

واحدیک  
Unit 1

استراتژی های خواندن  
Reading Strategies



ought = should = باید

## General English Through Reading

شما باید به طور آهسته و تدریجی بخوانید. شما چگونه باید بخوانید؟  
 How should you read? You ought to read effectively and efficiently.  
 کارشناسان در مهارت های خواندن موافقند (معتقدند) که یک خواننده موثر و کارآمد (کاربلد) بودن  
 Experts on reading skills agree that being an effective and efficient reader  
 بیشتر از دانستن اینکه هر کلمه در متن چه معنی می دهد مستلزم است. (لازم است)  
 means more than knowing what each word in the passage means. Experts  
 کارشناسان روی کلمه بن روس ها برای یک دانش آموز به منظور بهبود کیفیت خواندن  
 will disagree on the best ways for a student to improve his / her reading  
 اهداف متفاوت دارند. مشکل نظری رسیدن به هدف برای خواندن از موقعیت به موقعیت در متفاوت است.  
 speed. The problem seems to be that the purpose for reading varies from  
 هر توصیه ای برای دانش آموزان نیاز به حساب آوردن متن خاص آن ها را دارد.  
 situation to situation, and any advice for students needs to take into  
 account their particular context.

متون ممکن است بر اساس نوع یا سبک (ژانر) طبقه بندی شده باشند.  
 Texts may be classified by type or genre, and some may be more  
 و برخی ممکن است آشنا تر (خودمانی تر) از بقیه باشند.  
 familiar than others. We will name some text types.  
 نامی خواهیم برخی از انواع متن را نام ببریم.

- Letters and postcards نامه ها و کارت پستال ها
- Magazine advertisements تبلیغات مجله
- Newspaper reports گزارش های روزنامه
- Exam directions دستورالعمل آزمون
- Official reports گزارش های رسمی
- Timetables جدول های زمان بندی

When you start to read a passage you need to ask yourself these three questions:

1. What am I reading?  
چه چیزی را دارم می خوانم؟
2. Why am I reading?  
چرا من دارم می خوانم؟
3. How am I going to read it?  
(به چه صورت) چگونه من قصد دارم آنرا بخوانم؟

Intensive = شدید ، متمرکز

glance = نگاه فشرده و گذرا

assume: فرض می شود

Skim = به طور سطحی خواندن

Unit 1: Reading Strategies

Look at the examples in the table.

What?	Why?	How?
A letter from a friend	For pleasure/ لذت information	Read the letter <i>Intensively</i> , that is, read it from the first word to the last word.
A magazine	For pleasure/ information	<i>Skim</i> the magazine that is, glance at the heading and photos.
A train ticket	For information	<i>Scan</i> the ticket, that is, look over it quickly until you find the information you need.

Most experts agree that an efficient reader will find the information he or she needs, and ignore irrelevant information. This assumes that the reader already knows what is relevant and what is not.

Successful readers use all the three methods of reading:

- **Skimming** to get the gist.
- **Scanning** to find particular pieces of information such as names, dates, and statistics.
- **Reading** this information *intensively* to decide on the answer.

خواندن این اطلاعات به طور متمرکز برای تصمیم گیری در پاسخ دادن.

Approximately = تقریباً      rest: بقیه

deal: سروکار داشتن  
General English Through Reading

## The Reading Strategies

هر پاراگراف باید جنبه خاص از یک موضوع سروکار دارد. در بهترین متون های انگلیسی نوشته شده  
 In most well-written English texts, every paragraph deals with a specific  
 aspect of a topic. The first sentence of a paragraph usually tells the reader  
 what the rest of the paragraph is about so when you are trying to identify  
 the main idea of a paragraph, you should read the first sentence  
 carefully. (Then, keeping the idea of the first sentence in mind, you should  
 quickly check the rest of the paragraph, picking up only some of the  
 words. This kind of reading is called **skim reading** or **skimming**.) Using  
 this technique you will have a general idea of what the writer is saying  
 about the topic.

البته، زمانی که شما یک متن را سطحی (سرسری) می خوانید نمی توانید اطلاعات زیادی از متن بگیری.  
 Of course, when you skim read a text, you cannot get as much  
 information from the text as when you read it all carefully, but by  
 skimming you can quickly get enough information to help you answer  
 the question. Remember that efficient use of time is one of the most  
 important exam skills.

شما مجبور خواهید بود سرعت خواندن سطحی خود را تنظیم کنید بر اساس اینکه برای رسیدن، متن چقدر برای شما  
 You will have to adjust the speed of your skimming according to how  
 easy the text is for you to understand. If a paragraph does not have a first

سنتز پاراگراف جمله ی اولی که موضوع پاراگراف را به طور سفایفی می دهد، ندارد. شما مجبورید مرور سطحی را  
 sentence which gives the topic of the paragraph clearly, you have to skim  
 more carefully. But don't forget that you should not read every word-  
 reading every word will waste too much time. When you have finished

زمانی که شما خواندن سطحی متن را تمام کرده اید. سوال چهارم به طور سطحی خوانده  
 skimming the passage, skim the questions. You need to know how many  
 questions there are and approximately what the questions are about.

انتظار نداشته باشید که قادر باشید خواندن سطحی را به خوبی فوراً انجام دهید.  
 Don't expect to be able to skim well immediately- you will have to  
 practice. But most experts agree that it is a very important skill, not only  
 for exams but also for all your future reading for study or work purposes.

sustain = پایداری، تاب آوردن، تحمل شدن  
despite = علی رغم

accurately = با دقت، به درستی

vapor: بخار

## Unit 1: Reading Strategies

### سطحی خوانی Exercise 1: Skimming

Skim the following paragraph as quickly as possible and underline the sentence that gives the main point of each paragraph.

Time limit: 1 minute

Astronomers are certain that the Moon cannot sustain life as we know it on Earth. In the first place, the Moon is airless. More accurately, it may have a very thin atmosphere-between 1/10,000 and 1/1,000,000 as dense as that on Earth-but this amount would be little better than none at all. It is not enough to breathe or to carry sound.

Second, the Moon lacks water. If the Moon ever had water, it has long since disappeared and now there were no lakes, no rivers, and (despite names such as the Sea of Tranquility) no oceans. Without any atmosphere, water would turn to vapor. Because the Moon's gravity is much too weak to hold vapor on its surface, it would float away into space.

Thirdly, without air or water, the Moon has no weather. Clouds, rain or snow never appear in the sky or moisten its surface. The Moon is dry, dead, and a weatherless world.

Finally, temperatures on the Moon are extremes of hot and cold. Days there are 28 earth-days long; therefore, periods of daylight and darkness last two weeks each. For 14 days one side of the Moon bakes in the sun while the other side freezes in darkness.

Because the Moon is airless, waterless, weatherless satellite with harsh extremes of temperature, no kind of life as we know it on Earth could possibly exist there.

Key words : واژه ها کلیدی      Synonym : مترادف  
letter : حرف

## *General English Through Reading*

### ***Step 2: Scanning***

The best way to find details quickly is to use **scanning**. Scanning is searching for **key words or synonyms** by looking quickly through the text. Your eyes move across and down through the text without reading in the normal way. For example, you scan when you look for a word in a dictionary. You do not read every word as you search for the word(s) you want.

It is easiest to scan for numbers or words which start with capital letters (such as most names) because these stand out in a text. Scanning is similar to skimming in that you need to jump from sentence to sentence, and paragraph to paragraph.

### ***Exercise 2: Scanning***



Scan the passage about sources of vitamins. Answer the questions that follow the text by scanning. Use the names and numbers to find the answer to the questions.

**Time limit: 2 minutes**



***Step 3: Reading Intensively***

Reading intensively is one section of the passage to understand what is needed to answer the question.

After you have scanned and located your information, you must read those sentences intensively. Reading intensively is different from skimming and scanning. When you skim and scan you only need to understand some key words: the subject, verb and object. Now it may be necessary to understand every word.

***Exercise 3: Reading Intensively***

**Answer the questions below. Scan the passage about sources of vitamin. Use no more than four words in each answer.**

**Time limit: 30 seconds**

1. What is one source of Vitamin B12?

.....

2. Which Vitamin is unusual? How?

.....



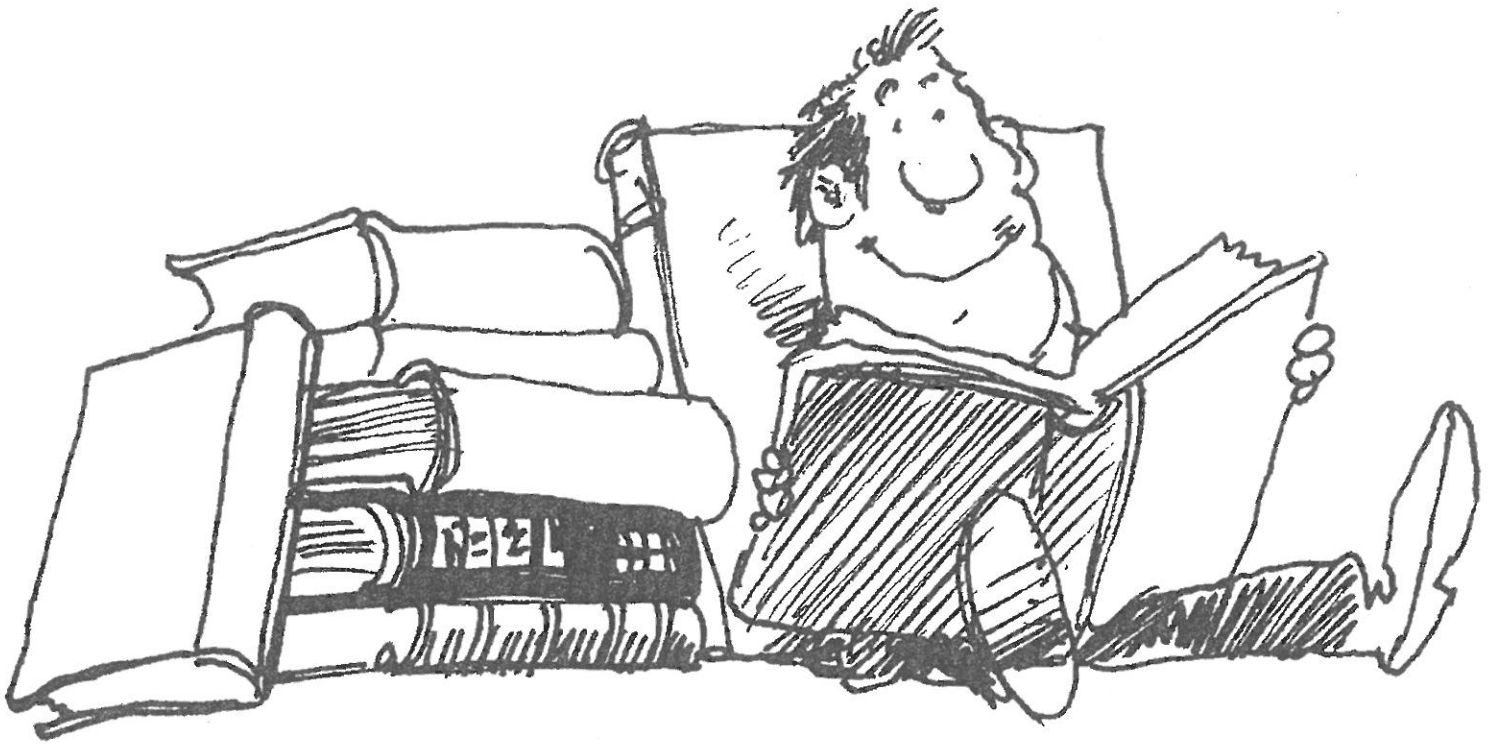
**Remember – follow this three – step reading strategy:**

- **Skim** the passage and the questions to get a quick general understanding.
- **Scan** the passage to locate the information you need to answer each question.
- **Read** this information **intensively** so that can answer the questions.



# Unit 2

## Reading Skill



There is one main skill that will help you a lot when you read generally:  
*understanding the words.*

## **Understanding the words**

When you skim and scan it is not necessary to understand every word in the passage. Usually, however, you must know the meaning of key words if you want to understand the main points of the passage.

You should begin a program of vocabulary development and aim to learn a few words a day. Expanding your vocabulary is important not only for your reading, but also for your writing, speaking, and listening skills.

