفی معلوم (موضوع درس یازدهم)، در این جا نیز صادق هستند.

استثناء: با حرف اضافه *with* گاهی عبارت وصفی به همراه فاعلش می‌آید. در این صورت فاعل

جمله دوم الزاماً نباید همان فاعل عبارت وصفی باشد. مثال:

فاعل وجه وصفی

فاعل جمله دوم

With so many cars entering the market, It is evident that we will have traffic problems.

با این همه خودرو که وارد بازار می‌شود، بدیهی است که ما مشکلات ترافیکی خواهیم داشت.

فاعل جمله اول

فاعل جمله دوم

With Islam appreciating learning, Muslims are expected to be the pioneers of knowledge.

با اهمیتی که اسلام به یادگیری می‌دهد، از مسلمانان انتظار می‌رود که پیشگامان علم باشند.

نکته: گاهی فعل ing دار از عبارت وصفی حذف می‌شود و حرف اضافه به همراه سایر قسمتهای

باقی مانده عبارت وصفی در معنای قیدی به کار می‌روند. مثال:

While living in Tehran, they could enter a public university.

While in Tehran, they could enter a public university.

زمانی که آن‌ها در تهران زندگی می‌کردند، توانستند وارد یک دانشگاه دولتی شوند.

Lesson Thirteen

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Islamic Text Thirteen

The Concept of Justice in Islam



Those who enquire about the basics of Islam are usually told about the “Five Pillars” of the religion. These relate to faith and to practice, but at a deeper level it might be said that there are two great pillars which support the whole structure. These two are Peace and Justice. They are clearly connected since there can be no enduring peace without justice. The word Islam comes from the same verbal root as salam meaning “peace” and, since the religion is based upon total obedience to the will of Allah. The divine Judge stands over the human judge, observing all he/ she does, and human justice, even at its best, can never be more than a poor imitation of divine Justice.

The core object of faith is the oneness of God, reflected in the unity of His creation in its totality. This unity is reflected in harmony and balance. Injustice destroys harmony and upsets balance and as a result causes disorder. The Muslim is commanded to give primacy to prayer throughout his life and, in all that he/ she does, to remember God. It is true that people can maintain prayer and remembrance under all conditions, but the fact remains that spiritual life flourishes when it has a stable base. Injustice destroys the brotherhood and sisterhood of the believers which is an essential element in an Islamic society.

1. What are the two great pillars that support the whole structure of Islam?
2. The core object of faith is:
 - a) Prayer
 - b) Forgiveness
 - c) Monotheism
 - d) Fasting

Comprehension thirteen

King of the World

1. Millions and millions of years ago, the world was very warm. It was much warmer than it is now.

2. There was never any winter or snow then. Warm rain fell on the land. Even the sea was warm. In this warm world lived strange beasts called dinosaurs. Some of them were the biggest animals that ever walked the land. They were the kings of the world for a long time.

3. In the day of the dinosaurs, there were no men. So no man has ever seen a living dinosaur. But we know what kind of animals the dinosaurs were because we have found their bones. And after years of study we have learned a lot about the dinosaurs.

4. We know that some dinosaurs lived near the water. Some live on dry land.

5. We know that some dinosaurs ate only plants, just as horses and cows eat grass now. Some dinosaurs ate other animals, as lions eat other animals now.

6. We know how large the dinosaurs were. Some of them were bigger than any animal you have ever seen. But some of them were as small as chickens. Some dinosaurs had bodies as big as locomotives or small aircraft. They had very long necks and very long tails. They liked the water. They stayed in it as much as they could. It was easy for them to walk in the water. But it was hard for them to walk on land, because they were so heavy. They found much of their food in the water. And they needed a lot of food because they were so big.

7. The most terrible dinosaur of all was Tyrannosaurus. He was one of the last of the dinosaurs. He ate only animals. He was very tall. He could look over the top of a tall tree. He was as long as a big bus. His teeth were as long as a man's hand. And his mouth was full of teeth. He was the most awful beast that ever lived on the land. When Tyrannosaurus came by, the other dinosaurs must have run. Some must have run into the water. Some must have hidden in the plants or behind trees.

8. Then, after millions of years, something happened to the dinosaurs. All at once they began to die out. No one knows why. All we can do is guess what happened.

9. We know that the world grew a little colder. Maybe the dinosaurs could live only when it was very warm. And they died out when it grew colder. But we are not sure. All we know is that the dinosaurs were the kings of the world for a long time.

10. Then they were gone.

11. And no animals like them have ever been seen again.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a*, *b*, or *c*.

1. Another good name for this story is
 - a) "In Dinosaur Days".
 - b) "The Biggest Bones".
 - c) "Why Dinosaurs Died".
2. Some dinosaurs were like lions when they
 - a) ate plants and grass.
 - b) ate other animals.
 - c) Stayed in the water most of the time.
3. People know how big dinosaurs were because
 - a) they have found living dinosaurs.
 - b) they have found pictures of dinosaurs.
 - c) they have found dinosaur bones.
4. People know for sure that dinosaurs
 - a) often ate cavemen.
 - b) lived for millions of years.
 - c) died because it was too cold.
5. To see today how a dinosaur looks, you should
 - a) go to a zoo.
 - b) go to a library.
 - c) go to a pet store.

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning. (A paragraph number tells you where to look.) Write the word.

معادل کلماتی را که در زیر آمده است، در متن پیدا کنید. (شماره پاراگرافی که لغت مورد نظر در آن قرار دارد رو به روی هر کلمه نوشته شده است.)

1. different; unusual (2)
2. rulers (2)
3. large; fat; weighing a lot (6)

4. stayed out of sight (7)

5. took place (8)

Grammar

passive participle clauses with adverbial meaning(3)

وجه وصفی مجهول در مفهوم قیدی (۳)

وجه وصفی مجهول با اضافه کردن *d* یا *ed* به افعال باقاعده ساخته می‌شود. برای ساخت وجه وصفی مجهول از افعال بی‌قاعده از قسمت سوم آن‌ها (مصدر گذشته) استفاده می‌کنیم.

مثال:

– فعل باقاعده:

like → liked یا work → worked

– فعل بی‌قاعده:

write → written (past participle)

قسمت سوم

همان طور که در جلسات قبل بحث شد وجه وصفی معلوم جانشین فعل معلوم + فاعل می‌شود. به طور مشابه، وجه وصفی مجهول جانشین فعل مجهول + مفعول (نایب فاعل) می‌شود.

مثال:

1. She enters, she is followed by her students.

فعل مجهول حال ساده

ساخت وجه وصفی مجهول. She enters followed by her students.

او در حالی که به وسیله دانشجویانش همراهی می‌شود (دانشجویانش او را همراهی می‌کنند) وارد می‌شود.

2. Because the bridge was weakened by the storm, it was no longer safe.

فعل مجهول گذشته ساده

ساخت وجه وصفی مجهول = Weakened by the storm, the bridge was no longer safe.

چون که پل به وسیله طوفان سست شده بود، دیگر ایمن نبود.

همان طور که در مثال‌های فوق ملاحظه کردید، افزون بر اضافه کردن *d* یا *ed* ساخت قسمت سوم فعل (بی‌قاعده) تغییرات دیگری نیز در جمله اعمال می‌شود تا وجه وصفی مجهول ساخته شود. برای این منظور، فاعل جمله وصفی حذف می‌شود. کلمات نشان‌دهنده زمان، علت، شرط و ...، حذف می‌شوند، فعل کمکی نیز حذف می‌شود.

نکته (۱): در جملاتی نظیر جمله (۲)، فاعل جمله اول یک اسم و فاعل جمله دوم ضمیر آن است که با ساخت وجه وصفی این اسم حذف می‌شود. با حذف اسم، معنی جمله دچار مشکل خواهد شد. برای رفع ابهام به جای ضمیر جمله دوم از اسم متناظر آن (از جمله اول) استفاده می‌کنیم. یعنی به جای **it** از **the bridge** استفاده می‌کنیم.

نکته (۲): جمله‌ای که تبدیل به عبارت وصفی می‌شود، فاعل ندارد و معنای فاعلی آن به وسیله جمله دیگری که قبل یا بعد از آن می‌آید، تکمیل می‌شود. پس فاعل جمله اصلی و عبارت وصفی حتماً باید یکی باشند، در غیر این صورت جمله از نظر دستوری غلط است. مثال:

Awarded for his book, they gave him a good scholarship.

فاعل جمله اول = **he** (محذوف) فاعل جمله دوم: **they**

جمله صحیح می‌تواند یکی از این دو باشد:

Awarded for his book, he continued writing about religion.

چون (بعد از این که) به خاطر کتابش مورد تقدیر قرار گرفت، نوشتن در باره مذهب را ادامه دارد.

یا:

Impressed by his book, they gave him a good scholarship.

چون تحت تأثیر کتاب او قرار گرفته بودند، بورسیه خوبی به او دادند.

Lesson Fourteen

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Equality in Islam



The life and property of all citizens in an Islamic state are considered sacred, whether a person is Muslim or not. Islam also protects honor. So, in Islam, insulting others or making fun of them is not allowed. Prophet Mohammad said: Truly your blood, your property, and your honor are inviolable. Racism is not allowed in Islam and the Koran always speaks of human equality. Islam rejects certain individuals or nations being favored because of their wealth, power, or race. God created human beings as equals who can be distinguished from each other only on the basis of their faith and piety.

One of the major problems facing mankind today is racism. The developed world can send man to the moon but cannot stop man from hating and fighting his fellow man. Ever since the days of Prophet Mohammad, Islam has provided a vivid example of how racism can be ended. The annual pilgrimage (*Hajj*) to Mecca shows the real Islamic brotherhood of all races and nations, when about two million Muslims from all over the world come to Mecca to perform the pilgrimage.

1. According to Islam how can human beings be distinguished from each other?
2. What does the annual pilgrimage show?

Comprehension fourteen

Why Do We Have Tears?

1. Think about times when you've cried. At first you felt unhappy. Maybe your mouth drooped. Then your eyes scrunched up and got watery. Soon tears were rolling down your cheeks.

2. And sometimes tears drop from your eyes when you are happy. If you laugh very, very hard, tears may spill down your face. But tears have a more important job than showing how you feel.

3. All day long your eyes sit in a bath of tears. These tears keep your eyes clean and healthy. They wash away dirt and germs and other things that get in your eyes. For instance, your eyes water when smoke gets in them. That's

because smoke is made of things that bother your eyes. Extra tears come to wash the smoke away.

4. Your eyes also need tears to keep them wet. Your eyes must be wet so that they can move smoothly. All day long, your eyes are busy looking here and there. They move quickly from one thing to another. Right now as you're reading, your eyes are moving long to each word. If your eyes didn't move, you'd have to turn your head to look at things that weren't right in front of you! If you didn't have tears, your eyes couldn't move.

And soon you would be blind.

5. But where do all these tears come from?

6. Under each eyelid are tiny sacs called tear glands. That's where tears are made. Every time you blink your eyes, some tears are pushed out of these glands. The tears wash over your eyes and soothe them.

7. When you're not laughing or crying your tears away, where do they go? Tears leave your eyes the way water leaves a sink. The tears go away through small holes in your lower eyelid. These holes are called tear ducts. Some of these holes lead into your nose. Many times when you cry, the tears drip down through your nose and it starts to run. The drops that fall from your nose are your tears.

8. Maybe you don't like baths, but your eyes can't do without them. All day long, tears wash your eyes to keep them bright and healthy.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a*, *b* or *c*.

1. This story tells

- a) what makes people sad.
- b) how and why people have tears.
- c) why people cry when they are happy.

2. Tears help you by

- a) washing your cheeks and nose.
- b) filling up your tear glands.
- c) washing things from your eyes.

3. You probably get extra tears in your eyes when

- a) it is dark and rainy.
- b) it is dusty and windy.
- c) it is hot and damp.

4. If your eyes were not wet, you could not

- a) look at things as quickly.
- b) see without your glasses.

c) show people what you think.

Learn about Words

B) Often can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Direction: Find the word in the story that best fits each meaning. (A paragraph number tells you where to look.) Write the word.

معادل لغاتی را که در پایین توضیح داده شده است از متن پیدا کنید. شماره هر پاراگراف که لغت مورد نظر در آن است مقابل هر جمله داده شده است.

1. turned down; sagged (1)
2. very tiny animals or plants that can make people sick (3)
3. hurt; trouble; make sore (3)
4. fall; trickle; fall in drops (7)
5. shining (8)

Grammar

Passive Participle clauses with adverbial meaning (2)

وجه وصفی مجهول در مفهوم قیدی (2)

در ساخت وجه وصفی گاهی برای گوینده مهم است که نشان دهد عملی که در وجه وصفی آمده قبل از عملی که در جمله اصلی است اتفاق افتاده و یا این که فعل جمله اصلی نتیجه جمله وصفی است در این صورت برای نشان دادن این تقدّم و تأخّر زمانی به جای وجه وصفی مجهول، از وجه وصفی مجهول کامل استفاده می‌کنیم.

قسمت سوّم فعل اصلی + having + been = وجه وصفی مجهول کامل

مثال

1. (Because / after) The early Muslims had been rejected by non-Muslims. They had to move to Medina.

Having been rejected by non Muslims, the early Muslims had to move to Medina.

