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Developing Reading Proficiency 1

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خواندن و درک مفاهیم ۱

رشته زبان انگلیسی

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تهیه و تنظیم:

ابراهیم منجمی

عضو هیأت علمی دانشگاه پیام نور مشهد

۱۳۸۵

اهداف آموزشی کتاب

این کتاب يك کتاب مقدماتي براي دانشجويان رشته هاي زبان انگليسي مي باشد که در هر بخش از این کتاب علاوه بر متن هاي متنوع، تمرينات مختلفی در نظر گرفته شده تا مهارت هاي روخواني و درك مطلب و گنجينه لغات را در دانشجو تقويت نمايد.

Unit 1

Unit 1

Reading 1

Days of the Week

روزهاي هفته

این درس درباره چگونگی نامگذاری هر کدام از روزهای هفته که در ابتدا توسط یونانی ها انجام شد، صحبت می کند.

Days of the Week

The Romans named the days of the week, from the first to the seventh, after the sun, the moon and the five planets Mars, Mercury, Jupiter, Venus and Saturn. The planets were named after Roman gods.

To be continued ...

Unit 1 – Days of the week

In the course of history the Anglo-Saxon substituted the names of their gods for the Romans names, and the English language uses names for the days based on the Anglo-Saxon.

To be continued ...

Unit 1 – Days of the week

Our Sunday, the first day, was once sunnandaeg. Our Monday was the Anglo-Saxon monandaeg. Tuesday was originally Tiu's day; Tiu was the Anglo-Saxon god of war. Woden was the chief god and Thor, the god of thunders.

To be continued ...

Unit 1 – Days of the week

Woden's day and Thor's day became our Wednesday and Thursday. Friday, the sixth day, belonged to Frigga, goddess of love and marriage. Saturday goes back to the Roman god, Saturn, for its name.

The End

Word definition:

Based sth. on/upon: to do something or develop something using a particular piece of information as the reason or starting point

belongs to somebody.: to be the property of someone

To be continued ...

Unit 1 – Days of the week

chief: most important

originally: at the beginning

substitute: to use something new or different instead of something else

The End

Translation part:

The planets were named after Roman gods. In the course of history the Anglo-Saxon substituted the names of their gods for the Romans names, and the English language uses names for the days based on the Anglo-Saxon.

سیارات با نام خدایان روم نامگذاری شد. بر اساس تاریخ،
انگلو ساکسون ها نام خدایانشان را جانشین نام های رومی
کردند و این نام ها در زبان انگلیسی بر اساس انگلو ساکسونها
برای نامگذاری روزهای هفته به کار برده شد.

unit 1

Reading 2

The Balloon

بالون

این درس درباره رویای پرواز انسان، اختراع بالون، طرز کار آن و اولین موجوداتی که با آن پرواز کردند، می باشد.

The Balloon

Once, long ago, the air belonged to the birds and insects. But in 1783 after centuries of talk about flying-man finally found a way to leave the ground,

To be continued ...

Unit 1 – The balloon

in that year it was discovered that a bag, or balloon, filled with hot air or with hydrogen gas would rise and float in the air. The first passenger to go up not by their own choice-were a sheep, a rooster, and a duck.

To be continued ...

Unit 1 – The balloon

They were suspended from the balloon in a wicker basket. When they came safe and sound, men began to go up never sure where or when they would land.

The End

Word definition:

choice: the right to choose or the chance to choose between two or more things

float: to stay or move on the surface of a liquid or up in the air without sinking

To be continued ...

Unit 1 – The balloon

insect: a small creature such as an ant or a fly, with six legs and a body divided into three parts

suspend: to hang something from something else

wicker: made from thin dry branches woven together

The End

Translation part:

But in 1783 after centuries of talk about flying-man finally found a way to leave the ground, in that year it was discovered that a bag, or balloon, filled with hot air or with hydrogen gas would rise and float in the air.

اما در ۱۷۸۳ بعد از قرن‌ها صحبت راجع به مرد پرنده، سرانجام راهی برای ترک زمین یافت شد، در آن سال کشف شد که کیف یا بالن که با هوای گرم یا گاز هیدروژن پر می‌شود بالا رفته و در هوا شناور می‌شود.

unit 1

Reading 3
Numbers

اعداد

این درس درباره اعداد، انواع آن و کاربرد آن در جایگاه های مختلف بحث می کند.