## **Guessing the Meaning of Words: A Useful Strategy**

While you are reading, you will probably find many words you do not understand. However, this does not have to be a problem. Firstly, you should decide whether the word is important for you. Understanding the word may not be necessary to answer the question. If you think the word is important, there are many strategies you can use to help you guess the meaning of a word.

anti dis establishmentarianism →  
 Pref. نشوند, root نشوند  
 suffix نشوند

بدرین کلمه انگلیسی

Unit 2: Reading Skill

**Guessing Strategies:**

**Look at the context**

Often you can guess the meaning of a word from the other words around it.

**Check the parts of speech of a word**

Knowing whether the word is a noun (singular or plural), verb, adjective or an adverb can help you to decide on its meaning within the context. Also, you may already know one form of the word (e.g. the noun nation) but not the others (e.g. the adjective national, the noun nationality, or the verb to nationalize), so you should look closely at the root word to give you a clue.

**Use your previous knowledge of English**

You may have seen the word in a different context. You can use your previous knowledge and the new context to work out the meaning. Or you may know the separate parts of a word, but may be unfamiliar with the word as a whole. You can use this knowledge to help you work out the meaning.

**Look for any linking words or discourse markers**

Linking words or discourse markers- such as however, but, therefore, for example, so that, finally- may help to indicate the meaning of a particular word.

Ispring by spring with spring in spring.  
 من صبحم کارم با فردا دریا

استفاده از دانش زمینه‌ای کل خود.  
**Use your general background knowledge**

Your knowledge and experience about what is logical or illogical can help you to guess the meaning of some words.

Guessing is an important strategy when reading at university or college. Try this strategy in the following exercise. Try to work out the meaning of the underlined words using the strategies described above. Choose the correct answer a, b or c.

**Exercise 1: Reading Strategies**

**Read these examples and answer the questions.**

1. While only 5 percent of Americans over 65 currently reside in nursing homes, that percentage rises sharply with age. Twenty-two percent of persons aged 85 and older live in nursing homes.

- a. live
- b. work
- c. visit

2. According to national estimates, one year in a nursing home costs an average of \$22000, and this is expected to increase more than double by 2018. Given that the main income for Americans aged 65 and older is currently \$19000, nursing home care would exhaust the assets and available income of most elderly people in just one year.

- a. tire out
- b. use up completely
- c. pay for

3. But how will such an insurance be funded- publicly or privately?  
While some groups urge a publicly funded program, there are grave doubts about the willingness of taxpayers to pay for a public program.
- a. very few  
b. serious  
c. no
4. Individuals would thus still be responsible for footing the bill for their own long-term care.
- a. Paying  
b. Counting  
c. Writing

urge : خواستار شدن

the report says: گزارش می گوید.

### General English Through Reading

آمدن نگران

## Exercise 2: Read the paragraph about "The Coming Crises in Long-term Care" and answer the questions.

Many people still mistakenly believe that Medicare covers long-term chronic care, the report says. But Medicare typically covers hospital and physicians' costs for acute illness or injuries and covers nursing-home stays of no more than 150 days. Awareness of Medicare's limitations is growing, however, and more people now see some form of long-term care insurance as desirable to protect against financial ruin.

*سیستم بیمه درمانی افراد سالخورده به طور اشتباه*  
*بیمه درمانی از آن است مراقبت های شدیدی*  
*معمولاً*  
*بیماری های حاد*  
*بیمه درمانی*  
*نگرانی های*  
*در حال رشد است*  
*بسیار از بیمه درمان بلند مدت را مطلوب می بینند*  
*بیمه درمان بلند مدت*

1. What is the main idea of this paragraph? *برای محافظت کردن در برابر ورشکستگی مالی* *ruin = ورشکستگی*

.....

2. Many people believe that Medicare covers long-term chronic care.  True  False

3. What do the following words mean?
- A. insurance: .....
  - B. financial: .....
  - C. typically: .....
  - D. illness: .....



happy <sup>بسن</sup> <sup>بیشترند</sup> <sup>تباها صفا</sup>  
 پسوند <sup>صفا</sup> مترادف وارطان  
 happy <sup>adj</sup>  
 => unhappy <sup>adj</sup>  
 happily <sup>adv</sup>

## Unit 3

Cedros

- cide

کشتن

خودکشی <sup>خود</sup> sui/cide

پدرکشی <sup>پدر</sup> pater/cide

مادریکشی <sup>مادر</sup> mater/cide

برادریکشی <sup>برادر</sup> frat/cide

خواهرکشی <sup>خواهر</sup> soror/cide

شاهکشی <sup>شاه</sup> regi/cide

آفتکشی <sup>آفت</sup> pesti/cide

حشرهکشی <sup>حشره</sup> insecti/cide

گنیکیدی <sup>گن</sup> genic/cide

آدمکشی <sup>آدم</sup> homicide

کودککشی <sup>کودک</sup> infanti/cide

کشتار دسته لقی

## Word Formation (1)



clue = سرنخ، راهنمای

i.e. id est = that is → یعنی

## General English Through Reading

Guessing the meaning of words (using context clues) and looking up in a dictionary are two ways to discover the meaning of an unfamiliar word.

Another way is word analysis, i.e., looking at the meanings of parts of words. Many English words have been formed by combining parts of older English, Greek, and Latin words. If you know the meanings of some of these word parts, you can often guess the meaning of an unfamiliar English word.

Learning the use and meaning of words in English can be made easier, and even enjoyable, if you understand something about this way in which many English words are formed. If you study them carefully, you will increase your knowledge of words.

(The stem of a word is its basic form, the fundamental element which is common to all the other forms of the word. A prefix is a form which is fixed to the beginning of a stem; suffix is a form which is fixed to the end of a stem. For example:)

انتزهای یک ریشه

اندازه گیری

قابل اندازه گیری

غیر قابل اندازه گیری

Stem=measure

Suffix=measurable

Prefix=immeasurable

A prefix usually changes the meaning of a word, while a suffix usually changes its part of speech. For example, the suffix -able changes verbs into adjectives (breakable, enjoyable). The prefix im- changes the meaning to the opposite: measurable means "capable of being measured"; immeasurable means "not capable of being measured".

The English language makes frequent use of this method of word formation. Notice the numerous words formed on the stem, act.

واژه های متعدد تشکیل شده

شناختن

Geo + logy  
زمین شناسی  
stem suffix

ترجمه درس 6 + خلاصه درس 5  
Unit 3: Word Formation (1)

Prefix + act	act + suffix	prefix + act + suffix
react (واکنش نشان دادن)	action	reaction
enact (تصویب)	active	enactment
reenact (تصویب دوباره)	actively	reenactment
interact (تداخل)	actionless	reactor
transact (داد و ستاد کردن)	actable	reactive
	activity	reactivate
	activate	reactivation
	activation	interaction (اثر متقابل)
	actor (بازیگر)	transaction
	actress (بازیگر زن)	inactive (غیرفعال)
		inaction

By learning only a few prefixes, stems, and suffixes, you will be able to recognize or guess the meaning of hundreds of English words. Below is a list of some commonly occurring stems. Study their meanings.

Stem	Area of meaning	Examples
Auto	self (خود)	automatic - auto/mobile - Autoplay - Autocook
Bibl	book (کتاب)	Bibliography - biblio/pole - bibliophile
Chron	time (زمان)	chronometer - chronology - chronology
Cycl	wheel, circle (چرخ)	bicycle - tricycle - recycle
Dic, dict	say, speak (نقش)	dictation - dictate - dictator
Duc, duct	lead (هدایت)	conduct - conductor
Fac, fact, fect	do, make (تولید کردن)	factory - defect - manufactory
Geo	earth (زمین)	geology - geography - Geometry
Log, logy	speech, word, study (تولید کردن)	biology

psychology  
anthropology  
dictate = دیکته کردن  
autograph: امضا کردن

Telescope (تلسکوپ)    Unpredictable (غیر قابل پیشگویی)    Un-organizable (غیر قابل سازماندهی)    Organ (ساز)    12    able (توانمند)

1933    internationally (بین‌المللی)    General English Through Reading

بین  
inter  
nation  
al  
ly

Stem	Area of meaning	Examples
Man, Manu	hand	manual - manu/script - manu/facture
Mit, Miss	send    mission	transmit - transmission
Multi	many    multimedia	multivitamin - multilingual
Phil	like, love    bibliophile	philosophy - philanthropy
Phon	sound - phonology	telephone - phonetics
Scrib, Script	write - manuscript	Inscribe; scripture - Transcription
Tele	far, distant	television    telecommute    telepathy

Exercise 1: Underline the stem in each word and write its meaning in the space provided.

synonym

1. Telephone

Tele/phone

2. Dictaphone

Dicta/phone

3. Manufacture

Manu/facture

4. Bibliography

Biblio/graphy

5. Conductor

con-duct-or

6. Prediction

prefix stem suffix  
Pre/dict/ion

harmony: سازگاری، هماهنگی

transcription: رونویسی

telecommute: کار کردن در منزل از طریق کامپیوتری  
که به تل استنال متصل است.

**Exercise 2: Select the best meaning of the underlined words.**

1. He is a bibliophile.

(a) lover of books

نویسنده، مؤلف  
b. author

c. book publisher

d. librarian کتابدار

2. He collects autographs.

a. automobile pictures

(b) personal signatures →

امضاء شخصی

نمودارها و نقشه‌ها  
c. charts and maps

d. handwritten books

3. Geology is the study of.....

a. the universe

b. rock formations

(c) earth's rocks, crust, etc.

d. weather study

از نظر رویداد تاریخی و ترتیب زمانی  
4. Events told in chronological order

a. colorful  
رنگین

(b) time ✓  
ساعت

c. confusing  
سبب سردرگمی

d. realistic  
واقعی

دوستدار علم  
5. A philologist is one who

a. studies mankind

(b) enjoys words

(c) loves wisdom  
فزانگی

d. speaks correctly

نوشته شود  
نوشته شود  
جاودیدان

### Unit 3: Word Formation (1)

اول  
صیغه جدید  
قبل  
ذکر شد  
و ندر

An affix as mentioned before is a word part attached to the beginning or to the end of a stem to make new derivations. A word can take more than one affix. There are two kinds of affixes in English, namely prefixes and suffixes. Prefixes are attached to the beginning and suffixes are added to the end of the stem. The most common prefixes are presented in this unit. The next unit will be devoted to common suffixes. If you study them carefully, you will increase your knowledge of words.

#### Prefixes

1. Some Common Negative Prefixes: These prefixes show a negative, an opposite, or a lack of meaning.

a: atypical <sup>غایب</sup> a/social <sup>تکلیف از چیزی</sup> a/normal <sup>عقوبی</sup>

ab: abnormal <sup>آدم برابری</sup> ab/duct <sup>تغیر عادت</sup> ab/use

anti: antibiotic <sup>ضد میکروبی</sup> anti/virus - anti/tank - anti person - anti/freeze

de: depress, deform <sup>تغییر شکل دادن</sup> - de/crease ≠ increase - de/duct ≠ induct - de/ferri

dis: dislike - dis/honest - dis/like

il: illegal <sup>غیر قانونی</sup> - illegible <sup>خوانا</sup> legible

im: impossible - imperfect - immortal <sup>جاودان</sup>

in: incomplete <sup>ناقص، ناتمام</sup> - inappropriate <sup>نامناسب</sup> - ir/regular <sup>بی ادب</sup> - ir/respectful ≠ respectful <sup>مردوب</sup>

non: nonsmoker <sup>نکرتنبا</sup> nonalcoholic <sup>بدون الکل</sup> mortal <sup>مردنی، فانی</sup>

un: unfair <sup>غیر منصفانه</sup> immortal <sup>جاودان</sup>

post posterity (پس از) ante antecedent (پیش از) submarine (زیر دریا)  
 post-match (پس از بازی) bigamy (دو ازدواج)  
 post-natal (پس از تولد) ante-natal (پیش از تولد)

post-modernism (پسا مدرنیسم) ante-natal (پیش از تولد)

2. Some Common Prefixes of Numbers and Location

Prefix	Meaning	Example
bi	two	bilingual - bicycle - bisect - bigamy
di	two; twice	dioxide - dialogue
inter	between; among	international - internet
mono	one; single	monorail - monolingual - monologue
multi	many	multivitamin
poly	many	polygone - polytechnic - polygamy
sub	under; below; less important	subway - submarine
trans	across; showing a change	transform - subtitle
tri	three	transport - transfer - transition - translator - transistor - tricycle - Tripool - Trilateral
uni	one; single	unique - unidirectional

3. Some Common Miscellaneous Prefixes

Prefix	Meaning	Example
bio	concerning living things	autobiography - biology - biography
co	with; together	co-ed - coworker - cooperate
ex	former	ex-wife - ex-manager - ex-president
mal	bad or badly	malady - malfunction - malfactor
mis	bad or badly	misbehave - misunderstand - misbehavior
post	after	postmodern
pre	before	preliminary - predict - prefix
re	again	rewrite - reread - review - replay - recycle
super	above; more than	superpower
to be		wife to be - husband to be - president to be - father to be

transition

category: گروه طبقه

groom to be (داماد آینده)



mis understanding : سوء تفاهم

tri lateral  
سه جانبه - سه ضلعو

Unit 3: Word Formation (1)

Exercise 3: Write the prefix that forms the opposite of these words.

