

# PROSPECT

# 2

English for Schools

● Student Book



# نخبه‌پرسی ۲

پایه هشتم

نخبه

موسسه آموزشی و پژوهشی

دانشگاه

دوره اول متوسطه

## وزارت آموزش و پرورش سازمان پژوهش و برنامه‌ریزی آموزشی



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کلیه حقوق مادی و معنوی این کتاب متعلق به سازمان پژوهش و برنامه‌ریزی آموزشی وزارت آموزش و پرورش است و هرگونه استفاده از کتاب و اجزای آن به صورت چاپی و الکترونیکی و ارائه در پایگاه‌های مجازی، نمایش، اقتباس، تلخیص، تبدیل، ترجمه، عکس برداری، نقاشی، تهیه فیلم و تکثیر به هر شکل و نوع، بدون کسب مجوز از این سازمان ممنوع است و متخلفان تحت پیگرد قانونی قرار می‌گیرند.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَآلِ مُحَمَّدٍ وَعَجِّلْ فَرَجَهُمْ

خبر

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَالاخْتِلافُ اَلْسِنَتِكُمْ وَالْوَانِكُمْ، اِنَّ فِي ذَلِكَ لآيَاتٍ لِلْعَالَمِينَ

روم، ۲۲

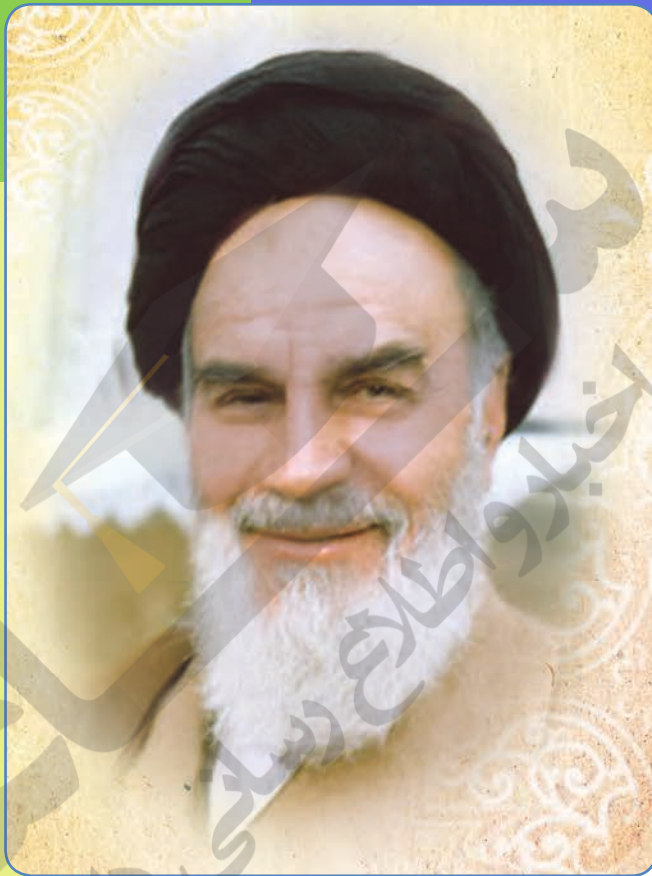
و از نشانه‌های قدرت خداوند آفرینش آسمان‌ها و زمین و نیز تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همه اینها نشانه‌هایی از حکمت الهی برای دانشمندان نهفته است.

And of Allah's Signs of Power is the creation of the heavens and the earth and also the variation of the languages and the color of you people; verily, in all these are Signs for men of knowledge.

( برگرفته از ترجمه مرحومه دکتر طاهره صفارزاده )







پیش‌تر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا  
جزء برنامهٔ تبلیغات مدارس باشد... امروز مثل دیروز نیست که صدای ما از ایران بیرون  
نمی‌رفت. امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.  
امام خمینی (قُدَسِ سِرُّه)

## بسمه تعالی

### مقدمه

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

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

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

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

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

همچنین ذکر این نکته ضروری است که مجموعه کتاب‌های سه جلدی Prospect که برای آموزش در دوره متوسطه اول تدوین گردیده است به لحاظ محتوا و صورت، مجموعه‌ای منسجم و به هم پیوسته است و زیربنای آموزش زبان انگلیسی دانش‌آموزان در مقطع متوسطه دوم با کتاب‌های موسوم به Vision می‌باشد. در خاتمه مجدداً یادآور می‌شود که بسته آموزشی حاضر نیز با حاکمیت رویکرد ارتباطی فعال و خودباورانه جنبه‌های متنوع نیازهای آموزشی دانش‌آموزان را در نظر داشته و در کنار کتاب دانش‌آموز با ارائه کتاب کار، کتاب راهنمای معلم، کتاب گویا (فایل صوتی)، فلش کارت آموزشی مخصوص دبیران و لوح فشرده آموزش دبیران (برفراز آسمان)، مجموعه کاملی را در اختیار فراگیران قرار داده است (تمامی اجزای بسته آموزشی از طریق وبگاه گروه زبان‌های خارجی در دسترس است). لذا استفاده از کتاب‌ها و بسته‌های کمک آموزشی موازی که در اکثر موارد، انطباق چندانی با برنامه درسی ملی و اهداف بسته آموزشی حاضر ندارند به هیچ‌وجه مورد تأیید نمی‌باشد.