(چون، پس از این که) تازه مسلمانان از سوی غیر مسلمانان طرد شدند، مجبور به مهاجرت به مدینه شدند.

تمامی قواعد حاکم بر ساخت وجه وصفی معلوم و مجهول بر ساخت این وجه نیز حاکم است: فاعل، فعل کمکی، ادوات قید ساز حذف می‌شوند؛ فاعل هر دو جمله (وصفی و اصلی) باید بر یک

مرجع دلالت داشته باشد، در صورتی که فاعل جمله‌ای که تبدیل به وجه وصفی شده، اسم و فاعل جمله اصلی ضمیر باشد، اسم به جای ضمیر در جمله اصلی قرار می‌گیرد تا فاعل جمله مبهم نباشد. مثال‌های بیش‌تر:

2. He continued reading Islamic books. He had been affected by Quranic verses.

He continued reading Islamic books having been affected by Quranic verses.

او به خواندن کتاب‌های اسلامی ادامه داد (در حالی که، چون که، پس از آن که) تحت تأثیر آیات قرآن قرار گرفته بود.

3. If they had been told the truth, they would have believed it.

Having been told the truth, they would have believed it.

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Islamic fifteen

The First Pillar: Monotheism



A Muslim is simply one who bears witness and testifies that “nothing deserves worship except Allah and Mohammad is the messenger of God.” One becomes a Muslim by making this simple declaration. It must be recited by every Muslim at least once in a lifetime with a full understanding of its meaning and with an agreement of the heart. It is repeated five times in the call to prayer in every mosque. Those who utter this testimony as their last words in this life have been promised Paradise.

The first part of this testimony, which is the first pillar in Islam states that Allah has the exclusive right to be worshipped inwardly and outwardly. In Islamic doctrine, not only can no one be worshipped apart from Him, absolutely no one else can be worshipped along with Him. He has no partners or associates in worship and worship is for Him alone. A person becomes Muslim by testifying to the divine right to worship. But by a mere verbal testimony, one does not become a complete Muslim. To become a complete Muslim one has to fully carry out in practice the instruction given by Prophet Mohammad as ordained by Allah.

1. What is the testimony that a person should make to become a Muslim?
2. What should we do to become a complete Muslim?

Comprehension fifteen

HE HAD A DREAM

1. Dr. Martin Luther King, Jr., stood at the front of the church. He leaned forward to talk to the people.

2. “I am asking you to walk,” he said. “Walk if there is no other way. It is better for you to walk with freedom than to ride without it.”

3. The young minister then told the story of Rosa Parks. Mrs. Parks had been tired from a hard day’s work. She got on a bus. And she sat on the first seat she found.

Then the bus got crowded. And the bus driver told her to move to the back of the bus.

4. Mrs. Parks said, "No."

5. Now Dr. King asked the black people of Montgomery, Alabama, to say no with Mrs. Parks. He asked them to say no to a Montgomery rule that said black people must ride in the back of buses. He asked them not to ride the buses again until the rule was changed.

6. The people listened to Dr. King. For more than a year they did not ride the buses. They rode in cars. They rode in wagons. Or they walked.

7. They also went to court. They asked the court judges to decide whether the Montgomery rule was good or bad.

8. First they went to a city court. Then they went to a state court. At last they went to the U.S. Supreme Court. This is the high court of the United States.

9. The Supreme Court judges said that the Montgomery rule was not good. It had to be changed.

10. Martin Luther King and the black people of Montgomery had won. Now they could ride the buses again. And they could sit on any seat they wanted to. They could ride with freedom.

11. Dr. King had helped the black people of Montgomery. But he did not stop there. He went on to help black people all over the United States.

12. Dr. King went wherever his help was needed. He went to cities in the South. He went to cities in the North. He went to give help. He went to tell about his work. And he went to tell about his dream. Dr. King's dream was this: One day black people and white people would live together in peace.

13. Award after award was given to Dr. King as he went from place to place. And in 1964 he was given the Noble Peace Prize. This is a prize given to a person who works to make the world a more peaceful place to live in.

14. Dr. King was killed in 1968. But his dream of peace still goes on. The dream of Martin Luther King, Jr., lives on in the hearts of people everywhere.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a*, *b*, or *c*.

1. This story is mostly about

- a) how one man worked to make the world better
- b) how an unfair law in Montgomery was changed
- c) why people wanted to ride with freedom

2. Dr. King's dream was

- a) to win the Noble Peace Prize
- b) for all people to get along some day
- c) for black people to ride all over the United States.

3. You can see Dr. King's dream working when

- a) people go to the Supreme Court of the United States

- b) black and white children are afraid to be friends
- c) black and white children play together as friends

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning.

(A paragraph number tells you where to look.) Write the word.

معادل لغاتی را که در پایین توضیح داده شده است از متن پیدا کنید. شماره هر پاراگراف که لغت مورد نظر در آن است مقابل هر جمله داده شده است.

1. bent (1)
2. packed with people (3)
3. make-up their minds (7)
4. once more (10)
5. all over (14)

Think about it

D) What happened first in the story?

What happened second? What happened third, fourth and last?

Directions: read the sentences. They tell what happened in the story. But they are not in the right order. Which word in the box tells when each sentence happened? Write the word.

first second third fourth last

جملات زیر را بخوانید و مقابل هر جمله مشخص کنید که با توجه به داستان کدام اول، کدام دوم، سوم، چهارم و یا آخر اتفاق افتاده است.

1. Dr. King won a prize for peace.
2. Rosa Parks sat in the front of the bus.
3. The Supreme Court changed the Montgomery rule about where black people could sit on buses.
4. Dr. King told people about Rosa Parks.
5. Black people stayed off the Montgomery buses.

E) Read the sentences. Look at the pronoun in **heavy type**. Which answer tells *who* or *what* the pronoun stands for? Write *a* or *b*.

جملات زیر را بخوانید و تشخیص دهید، ضمیری که پررنگ شده است به کدام کلمه در جمله قبل اشاره دارد؟

1. The bus driver looked at Mrs. Parks. He told **her** to move to the back of the bus.
 - a) Mrs. Parks
 - b) the bus driver
2. Dr. King talked about his dream in his church. He hoped **it** would come true.
 - a) his church
 - b) his dream
3. The Supreme Court said Montgomery's law had to be changed. **It** was not good.
 - a) The Supreme Court
 - b) Montgomery's law
4. The court judges said the black people had won. **They** could sit anywhere on the buses.
 - a) The court judges
 - b) the black people
5. A man killed Dr. King. **His** dream lives on.
 - a) A man's
 - b) Dr. King's

Grammar

حروف ربط

حروف ربط، کلماتی هستند که برای ربط اسامی، صفات، قیدها، فعل‌ها، عبارت‌ها و جمله‌ها به کار می‌روند.

کلمه‌های ربط ذیل مورد بررسی قرار می‌گیرند:

۱. کلمات ربط یک جزیی

or, and, but

یا و، اما،

۲. کلمات ربط دو جزئی:

both and , either or, neither nor , not only but also

هم هم یا یا نه نه بلکه نه تنها

۱. کاربرد کلمات ربط یک جزئی، دقیقاً مانند زبان فارسی است؛ به این ترتیب که کلمهٔ ربط یک جزئی

بین قسمت‌هایی که می‌خواهیم به هم مربوط شوند، قرار می‌گیرد: مثال:

1. They woke up *and* said their prayers.

آن‌ها بیدار شدند و نماز خواندند.

2. I will study Arabic literature, *or* sociology.

من ادبیات عربی یا جامعه‌شناسی خواهم خواند.

۲. کلمات ربط دو جزئی

در ابتدا، به این مثال ساده دقت کنید:

They will watch TV. They will go to the cinema.

اگر بخواهیم بگوییم آن‌ها یکی از این دو کار را انجام خواهند داد باید از حروف ربط دو جزئی *"either"*

"or" استفاده کنیم:

They will *either* watch TV *or* go to the cinema.

آن‌ها یا تلویزیون خواهند دید یا به سینما خواهند رفت.

چگونگی استفاده از حروف ربط دو قسمتی برای ایجاد ارتباط بین جملات:

همان طور که از مثال پیدا است، در جملات a و b فاعل و فعل کمکی یکی هستند در نتیجه برای

جلوگیری از تکرار از یکی از آن‌ها استفاده می‌شود. پس از نوشتن این جزء مشترک، قسمت اول حرف ربط

(*either*) استفاده شده و ادامهٔ جملهٔ اول که غیر مشترک است نوشته می‌شود (watch TV). در ادامه،

قسمت دوم حرف ربط (*or*) و ادامهٔ جملهٔ دوم که غیر مشترک است نوشته می‌شود (go to the cinema).

به همین ترتیب اگر بخواهیم بگوییم آن‌ها هر دو کار را انجام خواهند داد می‌توانیم از *not only .. but*

also استفاده کنیم و دقیقاً طبق قاعدهٔ بالا عمل کنیم:

They will *not only* watch TV, *but also* go to the cinema.

اگر هر دو جملهٔ مورد ربط منفی باشند و ما بخواهیم انجام هر دو را نفی کنیم از *neither ... nor* به

معنی "نه این" و "نه آن" استفاده می‌کنیم:

The child shouldn't rest. The child shouldn't take any drug.

The child should *neither* rest *nor* take any drug.

آن کودک نه باید بخوابد و نه باید دارو استفاده کند.

Lesson Sixteen

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Islamic Text sixteen

Prayer



Prayer (salat) is the daily ritual custom that is ordered to all Muslims as one of the five Pillars of Islam. It is performed five times a day by all Muslims. Prayer is a precise worship, different from praying on the inspiration of the moment. Muslims can pray in any clean environment, alone or together, in a mosque or at home, at work or on the road, indoors or out. Under special circumstances, such as illness, journey, or war, muslims are allowed to do their prayers in an easier way.

Muslims have specific times each day to be close to God. It helps them remain aware of the importance of their faith, and the role it plays in every part of their life. The prayers consist of recitations from the Koran in Arabic and a sequence of movements: standing, bowing, prostrating, and sitting. All recitations and movements express submission, humility, and homage to Allah. The prayer also reminds one, of belief in the Day of Judgment and of the fact that one has to appear before his or her Creator and give an account of their entire life. In the course of the day, Muslims dissociate themselves from their worldly engagements for a few moments and stand before God. This brings to mind once again the real purpose of life.

Question

1. What is the advantage of the prayer?
2. Can the Muslims say their prayers in their native languages other than Arabic?

Comprehension sixteen

The Cave Paintings

1. One day a man named Don Marcelino went into the Altamira cave near his home in Spain. He took his five year old daughter, Maria, with him.

2. Maria knew what her father was looking for in the cave. He was looking for tools that were thousands of years old.

3. Don Marcelino knew that people had found old tools in other caves. So he thought he might find some in this cave.

4. Don Marcelino had been digging for a long time when he found a stone tool.

5. "Maria!" he called. "Come and look!"

6. Maria looked at the tool. There was a picture carved on it.

7. "It's a picture of a horse," Maria said.

8. "Yes," Don Marcelino said, "it is a picture of a horse. But this horse isn't like our horses. There haven't been horses like this in Spain for thousands of years. The person who carved this horse must have lived here thousands of years ago."

9. Don Marcelino went on digging.

10. Maria watched him for a while. But then she grew bored. She went for a walk in the cave.

11. Suddenly Maria called. "Papa! Papa! I see bulls!"

12. Don Marcelino went to Maria. The top of the cave was very low. So when Don Marcelino walked around in it, he had to keep his head down.

13. "I don't see any bulls," he said.

14. "There!" Maria pointed to the top of the cave.

15. Don Marcelino sat down on the floor. He had to sit down to see the top of the cave. And when he sat down, he saw the bulls.

16. They were painted red. And they looked so real they almost seemed to be moving.

17. "Maria," said Don Marcelino, "you have made a great discovery! Just like the horse on the stone tool, these bulls are different from the bulls in Spain today. The painter must have lived when the toolmaker lived, thousands of years ago."

18. That night Don Marcelino wrote a letter to a friend who was a scientist. He told his friend about the cave paintings. And he asked him to come and see them.

19. His friend came as soon as he could. He was very excited when he saw the paintings.

20. "How wonderful!" he said. "Men have found old pictures carved on tools before. But they've never found anything like this. No one knew before that the people of long ago could paint such lovely pictures."

21. Don Marcelino and his friend went deeper into the cave. And they found more paintings.

22. "Your daughter has made a great discovery," his friend said. "People from all over the world will want to see these paintings. This cave will be famous."

23. It was true. The Altamira cave has become famous. Thousands of people have gone to see the paintings. And from them they have learned much about the lives of early men.

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a*, *b*, or *c*.

1. This story is mainly about

a) how a man liked to dig for old tools

b) how an important scientist made a cave famous

c) how a girl found something people had never seen before

2. Maria saw the painted bulls more easily than her father did because
- a) her eyes were better
 - b) she was shorter
 - c) she was more excited
3. The horse carved on the tool that Don Marcelino found looked like
- a) a real horse today
 - b) a real horse of long ago
 - c) a toy horse today
4. Don Marcelino asked his friend to come and see the paintings because Marcelino
- a) was afraid they would disappear
 - b) knew they were important
 - c) did not know what they were
5. From looking at paintings and carvings of animals made long ago, you learn
- a) more about people who lived long ago
 - b) why animals of long ago died
 - c) how many animals there used to be

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning.