.....un happy

بی گامه

.....i.r. regular

.....il. legal

.....dis. honest

نامارتق

.....un. employ<sup>بکار</sup>ed

.....in. correct

.....non alcoholic  
بدون الكحل

.....im. patient  
بمروت

عجوز

.....un. necessary

.....un. pleasant  
ناخوشایند

.....in formal

غیر رسمی

.....unusual

Exercise 4: Use each of the prefixes in two new words.

- |          |                  |                   |
|----------|------------------|-------------------|
| 1. re    | ...replay...     | ...reaction       |
| 2. inter | inter.national   | inter.view        |
| 3. co    | coop.eration     | co.worker         |
| 4. mal   | mal.function     | mal.adjust        |
| 5. sub   | ...subway.....   | sub.tittle.....   |
| 6. multi | ...multi.vitamin | ...multi.vitamin  |
| 7. tri   | ...tricycle..... | tri.state.....    |
| 8. trans | ...trans.form..  | ...trans.port.... |
| 9. ex    | ...ex.manager    | ...exit.ing.....  |
| 10. di   | ...dioxide..     | ...deacid.....    |

General English Through Reading

Exercise 5: Complete the following sentences with the given words below. Use each word ONCE.

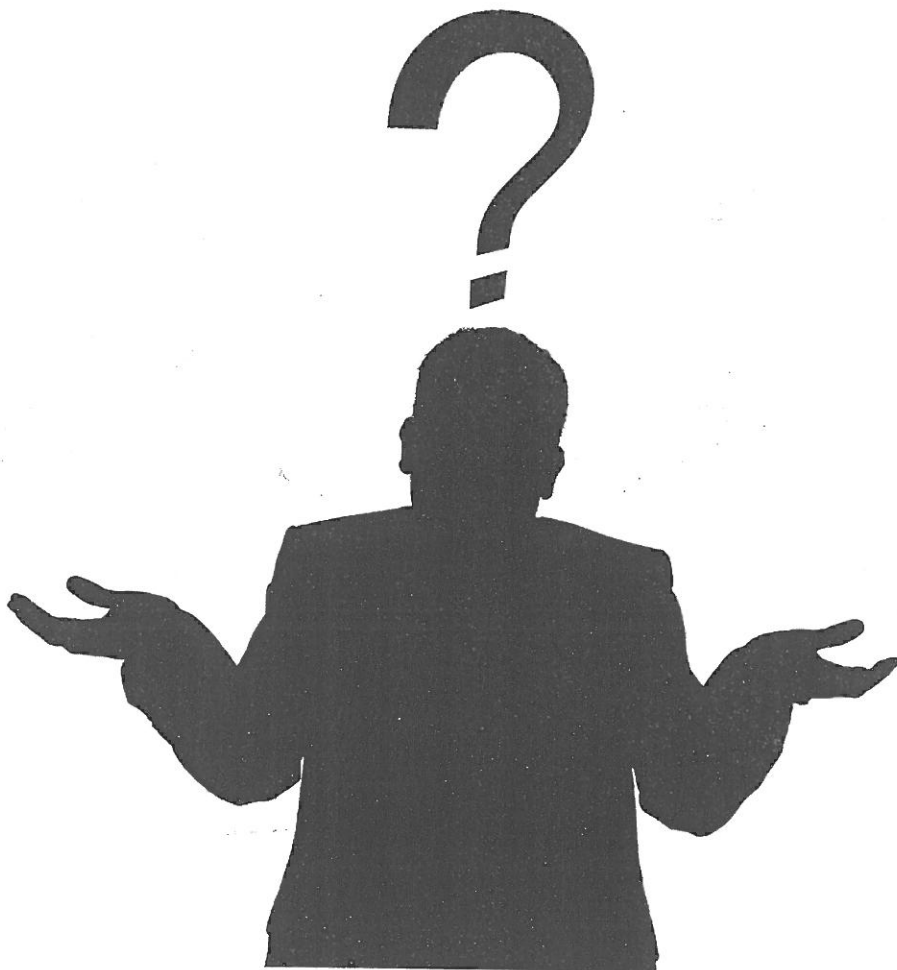
unfriendly	bilingual	supersonic	impolite	dishonest
informal	cooperating	tricycle	prehistoric	multimillionaire

1. She steals. She tells lies. She's completely... dishonest.
2. She didn't say "please" or "thank you". She was very impolite.
3. His father is Greek and his mother is Italian so he's bilingual.
4. Small children ride..... tricycle....., not bicycle.
5. Concord is a supersonic plane. It flies faster than sound.
6. He's incredibly rich. He's certainly a multimillionaire.
7. Dinosaurs lived millions of years ago in prehistoric times.
8. Germany and France are cooperating on the design of a new space rocket.
9. He doesn't like the children in his new school. They're rather unfriendly.
10. It's not a special occasion. Just wear ordinary, informal clothes.

A decorative banner with a scroll-like border containing the text "Unit 4".

Unit 4

## Word Formation (2)



**Suffixes** <sup>سوزنرها</sup> are word parts which <sup>ظاهری سوزن</sup> appear after the stem and normally form new words with different meanings. <sup>مناور</sup> Unlike prefixes which do not change the part of speech of the words, suffixes usually change a word from one part of speech to another. To learn them better, they have been <sup>تقسیم شده اند</sup> divided into three main categories: **Verb Makers, Noun Makers, and Adjective Makers.** <sup>به سه گروه اجلی</sup>

### \* \* 1. Verb Maker Suffixes

<sup>بسیار مهم</sup> They can be added to many nouns and adjectives to form verbs. Some common verb maker suffixes are as follows:

Suffix	Example
- ate	activate <sup>به کار انداختن - فعال کردن</sup>
- en	darken <sup>تیره شدن - تاریک شدن</sup>
- (i) fy	purify <sup>تصفیه کردن ، پاک کردن</sup>
- ize (-ise)	finalize <sup>به پایان رساندن</sup>

**Exercise 1: Change the following adjectives and nouns into verbs.**

1. Legal <sup>قانونی کردن</sup> Legalize.....
2. Ideal <sup>ایده آل پنداشتن</sup> Idealize.....
3. Ripe .....Ripen.....
4. Familiar <sup>آشنا کردن</sup> Familiarize.....
5. Short <sup>کوتاه کردن</sup> Shorten.....
6. Strength .....strengthen.....  
<sup>قوی تر شدن</sup>

**Exercise 2: Complete the following sentences with the given words below.**

قوی تر شدن strengthen	رسیده شدن ripen	شناسایی کردن identify	عذر خواهی کردن apologize	کمتر کردن lessen
--------------------------	--------------------	--------------------------	-----------------------------	---------------------

1. These apples ..... ripen ..... in June.
2. They plan to ..... strengthen ..... the bridge by building more stone supports.
3. The police are trying to ... identify ... the body.
4. You can ... lessen ..... خطر دزدی the risk of theft by locking your bicycle.
5. I must ... apologize ... for being late.

**2. Noun Maker Suffixes (1):** These suffixes are added to verbs.

Suffix	Example
- al	arrival <u>ورود</u>
- ance; - ence	performance; dependence <u>عملکرد</u>
- ar; - er; - or	beggar; actor; manager <u>لوا، فقیر دست</u>
- ion; - sion ; - (a) tion	addiction; discussion; competition <u>اعتیاد، بحث، مسابقه</u>
- ment	arrangement <u>تعمیرات</u>
- ure	pressure <u>فشار</u>
- y	army <u>ارتش، آرمی</u>

verb + suffix  
arm + y → army  
سلاح + ی → سلاح

**Exercise 1: Use suffixes and change the following verbs into nouns. Some verbs may take more than one**

suffix. <sup>تزاره</sup>  
 1. Propose ... proposition  
 طرح کردن، پیشنهاد کردن

2. Confuse ... confusion

3. Direct ... Director - Direction

4. Consider ... consideration

5. Agree ... agreement

6. Govern ... Government

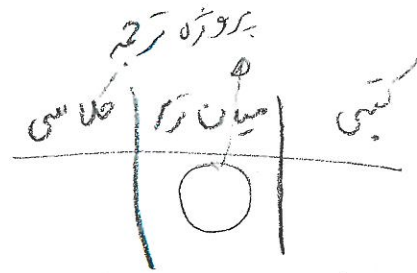
7. Fail ... failure

8. Deliver ... Delivery  
 کنترل دادن

9. Attend ... Attention  
 توجه کردن

10. Deny ... Denier

verb suffix  
 govern + ment → government.  
 حکومت کردن



دولت

**Exercise 2: Complete the following sentences with the words given below.**

ترجمه تایت شده  
 کند  
 ۴ داده می شود

signature	<u>obedience</u>	<u>entrance</u>	arrival	advertisement
qualification	discovery			

1. There was a newspaper ..... for a job as a typist.
2. Is a degree a necessary ..... for this job?
3. Thousands of people were at the airport for the President's ..... .
4. The ~~Discovery~~ of America was made in 1492 by Christopher Columbus.
5. The ..... to the park is through that gate there.
6. Police dogs are trained to a high standard of ..... .
7. The ..... at the bottom of the letter was impossible to read.

**3. Noun Maker Suffixes (2):**

These suffixes are added to adjectives.

Suffix	Example
- (i) ty	activity <i>فعالیت</i>
- ness	kindness <i>مهربانی</i>
- ism	idealism <i>ایده آل گرایی</i>

**Exercise 1: Change the following adjectives into nouns.**

- |            |              |           |
|------------|--------------|-----------|
| 1. Real    | ..reality    | واقعیت    |
| 2. Human   | ..humanity   | انسانیت   |
| 3. Curious | ...curiosity | حس کنکاوی |
| 4. Happy   | ..Happiness  | خوشحالی   |
| 5. Thick   | ..thick.ness | ضخامت     |
| 6. Pure    | ..purity.    | پاکی      |

**Exercise 2: Complete the following sentences with the words given below.**

برابری equality	طاسی baldness	خوشحالی happiness	کنکاوی curiosity	ضعیف weakness
--------------------	------------------	----------------------	---------------------	------------------

- The birth of their daughter brought them a lot of happiness.
- His major problem is the weakness of his character.
- The children looked at the foreign stranger with curiosity.
- He is worried about his increasing baldness . he might get a wig.
- Men and women should have equality of pay and opportunity.



**4. Adjective Maker Suffixes (1):**

These suffixes are added to nouns.

Suffix	Example
- al	personal
- ful	powerful
- ic	historic
- ical	grammatical
- ish	childish
- less	powerless
- ous	dangerous
- y	cloudy

**Exercise 1: Change the following nouns into adjectives.**

Some may take more than one suffix.

1. National.....
2. Islamic.....
3. Universe.....
4. Selfish...
5. Homeless...
6. Skillful.....
7. Famous.....
8. Wonderful.....
9. Sunny.....
10. Careful.....

**Exercise 2: Complete the following sentences with the words given below.**

grammatical      hopeful      useless      artistic      psychological      rainy

1. She paints and draws. She's very artistic.....
2. Physically he was unhurt, but he suffered from psychological damage.  
*رنج کشنده*
3. He speaks Spanish fluently but with some grammatical mistakes.  
*بظرف روان*
4. It's been dry for two weeks but I think next weekend will be rainy....
5. This pen won't write at all. It's completely useless..
6. We are hopeful that the missing child will soon be found.

**\* 5. Adjective Maker Suffixes (2):**

These suffixes are added to verbs.