توصیه می‌شود دبیران گرامی برای آموزش بهینه این کتاب، ضمن شرکت در دوره‌های ضمن خدمت تخصصی بسته آموزشی جدید، کتاب راهنمای معلم را به دقت مطالعه نموده و به شیوه‌ها و مراحل توصیه شده در این کتاب توجه کافی را مبذول دارند. همچنین با استفاده از لوح فشرده آموزش مربوط به دبیران (برفراز آسمان)، با دیدگاه‌های مؤلفان در زمینه آموزش مؤثر و بهینه این کتاب، آشنایی کامل‌تری پیدا کنند. بی‌شک تحقق اهداف موردنظر در این بسته آموزشی، نیازمند حمایت‌های همه‌جانبه و ارزشمند همکاران گرامی است که در سراسر ایران اسلامی با دلسوزی و تلاش فراوان، زمینه رشد و بالندگی آینده‌سازان میهن عزیزمان را فراهم می‌آورند. مؤلفان، این تلاش ارزشمند را ارج نهاده و آرزومند اعتلای روزافزون نام مقدس جمهوری اسلامی ایران در تمامی عرصه‌ها هستند.

• دبیران محترم و دانش‌آموزان گرامی، برای دریافت کتاب گویا (فایل صوتی) به وبگاه گروه زبان‌های خارجی به نشانی زیر مراجعه نمایند.

گروه زبان‌های خارجی

دفتر تألیف کتاب‌های درسی عمومی و متوسطه نظری

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## Map of Prospect 2

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

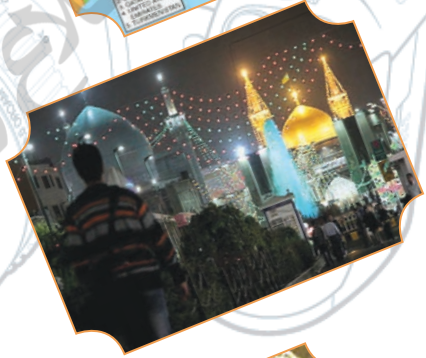
Lesson	Theme and Function	Spelling and Pronunciation	Vocabulary	Key Language
3  26-33	<p><b>My Abilities</b></p> <p>Talking about Abilities</p>	<p>oo</p> <p>ll</p> <p>pl</p> <p>sw</p>	Abilities	<p><b>Expressions</b></p> <p>Are you good at drawing? Yes, I am. No, I'm not. Can you ride a bicycle? Yes,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

Lesson	Theme and Function	Spelling and Pronunciation	Vocabulary	Key Language
5  42-47	<b>My City</b> Talking about a Place	th ph que wh	Places in a City Geographical Directions Adjectives to Describe a City	<b>Expressions</b> Where is Isfahan? It's in the center of Iran. What's Isfahan like? It's a big city. It's very famous for its ..... Is there a metro system in the city? Yes, there is. No, there isn't. Are there any museums? Yes, there are. No, there aren't. Is it correct?
6  48-53	<b>My Village</b> Talking about a Place Talking about Weather	th fl tr	Places in a Village Seasons Weather	<b>Expressions</b> Where is Ghez-Ghaleh? It's in West Azarbaijan. What is it like? It's a mountain village. It is famous for its sunflower fields. What's the weather like in .....? It's sunny. Is it cold in winter? Yes, it is. No, it isn't. Is it the same?
7  54-59	<b>My Hobbies</b> Talking about Hobbies Talking about Free Time Activities	ing ow ou	Hobbies Free Time Activities	<b>Expressions</b> Do you have any hobbies? Yes, listening to stories on the radio. What's your hobby? Playing tennis. What do you do in your free time? I usually go shopping. How about .....

Review  
3

Lessons 5 - 7

Photo Dictionary





# Lesson 1

## My Nationality



### Conversation

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



**Shayan:** Mr. Chaychi, this is my cousin Sam. He speaks French, English, and a little Persian.

**Teacher:** Oh, nice to meet you, Sam.

**Sam:** Nice to meet you, too.

**Teacher:** Are you from Iran?

**Sam:** Yes, I'm originally Iranian, but I live in France.

**Teacher:** Welcome to our class. How do you like it in Iran?

**Sam:** Iran is great! I love it. It's a beautiful country.





## Practice 1 ⇨ Talking about Nationalities (1)

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

Are you from Iran?

Are you from France?

Is she/he from England?

Is she/he from China?

Are they from Spain?

Are they from Brazil?

Yes, I am. / Yes, we are.

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

Yes, she/he is.

No, she/he isn't.

Yes, they are.

No, they aren't.



## Practice 2 ⇨ Talking about Nationalities (2)

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

Are you Iranian?

Are you French?

Is she/he British?

Is she/he Chinese?

Are they Spanish?

Are they Brazilian?

Yes, I am. / Yes, we are.

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

Yes, she/he is.

No, she/he isn't.

Yes, they are.

No, they aren't.



## Practice 3 ⇨ Talking about Nationalities (3)

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

Where are you from?

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

Where is Mary /she from?

(She's from) England.

Where is Mark /he from?

(He's from) France.

Where are they from?

(They're from) Spain.





## Spelling and Pronunciation

Listen to two students doing a crossword puzzle.

**Student 1:** How do you spell "chair"?

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

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

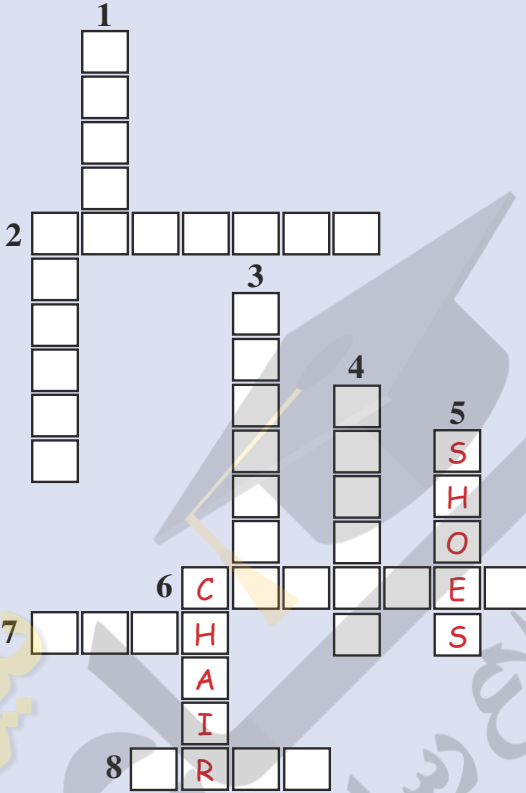
**Student 2:** S-H-O-E-S.