Numbers

A number is an idea that is used to refer to amounts of things. People use number words, number gestures, and number symbols. Number words are said load.

To be continued ...

Unit 1 – Numbers

Number gestures are made with some parts of the body, usually the hands. Number symbols are marked or written down. A number symbol is called a numeral. When we read a numeral out loud, we say the number word for that numeral.

To be continued ...

Unit 1 – Numbers

When we want to write a number, we can write the numeral or the word. For example, we say the word five and write the numeral 5 or the word five. The number is the idea we think or when we see the numeral or when we see or hear the word.

The End

Word definition:

gestures: a movement of your head, arm or hand that shows what you mean or how you feel

idea: a plan or suggestion, especially one you think of suddenly

Unit 1 – Numbers

numeral: a written sign that represents a number such as 5, 22 etc.

symbol: a letter, number or sign that represent the sound or amounts.

The End

Translation part:

When we read a numeral out loud, we say the number word for that numeral.

وقتي ما رقمي را بلند مي خوانيم كلمه عددي مربوط به آن
رقم را ادا مي كنيم.

unit 1

Reading 4

How Languages Change

زبانها چگونه تغییر می کنند

این درس درباره ی چگونگی تغییر زبان ها بحث میکند.

How Languages Change

No one knows all the reasons why language change, but they continue to do so as long as people speak them. In a few cases, the changes can be explained.

To be continued ...

Unit 1 – How Languages Change

For example, words are added to a vocabulary to refer to new ideas or objects. Contacts between speakers of different languages may cause words from one language to enter another language.

The End

Word definition:

cause: to make something happen

contact: communication with a person, organization or country.

explain: to say or write something so that it is easy to understand.

Unit 1 – How Languages Change

reasons: the cause or fact that explains why something happens or exists.

refer to: to mention or speak about someone or something.

The End

Translation part:

Contacts between speakers of different languages may cause words from one language to enter another language.

ارتباط سخنگویان زبانهای مختلف ممکن است موجب ورود کلماتی از یک زبان به زبان دیگر شود.

Unit 2

unit 2

Reading 1

Enjoying the Arts

لذت بردن از هنرها

این درس در باره هنر و تاثیر آن بر روی هنر مندان و مردم صحبت می کند.

Enjoying the Arts

People who love music, who can lose themselves in a book, or who can spend hours painting a picture of a barn, know the deep satisfaction that can be found in art.

To be continued ...

Unit 2 – Enjoying The Arts

It is not easy to express satisfaction in words. But, in some partly mysterious way, works of art are among the things of highest value in our lives. A fine piece of music, a masterpiece of painting, or a first-rate play has the power to capture and hold our fullest and most concentrated attention.

To be continued ...

Unit 2 – Enjoying The Arts

We are completely wrapped up in it, and every thing works out right. The music comes to the right close at the right time and in the right way. The play ends, not necessarily on a happy note, but in a way that seems inevitable and appropriate.

To be continued ...

Unit 2 – Enjoying The Arts

As we grow more and more aware of the painting, its parts seem to belong together and to be made for each other. We perceive harmony in the object, and feel harmony within ourselves.

To be continued ...

Unit 2 – Enjoying The Arts

When the aesthetic experience has ended, we often feel uplifted and refreshed. Our eyes and ears, or our insights into other persons, may be sharpened and refined. We may feel more at home with ourselves. Works Of art have value for us in some such way as this.

The End

Word definition:

aesthetic: relating to beauty and the study of the beauty.

appropriate: suitable for a particular time, situation or purpose.

To be continued ...

Unit 2 – Enjoying The Arts

capture: to succeed in showing or describing something by using pictures or words.

concentrated: showing a lot of determination or effort

express: to use words or actions in order to let people know what you are thinking or feeling.

To be continued ...

Unit 2 – Enjoying The Arts

inevitable: certain to happen and impossible to avoid.

insight: the ability to understand something clearly, or an example of this.

masterpiece: a work of art, piece of writing, music etc. that is of the highest quality compared to others of its kind.

To be continued ...

Unit 2 – Enjoying The Arts

mysterious: strange and difficult to explain or understand.

perceive: to understand or think about something in a particular way.

satisfaction: a feeling of happiness or pleasure because you have achieved something or got what you wanted.

To be continued ...