(A paragraph number tells you where to look.) Write the word.

معادل لغاتی را که در پایین توضیح داده شده است از متن پیدا کنید. شماره هر پاراگراف که لغت مورد نظر در آن است مقابل هر جمله داده شده است.

- 1. big, hollow place underground (1)
- 2. things used in doing work (2)
- 3. cut into wood or stone (6)
- 4. important new find (17)
- 5. interested and stirred up (19)
- 6. farther and farther down (21)

C) too = also

two = the number after one

Say *too* and *two*. They are homonyms. **Homonyms** are word that sound the same but aren't spelled the same and don't mean the same thing.

Directions: Look at each word in **heavy type**. Note the paragraph number. Look at the paragraph and find the homonyms. Which of the two words fits in the blank in the sentence? Write the word.

بگویید too و two؛ این کلمات هم‌آوا هستند. هم‌آواها، کلماتی هستند که یکسان شنیده می‌شوند اما املا و معنی آن‌ها یکسان نیست.
 راهنمایی: به هر کلمه که با حرف درشت تایپ شده، بنگرید. شمارهٔ پاراگراف را بنویسید و به آن پاراگراف نگاه کنید و هم‌آواها را بیابید.
 کدام یک از دو کلمه جای خالی را در جمله پر می‌کند؟ آن کلمه را بنویسید.

1. Knew (2)

Scientists learn things.

2. Sum (3)

Don Marcelino found tools.

3. Board (10)

Maria was not

4. Red (16)

Many people have about the Altamira cave.

D) bake +|er = baker

Taste + ed = tasted

Come + ing ≠ coming

When a word ends with *e*, you drop that *e* before adding the endings *er*, *ed*, and *ing*.

Directions: Each word below ends with *er*, *ed*, or *ing*. Write the word as it would be without the ending. For example, if you read *racing*, you would write *race*.

وقتی کلمه‌ای به *e* ختم می‌شود، شما *e* را قبل از این که به *er*، *ed* و *ing* اضافه شود، حذف می‌کنید.
 راهنمایی: همهٔ کلماتی که در زیر آمده به *er*، *ed* و *ing* خاتمه می‌یابند. کلمات را بدون این که به آن‌ها ختم شوند، بنویسید. برای مثال اگر *racing* می‌خوانید، *race* بنویسید.

1. carved

2. named

3. moving

4. excited

5. living

Grammar

حروف ربط قیدساز conjunctive Adverbs

حروف ربط قیدساز برای ربط جمله‌ها به یکدیگر به کار می‌رود تا مفهومی را به جمله قبلی اضافه کنند. در این صورت جمله‌ای که با حرف ربط قیدساز می‌آید، وابسته (پیرو) و جمله‌ای که بدون حرف ربط قیدساز می‌آید، مستقل (پایه) است.

در این جا برخی از این حروف را بررسی می‌کنیم.

۱. *when, which, as* (وقتی که - در حالی که): برای نشان دادن ارتباط زمانی بین جمله‌ها

مثال:

1. He was too young, **when** I saw him.

جمله پیرو حرف ربط جمله پایه

همان طور که ملاحظه می‌کنید کل جمله پیرو مانند یک قید زمان عمل می‌کند و به جای آن می‌توان یک قید زمان به کار برد:

He was too young **20 years ago**.

قید زمان

2. **As** I was reading a book I felt asleep.

جمله پایه جمله پیرو

در حال کتاب خواندن، خوابم برد.

هنگام استفاده از حروف ربط قیدساز، می‌توان جای جمله‌های پایه و پیرو را عوض کرد.

۲. *because, since, as* (زیرا): برای نشان دادن رابطه علت و معلولی بین جمله‌ها

مثال:

He couldn't attend the class **because** he was ill.

پیرو پایه

او نتوانست در کلاس حاضر شود چون مریض بود.

As I wanted to see teacher, I went to my old school.

پایه پیرو

چون می‌خواستم معلم را ببینم به مدرسه قدیمی‌ام رفتم.

۳. *though, even though, Although* (هرچند، علی‌رغم، اما) برای بیان تضاد بین جمله‌ها

He says he will pay **though** I don't think he will.

پیرو پایه

او می‌گوید که (پول) پرداخت خواهد کرد، اما من فکر نمی‌کنم این کار را بکند.

۴. *therefore/ so* (بنا بر این، پس): برای نشان دادن نتیجه یا دلیل یک عمل

I was sure about my exam, **so** I told everybody about it.

پیرو پایه

Lesson Seventeen

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Islamic Text

The Battle of Khandaq

At the end of the battle of Ohod when Abu Sofian was unable to hurt the Holy Prophet, he returned to Mecca, after promising that he will come back next year and will take revenge for the defeats of Badr and Ohud. This time it was not only the unbelievers of Mecca who were with him, he also had taken the help of the Jews of Medina to defeat Islam forever. The Jewish tribes of Medina promised to help in two ways, one, to send soldiers to fight in the battlefield and two, to create fear among the women and children who were left in the town.

The Prophet's companion Salman Farsi suggested that the Muslims must dig a moat on the unprotected side of the town. The Muslims did so and the moat was ready within 3 days. When the enemy forces arrived at the scene they were unable to enter the city because of the moat and they stayed on the outer side. But one of their most famous soldiers named Amr Ibne Abde Wad jumped the moat with his horse and challenged the Muslims. When the Prophet asked his bravest men to go and fight Amr, none of them was eager to come out except Ali who was able to kill the enemy soon. Amr was killed, but the battle was not over. Armies of unbelievers were on the other side of the ditch while the Muslims were inside the city almost without any provisions. After a while with the prayers of the Holy Prophet a storm blew up that frightened the army of the unbelievers they ran away never to come back again.

1. Why did Abu Sofian want to fight with the Muslims?
2. What was Salman's suggestion?
3. What happened at the end of this battle?

Comprehension seventeen

Town Meeting

1. Mr. Skinner was a rich old man. Some people thought that all he wanted was to be richer. He didn't smile much. And people didn't smile at him. If someone's dog came home limping, people said Mr. Skinner probably kicked him.

2. Sammy lived in the same town where Mr. Skinner lived. Sammy was interested in everything, and he smiled a lot. If people needed a good home for their dog while they took a trip, Sammy was glad to keep him.

3. One day town Sammy's father was going to the town meeting, and he took Sammy along. Mr. Skinner stood up and told the mayor he was going to build a big factory beside the park.

4. "But that will make out lake dirty," said the mayor.

5. "It will take away our swimming place," said the mailman.

6. "The smoke will kill our flowers and ruin our park," said the grocer.

7. "But it will make money for the town," said Mr. Skinner. And he wailed out.
8. "He means it will make him richer!" somebody said.
9. "We must stop Mr. Skinner from building the factory. Somebody must go to see him," people said. They looked at the mayor.
10. "Not I," said the mayor. "He has a right to build a factory on his own land."
11. "Not I," said the mailman. "He owns the house I live in, and he might make me move."
12. "Not I," said the grocer. "He might stop buying in my store."
13. Sammy stood up. "Mr. Skinner can't take anything away from me. I don't have anything to lose. I'll go." Sammy knocked on Mr. Skinner's front door.
14. "Well, what do you want?" Mr. Skinner growled.
15. Sammy smiled. "I came to ask you to go fishing."
16. Mr. Skinner was surprised that somebody would come to see him without asking him for something. So he said yes.
17. They fished in the lake in the park, and Mr. Skinner caught a nice fat fish. He almost smiled.
18. The next day he heard another knock on his door. It was Sammy again. "Would you like to go swimming in the lake?" Before he knew it, Mr. Skinner said yes.
19. They dived in the lake and swam along the shore. Sammy had brought some pears and sandwiches, and they had a picnic.
20. Mr. Skinner almost smiled.
21. At the next town meeting Mr. Skinner got up to speak. Everyone was afraid he was ready to build his factory.
22. "Hrrrump," he said. "This town needs a bigger park. Instead of building a factory, I'm planning to give you my land for a park."
23. He looked around him and added, "You people should get out and go fishing. Don't you know there's more to life than making money?"
24. Mr. Skinner looked at Sammy and smiled.
25. Everyone else looked at Sammy in amazement.
26. "What did you do to make Mr. Skinner change his mind?" they asked him later.
27. "I didn't do anything," Sammy said. "We just had fun."

How Well Did You Understand?

A) Choose the best ending for each sentence. Write *a*, *b*, or *c*.

1. This story is mostly about

- a) how a boy teaches a rich man to fish
- b) how a boy tries to make an old man smile
- c) how a boy helps a rich man change

2. The people didn't want a new factory because it would

- a) ruin many nice things

- b) make the town too crowded
- c) help Mr. Skinner get richer

3. If Sammy hadn't gone to the town meeting, Mr. Skinner would probably have

- a) built the factory
- b) gone fishing more often
- c) made the mailman move

4. From this story you can tell

- a) that Mr. Skinner was not as mean as people thought
- b) that Sammy was not as good a swimmer as Mr. Skinner
- c) that Mr. Skinner was not as rich as the mayor

Learn about Words

B) Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning. (A paragraph number tells you where to look.) Write the word.

گاهی اوقات معنای برخی واژه‌ها را می‌توان از چگونگی کاربرد آن در داستان فهمید. دیگر واژگانی که در داستان هستند شما را راهنمایی می‌کنند.
معادل لغاتی را که در پایین توضیح داده شده است از متن پیدا کنید. شماره هر پاراگراف که لغت مورد نظر در آن است مقابل هر جمله آمده است.

- 1 walking as if sore of lame (1)
- 2. most likely (1)
- 3. head of a city government (3)
- 4. spoil (6)
- 5. someone who sells food (6)
- 6. land at the edge of a lake (19)
- 7. surprise (25)

Think about It

C) Complete the story map. Which word best fits into each sentence? Write the word.

جای خالی را با توجه به داستان و با استفاده از کلمات داده شده، کامل کنید.

changes smiles like park afraid

- 1. people don't Mr. Skinner very much.
- 2. He never at them.
- 3. Sammy isn't of Mr. Skinner.
- 4. So Sammy is the one who Mr. Skinner's mind.

5. Mr. Skinner decides not to build a factory beside the

Grammar

Verbs with two objects

برخی افعال، به مفعول نیازی ندارند به این افعال، افعال لازم می‌گوییم. مثال:

I came back home early.

برخی افعال به یک مفعول نیاز دارند. به این افعال، افعال متعدی می‌گوییم. افعال متعدی ممکن است تک مفعولی باشند. مانند:

She washed the dishes late at night.

مفعول فعل تک مفعولی

گروه دیگر افعال متعدی نیاز به دو مفعول دارند. مفعول غیر مستقیم و مفعول مستقیم. از آن جایی که مفعول غیر مستقیم معمولاً یک شخص است، در این درس از آن به عنوان «مفعول شخص» و از مفعول مستقیم به عنوان «مفعول شیء» یاد می‌کنیم. مثال:

Please send Zahra an e-mail.

مفعول شیء مفعول شخص فعل متعدی دو مفعولی

شکل‌های به کارگیری انواع مفعول با افعال دو مفعولی

۱. مفعول شخص قبل از مفعول شیء به کار می‌رود.

مثال:

We made our guests some tea.

مفعول شیء مفعول شخص فعل دومفعولی

۲. مفعول شیء قبل از مفعول شخص به کار می‌رود. در این صورت قبل از مفعول شخص، به یک حرف اضافه نیاز داریم که این حرف اضافه با توجه به معنای فعل و جمله تعیین می‌شود و معمولاً to، with یا for است.

I handed my exam paper to the professor very soon.

مفعول شخصی حرف اضافه مفعول شیء فعل دو مفعولی

۳. مفعول شخصی و شیء ضمیر هستند، نه اسم. در این صورت ابتدا مفعول شیء و سپس مفعول شخصی همراه با حرف اضافه به کار می‌رود. کاربرد مفعول شخص قبل از شیء در این مورد، سبب ایجاد جملات غیر دستوری می‌شود.
مثال:

درست Give it to me.

مفعول شیء حرف اضافه مفعول شخص

غلط Give me it.

برخی از متداول ترین افعال دو مفعولی عبارت اند از:

Bring	leave	pass	refuse	teach
Buy	lend	pay	send	tell
Cost	make	play	show	wish
Get	offer	promise	sing	
Give	owe	read	take	write.

Lesson Eighteen

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Islamic Text

Event of Qadir Khum



Ten years after the migration (hijrah), the messenger of Allah ordered to his close followers to call all the people in different places to join him in his last pilgrimage. On this pilgrimage he taught them how to perform the pilgrimage in a correct and unified form. This was the first time that so many Muslims gathered in one place in the presence of their leader, the messenger of Allah. Upon receiving the verse of God, Mohammad stopped on a place called Qadir Khum which was extremely hot. Then he sent for all people who have been ahead in the way, to come back and waited until all pilgrims who fell behind, arrived and gathered.

The holy prophet gave them a long speech which included the tradition of the Two Weighty Things (Saqalayn). The Messenger of Allah declared: "It seems the time approached when I shall be called away (by Allah) and I shall answer that call. I am leaving for you two precious things and if you adhere to them both, you will never go astray after me. They are the Book of Allah and my Family (Ahlul Bayt). The two shall never separate from each other until they come to me by the Pool (of Paradise)."