**Student 1:** Thanks.

Now do the rest of the puzzle in pairs.

**Talk To Your Teacher!**  
**Which is correct?**





◆ **Down ↓** 

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

5.   
6. صندلی in English

◆ **Across →**

- 2. From China

6. 

7. 

8. You are from .....

## Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	Name	Nationality
1		
2		

## ◆ Reading, Speaking and Writing

### Pair Work

#### Student A:

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

#### Student B:

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



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

## ◆ Role Play

### Group Work

#### Student A:

Introduce one of your relatives/friends to your classmate.

#### Student B:

Greet your classmate and his/her guest.

#### Student C:

You are a guest from another country.

Then change roles.

## Lesson 2

### My Week



#### Conversation

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



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





## Practice 1 ⇨ Talking about Daily Activities (1)

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

What do you do in the mornings?

What do you do in the afternoons?

What do you do in the evenings?

What do you do on Friday mornings?

What do you do on Thursday evenings?

I go to school.

We play sports.

I study my lessons.

We watch TV.

I visit my relatives.

### Weekdays

Saturday

Sunday

Monday

Tuesday

Wednesday

### The Weekend

Thursday

Friday

### Time Expressions

in the morning

in the afternoon

in the evening

on weekdays

on the weekend



## Practice 2 ⇨ Talking about Daily Activities (2)

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

When/What days do you go to school?

When/What days do you go shopping?

When/What days do you play sports?

When/What days do you study English?

When/What days do you go to the library?

Every weekday.

Every Wednesday afternoon.

On Saturdays and Tuesdays.

On Monday mornings.

On Sunday afternoons.

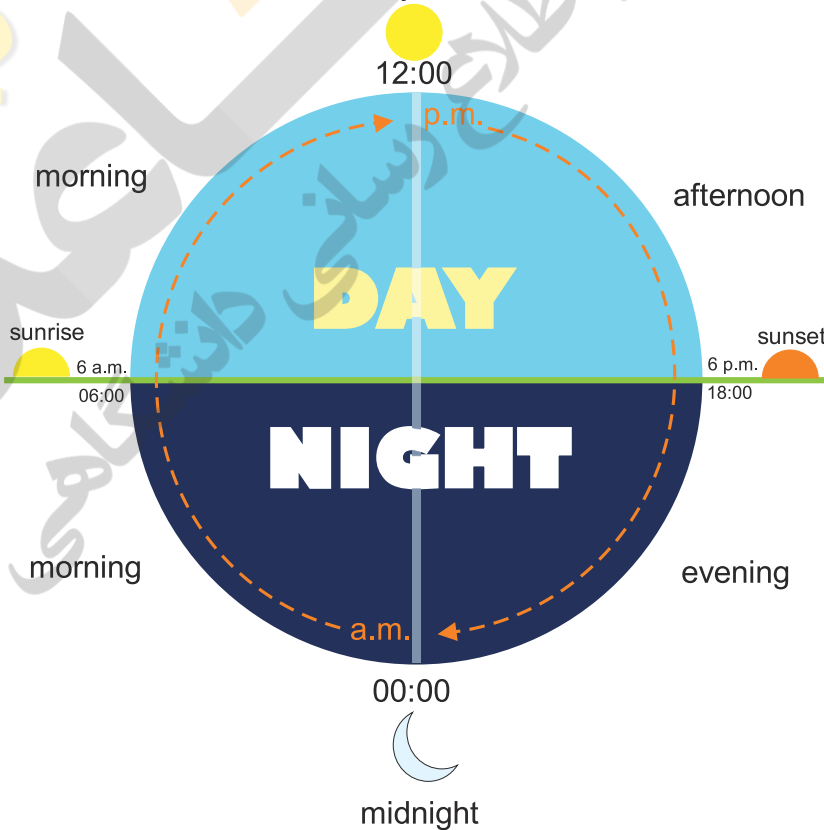
آبان ۱۳۹۴  
ذی الحجه - محرم ۱۴۳۷

Oct - Nov 2015

Friday	Thursday	Wednesday	Tuesday	Monday	Sunday	Saturday
جمعه	پنج شنبه	چهارشنبه	سه شنبه	دو شنبه	یکشنبه	شنبه
23 ۱						21 ۳۰
30 ۸	29 ۷	28 ۶	27 ۵	26 ۴	25 ۳	24 ۲
6 ۱۵	5 ۱۴	4 ۱۳	3 ۱۲	2 ۱۱	1 ۱۰	31 ۹
13 ۲۲	12 ۲۱	11 ۲۰	10 ۱۹	9 ۱۸	8 ۱۷	7 ۱۶
20 ۲۹	19 ۲۸	18 ۲۷	17 ۲۶	16 ۲۵	15 ۲۴	14 ۲۳

۱ تاسوعای حسینی  
 ۲ عاشورای حسینی  
 ۱۳ تسخیر لانه جاسوسی آمریکا، روز دانش آموز

midday / noon





## Spelling and Pronunciation

Listen to a conversation between the teacher and the student.