Unit 2 – Enjoying The Arts

sharpened: to make something sharper, or become sharper.

uplifted: making you feel more cheerful.

wrapped sth up: to finish or complete a job, meeting etc.

The End

Translation Part:

A fine piece of music, a masterpiece of painting, or a first-rate play has the power to capture and hold our fullest and most concentrated attention.

يك قطعه خوب موسيقي، يك شاهكار نقاشي يا يك نمايش عالي
اين قدرت را دارد كه توجه ويژه ما را به خود جلب كند.

To be continued ...

Unit 2 – Enjoying The Arts

Our eyes and ears, or our insights into other persons, may be sharpened and refined.

چشمها و گوشها و بینش ما به مردم دیگر ممکن است تیزتر
و تمیزتر شوند.

Unit 3

unit 3

Reading 1

Why do we read literature?

چرا ادبیات می خوانیم؟

این درس درباره علل مختلف مطالعه ادبیات صحبت می کند
که این دلایل بسته به سن و علاقه تغییر می کند.

Unit 3 – Why do we read literature?

Why do we read literature?

We all read for a variety of reasons. These reasons change with our age, our interest, and the literature we read. Our basic reason for reading is probably pleasure.

To be continued ...

Unit 3 – Why do we read literature?

We read literature mostly because we enjoy it. Reading for pleasure may take various forms. We may read just to pass the time. Or, we may want to escape the four walls that usually surround us.

To be continued ...

Unit 3 – Why do we read literature?

Reading serves as a jet airplane that speeds us away from ourselves into the worlds of other people. We often read for information and knowledge.

To be continued ...

Unit 3 – Why do we read literature?

We find pleasure in learning about life in the Swiss Alps or on the Mississippi River. We find possible solution to our problems when we meet people in books whose problems are like our own.

To be continued ...

Unit 3 – Why do we read literature?

Trough literature, we sometimes understand situations we could not otherwise understand in real life. We also read simply for the enjoyment we get from the arrangement of words.

To be continued ...

Unit 3 – Why do we read literature?

We can find pleasure even in nonsense syllables, just as children like the sound of “Ring around the Rosie,” Although they may not know what the words mean.

The End

Word Definition:

arrangement: the things that you must organize for something to happen

nonsense: ideas, statements or opinions that are not true or that seem very stupid.

To be continued ...

Unit 3 – Why do we read literature?

otherwise: except for what has just been mentioned.

solution: a way of solving the problem or dealing with a difficult situation.

variety: a lot of things

The End

Translation part:

We often read for information and knowledge. We find pleasure in learning about life in the Swiss Alps or on the Mississippi River.

ما اغلب براي کسب اطلاعات و دانش مطالعه مي کنيم .از
دانستن نحوه زندگي در آلپ سوئيس يا رودخانه ميسيسيپي
لذت مي بريم.

unit 3

Reading 2

Universal Languages

زبان هاي جهاني

اين درس راجع به نياز به زبان جهاني و چگونگي استفاده از آن صحبت مي کند.

Universal Languages

People have long been interested in having one language that could be spoken throughout the world.

To be continued ...

Unit 3 – Universal Languages

Such a language could help promote understanding and better and better feeling among nations. A universal language also would increase cultural and economic ties among various countries.

To be continued ...

Unit 3 – Universal Languages

Through the years, at least 600 universal languages have been proposed.

Esperanto is the most successful universal tongue. About 10 million people have learned Esperanto since its creation in 1887.

The End

Word Definition:

among: in the middle of, through or between.

cultural: relating to a particular society and its way of life.

economic: relating to business, industry and managing money.

To be continued ...

Unit 3 – Universal Languages

promote: further, advance; advance in rank or position.

propose: to officially suggest that something be done.

The End

Translation part:

Through the years, at least 600 universal languages have been proposed. Esperanto is the most successful universal tongue. About 10 million people have learned Esperanto since its creation in 1887.

در طول سالها حداقل ۶۰۰ زبان جهانی پیشنهاد شده است.
اسپرانتو موفقترین زبان جهانی است. حدود ده میلیون نفر
پس از خلق آن در سال ۱۸۸۷ این زبان را فراگرفتند

unit 3

Reading 3

Marriage Problems

مشکلات ازدواج

این درس درباره مشکلات ازدواج گفتگو میکند. مشکلاتی که ناشی از انتظارات اشتباه زوجین از یکدیگر است.