Then Mohammad continued: "Do I not have more right over the believers than what they have over themselves?" People cried and answered: "Yes, O' Messenger of Allah." Then the prophet held up Ali's hand and said: "For who ever I am his Leader (mawla), Ali is his Leader (mawla)." Mohammad continued: "O' God, love those who love him, and be hostile to those who are hostile to him."

Question

1. Why did Mohammad keep people in that hot place?
2. What were the two things prophet Mohammad left among people?
3. What does the word "themselves" in the second line of the third paragraph refer to?

Comprehension eighteen

When the Whale Came to My Town

1. There's one time I'll never forget, never, as long as I live. That's the time when the whale came to our town.

2. I live in Provincetown, Massachusetts, in the United States. Behind my house is the beach and beyond that is the Atlantic Ocean. Most days I walk along the beach on my way to school, and on the way home I look to see if my father's fishing boat is in.

3. My father goes out early every morning to fish for perch and mackerel, flounder and tuna. My grandfather fished for a living, too, and my great grandfather hunted whales. I want to fish like my father, but I never want to hunt for whales. Too many of them have been killed already.

4. The day the whale came was a chilly and windy one in the middle of winter. I was on my way to school and alone on the beach. The sky was full of dark clouds, and the tide was going out.

5. I saw a big grey creature-bigger than a bus. It was partly on the sand and partly in the water. I looked at it, and I recognized what it was. It was a whale, and it was alive. I could hear it breathe and could see an eye move.

6. I listened to the breathing sound and wondered why the whale was there. Was it lost, or had it chased something into the shallow water? I've heard people in our town say that when whales want to die they sometimes swim to shore. Was this whale dying?

7. I didn't go to school that day. First I went home to tell everybody about the whale, and then I stayed with the whale all day.

8. The old fishermen were the first to come down to the beach to see it. Their dogs circled around the whale and barked while the men stood way back and talked.

9. In the afternoon the children came and I knew school was out. Some of them poked their fingers in the whale's side and then yelled and jumped back. The fishermen said they had better be careful or the whale would swallow them up.

10. The next day the coast guard boat came. The sailors on the boat wanted to tow the whale out to sea; so they fastened a rope around its tail.

11. On the beach the people watched while the boat towed the whale backwards out to sea. Backwards is no way for a whale to go out to sea.

12. Then there was an enormous splash, and since the boat wasn't moving, I knew that the rope had broken. The whale was swimming back to shore again.

13. The next day doctors came to examine the whale. They listened to its heartbeat, took its temperature, and said it was very sick. But they didn't know why.

14. Three times that day the Coast Guard boat towed the whale out to sea. Once the rope broke, and twice the whale swam back to shore after the Coast Guard released it.

15. The whale was lying on the sand again. It was tired, and it didn't want to swim in the ocean anymore.

16. By late afternoon I was alone with it. The whale's skin was shining fiery reddish gold in the setting sun. I put my hand on its gold skin and patted it once. I could feel its body shake under my hand. I patted it goodbye. whale died then. It died

on the beach behind my house. That was the third and the last day that the whale spent in town.

How Well Did You Understand?

Write the letter of the phrase that completes each sentence best.

عبارتی را که به تکمیل بهتر هر جمله کمک می‌کند، مشخص کنید.

1. People in the town said whales sometimes swim ashore when they

a) want to dry off

b) want to die

c) can't find food

2. The storyteller said he never wanted to hunt whales because

a) too many have been killed already

b) it's too dangerous

c) it's too hard a job

3. In the late afternoon the storyteller was alone with the whale and patted it

a) to make it purr

b) to say goodbye

c) to see what a whale felt like

4. From the way he tells the story, we can guess that the storyteller

a) probably felt friendly toward the whale and sad about its death

b) probably thought that the whale's death was a lot of fun to watch.

c) was probably looking forward to a meal of whale meat.

Learn about Words

Vocabulary

A) You can often tell the meaning of a word by reading the words around it.

Look at each number in parentheses. Find the paragraph in the story with the same number. Then find the word that fits the given meaning. Write the word.

شما غالباً معنی یک کلمه را با خواندن کلمات اطراف آن تشخیص می‌دهید. به شماره داخل پرانتز بنگرید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. سپس کلمه‌ای که مناسب‌ترین معنا را می‌دهد، بیابید و بنویسید.

1. cool or cold (4)

2. jabbed (9)

3. eat; gulp down (9)

4. tied (10)

5. beating of the heart; sound of the heart pumping (13)

6. turned loose (14)

7. like fire; bright red (16)

B) A word may have more than one meaning. Its meaning depends on the way it is used. The word *band* is an example.

The *band* will play a march.

The hat had a wide *band* around it.

Look at each number in parentheses. Find the paragraph in the story with the same number. See how the word in **heavy type** below is used in the paragraph. Decide whether it has meaning **a** or **b**. write *a* or *b*.

یک کلمه می‌تواند بیش از یک معنا داشته باشد که معنای آن به شیوه استفاده از آن کلمه بستگی دارد، برای نمونه کلمه *band*.

به شماره داخل پرانتز بنگرید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. به چگونگی استفاده از کلماتی که در زیر درشت تایپ شده، دقت کنید و مشخص کنید کدام یک از معانی *a* یا *b* صحیح است.

1. parch (3)

a) kind of fish

b) place for a bird to sit

2. circled (8)

a) drew a circle

b) walked in a circle

3. out (9)

a) away from the home or office

b) ended; over for the day

Word Study

C) The words *am*, *are*, *is*, *was*, *were*, and *been* are forms of the verb *to be*. Write the correct form of *to be* for each sentence below.

واژه‌های *am*, *are*, *is*, *was*, *were*, *been* اشکال مختلف فعل *to be* هستند. شکل درست فعل *to be* را برای هر یک از جملات زیر بنویسید.

1. Joe (is, are) in school now. is

2. There (were, was) no other way out.

3. My friends (am, are) coming with me.
4. It's (be, been) a long day.
5. Please (be, are) in the office on time.
6. I (am, is) going to tell them now.
7. We (were, was) almost home when the rain started.
8. Sue (is, are) coming to the home, too.

D) To make sensible sentences, words must be put together in a meaningful order.

Read each group of words below. If the words make a sensible sentence in their present order, write *S*. If they make no sense because the order is jumbled, write *J*.

جملات مناسب بسازید، کلمات باید با هم در نظام معناداری به کار روند. کلمات زیر را بخوانید. اگر کلمات جمله‌ای مناسب را می‌سازند رو به روی آن *S* بگذارید و در غیر این صورت *J*.

1. The ship sailed away.
2. Children park the went to.
3. Hand cut Jack his.
4. Mary took her brother to the store.
5. Carl pressed his shirt with the iron.

E) Sentences have patterns. Here are sentences in three different patterns:

جملات دارای الگوهای مختلفی هستند. در این جا سه الگوی اختلاف جمله ارائه شده است.

1. **N-V:** John ran.
(Noun) (Verb)
2. **N-V-N:** Sarah has shoes.
(Noun) (Verb) (Noun)
3. **N-LV-N:** Susan is a doctor.
(Noun) (Linking Verb) (Noun)

Compare the sentences below with the examples. Decide which pattern is used in each sentence. (Remember that *am*, *are*, *is*, *was*, and *were*, are linking verbs.) Write *N-V*, *N-V-N*, or *N-LV-N*.

جملات زیر را با مثال‌ها مقایسه کنید. الگوی به کار رفته در هر جمله را تعیین کنید. (به خاطر داشته باشید که *am*, *are*, *is*, *was* و *were* افعال ربط هستند).

1. Paul opened his eyes.
2. Sally nodded.
3. That girl is a clever student.
4. Dr. Gharib was one of the best doctor in Iran.
5. The bell rang.
6. Rosa finished her dinner.

Grammar

عبارات توصیفی با : So ... that / Such ... that (1) Descriptive clauses with:

به جمله زیر دقت کنید:

Example

He was *so* excited *that* he could not talk easily.

او آن قدر هیجان زده شده بود که نمی توانست راحت صحبت کند.

این جمله در واقع ترکیب دو جمله مستقل زیر است:

He was excited. He could not talk easily.

همان طور که ملاحظه می کنید با استفاده از ترکیب *so ... that* ما می توانیم این دو جمله را تبدیل به یک جمله کنیم و در عین حال روی کیفیت صفت *excited* و نتیجه آن (*the he could not talk easily*) تأکید کنیم.

چگونگی استفاده از *so ... that*:

صفت (بدون اسم) + *So*

(جمله اول) + *That* + (جمله دوم)

So قبل از صفت قرار می گیرد و نباید صفت همراه اسم (موصوف) آن آمده باشد.

چگونگی استفاده از *such ... that*:

(جمله دوم) + *that* + (موصوف و صفت + *such*) (جمله اول)

ترکیب *such ... that* نیز از نظر معنایی مانند *so ... that* عمل می کند با این تفاوت که بعد از *such*

ترکیب صفت و موصوف به کار می رود.

Example

We had *such* good memories *that* we wished. We could be back to our school.

آن قدر خاطرات خوبی داشتیم که آرزو می کردیم می توانستیم به مدرسه برگردیم.

انواع ترکیبات دارای *such ... that*:

such *that*

such a *that*

such an *that*

۱. such ... that

هرگاه موصوف جمع باشد:

Example

There were such good movies on TV that the boy didn't want to start studying.

موصوف جمع صفت

آن قدر فیلم‌های خوب در تلویزیون بود که آن پسر نمی‌خواست درس خواندن را شروع کند.

۲. such a ... that

اگر موصوف مفرد باشد و صفت، با یک حرف بی‌صدا شروع شود قبل از آن از *such a* استفاده می‌کنیم.

Example

It was such a cold afternoon that we stopped playing.

موصوف صفت با حرف بی‌صدا

بعد از ظهر چنان سردی بود که ما از بازی دست کشیدیم.

۳. such an ... That

اگر موصوف مفرد باشد و صفت، با یک حرف صدادار شروع شده باشد قبل از آن از *such an* استفاده می‌کنیم.

Example

It was such an interesting book that it became the best selling book soon.

موصوف صفت با حرف صدادار

آن کتاب آن قدر جالب بود که خیلی زود پرفروش‌ترین کتاب شد.

Lesson Nineteen

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Islamic Text nineteen

The Marriage of Mohammad (pbuh)

One of the leading trading families in those days was the family of Khadija (pbuh) who was looking for an honest young man to take care of her business affairs. Prophet Mohammad (pbuh) took Khadija (pbuh)'s caravan to various places and it was a great success. Khadija (pbuh) was impressed and asked him for marriage. Although she was much older than Prophet Mohammad (pbuh), the marriage was agreed upon by both families and Prophet Mohammad (pbuh)'s uncle, Abu Talib, read the sermon of marriage. Prophet Mohammad (pbuh) moved to her house and the partnership from trading to partnership in life began. History mentions also a son growing up in Prophet Mohammad (pbuh)'s house who was Ali (pbuh)- his cousin-. 4 daughters were born to Khadija (pbuh) that one of them was named Fatima (pbuh). When Prophet Mohammad (pbuh) told Khadija (pbuh) about becoming a prophet, she immediately accepted him as the Messenger of Allah. Khadija (pbuh), among the women, and Ali (pbuh) among the men acknowledged Prophet Mohammad (pbuh) as the Messenger of Allah. Prophet Muhammad(pbuh) used to enter the Ka'ba and pray there with Khadija (pbuh)and Ali (pbuh).

Question

1. What was Mohammad's job before getting married to Khadija?
2. Who were the first women and the first man who acknowledged Mohammad as the Prophet of Allah?

Comprehension nineteen

The Water of Life

1. There once lived three brothers and a sister who built a beautiful palace for themselves. It had everything except the water of life, the talking bird, and the tree of beauty. These priceless treasures could be found only atop a faraway mountain.

2. One day the oldest brother said, "I will go to look for the water of life, the talking bird, and the tree of beauty."

3. But the others said, "How will we know if something happens to you?"

4. A wise man overheard this conversation and handed them a knife. "If this knife turns red as blood." He said, "you will know that some awful misfortune has happened to your brother."

5. The oldest brother traveled many days. At last he arrived at the foot of the faraway mountain. There he met a giant who said, "Many seek these magical treasures, but none return. Listen to my words, or you too will never return. The path up the mountain is covered with stones. Do not look at them. You will hear voices and

laughing, and the stones will call to you. Do not turn around. If you do, you will become like them.”

6. The young man began climbing. Just as the giant had predicted, the stones called out to him. At first he covered his ears. But the stones shouted louder and louder, and he picked up a rock to throw at them. As he turned to let the rock fly, he became a stone himself.

7. That day, his sister saw with horror that the knife was red as blood.

8. The second brother set out to find the first. He too encountered the giant, who repeated his warning. When the second brother started up the mountain, the stones called to him. For a while he ignored them, but then he thought he heard his brother's voice. He looked over his shoulder. Thus one more stone was added to the rest.

9. That day, the sister saw that again the knife was red as blood. So the youngest brother decided to set out.

10. When he arrived at the foot of the mountain, the giant instructed him, “go up the mountain. The stones will lie so thickly you can hardly walk. But turn neither right nor left, and pay no attention when the stones call out to you. If you follow my advice, you will save your brothers. You will also find the treasures you seek.”

11. The young man did as the giant said. But when he heard his brothers' voices, he could not keep from turning around. And so there was yet another stone.