Suffix	Example
- able; - ible	payable; <u>digestible</u> <i>قابل هضم</i>
- ant; - ent	excellent; resistant
- ive	<u>selective</u> <i>مقاوم - انتخابی</i> <i>فرش سلیمه</i>

**Exercise 1: Change the following verbs into adjectives.**

Some may have more than one adjective.

1. Agree      Agreeable
2. Attract    ..Attractive
3. Confide    ..Confident
4. Remark    ..Remarkable      قابل توجه، جالب
5. Please     ..Pleasant      دلنیز
6. Sense      ..sensible      معقول، باارز

**Exercise 2: Complete the following sentences with the words given below.**

changeable    destructive    curable    protective    available

1. Firemen wear .....<sup>protective</sup> clothing, otherwise they would get burnt.
2. England weather is very.....<sup>changeable</sup>..... It's often different from day to day.
3. Nuclear weapons are terribly.....<sup>destructive</sup>.....
4. Fortunately the cancer was.....<sup>curable</sup>..... and she is now well again.
5. There are no tickets.....<sup>available</sup>.....

**Exercise 3: Summary of word forms. Complete the following chart.** If you are not sure of the correct form, check your dictionary.

Noun	Verb	Adjective	Adverb
imagination	imagine	imaginable	imaginably
	complete		
	convince	convincing	
excellence	excellent		satisfactorily
	exceed		
repetition	repeat	repeated	
consideration	consider	considerable	
	succeed		
		separate	comparatively
	persuade		
decisiveness	-	decisive	decisively

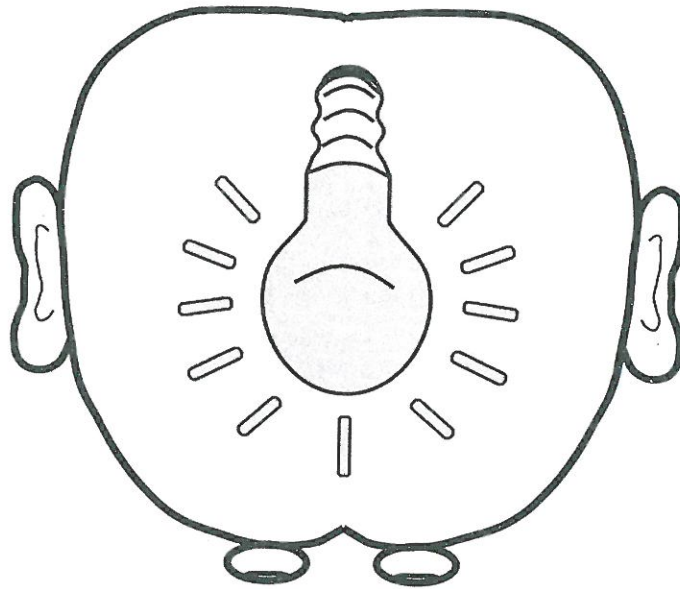
قاطعیت

قاطع

5 sense	1-auditory	شنوایی
	2-visual	بینایی
	3-taste	چشایی
	4-olfactory	بوایی
	5-tactile	لامسه

## Unit 5

### For Better Grades Use Your Brain



### Pre- Reading

#### A. Think about these questions!

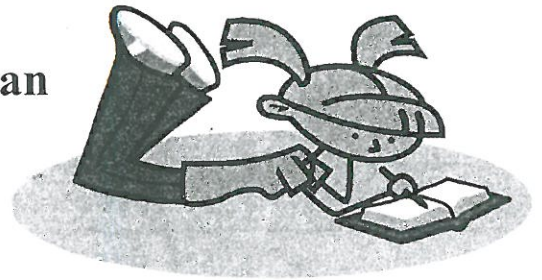
1. How does the brain save new information?
2. What is your learning strategy?

**B. Match the words with their definitions or synonyms.**

- |                     |                      |   |
|---------------------|----------------------|---|
| 1. resolution (a)   | تصمیم، قول           | a. a promise to your self to do something |
| 2. illustration (c) | مسال، عکس            | b. read a loud                            |
| 3. recite (b)       | بلند خواندن          | c. parts                                  |
| 4. components (c)   | اجزاء                | d. penetrate                              |
| 5. soak (e)         | تغوذ کردن، خیس خوردن | e. picture                                |



**X C. First guess the answer. Then scan the passage quickly to check your answer.**



Scientists have found that we have ..... different kinds of memory.

a. two

b. three

**Intonation** (آهنگ صدا)

- Rising** (صافزاد)
  - 4-2-3
  - 1- Exclamation (تعجب)
  - 2- Y-N ?
- Falling** (افشان)
  - 3-2-1
  - 1- (circle) ○
  - 2- wh- ?

**conditional sentence.**

0- if simple present, simple present  
 قانون اجمالی یا طبیعی را بیان می کند

1- if simple present, can, will, bare verb, may, must + verb  
 اهداف قابل دسترسی در آینده

2- if simple past, could, Base verb, would + verb, might

3- if past perfect, would, could, have, should PP, had + PP

فعل فعله آفرین

### Unit 5: For Better Grades Use Your Brain

## For Better Grades Use Your Brain!

برای نمره بهتر از مغز استفاده نمایید.  
 If you're like most students, you probably started this new academic year with a resolution to study harder. Now, science can help you keep your resolution. Recent discoveries in brain research point to better ways to learn.

چگونه مغز اطلاعات جدید را ذخیره می کند؟ فکر کنید دربارن آفرین باری که شما یک شماره را در دفتر تلفن جستجو کردید و با آن تماس گرفتید. آیا می توانید بعدتر آن شماره را به یاد آورید؟ احتمالاً نه! دلیل آن این است که آن در حافظه کوتاه مدت شما است. it's in your short-term memory.

حافظه ما در واقع سه جزء دارد. حافظه حسی اطلاعات را از پنج حواس ما می آورد. Our memory actually has three components. Sensory memory takes in information from our five senses, but these memories last just a few seconds.

حافظه کوتاه مدت مانند یک منطقه نگهداری برای اطلاعات جدید کار می کند. Short-term memory works like a "holding area" for new information; that's where you keep the phone number while you dial it. But if you can put the phone number into long-term memory, you'll remember that same phone number next week. This part of your memory holds everything from irregular verbs to the names of all your cousins.

وقتی که شما مطالعه می کنید، شما اطلاعات جدید را به حافظه بلند مدت انتقال می دهید. When you study, you transfer new information into long-term memory. Every time we learn something new, the structure of the brain actually changes, as we build new connections to information that we already know. When there are more connections to the new information, it's easier to find it again.

برای پیدا کردن دوباره ی آن آسانتر است.

دوستان مترجمان علمی طبیعی برای مطالعه ی موثر کشف کرده اند.  
Brain researchers have discovered four key points for effective study.

- Make an effort. The brain remembers better when we are interested in the subject, already know a little about it, and know we will need the information in the future.

- Find the most important information and organize it. Your brain can process only a limited amount of information at one time, so don't try to remember every detail. When studying a textbook, look for titles, headings, and illustrations to show you the main ideas.

- Make the new brain connections stronger. One technique is to recite the ideas out loud in your own words. This is the most powerful way to transfer information from short-term to long-term memory. Another method is drawing a picture of the information, to activate the visual part of the brain.

- Give the new material time to soak in your brain that has to build new physical connections. For this reason, it's better to study for several short sessions than one long one. And cramming the night before a big test doesn't help.

By understanding how the brain works, and following these four tips, you can make this your most successful academic year ever.



## Unit 5: For Better Grades Use Your Brain

### Reading Comprehension Exercises

A. Read the sentences below. State whether they are true or false.



1. When we learn new facts, we save them in our sensory memory. f
2. You remember better if you study a short time before a big test. T
3. Our brains change physically when we learn new information. F
4. Saying new information out loud is a good way to remember it. T
5. You need to remember all the small details to really learn a subject. F

B. Read the passage again and answer the questions. Circle your answers.

1. What is the main idea of the passage?
  - a. How to create a word web
  - b. How to improve our learning ✓
  - c. We have three different kinds of memory
  - d. Recent discoveries in brain research



2. When we look up a phone number, we put it in our ..... memory and when we want to remember information for a test, we must put it in our ..... memory.

- a. Sensory – short
- ✓b. Short- long
- c. long - short
- d. short – short

3. Which of the following <sup>توصیه نشده ، گویز نشده است</sup> points is not recommended in learning?

- a. Reading aloud
- b. Drawing a picture
- c. Organizing the materials
- ✓d. Silent reading

4. When we learn something new, our brains build new ..... inside.

- a. information
- ✓b. connections
- c. changes
- d. process

**C. Answer the following questions.**

1. How does the brain save a phone number?
2. How does your brain save new information?
3. How does the brain make new connections?
4. Retell the passage using your own words.



**D. After you read, answer the questions below.**

**Share your answers with a partner.**

1. What's another component of a healthy life?
2. Can you recommend some other effective ways to study?

**Key**  
**WORD** Vocabulary Exercises

A. Fill in the blanks of the following sentences with the most appropriate words from the box below.

فرودیدن در آب      موثر، کارآمد      حس  
soak    cram    effective    activates    sense  
زیاد خواندن      فعال کردن

1. I have to ..... cram ..... for my chemistry test tomorrow.  
مجبورم
2. The less expensive drugs were just as effective in treating arthritis.  
درمان آرتروز
3. To achieve a better result in washing, one should soak ..... the dress in soapy water.  
دست یافتن  
اب لغو
4. Dogs have an incredibly keen .. sense ... of smell.  
حس تیز  
بهر طور جا باوران  
برای
5. This button activates .. the car's alarm system  
دکمه  
دستمشخص

B. The words in italics are vocabulary items from the reading. Read each question or statement and choose the correct answer.



1. Some <sup>مؤلفها</sup> *components* of a healthy life are .....

- ✓ a. exercise and a good diet رِيْعٌ
- b. smoking and drinking alcohol

2. Two of our *senses* are .....

- a. walking and talking
- ✓ b. seeing and tasting

3. If you *transfer* your money at the bank, you .....

- a. save it in one place
- ✓ b. move it from one account to another

4. If you make <sup>تدبُّسٌ</sup> *an effort* with something you .....

- ✓ a. try hard
- b. are lazy

5. If you use *effective* ways to study, your grades will be.....

- ✓ a. good
- b. poor

6. If you *activate* something, you .....

- ✓ a. make it ready to use
- b. stop using it

7. One *technique* for remembering new English words is .....

- ✓a. writing them in a notebook
- b. to take an exam

8. You *look up* the spelling of a word. You .....  
فحص کردن

- a. say it aloud
- ✓b. find it in your dictionary

**C. Find a word in the reading which means:**

- 1. maybe .....probably..... (para. 1)
- 2. جزء parts .....components..... (para. 3)
- 3. useful .....effective..... (para. 6)
- 4. find out .....discover..... (para. 6)
- 5. study too much .....over..... (para. 10)





**D. Complete each sentence with the correct word on the left. Make changes if necessary.**

- activate (v) a. This button ...activates the car's alarm system. activates <sup>بوم شخصی</sup>
- active (adj) b. Jamie is a very ...active... little kid. active → صفت
- activity (n) c. There are extracurricular ...activities... at the school. → اسم
- illustrate (v) a. Pictures illustrate some of the ways in which rocks are formed. <sup>عنوان بر تمامه نشان می دهد</sup>
- illustration (n) b. When studying a textbook, look for headings and illustrations... to show you the main ideas. <sup>ا</sup>
- illustrative (adj)
- effect (v) a. The less expensive drugs were just as effective in treating arthritis. <sup>صفت</sup>
- effect (n) b. <sup>برخلاف بسیاری از دانشوران دانشگاه</sup> Unlike many academics, she can communicate her knowledge effectively. <sup>استقال دهد</sup>
- effective (adj) c. Most people are aware of the harmful ...effects... of smoking. <sup>صفت</sup>
- effectively (adv) d. His job ...effect... his life. <sup>صفت</sup>

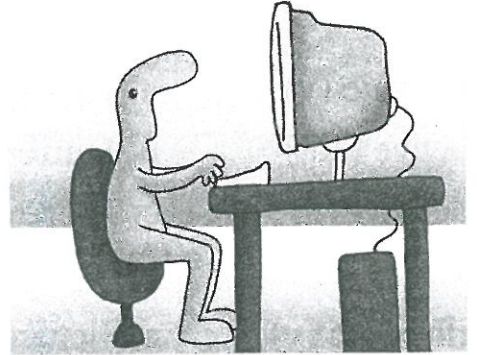
**E. Find a Persian equivalent for the following idioms.**