Marriage Problems

A man and woman expect certain things of each other even before they marry. After marriage, some husbands and wives can not satisfy their partner's expectations.

To be continued ...

Unit 3 – Marriage Problems

They may become disappointed and unhappy with each other and have problems with their marriage. A couple may argue about almost anything. Such as how to spend their money or how to discipline the children.

To be continued ...

Unit 3 – Marriage Problems

If they do not work out their differences, they may find it difficult to be friends, romantic partners, or good parents.

The End

Word Definition:

couple: a small number of things.

discipline: to train someone to behave or act in a particular way.

To be continued ...

Unit 3 – Marriage Problems

expect: to demand that someone do something because it is his/her duty.

expectation: a feeling or belief about the way something should be or how someone should behave.

To be continued ...

Unit 3 – Marriage Problems

partner: someone with whom you do in a particular activity.

satisfy: to make someone happy by providing what s/he wants or needs.

The End

Translation part:

They may become disappointed and unhappy with each other and have problems with their marriage.

آنها ممکن است از یکدیگر ناراحت و غمگین شوند و با ازدواجشان مشکل پیدا کنند.

Unit 4

unit 4

Reading 1

Wedding Ceremonies

مراسم ازدواج

این درس درباره مراسم ازدواج در فرهنگها و ادیان مختلف صحبت می کند.

Wedding Ceremonies

Most wedding ceremonies involve two requirements. First, the man and woman must say that they want to become husband and wife.

To be continued ...

Unit 4 – Wedding Ceremonies

Second, the ceremony must have witnesses, including the official who marries the couple.

If the couple has a religious ceremony, it is conducted by a member of the clergy, such as minister, priest, or rabbi.

To be continued ...

Unit 4 – Wedding Ceremonies

If a couple is married in a civil non-religious ceremony, a judge or some other authorized official performs it. During the days of long sea voyages, the captain of a ship was authorized to conduct a marriage ceremony wild the ship was at sea.

The End

Word Definition:

be authorize to: to have the power to give official permission for something.

civil: relating to the people or things in a country that are not part of military or religious organization.

Unit 4 – Wedding Ceremonies

clergy: the official leaders of religious activities in organized religions, such as priest.

conduct: to do something in order to find out or prove something.

minister: a religious leader in some Christian church.

To be continued ...

Unit 4 – Wedding Ceremonies

priest: someone who is specially trained to perform religious duties and ceremonies.

religious: relating to religion.

rabbi: a Jewish religious leader.

voyage: a long trip, especially in a ship or a space vehicle.

The End

Translation Part:

During the days of long sea voyages, the captain of a ship was authorized to conduct a marriage ceremony while the ship was at sea.

در طول روزهاي طولاني در يك سفر دريايي كاپيتان كشتي
مسئول اجراي مراسم ازدواج در كشتي است.

Unit 4

Reading 2

Educational Organization

سازماندهي تحصيلات

اين درس درباره نظام آموزش و پرورش درملتها و
کشورهاي مختلف صحبت مي کند.

Educational Organization

Many nations provide early childhood education in schools and kindergartens. In almost every nation, elementary education is compulsory and free.

To be continued ...

Unit 4 – Educational Organization

In every country, the elementary schools teach children to read and write and to work with numbers. The pupils also learn their countries customs and their duties as citizens.

To be continued ...

Unit 4 – Educational Organization

In most countries, the pupils also study such subjects as geography, history, and science. In many countries, the majority of children receive only an elementary education.

To be continued ...

Unit 4 – Educational Organization

Secondary and higher education are available only to outstanding students or to those who can afford private schooling. These nations include most developing countries, some East European countries, and such West European countries as Greece, Portugal, and Spain.

To be continued ...

Unit 4 – Educational Organization

France, Great Britain, Japan, and the highly developed countries require all young people to complete from 9 to 11 years of school, including 3 or 4 years of secondary school.

The End

Word Definition:

afford: to have enough money to buy something.

available: able to be used or obtained.

citizen: someone who live in a particular town,
state or country.

To be continued ...

Unit 4 – Educational Organization

compulsory: having to be done because it is a rule or law.

custom: something that is done by people

To be continued ...

Unit 4 – Educational Organization

geography: the study of the countries of the world, including such things as oceans, rivers, mountains, cities, population and weather.

include: to make someone or something part of a larger group or set.