12. This time when the knife became red, the sister thought, “now it is my turn.”

13. She found the giant, who instructed her, “take this path up the mountain. It is covered with stones that will laugh and cry. You will think all the stones in the world are taunting you. Pay no attention. When you reach the top, you will discover everything you desire.”

14. The young woman started up the path. Voices called to her from all sides. But she remembered the giant's instructions, and she looked straight ahead. As she climbed, the voices became louder and louder. Above all the rest, she heard those of her dear brothers. Still she paid no attention. At last she reached the top of the mountain.

15. There she found the water of life, the tree of beauty, and the talking bird. She caught the bird, took a branch from the tree of beauty and filled her pitcher with the water of life.

16. As she walked back down the mountain, her pitcher was so full that some of the water splashed on the stones. At once they became young women and men, and among them were her brothers! After embracing happily, the brothers and sister returned to their palace. There, with the water of life, the talking bird, and the tree of beauty, they lived long, happy lives.

17. For centuries, people have told fairy tales such as this one. Each country has its own favorites. The tale you just read comes from Spain. It appears in a book of fairy tales by Andrew Lang, a Scottish writer. Lang collected hundreds of fairy tales from all over the world and published them in twelve books.

How Well Did You Read?

Write the letter of the best answer for each question.

برای پاسخ هر سؤال بهترین گزینه را انتخاب کنید.

1. Why did the sister and brothers want the three priceless treasures?

- a) They could not be safe without them.
- b) They had everything else they wanted.

- c) They were poor and had no home.
2. Why did the knife grow red?
- a) Because someone was in trouble
- b) Because the wise man made it turn red
- c) Because the water of life had been found
3. Why were the three brothers turned into stone?
- a) The giant put a spell on them.
- b) They picked up some of the stones.
- c) They turned around.
4. Which of the characters showed the most self-control?
- a) The oldest brother
- b) The sister
- c) The youngest brother
5. Where did the brother and sister live in the end?
- a) They lived happily in their palace.
- b) They lived on the top of the mountain.
- c) They lived with the giant.

Learn about Words

Vocabulary

A) You can often tell the meaning of a word by reading the words around it.

Loot at each number in parentheses. Find the paragraph in the story with the same number. Then find the word that fits the given meaning. Write the word.

شما غالباً معنی یک کلمه را با خواندن کلمات اطراف آن تشخیص می‌دهید. به شماره داخل پرانتز بنگرید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. سپس کلمه‌ای که مناسب‌ترین معنا را می‌دهد، بیابید و بنویسید.

1. very valuable; of much greater value than money (1)
2. already said would happen (6)
3. great fear and surprise (7)
4. met (8)
5. paid no attention to (8)
6. making fun of; teasing (13)
7. printed (17)

B) A word may have more than one meaning. Its meaning depends on the way it is used. The word *watch* is an example.

A guard stood *watch*.

My *watch* is fast.

Look at each number in parentheses. Find the paragraph in the story with the same number. See how the word in heavy type below is used in the paragraph. Decide whether it has meaning a or b. write *a* or *b*.

یک کلمه می‌تواند بیش از یک معنا داشته باشد که معنای آن به شیوه استفاده از آن کلمه بستگی دارد، کلمه *watch* نمونه خوبی است:

A guard stood *watch*.

My *watch* is fast.

به شماره داخل پرانتز بنگرید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. به نحوه استفاده از کلماتی که در زیر درشت تایپ شده دقت کنید و دریابید کدام یک از معانی *a* یا *b* درست است.

1. *foot* (5)

a) part of the leg

b) bottom

2. *pitcher* (15)

a) container for liquid

b) baseball player

3. *embracing* (16)

a) including

b) hugging

Word Study

C) *re + tell = retell (tell again)*

pre + warm = pre warm (warm beforehand)

A prefix is a syllable that can be added to the beginning of a word to form a word with a different meaning. The prefix *re* often means "again." The prefix *pre* often means "in advance" or "beforehand." Read the definition below. Add a prefix to each word in heavy type to make a new word with the stated meaning. Write the new word.

پیشوند بخشی است که می‌تواند به آغاز یک کلمه اضافه شود تا کلمه‌ای را با معنایی متفاوت ایجاد کند. پیشوند *re* غالباً معنی «دوباره» می‌دهد. پیشوند *pre* اغلب در معنی «پیشاپیش» یا «از قبل» به کار می‌رود. تعاریف زیر را بخوانید. به هر کلمه که درشت تایپ شده است یک پیشوند بیفزایید تا کلمه‌ای جدید با همان معنا ساخته شود. کلمه جدید را بنویسید.

1. Awake again: **awake**.
2. Connect again: **connect**.
3. Fold beforehand: **fold**.
4. Draw again: **draw**.
5. Date in advance: **date**.
6. Count again: **count**.
7. Deal again: **deal**.
8. Heat in advance: **heat**.

D) inter + national = international (occurring between nations)

Sub + average = subaverage (less than average)

Super + human = superhuman (greater than human)

A prefix is a word part that can be added to the beginning of a word to form a word with a different meaning. The prefix inter often means "occurring between." The prefix sub often means "less than." The prefix super often means "greater than." Read the definitions below. Add a prefix to each incomplete word to make a new word that has the stated meaning. Write the new word.

پیشوند بخشی است که می‌تواند به آغاز یک کلمه اضافه شود تا کلمه‌ای را با معنایی متفاوت ایجاد کند. پیشوند inter اغلب به معنی «روی دادن بین» است. پیشوند sub غالباً معنای «کمتر از» می‌دهد. پیشوند super نیز به معنی «بیش از» است. تعریف‌های زیر را بخوانید. یک پیشوند را به هر کلمه بیفزایید تا کلمه‌ای جدید بسازید که همان معنا را بدهد. کلمه جدید را بنویسید.

1. Less than human: Human.
2. Greater than human: Human.
3. Occurring between persons: Personal.
4. Occurring between planets: planetary.
5. Greater than a man: Man.
6. Less than normal: normal.
7. Occurring between offices: Office.
8. Occurring between continents: Continental.

There is an incomplete word in each passage below. Choose the prefix re, the prefix pre, or the prefix sub to complete the word in a way that makes sense. Write re, pre, or sub.

در پاراگراف‌های زیر، کلمه‌ای ناقص وجود دارد با انتخاب پیشوند re, pre, sub کلمه را به گونه‌ای کامل کنید که معنی داشته باشد.

1. The temperature today is less than normal. We seem to have a normal temperature.
2. Awaken those man again; they've gone back to sleep. awaken them.
3. We will date this contract with an earlier date than today's. we will Date it.

4. This road's condition is average. This road is less than average and should be repaired.
5. Abby gained her strength. She will gain once again the strength she once had.
6. Luke figured the allowance he was owed. He figured once more what he was owed.
7. Some people think that monkeys are human. Monkeys are animals that are less than human.

Grammar

عبارات توصیفی با: **enough ... to, too ... to** Descriptive clauses with:

نظیر آنچه در جلسه قبل توضیح داده شد، از ترکیبات **enough ... to** و **too ... to** برای ترکیب جمله‌ها و تأکید بر فضای صفات یا قیود به کار رفته و نتیجه آن‌ها استفاده می‌شود.

1. enough ... to:

کافی

به مثال زیر دقت کنید:

He has studied hard enough to be able to pass his exams.

فعل اصلی قید

او به اندازه کافی درس خوانده که بتواند در امتحانش قبول شود.

کلمه **enough** در این ترکیب بعد از صفت یا قید قرار می‌گیرد و **to** قبل از فعل اصلی جمله بعدی می‌آید.

نکته: **enough** گاهی قبل از اسم به کار می‌رود تا مقدار یا تعداد آن را نشان دهد.

Example

Do you have enough money to buy that car?

فعل اصلی (۲) اسم

به اندازه کافی پول داری که آن ماشین را بخری؟

2. too ... to

بر خلاف ترکیبات قبلی، ترکیب **too ... to** معنای منفی را به جمله دوم که با **to** شروع می‌شود القاء می‌کند.

Example

I was too tired to continue reading the book.

فعل اصلی (۲) صفت

خسته‌تر از آن بودم که به کتاب خواندن ادامه دهم.

همان طور که در مثال فوق ملاحظه می‌کنید:
Too: قبل از صفتی می‌آید که تنها باشد و موصوف نداشته باشد.
To: قبل از فعل اصلی جمله دوم می‌آید و به آن مفهوم نتوانستن، انجام ندادن، قابلیت نداشتن و ... را می‌دهد.
نکته: *too* می‌تواند قبل از قید حالت و کیفیت هم به کار رود.

Example

He was driving too fast to notice the people.

فعل اصلی قید

او آن قدر سریع‌تر از آن رانندگی می‌کرد که به افراد توجه نداشته باشد.

Lesson Twenty

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Islamic Text Twenty

Be a Mirror!



It is the duty of a Muslim to keep an eye on the deeds and the conduct of fellow Muslims and to try to help them to stay on the straight path. The Prophet (peace be upon him) stated the conditions to be met in the task of advising others:

"Each one of you is like a mirror to the other. You should rectify the wrong you note in him."

In another hadith the Prophet (p.b.u.h) said: "Every Muslim serves as another Muslim's mirror.

He protects his rights in his absence as well as his presence."

The following principles come out of the above quotes:

1. One should not look for the weaknesses of others. For a mirror does not seek defects. Only on coming face to face does a mirror reflect you.

2. One should not be criticised in one's absence. Once again the similarity of the mirror should be kept in mind; it does not reflect someone in absence.

3. One should not exceed limits in criticising someone else. For a mirror does not magnify or diminish any feature.

4. Criticism should be frank and free of any bad intention. For, once again, a mirror does not do any revenge.

5. One's criticism should be made with sincerity, genuine concern, pain and love. This removes any bitterness caused by criticism. Sincerity in this context signifies one's concern for the ultimate accountability in the Hereafter. One should help a fellow Muslim in order to avoid any punishment for him on the Day of Judgement. Humility and not arrogance makes mutual care and advice effective.

Comprehension Twenty

What is Sound?

1. Something you never see may have saved your life today when you were about to cross the street. What was it?

2. Each year people spend a great deal of money to fill their rooms with something they never see. What is it?

3. If you are in one room, what helps you know who is talking in the next room?

4. You have most likely guessed that the answer to all the questions is SOUND.

5. Sound is a big part of your life. But what causes it to happen? What makes sound? And how does sound reach you? How does it travel?

6. The starting point of all sound is something that vibrates, or moves back and forth. When you pound a drum or ring a bell, you are making things vibrate. Vibrating objects make sound.

7. When you talk, your tongue, vocal cords, and lips move back and forth. They set the air into motion. They even make your head rattle and shake. To prove it, simply place your hand firmly on top of your head. Now talk loudly or sing. You will feel your head shake.

8. When you talk on the phone, the sound of your voice is not really carried through the wires. What happens is this: when you talk, you set the air into motion. This moving air hits a small piece of metal inside the mouthpiece of the phone and makes it vibrate. The motion of this metal controls the amount of current that goes through the wires. The changing flow of current makes another piece of metal in the receiving end of the phone vibrate. It moves back and forth the same way the first metal plate did. The vibrations are heard by your listener.

9. How does sound travel? Sound travels in waves of moving air. We cannot see sound waves, but they act much like water waves. After a rain you may have seen puddles on the ground. Perhaps you threw a small rock or pebble into the puddle. You saw ripples or waves form in tiny circle around the spot where the pebble hit the water. They then spread out into ever larger circles until the waves reached the edge of the puddle.

10. Sound waves travel in much the same way through the air. Here is something you can do to show how sound waves travel. Get five or six hard-covered books about the same size. Stand them up in a row so that the front cover of one book is close to the back cover of the book ahead of it.

11. Give a push to the first book. This push will travel from the first book to the next one. It will go down the line until the last book falls. As you will see, you do not push the last book yourself. You push only the first book. But this push is handed on from the first book down to the last one.

12. It is the same kind of push that makes sound waves travel through the air. The push goes from one speck of air (called a molecule) to the next one. It continues until, finally, the air next to your eardrum is pushed into motion. This moving air makes your eardrum vibrate. And you hear something!

13. Vibrations make sound. The vibrations make the air move in waves. The wave finally reaches the eardrum of the listener. Because of these simple facts, you hear many thing, such as the voice of a friend, the song of a bird, and the whisper of the wind.

How Well Did You Read?

If a statement is true according to the story, write *T*. If a statement is false, write *F*.

در صورت صحیح بودن جمله بر اساس داستان *t*، و در غیر این صورت *f* را انتخاب کنید.

1. Whenever you hear a sound, you can be certain that something has vibrated (moved).
2. When you talk, your lips, tongue, and vocal cords vibrate.
3. Sound is carried by air in motion. Therefore no sound could be heard in a room with no air.
4. Telephone wires are like little pipes that let vibrating air pass through them.
5. Telephone wires carry electric current, not sound waves.
6. Sound is something you cannot see.

Learn about Words

Vocabulary

A) You can often tell the meaning of a word by reading the words around it.

Look at each number in parentheses. Find the paragraph in the story with the same number. Then find the word that fits the given meaning write the word.

شما غالباً معنی یک کلمه را با خواندن کلمات اطراف آن تشخیص می‌دهید.
به شماره داخل پرانتز دقت کنید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. سپس کلمه‌ای که مناسب‌ترین معنا را می‌دهد، پیدا کنید و بنویسید.