مجبب كن و من از تو خواستن مجبب كنى

1. Speak when you are spoken to.

2. What is done cannot be undone.

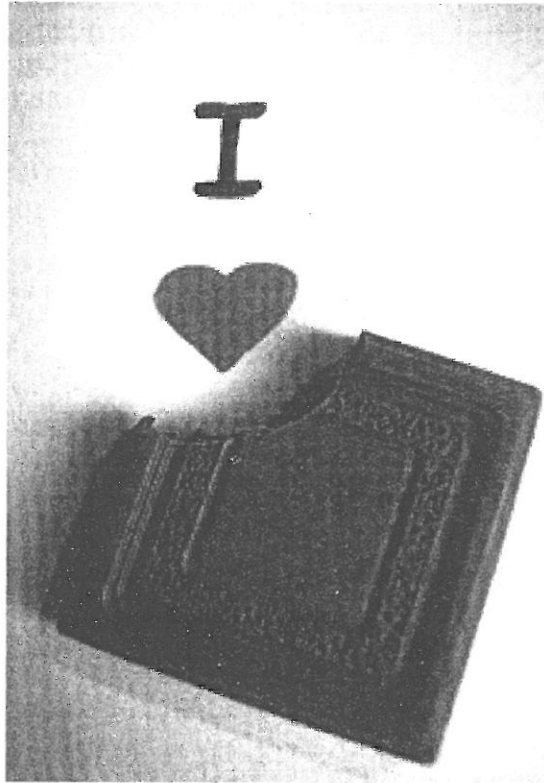
آعيته انجام دهنده نسيونه انجام ندهه





## Unit 6

# معتاد به شکلات Addicted to Chocolate



### پیش خواندن Pre- Reading

#### A. Think about these questions!

1. How often do you eat chocolate?
2. Is it healthy to eat chocolate?

کلمات را با تعاریف یا مترادف آن‌ها مطابقت دهید.

**B. Match the words with their definitions or synonyms.**

- |              |                |   |   |
|--------------|----------------|---|---|
| اعتیاد       | 1. addiction   | b | رها کردن چیزی به بیرون یا اجازه دادن چیزی به رفتن                     |
| مواد شیمیایی | 2. chemicals   | e | عادت، معمولاً مضر (خطرات) که شخصی نمی تواند متوقف کند انجام دادن آنرا |
| آزاد کردن    | 3. release     | a | cannot stop doing   |
| تمایز        | 4. distinctive | c | به آسانی قابل تشخیص   |
| مقابل        | 5. equivalent  | f | بربط به ویتامین ها، مواد معدنی، پروتئین و غیره                        |
| غذایی        | 6. nutritional | d | در غذا<br>etc., in food   |
- مواد با خواص متمایز که می توانند موجودات زنده را تحت تأثیر قرار دهد.
- a. let something out or let something go
- b. a habit, usually harmful, that someone cannot stop doing
- c. easily recognizable
- d. related to the vitamins, minerals, protein, etc., in food
- e. substances with distinct properties that can affect living things
- f. the same as something else



**C. Scan the passage quickly to answer.**

Positive effects of chocolate.....

Negative effects of chocolate .....

saturated = اشباع شده

contribute = همکاری در کمک کردن ، کمک کردن

Unit 6: Addicted to Chocolate

lift = احساس شادی

Temporary = موقت

Addicted to Chocolate

How often do you eat chocolate? If you answered "every day" you may be addicted to chocolate, but is this addiction damaging your health?

Eating too much chocolate is often thought to be the cause of tooth decay, weight gain, headaches, and skin problems such as acne.

On the other hand, chocolate is known to make people feel happier. Eating chocolate releases a distinctive flavor that gives us a pleasant, positive feeling. What is it that causes this feeling?

Chocolate contains over three hundred known chemicals like a drug;

these chemicals stimulate areas of the brain that enable us to feel

pleasure. The most well-known chemical is caffeine, which is also found

in coffee, tea, and some types of soda. Theo bromine, a weak stimulant,

is present in higher amounts than caffeine. It is believed that the

combination of these two chemicals causes the temporary "lift" we

experience after eating chocolate.

However, does eating too much chocolate cause any real health risks?

The popular opinion of chocolate is that it is a fattening food that gives

you spots, and contains no nutritional qualities. The fact is that

chocolate does contain saturated fat. This type of fat can contribute to

heart disease by increasing levels of bad cholesterol in the blood. On the

other hand, scientists at the University of California have discovered that

chocolate also contains high levels of chemicals called phenolic, also

proof =

اثبات، دلیل، برهان

cavities =

کرم خوردگی دندان، حفره

# General English Through Reading Disease = خطر

همچنین در انگور قرمز، قهوه و چای یافت می شود.  
 found in red grapes, coffee, and tea. Some phenolic, if consumed in small amounts, are believed to lower the risk of heart disease.

شواهدی که خوردن شکلات باعث آنه می شود از دو مطالعه به دست می آید.  
 Evidence that eating chocolate does not cause acne comes from two studies: one by the Pennsylvania School of Medicine, the other by the

U.S. Naval Academy. Their research showed some interesting results.  
 آن ها در یافتن هیچ تفاوتی در وضعیت پوست وجود ندارد. بین شرکت کنندگان در آزمایش که شکلات می خوردند یا نمی خوردند.

study participants who did, or did not, eat chocolate. There is also no

proof that chocolate is the cause of tooth decay. In fact, it is believed that

the cocoa butter in chocolate forms a coating over teeth that may help to

protect them. The sugar in chocolate can cause cavities, but no more than

sugar in any other food or drink.

Consumption of cocoa around the world now amounts to almost three

million tons a year. That's equivalent to 500 grams of cocoa for every

person on earth! No one has ever died of eating too much chocolate, so

this is one addiction that might be okay to have.

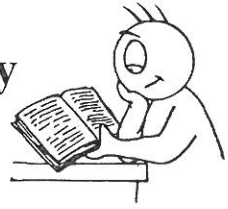
بنابراین این یک اعتیاد است که تسلیم داشتنش خوب باشد.

consumption = مصرف

Participant = شرکت کننده

## Reading Comprehension Exercises

A. Read the sentences below. State whether they are true or false.



1. Eating chocolate usually makes people feel unhappy and angry. F
2. Chocolate <sup>دربردارد</sup> contains chemicals that slow the brain. F
3. There is real evidence that eating chocolate causes health risks. F
4. It is a popular opinion that chocolate contains saturated fat. T
5. Eating chocolate causes tooth decay and cavities, so you shouldn't eat it. F

B. Read the passage again and answer the questions. Circle your answers.

1. Which of the following is not part of the eating too much chocolate?

- a. Weight gain
- b. Skin problems
- c. Headaches
- ✓ d. Stomachaches ( دل درد )



2. How many chemicals does a chocolate have?

- a. 300
- ✓ b. 500
- c. 200
- d. 100

3. How much cocoa does a person consume a year?

- a. 300 grams
- √ b. 500 grams
- c. 200 grams
- d. 100 grams

X4. Can we find phenolic in chocolate?

- √ a. Yes
- b. No

X5. Read the passage again and put the main ideas from each paragraph into the correct order (1-6).

.....6..... People eat a lot of chocolate, but this is not harmful.

.....4..... The chemicals in chocolate have both bad and good effects on our hearts.

.....5..... Chocolate does not have negative effects on skin or teeth.

.....1..... Is eating chocolate every day bad for your body?

.....2..... People believe that chocolate causes health problems, but it also makes us feel good.

.....3..... Some chemicals in chocolate make us feel pleasure.

X/C. Answer the following questions.

1. How many chemicals does a chocolate contain?
2. Where can we find caffeine?
3. How much cocoa is consumed around the world annually?





**D.** After you read, answer the questions below.

**Share your answers with a partner.**

1. In your opinion, how often is it healthy to eat chocolate?
2. If this article appears in a national newspaper, what effect do you think it will have on people's diets?
3. If people don't like chocolate, should they start eating it to improve their health? Explain your answer.

**My WORD** Vocabulary Exercises

**A. Fill in the blanks of the following sentences with the most appropriate words from the box below.**

مجزا distinctive	اعتیاد addiction	مدد کردن contribute	مغذی nutritional
---------------------	---------------------	------------------------	---------------------

- Smoking is an addiction..... that millions of people die from each year.
- This dish has a very distinctive.... taste.
- One way to ...contribute.... to a conversation is by asking people about themselves.
- Fresh fruit and vegetables have much higher nutritional value than candy and French fries.

شیرینی      سیب زمینی سرخ کرده



**B. Find a word in the reading which means:**

- feeling of happiness ...pleasure... لذت..... ( para. 3)
- known about by many ...popular... معروف..... ( para. 4)
- animal fat cholesterol... ~~saturated~~..... ( para. 4)
- evidence دلیل ...proof..... ( para. 5)
- the same ...equivalent..... (para. 6)



Unit 6: Addicted to Chocolate



تب زرد = yellow fever

C. Complete each sentence with the correct word on the left. Make changes if necessary.

addict (v)

a. His addiction to alcohol ruined his life. *صفت ملامی* *خراب کرد*

addiction (n)

b. My kids are addicted to video games. *صفت*

addicted (adj)

c. Many addicts refuse to go to treatment centers. *صفت*

addict (n)

*صفت شکارش* *اسم صاع* *امتناع کردن* *خودطاری کردن*  
Contributory

contribute (v)

a. A poor diet may be a contributory fact in the disease. *اسم*

contribution (n)

b. Yellow fever contributed to Mary's early death at age 19. *صفت* *مداخل*

contributory (adj)

c. The ships are Portugal's contributory to the *صفت* *مداخل*

multinational force. *اسم* *سازمان* *کمالیت بین رده که اولی جاندار است*

nutrition (n)

a. Women tend to be more conscious of good nutrition. *زنان به واردتر بودن (آشنا تر بودن) به غذای خوب تمایل دارند.*

nutritional (adj)

b. Chocolate contains no nutritional qualities. *صفت* *اسم*

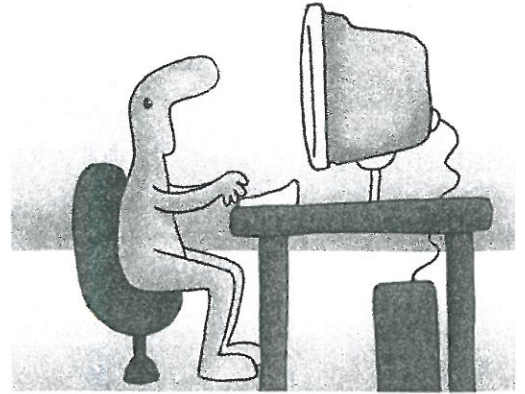
nutritionally (adv)

**D. Find a Persian equivalent for the following idioms.**

1. Smell a rat. → بولیدن موش.

2. Love at first sight.

↙ عاشق شدن در یک نگاه.



## Unit 7

# Heart Attack



## Pre- Reading

### A. Think about these questions!

1. What do you do if you think someone has had a heart attack?
2. What are the heart attack symptoms?

**B. Match the words with their definitions or synonyms.**

1. Mild (d) <sup>ملا م</sup>

2. Onset (c) <sup>شروع</sup>

3. Pressure (a) <sup>فشار</sup>

4. Shed e

5. Cut down (b)

a. strain <sup>فشار</sup>

b. reduce <sup>کاهش دادن</sup>

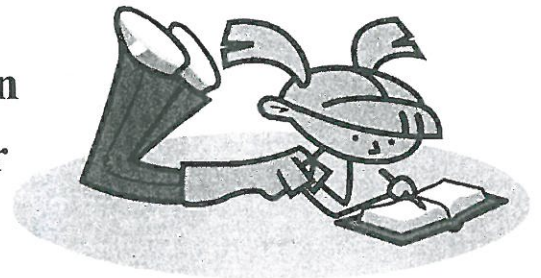
c. start <sup>شروع</sup>

d. not having a serious or severe effect <sup>نداشتن یک اثر جدی یا شدید</sup>

e. get rid of <sup>فلاص شدن از چیزی</sup>



**C. First guess the answer. Then scan the passage quickly to check your answer.**



Heart attack could be confused with very severe .....

a. sore throat

b. indigestion ✓

LIOT = کته خون

indigestion = سوء هاضمه

SUPPLY: تامین کردن

severe = شدید

onset = شروع

obstruct: مسدود کردن، بستن

casualty = مصدوم

### Unit 7: Heart Attack

## Heart Attack

یک حمله قلبی در کاهش خون رسانی در عضلات قلب ایجاد می شود.  
 A heart attack is caused by a reduction in the blood supply to the heart muscles. This is most commonly caused by a blood clot obstructing an artery in the heart. Heart attacks can be mild or severe. If you suspect that someone has had a heart attack call for medical help immediately.