To be continued ...

Unit 4 – Educational Organization

outstanding: better than anyone or anything else.

private: only for use by one particular person or group, not for everyone.

pupil: a child or young person in school.

require: to need something.

The End

Translation Part:

In every country, the elementary schools teach children to read and write and to work with numbers

در هر کشوري در مدارس ابتدائي به دانش آموزان خواندن،
نوشتن و کار با اعداد را مي آموزند

Unit 4

Reading 3

Geysers

چشمه های آب گرم

این درس درباره چشمه های آب گرم، علل بوجود آمدن آنها و فواید آنها صحبت می کند.

Geysers

Geyser is a spring that throws out hot water with explosive force from time to time. Often the water shoots up from a geyser in great columns, cloudy with steam.

To be continued ...

Unit 4 – Geysers

Geysers attract many tourists. "Old Faithful in Yellowstone National Park is probably the world's most famous geyser. On average, it erupts for about every 4 minutes once in every 65 minutes.

To be continued ...

Unit 4 – Geysers

The eruptions are usually 120 to 150 feet high.
People have observed "Old Faithful" for over 80 years, and this geyser has not missed an eruption.

To be continued ...

Unit 4 – Geysers

Most other geysers erupt at irregular intervals, and no one knows when they will go off for hours, days, weeks, or even month. In some, the water only bubbles above the ground. In others, it soars in fountains over 100 feet high.

The End

Word Definition:

bubble: a ball of air in a liquid or solid substance.

column: something with a long narrow shape.

erupt: to happen suddenly.

explosive: likely to suddenly to suddenly become violent or angry.

To be continued ...

Unit 4 – Geysers

geyser: hot water and steam that suddenly rises into the air from the natural hole in the ground.

go off: to explode

interval: a period of time between two events, activities.

To be continued ...

Unit 4 – Geysers

on average: based on a calculation that shows what usually happens.

soar: to increase quickly to a high level.

spring: a place where water comes up naturally from the ground

The End

Translation Part:

In some, the water only bubbles above the ground. In others, it soars in fountains over 100 feet high.

در بعضي از آنها آب تنها روي زمين مي‌جوشد و در بقيه،
به صورت فواره اي با بيش از ۱۰۰ فیت ارتفاع اوج مي
گيرد.

Unit 5

Unit 5

Reading 1

Nuremberg Trials

دادگاه‌های نورنبرگ

در این درس درباره دادگاه بین المللی نورنبرگ، سال تأسیس آن و چگونگی رسیدگی به مسائل مختلف در آن صحبت میشود.

Nuremberg Trials

Nuremberg Trials were a series of 13 trials held in Nuremberg Germany, from 1945 to 1949. In these trials, leaders of Nazi Germany were accused of crimes against international law.

To be continued ...

Unit 5 – Nuremberg Trials

Some of the defendants were charged with causing World War II deliberately, and with waging aggressive wars of conquest. Nearly all were charged with murder, enslavement, looting, and the atrocities against soldier and civilians of occupied countries.

To be continued ...

Unit 5 – Nuremberg Trials

Some were also charged with responsibility for the persecution of Jews and other racial and national groups. The Nuremberg Trials were a new development in international law.

To be continued ...

Unit 5 – Nuremberg Trials

Trials of war criminals have been carried on in one form or another for hundred of years. But at Nuremberg, for the first time, the leaders of a government were brought to trial on the charge of starting an aggressive war.

The End

Word Definition:

atrocities: an extremely cruel or violent action.

conquest: the act of defeating or controlling a group of people.

To be continued ...

Unit 5 – Nuremberg Trials

defendant: the person in a court of law who has been charged with doing something illegal.

deliberately: not happening by accident.

enslavement: state of being enslaved to someone or something.

To be continued ...

Unit 5 – Nuremberg Trials

looting: act of stealing and plundering.

persecution: the act of treat someone cruelty.

racial: relating to the relationships between different races of people.

The End

Translation Part:

But at Nuremberg, for the first time, the leaders of a government were brought to trial on the charge of starting an aggressive war.

اما در نورنبرگ، برای اولین بار رهبران دولت به خاطر شروع جنگ‌های متجاوزانه به محاکمه کشیده شدند.