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

**Teacher:** That's 'weekdays'.

**Student:** How do you spell it?

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

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

**Teacher:** The correct pronunciation is 'study'.

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

**Teacher:** No, there isn't.

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

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



## Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	When	What
1		
2		

\* shows wrong pronunciation.

## ◆ Reading, Speaking and Writing

### Group Work

Your teacher will give you cards about weekly activities.

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

**Model:** What do you do on weekday mornings, Mina?  
I go to school.  
What about the weekend?  
I watch TV.

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

## ◆ Role Play

### Pair Work

**Student A:**

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

**Student B:**

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

Then change roles.



# Lessons 1-2

## Review 1

### Talking about Nationalities

#### Check if

a) you can say what your nationality is.

I'm ...

I am from ...

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

Where are ... ?

Are you ... ?

### Talking about Daily Activities

#### Check if

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

I ... in the ...

I ... on ...

b) you can ask other people about their week.

What do you ... ?

When do you ... ?

## Spelling and Pronunciation

### Check if

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

Country

Nationality

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

b) you can write the days of the week.

.....

.....

.....

.....

.....

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

ch .....

sh .....

fr .....

sp .....

br .....

st .....

ee .....

ay .....

REVIEW 1

## Lesson 3

### My Abilities



#### Conversation

Listen to the students talking about their abilities.



**Elham:** Wow! Your drawing is very good.

**Sara:** Thanks. Can you draw?

**Elham:** No, I'm not good at drawing. But I can take good photos.

**Sara:** Really? Can I see your photos?

**Elham:** Why not? Come to my house this afternoon.

**Sara:** Oh, I can't make it today. How about Thursday afternoon?

**Elham:** That's fine. You can bring your drawing book, too.

**Sara:** Sure.





### Practice 1 ⇨ Talking about Abilities (1)

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

Are you good at drawing?

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

Is she good at cooking?

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

Is he good at playing football?

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

Are you good at searching the Web?

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

Are they good at swimming?

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



### Practice 2 ⇨ Talking about Abilities (2)

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

Can you make a cake?

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

Can she search the Web?

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

Can he do a puzzle?

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

Can you ride a bicycle?

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

Can they play basketball?

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



### Practice 3 ⇨ Talking about Abilities (3)

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

Who can work with a computer?

All students can.

Who can play tennis?

Ali can play tennis well.

Who can draw?

Parham can, but not very well.

Who can take photos?

Marjan and Leila can.

Who is good at telling stories?

Me.



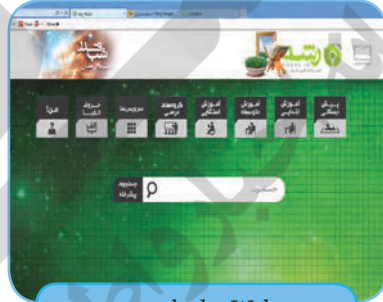
draw



cook



take photos



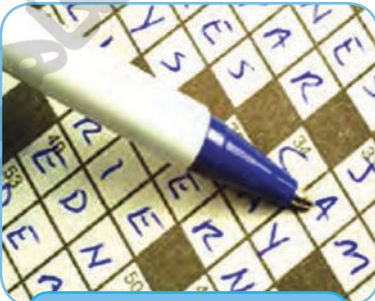
search the Web



swim



ride a bicycle



do a puzzle



play football





## Spelling and Pronunciation

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

**Student 1:** Excuse me, I have a question.

**Teacher:** Yes?

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

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

**Student 1:** Thank you.

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

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

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

**Teacher:** Swimming'. Say 'swimming'.

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

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



\* shows wrong pronunciation.



## Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	Name	Abilities
1		
2		

## ◆ Reading, Speaking and Writing

### Group Work

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

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

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

## ◆ Role Play

### Pair Work

#### Student A:

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

#### Student B:

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

Then change roles.

### Student A Card

#### Student A Card

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

# Student B Card

## Student B Card

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



## Lesson 4

### My Health



#### Conversation

Listen to the English teacher and the student talking.



**Teacher:** Are you OK?

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

**Teacher:** Oh, you have sore eyes, too.

You should go home and rest.

**Student:** Yes, but we have one more class.

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

**Student:** Thanks for your help.

**Teacher:** Let's go to the office and call your parents first.

Class, be quiet! I'll be back in a minute.



## Practice 1 ⇨ Talking about your health problems

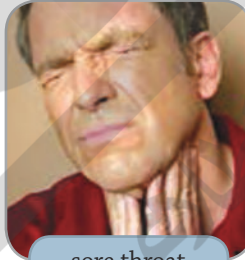
◆ Listen to the examples. Then use mimes to ask and answer with a friend.

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

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



headache



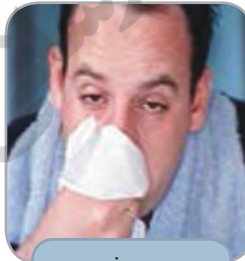
sore throat



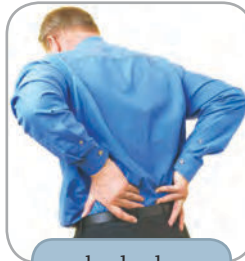
toothache



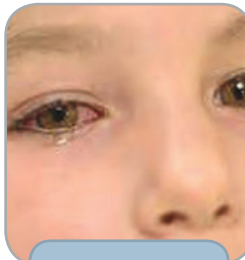
earache



running nose



backache



sore eyes



stomachache<sup>1</sup>

1. also 'stomach ache'

**Practice 2 ⇨ Giving health advice**

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

I have a headache.

I have a sore throat.

I have a cold.

I have a toothache.

I have a running nose.