1. go from one place to another (5)
2. guides; directs (8)
3. flow of electricity (8)
4. back-and-forth movements (8)
5. very small waves (9)
6. tiny bit (12)
7. keeps on going (12)

B) A word may have more than one meaning. Its meaning depends on the way it is used. The word *band* is an example.

The *band* will play a march.

The hat has a wide *band* around it.

Look at each number in parentheses. Find the paragraph in the story with the same number. See how the word in **heavy type** is used in the paragraph. Decide whether it has meaning **a** or **b**. write *a* or *b*.

یک کلمه می‌تواند بیش از یک معنا داشته باشد که معنای آن به شیوه استفاده از آن کلمه بستگی دارد، همانند کلمه *band*.

به شماره داخل پرانتز بنگرید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. به چگونگی استفاده از کلماتی که در زیر درشت تایپ شده، دقت کنید و دریابید کدام یک از معانی **a** یا **b** صحیح است.

1. **cross** (1)

a) go from one side to another

b) mark with an X

2. spend (2)

a) pay out

b) pass the time

3. objects (6)

a) purposes; goals

b) thing that can be seen or touched

Word Study

C) The words *am*, *are*, *is*, *was*, *were*, and *been* are forms of the verb *to be*. Write the correct form of *to be* for each sentence below.

کلمه‌های *am*, *are*, *is*, *was*, *were*, *been* اشکال فعل *To be* هستند.
برای هر یک از جمله‌های زیر از صحیح‌ترین شکل این افعال استفاده کنید.

1. Sharks (is, are) fish.
2. I've (been, be) at the store all morning.
3. The officers (were, was) obeyed by the soldiers.
4. The birds (is, are) flapping their wings.
5. The cocoa (were, was) in the jar.
6. Darrin will (been, be) here all year.
7. The earth (is, are) round.
8. I (am, is) going back home today.

D) To make sensible sentences, words must be put together in a meaningful order. Read each group of words below. If the words make a sensible sentence in their present order, write *S*. If they make no sense because the order is jumbled, write *J*.

جملات مناسب بسازید، کلمات باید با هم در نظام معناداری به کار روند. کلمات زیر را بخوانید. اگر کلمات، جمله‌ای مناسب را می‌سازند رو به روی آن *S* بگذارید و اگر به خاطر درهم ریختگی نظم آن، جمله معناداری نیست، بنویسید.

1. Flying fish don't have wings.
2. Peggy played a joke on her brother.

3. Battle the ready soldiers are for.
4. The swans sailed along the lake.
5. Sense dog small my has a good of.
6. Bennie root tree on tripped the.
7. This cake will bake easily.
8. I would like to live in a castle.

E) Sentences have patterns. Here are sentences in three different patterns:

جملات دارای الگوهای مختلفی هستند. در این جا سه الگوی مختلف جمله، ارائه شده است.

1. N-V John ran.

(Noun) (Verb)

2. N-V-N Sarah has shoes.

(Noun) (Verb) (Noun)

3. N-LV-N Susan is a doctor.

(Noun) (Linking Verb) (Noun)

Compare the sentence below with the examples. Decide which pattern is used in each sentence. (Remember that *am*, *are*, *is*, *was*, and *were* are linking verbs.) Write N-V, N-V-N, or N-LV-N.

جملات زیر را با مثال‌ها مقایسه کنید. الگوی به کار رفته در هر جمله را تعیین کنید. (به خاطر داشته باشید که *am*, *are*, *is*, *was* و *were* افعال ربط هستند)

N-V, N-V-N or N-LV-N مقابل هر جمله، نام الگوی به کار رفته را بنویسید:

1. The baby cried.
2. My sisters are doctors.
3. Jack smiled.
4. Ed washed the car.
5. The dog bit my leg.
6. Jayne is my sister.
7. The bell rang.

Grammar

افعال دو کلمه‌ای

در انگلیسی بعضی افعال دو کلمه‌ای هستند، یعنی از یک فعل + یک جزء قیدی تشکیل شده‌اند مانند:

put on (پوشیدن) - take off (در آوردن) - give back (پس دادن)
 pick up (برداشتن) - wake up (پیدا شدن) - call up (تلفن کردن)
 turn off (خاموش کردن) - turn on (روشن کردن) - turn down (کم کردن)
 turn up (بلند کردن)

اگر جزء قیدی را برداریم معنی فعل، کاملاً تغییر می‌کند به این افعال جدانشدنی نیز می‌گویند.
 در این مورد اگر مفعول ما اسم باشد می‌تواند هم بین فعل و جزء قیدی و نیز بعد از جزء قیدی بیاید.
 مفعول (اسم) + جزء قیدی + فعل یا جزء قیدی + مفعول (اسم) + فعل

Example

I put on my coat یا I put my coat on

اما اگر مفعول ضمیر باشد فقط بین فعل و جزء قیدی می‌آید.
 جزء قیدی + مفعول (ضمیر) + فعل

Example

Your coat is there. If you want to go out, you must put it on.

یک سری دیگر از صفات و افعال دو کلمه‌ای هستند که قسمت دوم آن‌ها حرف اضافه است.

listen to (گوش کردن به) - talk about (صحبت کردن با) - speak on (صحبت کردن در باره)
 look for (جو کردن) - wait for (منتظر ماندن برای) - Think about (فکر کردن در باره)
 صفاتی که بعد از آن‌ها حرف اضافه می‌آید، عبارت‌اند از:

be tired of - be interested in - be similar to - be sorry about - be afraid of - be responsible for,

به این افعال و صفات جدانشدنی می‌گویند، مفعول چه اسم باشد چه ضمیر، همیشه بعد از حرف اضافه می‌آید و نمی‌توان آن را بین فعل یا صفت و حرف اضافه آورد.
 مفعول (اسم یا ضمیر) + حرف اضافه + فعل

Example

1. He is looking for his pen یا He is looking for it
2. I'm sorry about it یا I'm sorry about the accident.

Lesson Twenty One

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Islamic Text Twenty one

Treaty of Hodaibiya



After the battles of Badr, Ohod and Khandaq the infidels of Mecca avoided any further military ventures. The Prophet decided to perform Umra. As the Muslims approached Mecca, the infidels of Mecca did not like this and prevented them from entering Mecca. Because of their desire to anger the messenger of Allah (p.b.u.h) agreed to a treaty with the people of Mecca. It was wisely drafted by Imam Ali (p.b.u.h). The terms outwardly looked humiliating to Muslims that if a Muslim was taken captive by the infidels, he will not be returned but if an infidel comes to the hands of the Muslims, he will be released immediately.

When the Holy Prophet (p.b.u.h) signed the treaty, some of the companions disliked it so much. They questioned the holy Prophet (p.b.u.h) about this humiliating agreement to which the holy Prophet (p.b.u.h) replied, "I am the Messenger of Allah and all my acts are on the orders from Allah." And later people saw that this was a very wise act by Mohammad (p.b.u.h) which was not easy for others to understand the reason behind it.

1. What was included in the treaty?
2. What did companions do in reaction to this act of the Prophet?

Comprehension Twenty one

A Baby Is Born

1. Small waves ripple quietly across the blue-green water of the ocean. Suddenly a dolphin leaps from the quiet surface. Then another one leaps into the air. Soon, all about, dolphins are leaping high in the air. Even old Scarsides, who is enormous for a dolphin, leaps out, showing the scars of many battles on his rubbery skin.

2. But one dolphin, Greyback, does not join the others in their play. She remains quietly by herself a short distance away. Now two others swim to Greyback and begin moving slowly around her. Sometimes they touch her with their noses as if uneasy about her safety.

3. It is almost noon when the dolphins leave the open water and begin swimming in the direction of the bay. Not far distant, two long, shadowy figures circle slowly. Old Scarsides makes clapping sound with his powerful jaws when he sees them. Two hungry tiger sharks! But he will leave them alone as long as they do not bother any of the dolphins.

4. It is almost sundown when gulls flying above look down into the clear water of the bay and observe a little dolphin by Greyback's side. Her first baby has been born!

5. Greyback's baby looks like a big fish, but he does not belong to the fish family. Like all dolphins he belongs to the family of mammals. He cannot get oxygen from air dissolved in water as the fishes do. He must get his oxygen from the air above the water.

6. Now the gulls see him swim quickly to the surface of the water. Greyback swims just below him, ready to push him up if he needs her assistance. If he does not get air quickly, he cannot survive. The gulls see his small, rounded head come above the water. At last he is breathing! He draws the fresh air into his lungs through a hole on the top of his head. It is called a blowhole.

7. When the baby dolphin has filled his lungs with air, he closes his little blowhole and goes beneath the water again to rest quietly at his mother's side. If he did not close his blowhole, water would run into his lungs and he would drown. But he does not rest long. In about thirty seconds he rises to the surface sound and again draws in fresh, clean air.

8. Like all dolphins, he could remain under the water for about six minutes but he, and all the dolphin family, usually come up for air two or three times each minute.

9. Greyback and her companions stay close beside the baby. As night comes on, the two shadowy forms of the tiger sharks circle closer and closer. A baby dolphin would make a good meal for them.

10. The sharks make quick turns, swimming this way and that way, and that way, as if hunting for something. They cannot see well, but their sense of smell leads them to Greyback and her baby. As the sharks' turns become quicker and quicker, Greyback and her companions encircle the baby dolphin. Then, as the sharks dart at them, old Scarsides whistles shrilly.

11. The moon throws light across the water, and all is quiet as the dolphins rest.

How Well Did Read?

Choose the best answer for each question.

مناسب‌ترین پاسخ را برای هر یک از سؤال‌ها انتخاب کنید.

1. There was conflict in the story. Who was in conflict?

- a. The baby dolphin and its mother.
- b. The dolphins and the sharks.
- c. Greyback and Scarsides.

2 At the start of the story, why didn't Greyback join the other dolphins in play?

- a. She was afraid of Scarsides.

- b. She was unfriendly.
- c. She was going to have a baby.

3 What is one difference between a dolphin and a fish?

- a. A dolphin has to breathe air above water.
- b. A dolphin gets its oxygen from the water.
- c. A dolphin has fins and a tail.

4 Why is the blowhole important to the dolphin?

- a. It breathes through the blowhole.
- b. It eats with the blowhole.
- c. It hears through the blowhole.

5 The blowhole of the baby dolphin is closed. What does this tell you?

- a. The baby dolphin is breathing.
- b. The baby dolphin is under the water.
- c. The baby dolphin is above water.

Learn about Words

Vocabulary

A) you can often tell the meaning of a word by reading the words around it. Look at each number in parentheses. Find the paragraph in the story with the same number. Then find the word that fits the given meaning. Write the word.

شما غالباً معنی یک کلمه را با خواندن کلمات اطراف آن تشخیص می‌دهید. به شماره داخل پرانتز بنگرید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. سپس کلمه‌ای که مناسب‌ترین معنا را می‌دهد، بیابید و بنویسید.

- 1 move with a wavy motion (1)
- 2 huge; very large (1)
- 3 uncomfortable; concerned (2)
- 4 comes up (7)
- 5 hard to see; dark (9)
- 6 gather around (10)
- 7 quickly turns (11)

B) A word may have more than one meaning. Its meaning depends on the way it is used. The word *string* is an example.

یک کلمه می‌تواند بیش از یک معنا داشته باشد که معنای آن به شیوه استفاده از آن کلمه بستگی دارد؛ برای نمونه کلمه *string*

We tied the box with *string*.

ما جعبه را با طناب بستیم.

Our team had a *string* of victories.

تیم ما یک سری پیروزی‌هایی داشت.

Look at each number in parentheses. Find the paragraph in the story with the same number. See how the word in heavy type below is used in the paragraph. Decide whether it has meaning a or b. write *a* or *b*.

به شماره داخل پراونتز بنگرید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. به چگونگی استفاده از کلماتی که در زیر درشت تایپ شده، دقت کنید و دریابید کدام یک از معانی a یا b صحیح است.

1. skin (1)

a) outer covering of body

b) container for liquids

2. play (2)

a) performance by actors on stage

b) fun; games

3. bay (3)

a) type of window

b) part of the sea close to shore

Word Study

C) large cats have big paws.

Word that have the same or almost the same meaning are called synonyms. Large is a synonym of big. from the group of words below, choose a synonym for each word in **heavy type** in the sentences that follow. Write the synonym.

یک کلمه، غالباً با کلمات دیگری مترادف است. مثلاً Large مترادف big است. از مجموعه کلمات زیر برای هر کلمه‌ای که درشت تایپ شده است، بهترین مترادف را انتخاب کنید.

Put help empty frightened

Chose plate nearly freezing

1. I'm **almost** nine years old!

2. Jodie is **terrified** of thunder.

3. Please **set** everything on the table carefully.

4. I will **assist** my father when he makes dinner.

5. All the pages in the book were **blank**.

6. I **selected** a hat to match my new coat.

7. The chicken and rice was served on a large platter.

8. It was icy and windy last night.

D) Words with opposite meanings are called antonyms. Little is an antonym of big. From the group of words below, choose an antonym for each word in *heavy type* in the sentences. Write the antonym.