### Signs of a heart attack

One sign of heart attack is the sudden onset of pain in the center of the chest. The pain will be vice-like, crushing. It could be confused with very severe indigestion. It may spread upwards and outwards to the throat, jaws and arms.

- Shortness of breath phrase
- The pulse rate may become faster or weak and irregular
- The casualty will become pale and sweaty and show signs of shock

### Action to take

Call an ambulance. Check the heartbeat and breathing. If it has stopped, then commence external chest compression and mouth-to-mouth ventilation immediately. If the casualty is conscious, move him/her gently and as little as possible into a comfortable position. A semi-recumbent position is the best. It is easiest for the casualty to breathe in this position and takes some of the strain off the heart.

Loosen any clothing around the neck and reassure that help is on its way. Monitor heart rate and breathing regularly until help arrives. If the person becomes unconscious move him/her to the recovery position.

الر ستنف بهوش می شود او را در موقعیت احیاء حرت دهید.

جلوگیری از یک حمله قلبی  
**Preventing a heart attack**

سیگار نلش  
**Stop smoking**

آن به بزرگ ها و گردش خون  
سیگار کشیدن دلیل اصلی بیماری قلبی است.  
Smoking is the major cause of heart disease. It damages the arteries and the circulation of blood. Stop immediately.  
فوراً ترک کنید.  
آنها متوقف کنید.  
به طور منظم ورزش کنید.

**Take regular exercise**

ورزش مداوم و منظم بسیار مفید است.  
Steady and regular exercise is very beneficial. Walking is a good form of exercise.  
برای ورزش است.  
پیماده روی روشی خوب

فشار خون خود را چک کنید.  
**Check your blood pressure**

فشار خون بالا می تواند موجب یک حمله قلبی شود.  
High blood pressure can cause a heart attack. Ask your doctor to check your blood pressure.  
از دکترتان بخواهید فشار خونتان را چک کند.

خوردن یک رژیم غذایی معقول  
**Eat a sensible diet**

میزان غذاهای چربی را که شما می خورید کاهش دهید.  
Cut down on the amount of fatty foods that you eat. Cut fat off meat.

وزن خود را پایین نده دارید.  
**Keep your weight down**

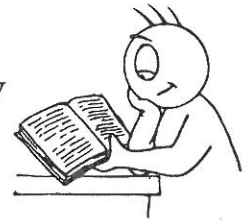
گوشت چرب را سلب کنید. مصرف گوشت چرب را قطع کنید.  
این یک فشار اضافی روی قلب قرار می دهد.  
If you are overweight, this puts an extra strain on the heart. Shed those excess pounds now!  
الان آن پوندهای اضافی را کم کنید. (از این بپزید)

جلوگیری از استرس غیر ضروری  
**Avoid unnecessary stress**

خودتان را به اهداف غیر واقعی نینورزید (ادست نلند)  
Do not push yourself to unrealistic targets. Be sensible about the amount of work you do each day.  
در باره ی مقدار کاری که شما هر روز انجام می دهید، منطقی باشید. (آگاه باشید)

## Reading Comprehension Exercises

**A. Read the sentences below. State whether they are true or false.**



1. Avoid moving the casualty more than necessary. T
2. A semi-recumbent position strains the heart. F
3. Walking is not a good exercise for preventing a heart attack. F
4. High blood pressure can cause a heart attack. T

**B. Read the passage again and answer the following questions. Circle your answers.**

1. What causes a heart attack?

- a. Too much blood getting to the heart muscle
- ✓ b. Not enough blood getting to the heart muscle
- c. An artery in the heart
- d. An obstructed heart muscle



2. Which of the following is not a sign of a heart attack?

- a. Pain in the center of the chest
- ✓ b. Indigestion
- c. Breathing difficulties
- d. Fast or weak and irregular pulse rate

3. If someone has had a heart attack, first ..... should be got.
- a. comfortable position
  - b. enough blood supply
  - ✓ c. medical help
  - d. mouth-to-mouth ventilation
4. After calling an ambulance, check the casualty's .....
- a. blood pressure
  - ✓ b. heart rate
  - c. recovery position
  - d. sensible diet
5. Circulation of blood can be hurt by .....
- a. blood pressure
  - ✓ b. smoking
  - c. steady exercise
  - d. targets

**Q. Answer the following questions.**

1. How should we put the patient?
2. How can we prevent heart attack?
3. What are signs of heart attack?







**D. After you read, answer the questions below.**

**Share your answers with a partner.**

1. How can we prevent heart attack?
2. Does heart attack cause other physical problems?

**My WORD** Vocabulary Exercises

**A. Fill in the blanks of the following sentences with the most appropriate words from the box below.**

shed	cut down	sensible	onset	obstruct
------	----------	----------	-------	----------

1. You smoke too much- you should try to cut down.
2. Fallen trees obstruct the road.
3. Sam is a sensible person .
4. I'd like to shed a few pounds.
5. Doctors can slow the onset of the disease with drugs.

دسترهایی توانسته شروع بیماری را با دارو ها کند کنند.

**B. Find a word in the reading which means:**



1. نیمه جامد توده half - solid lump ..... clot ..... (para. 1)
2. start of something unpleasant ..... Sudden ..... (para. 2)
3. useful ..... beneficial ..... (para. 6)
4. get rid of something ..... shed ..... (para. 9)
5. goals ..... target ..... (para. 10)



**C. Complete each sentence with the correct word on the left. Make changes if necessary.**

beneficial (adj) <sup>منفید</sup>

a. Fresh air is <sup>مفید</sup> beneficial to one's health.

beneficially (adv) <sup>سودمند</sup>

b. He was the <sup>صفت</sup> main beneficiary of his father's will.

beneficiary (n) <sup>دستخوار، دارای بهره</sup>

c. New regulations will greatly <sup>مفید</sup> benefit the region's poorest residents.

benefit (v) = بهره بردن

benefit (n)

ساکنان فقیرترین مناطق از آسین نامه جدید تا حد زیادی بهره خواهند برد.

comfort (n)

a. I am so <sup>صفت + قید</sup> comfortable in my new house.

comfortable (adj)

b. The mosquitoes are not here, so you can sleep <sup>بیشتر</sup> comfortably.

comfortably

c. The chairs are designed for comfort and style.

(adv)

comfort (v)

آسایش دادن

همگی از ساز قبل و بعد اسم

suspect (v)

a. Four men were arrested for their <sup>صفت ملکی</sup> suspect roles in the bombing. <sup>دستگیر شدند</sup>

suspect (n)

b. Two <sup>suspects</sup> suspects were arrested today in connection with the robbery. <sup>نقش های مشکوکشان</sup>

suspect (adj)

c. I suspect it's going to be a pretty difficult day. <sup>در ارتباط با سرقت</sup>

suspected (adj)

قرار است

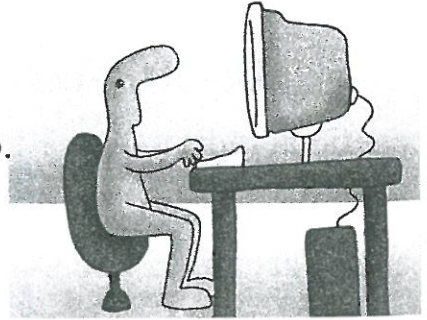
یک روز بسیار سخت

suspect :

شک داشتن ، گمان کردن ، مظنون ، مورد شک

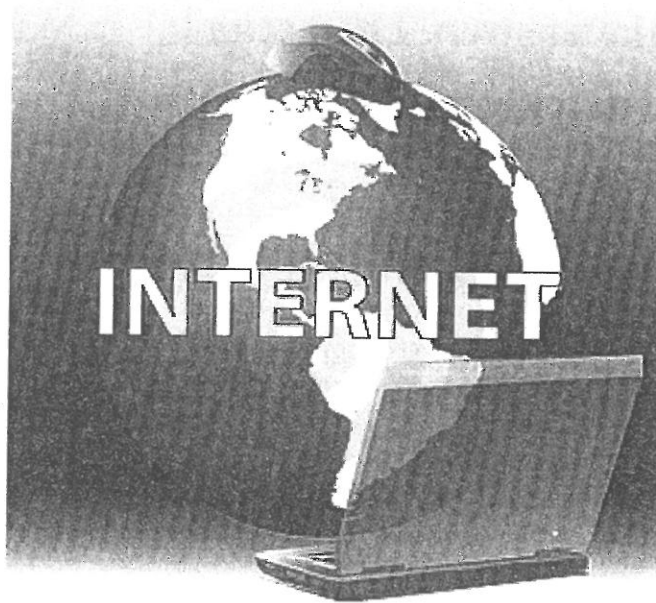
**D. Find a Persian equivalent for the following idioms.**

1. When one door shuts, another opens.
2. When you are in Rome, do as Romans do.



# Unit 8

## Internet



## Pre- Reading

### A. Think about these questions!

1. How often do you use computer?
2. How do you use internet?

enormous : عظيم

### General English Through Reading

#### B. Match the words with their definitions or synonyms.

1. hazardous (e) <sup>خطرات</sup>

2. huge d <sup>بزرگ، عظيم</sup>

3. found everywhere (a) <sup>جناح، فزائير</sup>

4. particular (b) <sup>وحدہ، خاص</sup>

5. various (c)

a. ubiquitous <sup>فزائير</sup>

b. special

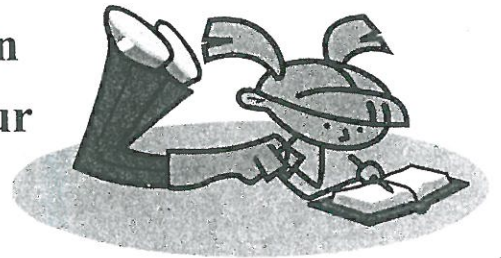
c. different

d. enormous <sup>بزرگ، عظيم</sup>

e. dangerous



#### C. First guess the answer. Then scan the passage quickly to check your answer.



Internet became popular in ..1990s.....

a. 1990s

b. 1980s

*دھری*

ubiquitous = موجود در همه جا ، فراگیر ، همه جا حاضر

Via = از راه ، از طریق

Envisaged = تصور شد ، تجسم شود

not only... but also = نه تنها بلکه

### Unit 8: Internet

## Internet

تقریباً هر کسی با یادون یک کامپیوتر آگاه است از آخرین تحولات تکنولوژیک به منظور  
 Almost everyone with or without a computer is aware of the latest  
 technological revolution destined to change forever the way in which  
 humans communicate, namely, the Information Superhighway, best  
 exemplified by the ubiquitous internet. Already, millions of people  
 around the world are linked by computer simply by having a modem and  
 an address on the "Net", in much the same way that owning a telephone  
 links us to almost anyone who pays a phone bill. In fact, since the  
 computer connections are made via the phone line, the Internet can be  
 envisaged as a network of visual telephone links. It remains to be seen in  
 which direction the Information Superhighway is headed, but many  
 believe it is the educational hope of the future.

The World Wide Web, an enormous collection of internet addresses  
 or sites, all of which can be accessed for information, has been mainly  
 responsible for the increase in interest in the Internet in the 1990s. Before  
 the World Wide Web, the "Net" was comparable to an integrated  
 collection of computerized typewriters, but the introduction of the "Web"  
 in 1990 allowed not only text links to be made but also graphs, images  
 and even video.

A web site consists of a "home page", the first screen of a particular  
 site on the computer to which you are connected, from where access can  
 be added to other subject related "pages" at the site and to thousands of

promoting = ترویج دادن، ترویج کردن

criticized : مورد انتقاد

hazardous = خطرناک

General English Through Reading perception = برداشت

این به وسیله یک فرآیند که ابرمتن نام دارد کامپیوتر دیگر در سراسر جهان.  
other computers all over the world. This is achieved by a process called  
"hypertext". By clicking with a mouse device on various parts of the  
screen, a person connected to the "Net" can go traveling, or "surfing"

through a web of pages to locate whatever information is required.