Why don't you get some rest?

You should see a doctor.

You should rest.

Go to the dentist.

Why don't you see a doctor?

**Spelling and Pronunciation**

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

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

**Teacher :** It's for pain.

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

**Teacher :** That's 'ache'<sup>1</sup>.

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

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

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

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



1. /eIk /

\* shows wrong pronunciation.





## Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	Health Problem	Advice
1		
2		

## Reading, Speaking and Writing

### Group Work

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

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

Name	Health problem	Advice
Ali	headache	get some rest

## ◆ Role Play

### Pair Work

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

#### Student A:

Play the role of a patient with a health problem.

#### Student B:

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

Then change roles.





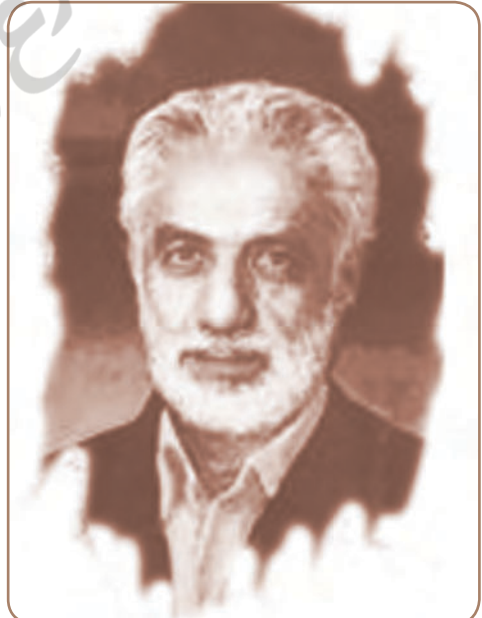
**Avicena (Ibn- e- Sina)**



**Dr. Majid Samii**



**Dr. Louis Pasteur**



**Dr. Mohammad Gharib**

# Lessons 3-4

## Review 2

### Talking about Abilities

#### Check if

a) you can say what abilities you have.

I'm good at ...

I can ...

b) you can ask other people about their abilities.

Are you good ... ?

Can you ... ?

Who can ... ?

### Talking about Health Problems

#### Check if

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

I have ...

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

Are you ... ?

What's ... ?

c) you can give health advice to other people.

Why don't you ... ?

You should ...

## Spelling and Pronunciation

### Check if

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

.....

.....

.....

.....

.....

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

oo .....

ll .....

pl .....

sw .....

ch .....

ea .....

# Review 2

# Lesson 5

## My City



### Conversation

Listen to Morteza and Phanindra talking about Isfahan.



**Phanindra:** Morteza, tell me about Isfahan. Where is it?

**Morteza:** Well, Isfahan's an old city in the center of Iran.

**Phanindra:** What's it like?

**Morteza:** It's a big and clean city.

**Phanindra:** Any famous buildings?

**Morteza:** Yes, many. Actually, Isfahan is very famous for its mosques and palaces.

**Phanindra:** Are there any museums?

**Morteza:** Yes, some great ones.

**Phanindra:** I should see the city soon.

**Morteza:** Sure, and we can have special food downtown.

**Practice 1** ⇨ Talking about a Place (1)

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

Where is Isfahan?

It's in the center of Iran.

Where is Maku?

It's in the north-west.

Where is Karaj?

It's near the capital.

Where is it?

It's in the south.

**Practice 2** ⇨ Talking about a Place (2)

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

What's Isfahan like?

It's old.

What is it famous for?

It's a big city.

It's very clean.

It's very famous for its old mosques.

**Practice 3** ⇨ Talking about a Place (3)

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

Are there any libraries?

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

Is there a metro system?

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

Are there any restaurants?

Yes, many.

Are there any museums?

Yes, some great ones.

Is there a stadium?

Yes, a new one.

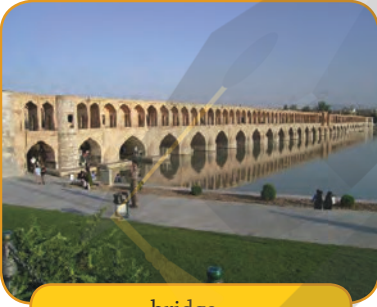




shrine



museum



bridge



metro



restaurant



airport



zoo



stadium





## Spelling and Pronunciation

Listen to a conversation between the student and his teacher.

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

**Teacher :** 'South-west'.

**Student:** Please say it again.

**Teacher :** South-west.

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

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

**Student :** Thank you.

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

**Talk To Your Teacher!**  
Is it correct?



\* shows wrong pronunciation.



## Listening and Writing

Listen to the conversations and fill out the table below.

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

## Reading, Speaking and Writing

### Pair Work

**Student A:**

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

**Student B:**

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



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

## ◆ Role Play

### Pair Work

In pairs, first decide on a city in Iran.

#### Student A:

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

#### Student B:

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

Then change roles.

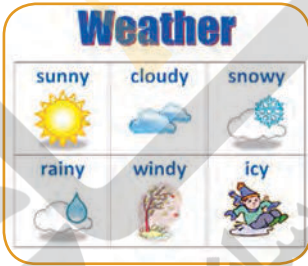
# Lesson 6

## My Village



### Conversation

Listen to Sam and Hamid talking about a village.



**Sam:** Where are you from, Hamid?

**Hamid:** Ghez-ghal'eh.

**Sam:** Where is it?

**Hamid:** It's a village in West Azarbaijan, near the city of Khoy.

**Sam:** What's it like?

**Hamid:** It's a mountain village with many trees and flowers.  
It's famous for its sunflower fields.

**Sam:** What's the people's job?

**Hamid:** They work on farms and raise animals.

**Sam:** What about the weather?

**Hamid:** There's a lot of wind in summer, fall and winter.  
It's very cold from Aban to Farvardin.

**Sam:** It sounds to be a very interesting place.



### Practice 1 ⇨ Talking about a Place (1)

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

What is Ghez-ghal'eh like?