Unit 5

Reading 2

kinds of reading

انواع خواندن

این درس درباره انواع روشهای خواندن و مطالعه متن ها و تأثیر هر کدام از آنها بر روی خواننده صحبت می کند.

Kinds of Reading

A good reader uses many different patterns of reading and study. Each involves the use of a variety of skills and attitudes.

To be continued ...

Unit 5 – kinds of reading

The pattern used depends upon the type and complexity of the reading material, the purpose for reading, and the reader's own language development and familiarity with the kind of ideas expressed.

To be continued ...

Unit 5 – kinds of reading

For example, a different pattern would be used for reading a novel than for reading an electrician's manual to learn how repair a television set.

The End

Word Definition:

attitude: the opinions and feelings that you usually have about a particular thing.

complexity: the state or quality of being complicated and detailed.

To be continued ...

Unit 5 – kinds of reading

pattern: the regular way in which something happens, develops or is done.

manual: a book that gives instructions about how to do something such as use of machine.

novel: a long written story in which the characters and events are usually imaginary.

The End

Translation Part:

Each involves the use of a variety of skills and attitudes

هر کدام از آنها شامل استفاده از مهارت ها و گرایش های
مختلفی می شود.

Unit 5

Reading 3

Beauty and Usefulness

زیبائی و کاربرد

این درس درباره زیبایی، زیباشناسی و فواید آن صحبت می‌کند.

Beauty and Usefulness

Beauty, even in the broader sense, is independent of usefulness. Certain kinds of works of art, such as painting and music, have little or no use apart from their value simply as works of art.

To be continued ...

Unit 5 – Beauty and Usefulness

Of course, we could use a piece of sculpture to hold a door open. But its only real use is as sculpture. Other objects, such as chairs and pitchers, are designed to perform special functions.

To be continued ...

Unit 5 – Beauty and Usefulness

Yet they too are some times considered works of art. They may even be exhibited in museums if they produce aesthetic experiences.

The End

Word Definition:

aesthetic: relating to beauty and the study of beauty.

exhibit: to put something in a public place so people can see it.

To be continued ...

Unit 5 – Beauty and Usefulness

perform: to do something such as a job or piece of work.

pitcher: a container used for holding and pouring liquids.

sculpture: objects made from clay, wood or metal as a form of art and often shaped like people or animals.

The End

Translation Part:

They may even be exhibited in museums if they produce aesthetic experiences.

آنها ممکن است در موزه ها نمایش داده شوند، اگر که از لحاظ زیبا شناسی تولید شده باشند.

Unit 6

Unit 6

Reading 1

A day at the Kindergarten

يك روز در كودكستان

اين درس درباره كودكستان و تأثير آن بر روي كودكان صحبت ميكند.

A day at the Kindergarten

Kindergarten days often begin with the discussion time. This period gives each child a chance to report any outside experiences that might be interesting to the other children.

To be continued ...

Unit 6 – A day at the Kindergarten

Sometimes the children decide as a group what they want to do that day. The youngsters develop a sense of belonging a group. They learn that they must adjust their own plans to those of others.

To be continued ...

Unit 6 – A day at the Kindergarten

Taking turns and being quiet while others speak help them develop self-control. Talking to a group increases a child's poise and his command of language.

The End

Word Definition:

adjust: to make small changes to the position of something in order to improve it.

belong to: to be a member of a group or organization.

Unit 6 – A day at the Kindergarten

command: an order that must be obeyed.

discuss: to talk about something with someone in order to exchange ideas or decide something.

kindergarten: a class for young children usually aged 5, that prepares them for school.

To be continued ...

Unit 6 – A day at the Kindergarten

poise: behavior that shows you are calm, confident and able to control how you feel.

self-control: the ability to control your feelings and behavior even when you are angry, excited, or upset.

The End

Translation Part:

They learn that they must adjust their own plans to those of others.

آنها یاد می گیرند که باید برنامه هایشان را با برنامه های دیگران تنظیم کنند.

Unit 6

Reading 2

The invention of Printing

The invention of Printing

The invention of Printing as we know it today became a millstone in the history of education. About 1440, a German metal worker named Johannes Gutenberg invented movable type in Europe.

To be continued ...

Unit 6 – The invention of Printing

He also devised the special press to print from his movable type. Almost immediately, large numbers of low-cast books and pamphlets became available. As a result, thousands of people wanted learn to read and write.

To be continued ...