کلماتی که معنای مخالف دارند، متضاد نامیده می‌شوند. مثلاً *Little* متضاد *big* است. از

مجموعه کلمات زیر برای هر کلمه‌ای که درشت تایپ شده است، بهترین متضاد را انتخاب کنید.

stay friend find empty

receive difficult pushed upset

1. The horses pulled the wagon up the hill.

2. Did you lose your umbrella?

3. Jake likes to give gifts.

4. Why did you leave there?

5. The milk bottle is full.

6. Betsy was very calm about the robbery.

7. Mike is my enemy. friend

8. Ice-skating is easy.

E) Read each sentence and the words that follow it. Write the word that completes each sentence best.

جملات زیر را بخوانید. کلمه مناسب را انتخاب کنید.

1. I don't want a skinny chicken; I want a ... one. (plump, thin)

2. I don't like to see you cry; I like to see you (laugh, weep)

3. We didn't take a brief trip; we took a ... one. (short, long)

4. This isn't a hard problem; it's (easy, difficult)

5. I don't enjoy this; I ... it. (dislike, like)

6. My dog is young; it isn't (new, old)

7. This stamp is odd; it isn't (unusual, common)

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Islamic Text Twenty two

Parental Guidance

Two teenagers asked their father if they could go to the theater to watch a movie that all their friends had seen. After reading some reviews about the movie on the Internet, he denied their request.

"Ah dad, why not?" they complained. "It's rated PG-13, and we're both older than thirteen!"

Dad replied: "Because that movie contains nudity and portrays immorality as being normal and acceptable behavior."

"But dad, those are just very small parts of the movie! That's what our friends who've seen it have told us. The movie is two hours long and those scenes are just a few minutes of the total film! It's based on a true story and good triumphs over evil, and there are other redeeming themes like courage and self-sacrifice. Even the movie review websites say that!"

"My answer is 'no,' and that is my final answer. You are welcome to stay home tonight, invite some of your friends over, and watch one of the good videos we have in our home collection. But you will not go and watch that film. End of discussion," the father said

The two teenagers walked dejectedly into the family room and slumped down on the couch. As they sulked, they were surprised to hear the sounds of their father preparing something in the kitchen. They soon recognized the wonderful aroma of a delicious meal baking in the oven, and one of the teenagers said to the other, "Dad must be feeling guilty, and now he's going to try to make it up to us with some fresh food. Maybe we can soften him with lots of praise when he brings it out to us and persuade him to let us go to that movie after all."

The teens were not disappointed. Soon their father appeared with a plate of warm meal, which he offered to his kids. They each took one. Then their father said, before you eat, I want to tell you something: "I love you both so much." The teenagers smiled at each other with knowing glances. Dad was softening. "That is why I've made this the meal with the very best ingredients. I've made them from scratch. Most of the ingredients are even organic; the best organic flour, the best free-range eggs, the best organic sugar, premium vanilla and chocolate." The food looked mouth-watering, and the teens began to become a little impatient with their dad's long speech.

"But I want to be perfectly honest with you. There is one ingredient I added that is not usually found in meal. I got that ingredient from our own back yard. But you needn't worry, because I only added the tiniest bit of that ingredient to your meal. The amount of the portion is practically insignificant. So go ahead, take a bite and let me know what you think.

"Dad, would you mind telling us what that mystery ingredient is before we eat?"

"Why? The portion I added was so small, just a teaspoonful. You won't even taste it."

"Come on, dad; just tell us what that ingredient is?"

"Don't worry! It is organic, just like the other ingredients."

"Dad!" Please

"Well, OK, if you insist. That secret ingredient is organic ... dog- poop."

Both teens instantly dropped their meal back on the plate and began inspecting their fingers with horror.

"Dad! Why did you do that? You've tortured us by making us smell that meal cooking for the last half hour, and now you tell us that you added dog poop! We can't eat this meal!"

"Why not? The amount of dog poop is very small compared to the rest of the ingredients. It won't hurt you. It's been cooked right along with the other ingredients. You won't even taste it. It has the same consistency as other meal. Go ahead and eat it!"

"No, Dad ... Never!"

"And that is the same reason I won't allow you to go watch that movie. You won't tolerate a little dog poop in your meal, so why should you tolerate a little immorality in your movies? We pray that Allah) will not lead us unto temptation, so how can we in good conscience entertain ourselves with something that will imprint a sinful image in our minds that will lead us into temptation long after we first see it?"

Remember, we become de-sensitized a little bit at a time; it is the small and minimal sins that we forget the most.

Question

1. What did the two teenagers asked their father?
2. What was that secret ingredient of the food?
3. Which of the following sentences is false?
 - a) A little immorality in your movies no problem.
 - b) A little immorality can lead us into temptation.
 - c) A bad movies will imprint a sinful image in our minds.
 - d) A bad or immoral films will effect on you.

Comprehension Twenty two

Blizzard!

1. Late in 1889 George McJunkin was on his way to a roundup at the Pitchfork Ranch. His boss, Dr. Owen, owned many cattle that were grazing far away on the open range. The cattle were fat enough now to send to market. George was to go with a group of cowboys to round them up.

2. George was the foreman of another ranch. At the Pitchfork Ranch Dr. Owen's brother, John, was in charge. The roundup party was made up of twelve other men, more than a hundred horses, a cook, and a supply wagon.

3. One morning after they had set out, the weather turned cold. George was glad he had remembered to bring along his sheepskin coat and raingear. By afternoon rain began to fall. Some of the men were soaked through, and

everybody was cold. During the night the rain turned to snow. Worst of all, the wind began to blow harder and harder.

4. Before George went out on patrol, he tore a strip from his blanket and wrapped it round his head to protect his face and ears. The other cowboys silently followed his example.

5. For two days and nights the storm continued. The more the wind blew, the harder the cattle tried to move away from it. The men had to struggle to hold the herd together and keep themselves from freezing.

6. George was alarmed. He had never seen such a storm. There was no sign of its stopping. By this time most of the extra horses had wandered off. The men were so numb with cold that they could hardly ride. And the drifting snow had changed the landscape so much that John Owen and the others admitted they were completely lost.

7. George had ridden over this country many times. In spite of the drifts, he thought he recognized a fence that led to Harvy Bramblett's cabin. His cabin was small, but it was their only hope. If they didn't reach it soon, they would all die of cold.

8. "We've got to give up the cattle," George shouted to John Owen. "it's them or us."

9. John was too exhausted to answer.

10. "I think I can get up to Bramblett's," George went on. "but everybody's got to stick together and follow me close."

11. "Try it," John said, letting George take charge.

12. George turned his weary horse and rode straight into the driving blizzard. The animal stumbled again and again as it broke a trail in the deep snow. Night came, but George kept forcing the men and horses on.

13. He had begun to give up all hope of reaching shelter when he saw light flickering in the darkness ahead. This had to be the light that Harvy Bramblett put in his window whenever there was a storm.

14. "How did you stay alive?" Harvy exclaimed when George and the others stumbled through the door.

15. "We just about didn't," George replied. "And we wouldn't have if you hadn't set your light where we could see it."

16. One after another the men sank to the floor exhausted. The room was crowded. They took turns sleeping or gazing out the window, which was rapidly becoming blocked with snow.

17. The days wore on, and the group of men slowly ate their way through Harvy Bramblett's food supply. But the tenth day of the blizzard, they were out of food. On the eleventh day, the snow ended. Outside the cabin blinding sunlight poured down on a completely white landscape.

18. It took them a while to shovel paths and get think back to normal. Unfortunately the Pitchfork herd was probably frozen in the storm. And all the horses had wandered off. It would be a big job to get the ranch running again. But George had the satisfaction of knowing that he had saved all the men from freezing to death in the storm.

How Well Did You Read?

Write the letter of the best answer for each question.

مناسب‌ترین گزینه را برای پاسخ هر سؤال انتخاب کنید.

1. Why did the men have a hard time controlling the herd?
 - a) They couldn't see where the animals were going in the storm.
 - b) The animals couldn't see where they were going in the storm.
 - c) The animals kept trying to move away from the storm.
2. Why couldn't the men find their way home?
 - a) They were unfamiliar with the area.
 - b) The heavy snow made the area unrecognizable.
 - c) They were forced to keep moving.
3. Why did the men decide to let the herd go?
 - a) They thought the animals could take care of themselves.
 - b) They would have frozen to death themselves if they had not given up the herd to seek shelter.
 - c) They knew there was no hope of finding the animals in the blinding storm.
4. Which of these events happened last?
 - a) George saw Bramblett's light.
 - b) George found Bramblett's fence.
 - c) George remembered Bramblett's cabin.
5. What did Harvy Bramblett do that helped to save the men?
 - a) He organized a search party.
 - b) He put a light in his window.
 - c) He got in extra stores of food.
6. Why was it going to be a big job to get the ranch running again after the storm?
 - a) It would take a lot of time to clear away the snow and find the animals.
 - b) It would take a lot of time and money to repair the damaged buildings.
 - c) It would cost a lot to replace the cattle.
7. What was Harvy Bramblett's attitude when the men arrived at his cabin?
 - a) He was amazed hat they were alive.
 - b) He was sorry that he had no food.
 - c) He was surprised that they saw his light.

Learn about Words

Vocabulary

- A) you can often tell the meaning of a word by reading the words around it.

شما غالباً معنی یک کلمه را با خواندن کلمات اطراف آن تشخیص می‌دهید. Look at each number in parentheses. Find the paragraph in the story with the same number. Then find the word that fits the given meaning. Write the word. به هر یک از اعداد داخل پرانتز بنگرید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. سپس کلمه‌ای دارای مناسب‌ترین معنا را بیابید و بنویسید.

1. feeding on grass (2)
2. guard duty (5)
3. afraid (7)
4. unable to feel anything (7)
5. tired (13)
6. looking; staring (17)
7. happiness; feeling of contentment (19)

B) A word may have more than one meaning. Its meaning depends on the way it is used. The word "watch" is an example.

یک کلمه می‌تواند بیش از یک معنا داشته باشد که معنای آن به شیوه استفاده از آن کلمه بستگی دارد؛

به مثال دقت کنید.

A guard stood watch.

My watch is fast.

Look at each number in parentheses. Find the paragraph in the story with the same number. See how the word in heavy type is used in the paragraph. Decide whether it has meaning a or b. write a or b.

به شماره داخل پرانتز بنگرید. پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. به چگونگی استفاده از کلماتی که در زیر درشت تایپ شده دقت کنید و مشخص کنید کدام یک از معانی a یا b صحیح است.

1. range (2)
 - a) field
 - b) stove
2. party (3)
 - a) group
 - b) social gathering
3. driving (13)
 - a) operating a vehicle
 - b) pushing ahead with great force

Word Study

C act + or = actor (one who acts)

Enjoy + ment = enjoyment (result of enjoying)

Many nouns end in *or* and *ment*. Often *or* means "one who," and *ment* means "result of." Read each word in heavy type and the incomplete definition of it. Write the word that completes the definition.

بسیاری از کلمات به *or* و *ment* ختم می‌شوند. اغلب *or* به معنی «کسی که» و *ment* به معنی «در نتیجه» است. کلماتی که درشت تایپ شده‌اند و تعاریف ناقص آن‌ها را بخوانید و کلمه‌ای که آن تعریف را کامل می‌کند، بیابید.

1. Instructor: one who ...

2. Improvement: result of ...

3. Movement: result of ...

4. Visitor: one who ...

5. Sailor: one who

6. Government: result of ...

7. Agreement: result of ...

8. Editor: one who ...

D) The small boat/ swayed in the wind.

(Subject) (predicate)

The baby/ cried all night.

(Subject) (Predicate)

Diane and Ann/ walked to the park.

(Subject) (Predicate)

Each of the sentences above has a subject and a predicate. Read the sentences below and notice the words in heavy type. If those words are the subject of the sentence, write S. if they are the predicate, write p.

هر یک از جملات بالا یک گزاره و یک خبر دارد. جملات زیر را بخوانید و به کلماتی که درشت تایپ شده‌اند توجه کنید. اگر گزاره‌اند با حرف "S" و اگر خبرند با حرف "p" مشخص کنید.

1. The president of the company gave a speech.

2. The cook stuffed the bird.

3. Sam and Bernie ate the cake.

4. The small boat floated out to sea.

5. Her team won the ball game.
6. Lorraine and Colin walked home.
7. Samson's sister drove us to the park.
8. Joan flew her kite.

E) if you want information from an encyclopedia, you have to decide where the information you want is most likely to be found. For example, if you want to know how long pandas live, you would probably decide to look in the P volume for an entry called "Panda." Complete each statement below by writing the word that names the most likely entry.

اگر می‌خواهید از یک دایرة المعارف اطلاعاتی اخذ کنید، تصمیم می‌گیرید اطلاعاتی که محتمل‌تر است، بیابید. برای نمونه اگر می‌خواهید بدانید که پانداها چطور می‌زیند احتمالاً به حرف «پ» و به مدخل پاندا رجوع می‌کنید. مشخص کنید که در بارهٔ جملات زیر از کدام مدخل احتمالی می‌توان استفاده کرد.

1. Chris wants to know how bread is made she should look up (Toast, Bread, Lunch.)
2. Sam wants to take up photography as a hobby. He can learn about it by looking up (photography, Hobby, Film).
3. Diane wants to know where llamas live. She should look up (Living, Llama, Animal).
4. Miguel wants to find out about the Aztec people. He should look up (People, Mexico, Aztec).
5. Anita wants to know how drinking water is purified. She should look up (Purity, Water, Thirst).
6. Sada wants to know how blind people are able to read. She should look up (Blindness, Books, People).
7. Beth wants to know how to grow corn. She should look up (Growing, Food, Corn).