It's a mountain village.

Is it near the city?

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

What is it famous for?

It's famous for its sunflower fields.

What's the people's job?

They work on farms and raise animals.



### Practice 2 ⇨ Talking about a Place (2)

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

Are there any fields?

Yes, there are.

Is there a river?

No, there isn't.

Is there a mountain?

Yes, there is.

Are there many people in the village?

No, there aren't.



### Practice 3 ⇨ Talking about the Weather and Seasons

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

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

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

What about the weather?

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

Is it cold in winter?

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

Is there much rain in spring?

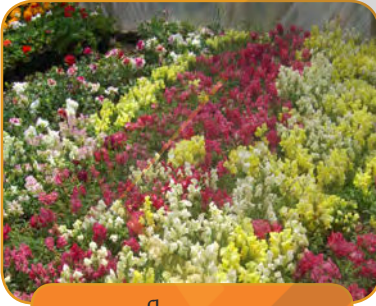
Yes, there is./ No, there isn't.



a field



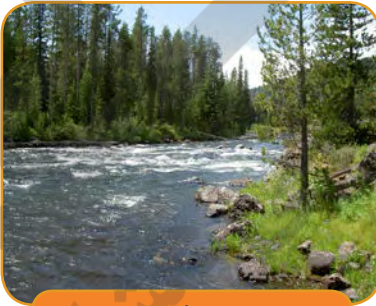
trees



flowers



a mountain



a river



a plow



cattle



a tractor



## Spelling and Pronunciation

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

**Student :** Can you help me, madam?

**Teacher :** Yes, what's the problem?

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

**Teacher :** No, it's sometimes different.

**Student :** Can you give me some examples?

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

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

**Student :** Thank you.

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

**Talk To Your Teacher!**  
**Is it the same?**







## Listening and Writing

Listen to the conversations and fill out the table below.

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

## Reading, Speaking and Writing

### Pair Work

**Student A:**

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

**Student B:**

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



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

## ◆ Role Play

### Pair Work

#### Student A:

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

#### Student B:

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

Then change roles.

# Lesson 7

## My Hobbies



### Conversation

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



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



## Practice 1 ⇨ Talking about Your Hobbies

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

Do you have any hobbies?

Yes, listening to stories on the radio.

What do you do as a hobby?

I watch movies as a hobby.

Do you like reading?

Yes, very much.

What's your hobby?

I enjoy searching the Web.



## Practice 2 ⇨ Talking about Your Free Time Activities

◆ Listen to the examples. Then practice with a friend

What do you do in  
your free time?

I go horse riding.

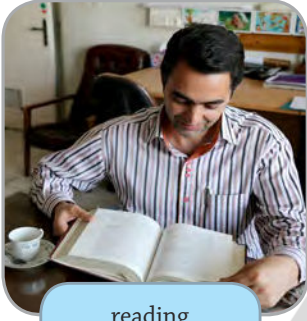
What do you like  
to do in your free time?

I play tennis.

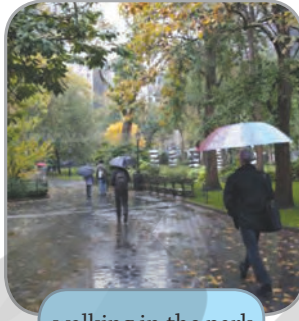
I usually go shopping.

I walk in the park.

I like playing computer games.



reading



walking in the park



listening to the radio



watching movies



shopping



playing tennis



playing computer games



horse riding



## Spelling and Pronunciation

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

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

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

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

**Teacher :** That's 'browsing'.

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

**Talk To Your Teacher!**  
How about .....



## Listening and Writing

Listen to the conversations and fill out the table below.

Conversations	Hobbies	Free Time Activities
1		
2		

\* shows wrong pronunciation.

## Reading, Speaking and Writing

### Group Work

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

Name	Hobbies	Free Time Activities
Nahid	Watching movies	Going shopping



## ◆ Role Play

### Pair Work

#### Student A:

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

#### Student B:

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

Then change roles.



# Lessons 5-7

## Review 3

### Talking about a Place(City)

#### Check if

a) you can say what your city is like.

It is ... .

It is famous for ... .

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

It's in ... .

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

There is ... .

There are ... .

d) you can ask other people about their cities.

What is ... ?

Is there ... ?

Are there ... ?

### Talking about a Place (Village)

#### Check if

a) you can say where a village is.

... is in (Fars) .

... is near ... .

b) you can describe a village.

It is .....

It is famous for .....

There is .....

There are .....

c) you can ask where a village is.

Where is .....

d) you can ask others to describe a village.

What is .....

## Talking about the Weather

### Check if

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

It is .....

b) you can ask other people about the weather.

What is the .....

Is it .....

## Talking about Hobbies

### Check if

a) you can say what hobbies you have.

I .....

b) you can ask other people about their hobbies.

What is your .....

Do you .....

What do you .....

REVIEW

3

## Talking about Free Time Activities

### Check if

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

I .....

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

What do you .....

What do you like .....

## Spelling and Pronunciation

### Check if

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

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

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

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

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

th .....

ph .....

que .....

wh .....

fl .....

tr .....

ing .....

ow .....

ou .....

# Review 3

### Lesson 1

#### Student A Card

Name: **Franco** .....

Age: **27**

Job: .....

Nationality: **Spanish**



### Lesson 5

#### Student A Card

Name of the city: .....

Country: **Iraq**


Capital: .....