با شبکه خود، موسسه خود محصولات شرکت خود یا هر کسی می تواند یک سایت راه اندازی کند  
Anyone can set up a site; promoting your club, your institution, your  
company's products or simply yourself, is what the Web and the Internet

وب و اینترنت چه چیزی است به سادگی خودتان را ارتقا دهید  
اطلاعات روی اینترنت برای تسهیل و دیدن چه چیزی است تقریباً همه چیز است.  
is all about. And what is more, information on the Internet is not owned

مشخص یا سازمانی نیست  
or controlled by any one or any organization. It is perhaps, true to say  
that no-one and therefore everyone owns the "Net".  
این شاید درست باشد زیرا همه افراد مالک اینترنت هستند یا هیچ کس مالک اینترنت نیست

به دلیل آزادی نسبی دسترسی به اطلاعات، اینترنت توسط رسانه به عنوان  
Because of the relative freedom of access to information, the Internet  
has often been criticized by the media as a potentially hazardous tool in

با این حال ثابت شده است این برداشت تا حد زیادی نادرست است.  
the hands of young computer users. This perception has proved to be  
largely false however, and the vast majority of users both young and old

که آن (اینترنت) طراحی (ایجاد) شده بود. کشف ولذت  
get connected with the Internet for the dual purposes for which it was  
intended-discovery and delight.

majority = اکثریت

vast = عظیم

vast majority: اکثریت قریب به اتفاق

was intended : در نظر گرفته شده بود

بالقوه



revolution:

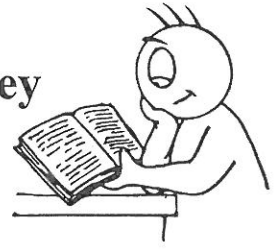
تغییر اساسی دادن

revolutionize:

کاملاً در لرون کردن

## Reading Comprehension Exercises

A. Read the sentences below. State whether they are true or false.



1. The interest in internet increased in the 1990s. T
2. The vast majority of internet users were young people. F
3. Discovery and delight are the two purposes for which the internet was intended. T
4. Internet does not have educational value. F

B. Read the passage again and answer the questions. Circle your answers.



1. What is the main point of the first paragraph?
  - a. Almost everyone has heard of the information superhighway
  - ✓ b. The internet will revolutionize the way people communicate
  - c. You need a modem and an address to use the internet
  - d. No-one knows where the information superhighway is headed
2. What would the next paragraph to follow the passage probably be about?

یاد آراف بعدی از یاد آراف آخر

  - a. The future of the internet
  - b. Advertising on the world wide web
  - ✓ c. Abuse of the internet by youth  
استفاده غلط جوانان از اینترنت
  - d. The cost of using the internet

درامتان 3. What do the following pronouns in the passage refer to?

- a) it ... *internet* ...
- b) which ... *address* ...
- c) this ... *home page*

~~C.~~ Answer the following questions.

1. What is World Wide Web?
2. Why has the internet been criticized?
3. Retell the passage using your own words.



~~D.~~ After you read, answer the questions below.

Share your answers with a partner.

1. How often do you use internet?
2. What is your favorite web site?
3. Discuss the advantages and disadvantages of the using internet for youth?

**My WORD** Vocabulary Exercise

A. Fill in the blanks of the following sentences with the most appropriate words from the box below.

ubiquitous كُلِّهنا	envisaged تصور	majority الغالبية	hazardous خطار
------------------------	-------------------	----------------------	-------------------

1. The changes have been greater than we ever envisaged.

2. Plastic containers are ubiquitous nowadays.

3. Smoking is hazardous to your health.

4. A vast majority of people use internet.

B. Find a word in the reading which means:



1. a machine linking computers ..... modem ..... (para. 1)

2. found everywhere ..... ubiquitous ..... (para. 1)

3. different ..... various ..... (para. 3)

4. dangerous ..... hazardous ..... (para. 5)



**C. Complete each sentence with the correct word on the left. Make changes if necessary.**

hazard (n)

a. Gaining weight is hazardous for your health.

hazard (v)

b. Ice on the road is a major hazard in winter.

hazardous (adj)

c. I don't really know, but I could hazard a guess.

enormous (adj)

a. America's Hispanic population has grown enormously in recent years.

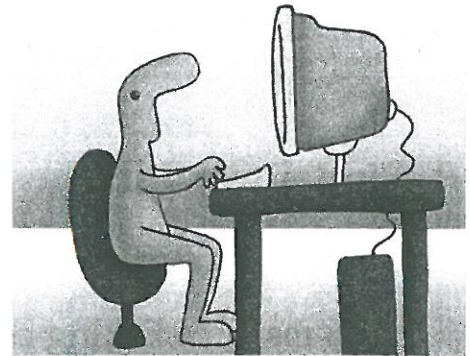
enormously (adv)

b. Their house is enormous.

**D. Find a Persian equivalent for the following idioms.**

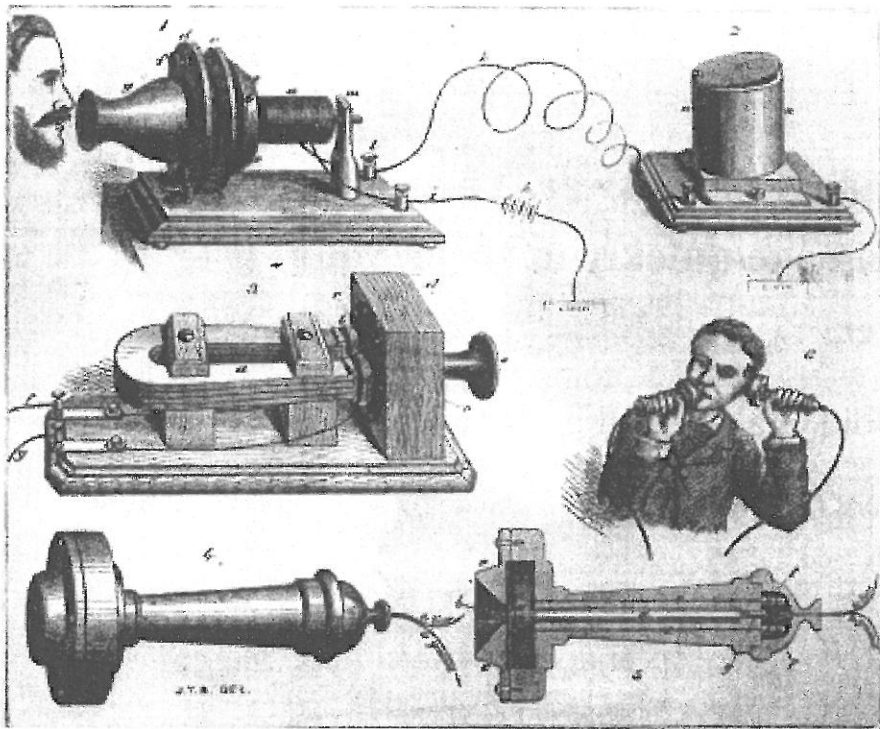
1. No use crying over spilt milk.

2. Big fish.



## Unit 9

# Alexander Graham Bell



## Pre- Reading

**A. Think about these questions!**

1. Who invented telephone?
2. How did she/he invent it?

**B. Match the words with their definitions or synonyms.**

1. discover (c)

a. start

2. valuable d

b. relating to the voice

3. deaf (e)

c. find out

4. begin (a)

d. worthy, helpful

5. vocal (b)

e. unable to hear anything

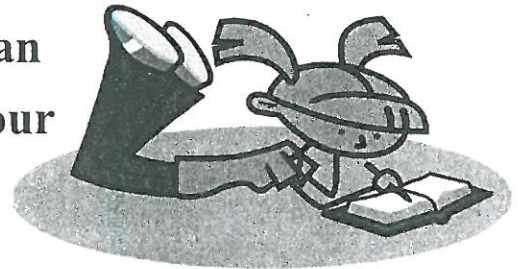
مربوط به صدا  
کشف کردن، بی بردن

ارزشمند

عاجز (ناتوان) برای شنیدن هر چیز



**C. First guess the answer. Then scan the passage quickly to check your answer.**



When did Graham Bell invent telephone?

(a) March 7<sup>th</sup>, 1876

b. March 10<sup>th</sup>, 1876

جو find → found  
pre past

found → founded  
pre past

راه اندازی، تأسیس کردن

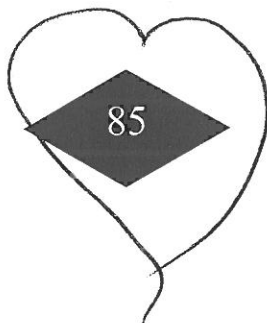
wheat: گندم anatomy: کالبدشناسی visible: قابل رویت  
 deaf: ناشنوا illustrated: نشان داد assistants: دستیاران  
 plucked: کنده، به صدا درآمده Unit 9: Alexander Graham Bell

patent: حق ثبت اختراع vocal: آوایی  
 در صورتی که عدد روز در ماه ذکر شود از حرف اضافه on استفاده می شود.  
 در غیر این صورت از in استفاده می شود.

Alexander Graham Bell was born in Edinburgh, Scotland on March 3, 1847. When he was only eleven years old, he invented a machine that could clean wheat. Graham studied anatomy and physiology at the University of London, but moved with his family to Quebec, Canada in 1870.

Bell soon moved to Boston, Massachusetts. In 1871, he began working with deaf people and published the system of Visible Hearing that was developed by his father. Visible Hearing illustrated how the tongue, lips, and throat are used to produce vocal sounds. In 1872, Bell founded a school for the deaf which soon became part of Boston University.

Alexander Graham Bell is best known for his invention of the telephone. While trying to discover the secret of transmitting multiple messages on a single wire, Bell heard the sound of a plucked string along some of the electrical wire. One of Bell's assistants, Thomas A. Watson, was trying to reactivate a telephone transmitter. After hearing the sound, Bell believed that he could send the sound of a human voice over the wire. After receiving a patent on March 7, 1876 for transmitting sound along a single wire, he successfully transmitted human speech on March



the + adj  
 the deaf  
 اشاره به کل گروه ناشنویان

precursor: پیشرو      issued: صادر شده      transmit: فرستادن، انتقال دادن  
 magazine: مجله      journal: روزنامه، مجله      optic: نور  
*General English Through Reading*      beam: پرتو

ثبت اختراع تلفن بل یکی از باارزش ترین حق ثبت اختراعاتی بوده تاکنون صادر شده.  
 10th. Bell's telephone patent was one of the most valuable patents ever issued. He started the Bell Telephone Company in 1877.

بل ادامه داد به اختراع نمونه نخستین از دستگاه های تلفن امروزی و وسیله ای به نام "تلفن" Bell went on to invent a precursor to the modern day air conditioner, له صدرا را به اسمال یا فن روی بارنگه ای از نور مادری سافت و سیستم های ارتباطی and a device called a "photo phone" that enabled sound to be transmitted لیزری و سیستم نوری امروز بنیان زاده شده است. (ایایه ریزی شده است) on a beam of light and which today's fiber optic and laser در سال ۱۸۹۸، الکساندر گراهام بل و دامادش بر عمده تر گفتار (عمده دار شدن) communication systems are based. In 1898, Alexander Graham Bell and جامعه جغرافیایی فلین و درست کردن آن را به یکی از سناحه شده ترین مجلات در جهان his son-in law took over the National Geographic Society and built it into

one of the most recognized magazines in the world. Bell also helped بل همچنین به تاسیس مجله علمی کمک کرد. یکی از قابل احترام ترین مجلات پژوهشی در جهان found Science Magazine, one of the most respected research journals in the world.