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Islamic Text Twenty Three

THE BLESSED MONEY

At the request of the Holy Prophet (p.b.u.h), Hadrat Ali went to buy a shirt for him. Hadrat Ali went to the market and bought a shirt for twelve Dirhams. Prophet Muhammad (p.b.u.h) asked:

"For how many Dirhams did you buy it?"

"For twelve Dirhams."

"I don't know, O Messenger of Allah." "Please go and see if he agrees to take it back."

Hadrat Ali (p.b.u.h) took the shirt to the shopkeeper and said to him: "The Messenger of Allah wants a cheaper shirt; would you agree to take it back and give back the money?"

The shopkeeper agreed to do so and gave the money back to Hadrat Ali (p.b.u.h). Hadrat Ali took the money to the Prophet. After this, Prophet and Hadrat Ali went to the market together. While on the way, the Holy Prophet (p.b.u.h) saw a slave-girl, who was crying. He went to her and asked:

"Why are you crying?"

"My master gave me four Dirhams to buy things from the market. I don't know where that money got lost. Now, I don't have the courage to go home. "

Out of twelve Dirhams, Prophet Muhammad (p.b.u.h) gave four Dirhams to the slave-girl and said: "Buy whatever you had to buy and go back home." the Holy Prophet (p.b.u.h), himself, went to the market and after buying a shirt for four Dirhams, he put it on.

While coming back from the market, he saw an undressed man. He quickly took off his shirt and gave it to him. He again went to the shop and bought another shirt for four Dirhams. He put it on. On his way, he again saw the same slave-girl, who was sitting scared and troubled. He asked:

"Why didn't you go home?"

"O Messenger of Allah, it's too late for me and I am scared that they might beat me and ask as to why I took so long."

"Tell me the address of your house and come with me, so that I might request that no one should say anything to you." the Prophet Muhammad (p.b.u.h) took the slave-girl with him. As soon as they reached near the house, the girl said: "This is the house." With a loud voice, the Messenger of Allah (p.b.u.h) said:

"My salaam to you, the inhabitants of this house."

He didn't get any reply; so he again said, salaam. But still he got no reply. He said salaam for the third time and then everyone replied saying: "Assalamu Alayk, O Messenger of Allah (p.b.u.h)."

"Why didn't you people respond me for the first time? Did you not hear my voice?"

"Yes! After hearing your voice for the first time, we came to know that it was you."

"Then what was the reason for the delay in response?"

"O Messenger of Allah, we loved to hear your voice (that is salaam) again and again. Your salaam is virtuous, peaceful and blessing for us."

"Your slave-girl has taken long in coming back. Hence, I have come to request that you don't punish her."

"O the Messenger of Allah! By the blessing of your gracious coming over to our place, we have set this girl free." The Prophet (p.b.u.h) said: "Thanks a million to Allah. How blessed these twelve Dirhams were; with which two undressed persons got dressed as well as a slave-girl got free."

Question

1. Why was the girl crying the first time the holy prophet (p.b.u.h) saw her?
2. How much did the shirt that the prophet bought for him self cost?
3. Why didn't the slave-girl go back home?
4. People in the house didn't reply the holy prophet's salaam because.....
 - a) They did not hear him.
 - b) They were angry with the slave-girl.
 - c) They loved to hear the prophet's voice several times.
 - d) They wanted to learn how to say salaam.
5. Why did the prophet (p.b.u.h) say that those twelve Dirhams were too blessed?

Comprehension Twenty Three

Success or Failure-Maybe it's all in the Mind

1. Sometimes you just know you're going to fail. Maybe you're up on the diving board, with everyone watching you, and you're sure you'll do a belly flop. Or you're about to take a test, and you're convinced that you'll fail. Everyone has had these feelings at one time or another. But very often such fears don't come true. You make a clean dive off the diving board or easily pass the test. Then you're happy that the terrible things you expected didn't happen.

2. Some times, though, we really do fail. We may even fail over and over at the same thing. In fact, fear of failing is often the very thing that makes it so hard to succeed. You might be so frightened of a test that your mind goes blank. Then you can't answer any questions, and you don't have even a chance of passing.

3. A few years ago a teacher named John Holt saw that some of his students couldn't stop failing. He spent hours telling these students everything they needed to know to pass his tests. But nothing helped: they always failed.

4. One day Mr. Holt was drilling one of his students for an arithmetic test. The boy sat silent. He just couldn't do the work. Suddenly Mr. Holt asked him, "what are you thinking about?"

5. The boy shrugged. "I'm thinking about how my father is going to feel when I fail the test."

6. Mr. Holt wondered about this for a long time. That boy didn't even try to learn the work, he thought. He expected to fail. He was so sure he would fail that you'd think he was *planning* to fail.

7. In fact, Mr. Holt thought, these students must be working hard not to learn a thing in class every day. It's as if they were trying not to learn anything.

8. Trying not to learn anything? That didn't seem to make much sense. But Mr. Bolt watched his class day after day.

9. He saw that the children who always failed never thought about his questions. They just said anything that sounded like the right answer. Sometimes they even gave answers that they knew were wrong. When they gave their answers, they never sounded confident. Sometimes they said an answer so fast or so softly no one could hear it. They were afraid of something.

10. Could fear be the reason the children were trying not to learn? Mr. Holt decided it was. He decided that some of his students were trying to fail because they were *afraid to succeed*.

11. You may say, "That's ridiculous. Why would anybody be afraid of success? When you succeed in school, your parents and teachers are proud of you. You feel good about yourself. There's nothing to be afraid of."

12. But Mr. Holt discovered that students who were used to failing couldn't just sit back and enjoy any success. They'd worry about the new assignments they'd have to do. They'd be sure that now they were going to get harder work than ever!

13. New work didn't frighten the students who were used to succeeding. They thought they would do just as well on the new tasks as they had on the old ones. Students who failed had different ideas.

14. "Think how much trouble the old work was," they'd say to themselves. "The new work will be much worse." So they'd fail again. This way they could stay with the work they knew. It was boring, but it wasn't new or frightening.

15. Here is something to remember if you are having a hard time succeeding: you probably *can* do the thing that's giving you trouble.

16. After all, anything may seem harder if you've never done it before. Think about the skills you've already learned: swimming, riding a bicycle, and jumping rope. Remember how hard you thought they'd be before you could do them? How easy they are now! It was your fear of things new and strange that made them seem hard.

17. If you find yourself failing over and over, ask yourself these questions: do you really want to succeed? What might happen if you did? Would it be so frightening? Now, see if you can empty your mind of fear. Then you will be free-not just to succeed, but to enjoy what you're doing as well.

How Well Did You Read?

Write the letter of the best answer for each question.

بهترین پاسخ را برای هر سؤال، مشخص کنید.

1. According to the story, why do many people fail?

- a) They cannot do difficult work.
- b) They are afraid to succeed.
- c) They are unable to learn properly.

2. According to the story, what should you do to stop failing?

- a) Take special classes.
- b) Clear your mind of fear.
- c) Do only easy things.

3. According to the story, if you have a fear of success what will *probably* happen?

- a) You will succeed in spite of your fear.
- b) You will fail again and again.
- c) You won't be able to judge your own work.

The main idea of this selection is that people who fear success will very likely fail.

Read the following statements. Write *Yes* if the statement supports the main idea.

Write *No* if it doesn't.

تصور اصلی که با خواندن این بخش به وجود می آید این است که مردمی که از نتیجه می ترسند، همیشه عاجزند. مقابل هر کدام از جملات زیر که این سخن را تأیید می کند "Yes" و در غیر این صورت "No" بگذارید.

1. John Holt discovered that the children in his class who failed seemed to be afraid of something.

2. New work didn't frighten the students who were used to succeeding.

3. Some students failed so that they could stay with the work they knew.

4. John Holt spent hours telling his students what they needed to know.

Learn about Words

Vocabulary

A) You can often tell the meaning of a word by reading the words around it.

Look at each number in parentheses. Find the paragraph in the story with the same number. Then find the word that fits the given meaning. Write the word.

شما غالباً معنی یک کلمه را با خواندن کلمات اطراف آن تشخیص می دهید. به شماره داخل پرانتز بنگرید؛ پاراگراف همخوان با همان شماره را در داستان پیدا کنید؛ سپس کلمه ای که مناسب ترین معنا را می دهد، بیابید و بنویسید.

- 1. empty (2)
- 2. was curious; wished to know (6)
- 3. certain; firmly believing (9)
- 4. laughable; silly (11)
- 5. found out (12)
- 6. work to be done (13)
- 7. abilities gained by practice (16)

B) A word may have more than one meaning. Its meaning depends on the way it is used. The word *watch* is an example.

A guard stood *watch*.

My *watch* is fast.

Look at each number in parentheses. Find the paragraph in the story with the same number. See how the word in **heavy type** below is used in the paragraph. Decide whether it has meaning **a** or **b**. write *a* or *b*.

یک کلمه می‌تواند بیش از یک معنا داشته باشد که معنای آن به شیوه استفاده از آن کلمه بستگی دارد، برای نمونه کلمه *watch*.
به شماره داخل پراتز بنگرید، پاراگراف هم‌خوان با همان شماره را در داستان پیدا کنید. به چگونگی استفاده از کلماتی که در زیر درشت تایپ شده دقت کنید و دریابید کدام یک از معانی "a" یا "b" صحیح است.

1. drilling (4)
 - a) Boring a hole in
 - b) Teaching by repetition
2. Class (8)
 - a) Group of students
 - b) Social rank
3. Hard (16)
 - c) Firm
 - d) Difficult

Word Study

C) pups are **little** dogs, not **big** ones.

Words with opposite meanings are called antonyms. *Little* is an antonym of *big*. Read each sentence and the words below it. Write the word that means the opposite of the word in **heavy type**.

کلماتی که معنای مخالف دارند متضاد نامیده می‌شوند. مثلاً *Little* متضاد *big* است. از مجموعه کلمات زیر برای هر کلمه‌ای که درشت تایپ شده است، بهترین متضاد را انتخاب کنید.

1. A **strong** rope is hard to break.
Weak sturdy
2. Iron is a **heavy** metal.
Weighty light
3. It takes a **brave** person to walk a tightrope.
Gallant cowardly
4. You can't think clearly if you're **upset**.
Troubled calm
5. From the plane we could see the ocean **below**.
Beneath above
6. Please don't **leave** now.
Arrive depart
7. We used bits of paper to create a **fake** snowstorm.
Real false

8. Grab the dog before he runs away.

Release Seize

D) Writers sometimes use words in special ways known as figures of speech. A simile is a figure of speech that makes a comparison, using the word *as* or *like*. For example:

Glen is **as strong as an ox**.

Glen is **like an ox**.

Such comparisons help you understand that Glen is very strong, since oxen are known for their strength. Similes are imaginative (and sometimes exaggerated) forms of description. For the following items, write the word that completes each simile best.

گاهی کلماتی که به شیوه‌ای خاص استفاده می‌کنیم، صناعات ادبی یک سخن را نشان می‌دهد. شباهت یکی از این مشخصات است که تشبیه را می‌سازد و در این صورت است که کلمات *as* یا *like* را به کار می‌بریم.

Example:

Glen is as strong as an ox.

Glen is like an ox.

چنین تشبیهی به ما کمک می‌کند تا بفهمیم که Glen خیلی قوی است؛ زیرا گاوهای نر با قدرتشان شناخته می‌شوند. شباهت‌ها، شکل‌های خیالی و گاهی اغراق‌آمیز توصیف‌اند. بهترین تشبیه را که به تکمیل عبارات زیر کمک می‌کند، بیابید.

1. A snail is slow. Jack is slow.
Jack is as slow as a ...
2. Snow is white. Gerry's face is white.
Gerry's face is as white as ...
3. The children are quiet. Mice are quiet.
The children are like
4. Paper is thin. The walls of my house are thin.
The walls of my house are like ...
5. An arrow is straight. Lucie stood straight.
Lucie stood as ... as an arrow.
6. A feather is light. The baby is light.
The baby is as light as a ...
7. Lead is heavy. The box is heavy.
The box is as ... as lead.
8. A rabbit runs fast. Barry runs fast.
Barry runs like a ...

E) A metaphor is another figure of speech that describes something in an imaginative way. Metaphors sometimes exaggerate a little. In the sentences below, the metaphoric words are in **heavy type**. Choose one of the words in parentheses to tell what the metaphoric words mean. Write the word.

استعاره، یکی دیگر از مشخصات کلام است که امری را به صورت خیالی توصیف می‌کند که گاهی کمی اغراق‌آمیز هم هست. در عبارات زیر کلمات استعاره درشت تایپ شده‌اند. گزینه مناسب را از داخل پرانتز انتخاب کنید.

1. May is a **tower of strength**. (fat, strong)
2. The cliffs are **giants reaching for the sky**. (tall, wide)

3. The cat's eyes are **gleaming pearls**. (round, bright)
4. Jane is a **busy bee**. (industrious ,lazy)
5. She spoke in a **rusty voice**. (quiet, hoarse)
6. A **blanket** of leaves lay on the hill. (covering, handful)
7. The sun's **fire** dazzled us. (light, size)