Famous for: **Holy Shrine**

Airport: .....

Museum: **Yes**

Metro: .....





## Lesson 6

### Student A Card

Name: .....

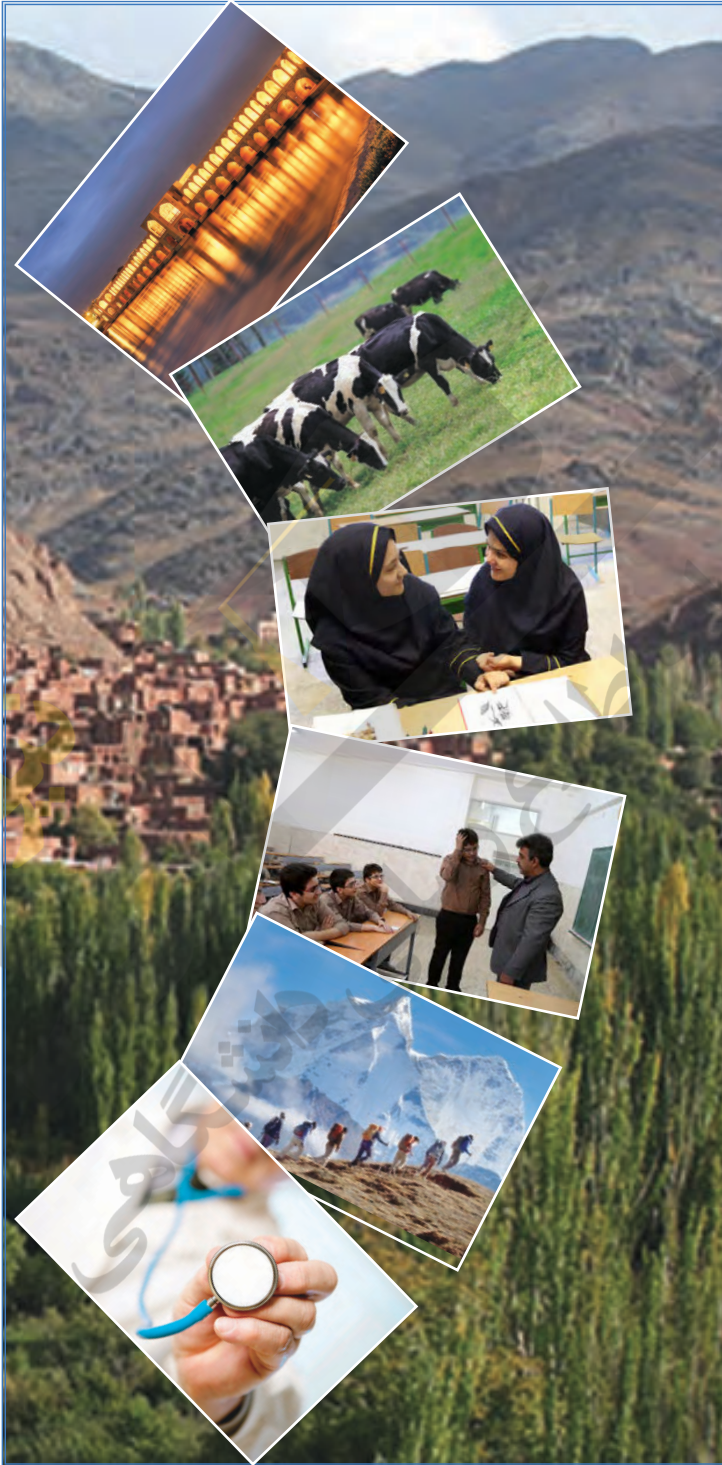
City/Village: **Village**

Location: .....

Weather: .....

Mountain: **Yes**





# Photo Dictionary

# Lesson 1

## My Nationality



### Continents



Asia / Asian



Europe / European



Africa / African



China / Chinese



North America / North American



South America / South American



Australia / Australian

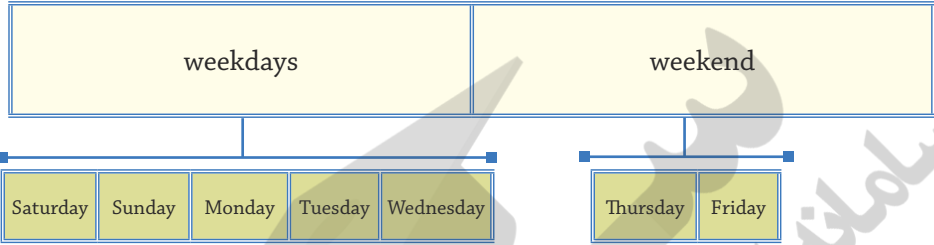


Countries



Iran / Iranian

## Lesson 2 My Week







go to the gym



visit relatives



watch TV



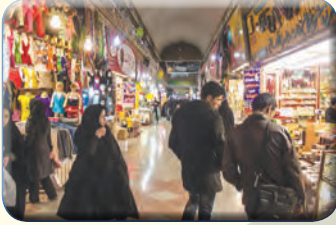
day



go to school



go to library



go shopping



relax



climb a mountain



study lessons



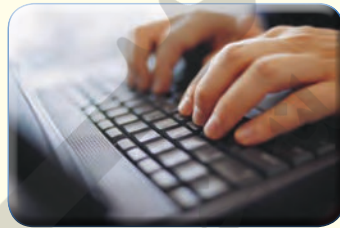
play sports



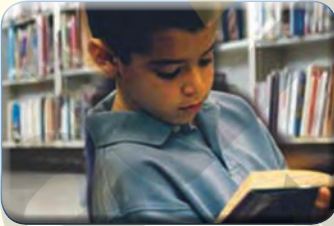
## Lesson 3 My Abilities



recite the Holy Quran



type



read



speak (English)