الکساندر گراهام بل در دو آگوست سال ۱۹۹۲ فوت کرد.  
 Alexander Graham-Bell died on August 2, 1922. On the day of his در روز حال بسیاری اس، به افتخار بل، همه ی خدمات تلفنی در ایالات متحده برای burial, in honor of Bell, all telephone services in the United States were یک دقیقه متوقف شده بود. stopped for one minute.

went on : ادامه  
 دادن

condition: به شرایط دشوار، گسترل کردن  
 رساندن

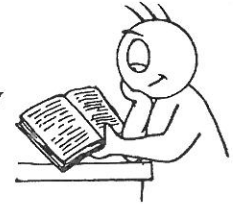
conditionar: تقویه

precursor: نمونه نخستین  
 از چیزی



## Reading Comprehension Exercises

A. Read the sentences below. State whether they are true or false.



1. Alexander Graham Bell died on August 2, 1922. T
2. Alexander Graham Bell started the Bell Telephone Company in 1898. F  
*1877 سال*
3. Alexander Graham Bell transmitted human speech on March 10<sup>th</sup>. T
4. Alexander invented his first invention when he was 11 years old. T

B. Read the passage again and answer the following questions. Circle your answers.

1. Where was Alexander Graham Bell born?

- a. England
- b. Quebec
- c. Scotland
- d. Boston



2. What did Alexander Graham Bell do in 1872? He .....

- a. invented a machine for cleaning wheat
- b. started a school of deaf people
- c. invented the telephone
- d. studied at the University of London

3. What happened FIRST?

- a. Bell invented the telephone
- b. Bell moved to Canada

- c. Bell published the Visible Hearing system  
d. Bell moved to Massachusetts
4. What was Thomas A. Watson doing when Alexander Graham Bell heard the sound of a plucked string over electric wire?
- a. Transmitting multiple messages over a single wire.  
b. Transmitting the human voice over the single wire.  
c. Starting the Bell Telephone Company  
d. Reactivating a telephone transmitter
5. What is the best definition for "transmit" in this passage?
- a. to block by stopping  
b. to send  
c. to make larger  
d. to disturb
6. Which of the following was NOT Alexander Graham Bell involved with?
- a. National Geographic Magazine  
b. Science Magazine  
c. Photo phone  
d. Teaching blind people
7. What is a photo phone?
- a. A device that can transmit a message on a sound wave.  
b. A device that can transmit a message on a wire.  
c. A device that can transmit a message on a beam of light.  
d. A device that can transmit a message on a telephone.

8. The phone was most important to what industry?

- a. Fiber optics and laser communication systems
- b. Telephone
- c. Air-conditioning
- d. Publishing

9. On the day of his funeral, American telephone services were stopped for how many minutes?

**C.** Answer the following questions.

1. When was Alexander Graham Bell born?
2. What did he study?
3. How did he invent telephone?
4. When did he die?
5. Retell the passage using your own words.



**D.** After you read, answer the question below.

Share your answers with a partner.

In your opinion, what is the best invention's features? Discuss.

**My**  
**WORD** Vocabulary Exercises

A. Fill in the blanks of the following sentences with the most appropriate words from the box below.

حقوق براءة الاختراع      تأسيس      (الرسالة الفضائية)  
patent    invented    founded    honor    transmitted  
اختراع      احترام

1. Electricity was *invented* by Edison.
2. In 1884 Richards received a/an *patent* on a new type of bicycle.
3. The U.S. Open will be *transmitted* live via satellite.  
الرسالة الفضائية
4. He *founded* his company in 1995.
5. Winning tomorrow's game is a matter of national *honor*....

Unit 9: Alexander Graham Bell



B. Find a word in the passage which means:

1. to make or design something ..... *invent* ..... (para.1)
2. a suffix <sup>پسوند</sup> which means knowing a knowledge ... *logy* ..... (para. 1)
3. established <sup>تأسیس کرد، بنا نهاد</sup> ..... *founded* ..... (para. 2)
4. activate it again ..... *reactivate* ..... (para.3)
5. concerning <sup>در مورد</sup> the eyes ..... *optic* ..... (para.4)



C. Complete each sentence with the correct word on the left. Make changes if necessary.

- invent(v) a. He is a/an ..... *inventor* ..... <sup>ا</sup>
- invention (n) b. The dishwasher is a wonderful ..... *invention* ..... <sup>صفت +</sup>
- inventor (n) c. When Graham Bell was eleven years old, he invented a machine that could clean wheat. <sup>فعل + قابل</sup>

- bury (v) <sup>دفن کردن</sup> a. On the day of his burial ..... all telephone services in the USA were stopped for one minute. <sup>به خاک سپردن</sup>

- burial (n) b. Uncle Bill was buried ..... in the Milk River Cemetery. <sup>صفت + P.P</sup>

- discover (v) <sup>یافتن، کشف کردن</sup> a. Police discover ..... 500 pounds of dynamite in the house. <sup>فعل + قابل</sup>

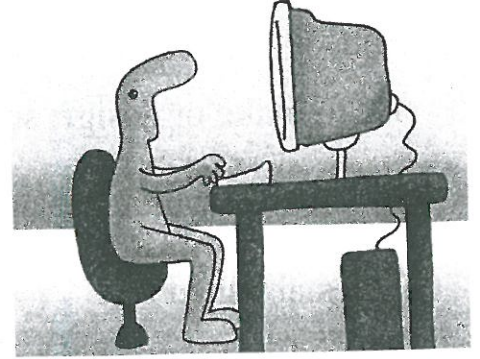
- discovery (n) b. Einstein made an important discovery about the nature of energy. <sup>اسم + صفت</sup>

**D. Find a Persian equivalent for the following idioms.**

بہتر است قفل کن از انیمہ سئل و کتہ باہسی  
1. Better a lock than doubt.

2. Speak the truth and shame the devil.

حقیقت را بگو و دشمن (شیطان) را سر ہند کن



## Unit 10

# Christopher Columbus



v10012b047 fotosearch.com



## Pre- Reading

**A. Think about this question!**

Who is Christopher Columbus?

**B. Match the words with their definitions or synonyms.**

- |                              |                      |
|------------------------------|----------------------|
| ساکن                         | بازگشت، برگشت        |
| 1. inhabitant (c)            | a. return            |
| بالاخره ، در نهایت ، سرانجام | مواجه شدن ، روبروشدن |
| 2. eventually (d)            | b. face              |
| بازگشت                       | ساکن ، مقیم          |
| 3. come back (a)             | c. resident          |
| برخورد ، روبروشدن            | بالاخره سرانجام      |
| 4. encounter (b)             | d. finally           |



**C. First guess the answer. Then scan the passage quickly to check your answer.**



**When is Columbus Day?**

- a. In August                      (b) In October

به عنوان AS: نوجوان teenager: اکتشاف exploration: شغل، حرفه career: در خواست کرد، متوسل شد appealed: سرزمین هند indies: یک سفر به سوی غرب awestward trip: نتایج بی ثمر fruitless results: تلاش های زیاد monumental efforts: به امید کسب ثروت عظیم in the hopes of acquiring great wealth: به سمت غرب رهنمون headed westward: شدند



acquiring: کسب

ترجمه درس ۱۲ + خلاصه ۱۱

Coast: ساحل

Unit 10: Christopher Columbus

Christopher Columbus

Christopher Columbus was born in Genoa, Italy in 1451. His career in exploration started when he was very young. As a teenager he traveled the seas and eventually made Portugal his base. He appealed to the kings of Portugal, France and England to finance a westward trip to the Indies, but all denied his request. After ten years of monumental efforts but fruitless results, King Ferdinand and Queen Isabella of Spain agreed to finance Columbus in the hopes of acquiring great wealth. On August 3, 1492, Columbus and three ships, the Nina, Pinta, and Santa Maria, left Palos, Spain and headed westward. After stopping in the Canary Islands, off the coast of Africa, Columbus' ships hit the open seas. Covering about 150 miles a day, the trip was long and arduous. The crew was afraid of sea monsters and grew more restless every day and land was not sighted. Columbus offered a reward for the first person to sight land. On October 12, a crew member aboard the Pinta sighted one of the Bahama Islands. Columbus set foot on what he believed was one of the Spice Islands, a group of islands in Asia (now known as Indonesia); where valuable spices and riches came from. He named the land San Salvador. Columbus failed to find the riches he expected, and continued to search for China. He next visited Cuba and Hispaniola (Dominican Republic). He encountered native people whom he named "Indians" because he believed they were inhabitants of India. Columbus returned to Spain a hero. He was named viceroy of the Indies. He soon returned to the New World but never found the riches he expected. Some began to believe that Columbus had found "a new world" rather than a shortcut to the Indies.

« بیشتر یک دنیای جدید پیدا کرده تا یک میانبر به هندها » indians: هندها

continent = قاره

commemorate = بزرگداشت

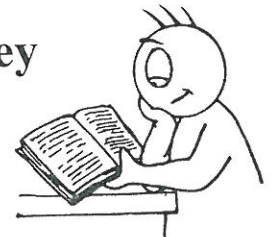
instrumental = ابزاری

## General English Through Reading

کریستوف کولومبوس آمریکای شمالی را یکی از بزرگترین کشفیات در تاریخ جهان شناخت.  
 Christopher Columbus made one of the greatest discoveries in the history of the world - North America. Though he probably wasn't the first explorer to see the continent, and he believed until his death that the islands he encountered were in the Asian continent, his discoveries were instrumental in the establishment of Spanish colonies in North America. Today, we celebrate Columbus Day in October to commemorate his discoveries.  
 امروز، ما روز کولومبوس در اکتبر را برای بزرگداشت کشفیات او جشن می گیریم.

### Reading Comprehension Exercises

**A. Read the sentences below. State whether they are true or false.**



1. Christopher Columbus was born in U.S.A. **F**
2. Columbus received three ships and a crew from the King and Queen of Spain. **T**
3. Columbus encountered Indians in this trip. **T**
4. Columbus found a shortcut to the Indies. **T**

**B. Read the passage again and answer the questions. Circle your answers.**



1. Christopher Columbus thought he could find a shortcut to the Indies by sailing.....  
 a. West  
 b. East  
 c. South  
 d. North

2. In what year was Christopher Columbus born? **1451**

- 3. Which of the following is closest in meaning to "fruitless"?**
- a. Without success
  - b. Broken promise
  - c. Without fruit
  - d. Without any cost
- 4. Select all of the places that Columbus visited on his voyage.**
- a. Cuba
  - b. Florida
  - c. Canary Islands
  - d. Dominican Republic
- 5. Which of the following was not a ship that went on the voyage?**
- a. Santa Maria
  - b. Pinta
  - c. Nina
  - d. Santa Monica
- 6. On October 12, 1492, where did Columbus think he was?**
- a. Dominican Republic
  - b. Africa
  - c. North America
  - d. Asia

7. What country eventually agreed to finance Christopher Columbus' trip?

- a. France
- b. England
- c. Spain
- d. Portugal

8. About how many miles did the ships travel every day?

C. Answer the following questions.

1. When was Christopher Columbus born?
2. Why did king Ferdinand agree with his trip?
3. Whom did he encounter in his trips?
4. Retell the passage using your own words.



D. After you read, answer the questions below.

**Share your answers with a partner.**

How did Christopher Columbus find the America continent?

graduation : فارغ التحصیل  
ceremony : مراسم

achievements : دستاوردها  
Unit 10: Christopher Columbus

## My WORD Vocabulary Exercises

A. Fill in the blanks of the following sentences with the most appropriate words from the box below.

دشواری	جشن گرفتن	ساکنان	هیولاها
arduous	celebrate	inhabitants	monsters

1. The graduation ceremony allows students to celebrate their achievements with family and friends.  
مراسم فارغ التحصیل به دانش آموزان اجازه می دهد
2. The crew was afraid of sea ... monsters.  
موقعیت هایستان را با خانواده در دوستان جشن بگیرند  
فردی از هیولاهای دریا ترسیده بود.
3. It was a/an ..arduous task. آن یک وظیفه دشوار بود.
4. A city of six million. inhabitants

B. Find a word in the passage which means:

1. finally ..... eventually ..... (para. 1)
2. travel ..... trip ..... (para. 2)
3. difficult ..... arduous ..... (para. 2)
4. residents ..... inhabitants ..... (para. 3)
5. faced ..... encountered ..... (para. 3)





**C. Complete each sentence with the correct word on the left. Make changes if necessary.**

inhabit (v)

a. Tehran has <sup>اسم عدد شمارشی</sup> 12 million inhabitants.

inhabitant (n)

b. They inhabit in Tehran.

believably (adv)

a. I <sup>فعل</sup> can't believe <sup>که او گناهکار است</sup> that she is guilty.

believe (v)

b. Her story is not believable.

belief (n)

believable (adj)

c. It is my belief <sup>بدرستی</sup> that scientists will find the cure <sup>دارویی</sup> to this disease within the next five years.

direct (v)

a. The post office is directly <sup>مقد</sup> opposite <sup>۵ سال آینده</sup> the bank.

direction (n)

b. They got lost because they went in the wrong direction.

directional (adj)

c. Can you direct me to the station please?

directly (adv)

**D. Find a Persian equivalent for the following idioms.**

1. Cleanness is next to godliness.

2. He went for wool, but came home shorn.