draw



act in movies



do a puzzle



make tea



swim



cook food



search the Web



make a cake



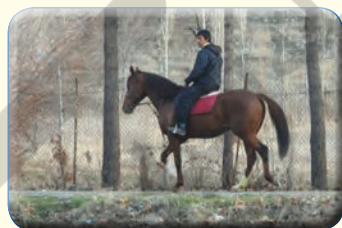
tell a story



run



take photos



ride a horse



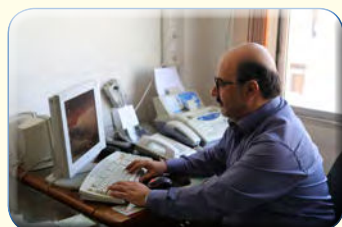
ride a bicycle



draw a picture



play basketball



work with a computer



play ping-pong



play football



play tennis



play chess



play badminton



play volleyball

## Lesson 4 My Health



patient



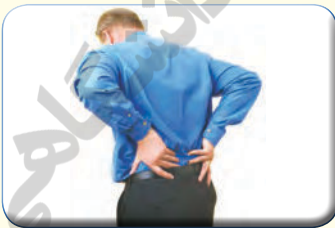
cough



headache



sneeze



backache



have a temperature/fever





toothache



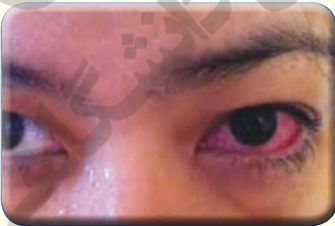
hospital



stomach ache/stomachache



doctor



sore eyes



nurse



sore throat



drugstore



running nose



mumps



measles



## Lesson 5

### My City

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





mosque



minaret



palace



store





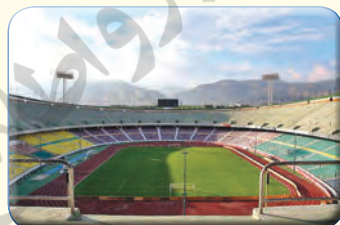
church



restaurant



tourist



stadium





building



shrine



bridge



metro



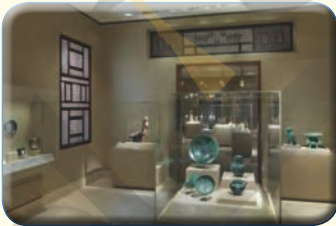




zoo



airport



museum



train station





park



bus station



boulevard



cinema

## Lesson 6 My Village



village



tree



flower



Thermometer



field



dry





farm



rainy



icy



sunny



river



snowy



summer



spring



winter



fall



mountain



hill



tractor



sunflower



plow



work on the farm



animals



wind



cow



dog



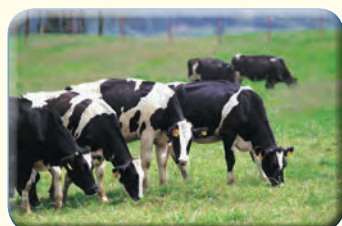
horse



hen



chicken



cattle



## Lesson 7 My Hobbies



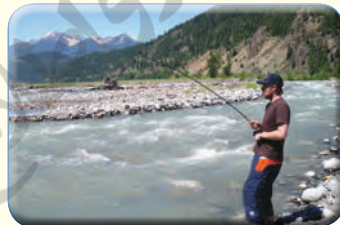
magazine



walking in the park



watching movies



fishing



skiing



playing computer games



listening to the radio



working in the garden



sports news



going to the movies



browsing the Internet

**Lesson 1**

Student B Card

Name: ..... Sanchez

Age: .....

Job: **Mechanic**

Nationality: .....



**Lesson 5**

Student B Card

Name of the city: **Najaf**

Country: .....

Capital: **No**

Famous for: .....

Airport: **Yes**

Museum: .....

Metro: **No**





**Lesson 6**

Student B Card

Name: .....

City/Village: .....

Location: **Center of Iran near Natanz**

Weather: **Hot and Dry**

Mountain: .....





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

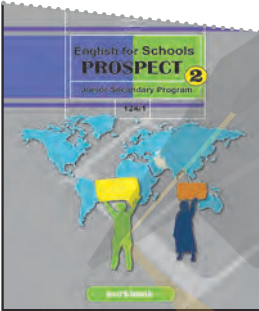
### Authors:

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- Shahram Khadir Sharabyan
- Jahanbakhsh Nikoopour

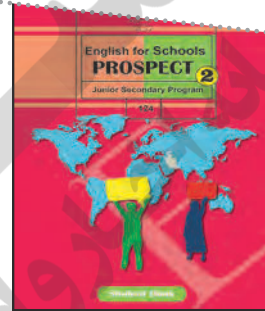
2020

# اجزای بسته آموزشی

کتاب کار



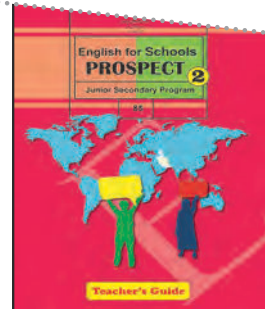
کتاب دانش آموز



کتاب گویا (فایل صوتی)



کتاب معلم



لوح فشرده معلم (برقران آسمان)



فلش کارت



## فلش کارت معلم

بسته آموزشی زبان انگلیسی  
پایه دوم دوره متوسطه اول  
(هشتم)

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دفتر تالیف کتاب های درسی عمومی و متوسطه نظری

نیچر

سازمان بنیاد و اطلاع رسانی دانشگاهی