Unit 6 – The invention of Printing

In addition, the great quantity and variety printed matter enabled people not only to learn without an instructor but also to acquire the knowledge needed to become teachers themselves in many fields.

To be continued ...

Unit 6 – The invention of Printing

Moreover, printing spread knowledge faster than ever before. People could thus quickly learn about new theories, experiments and discoveries.

The End

Word Definition:

acquire: to get something, either by buying it or through hard work.

devise: to plan or invent a way of doing something.

To be continued ...

Unit 6 – The invention of Printing

discovery: a fact, thing, or answer to a question that someone discovers.

invent: to make, design or produce something for the first time.

milestone: a very important event in the development of something.

To be continued ...

Unit 6 – The invention of Printing

pamphlet: a very thin book with paper covers, giving information about something.

theory: an explanation with something that may be reasonable, but it has not yet been proven to be true.

The End

Unit 7

Unit 7

Reading 1

Signs of Drug Abuse

علائم اعتیاد به مواد مخدر

بیشتر موادی که بصورت مداوم مورد استفاده قرار می گیرند، بر روی رفتار انسان تأثیر گذار هستند. این تأثیرات بسته به نوع مواد، متفاوت است. بیشتر معتادان می کوشند تا اعتیاد خود را مخفی نگه دارند، اما تغییرات رفتاری جزئی پر حرفی، غیبت طولانی مدت از کار یا مدرسه، ممکن است نشانه های اعتیاد باشد.

Signs of Drug Abuse

Most drugs that are continually misused can influence a person's behavior. In some cases, this influence is obvious. For example, excessive use of alcohol or sleeping pills causes poor muscle coordination, slurred speech, and sleepiness.

To be continued ...

Unit 7 – Signs of Drug Abuse

People who use amphetamines and cocaine become restless and talkative. However, the effect of some drugs, such as tobacco and marijuana, may not be noticed.

To be continued ...

Unit 7 – Signs of Drug Abuse

Even parents and close friends may not be aware that a person is abusing drugs. Many drug abusers try to keep these activities secret. Long absences from home, school, or work, or a sharp drop in school or job performance, may indicate drug abuse.

To be continued ...

Unit 7 – Signs of Drug Abuse

A sudden change in personality may also be a clue, but such a transformation often occurs without drugs.

The End

Word Definition:

abuse : use wrongly

coordination : a function done together well

misuse : use in the wrong way or for the wrong purpose

To be continued ...

Unit 7 – Signs of Drug Abuse

obvious : clear, easy to see or understand

occur : happen

secret : not known

sharp : remarkable

talkative : talking so much

The End

Unit 7

Reading 2

How Cultures Resemble One Another

چطور فرهنگ ها به یکدیگر شبیه هستند

تمام فرهنگ ها از نیازهای اولیه مشترك بين همه انسان ها سرچشمه گرفته اند. هر فرهنگي روشهايي براي زندگي، سياست، دفع مهاجمان، روابط خانوادگي، علم و ... دارد.

Unit 7 – How Cultures Resemble One Another

How Cultures Resemble One Another

All cultures have features that result from basic needs shared by all people. Every culture has methods of obtaining food and shelter.

To be continued ...

Unit 7 – How Cultures Resemble One Another

It has an orderly means of distributing the food and other goods to its people. Each culture has systems for assigning power and responsibility, including social ranks and governments.

To be continued ...

Unit 7 – How Cultures Resemble One Another

There also is a way to keep order and settle disputes –for example, a system of police, courts, and prisons. Every culture has ways to protect itself against invaders.

To be continued ...

Unit 7 – How Cultures Resemble One Another

It also has family relationships, including forms of marriage and systems of kinship. A culture has religious beliefs and a set of practices to express them. All societies have forms of artistic expression, such as carving, painting, and music.

To be continued ...

Unit 7 – How Cultures Resemble One Another

In addition, each culture has some type of scientific knowledge. This knowledge may be folklore about the plants people eat and the animals they hunt, or it may be a highly developed science.

The End

Word Definition:

assign : place at some duty

court : place where judges and lawyers listen to law cases

culture : the customs, art, and beliefs of a group of people

express : to show, to display

Unit 7 – How Cultures Resemble One Another

goods : things, substances, materials

obtain : to gain, to reach, to get

prison : a place that a criminal should be kept for some time because of doing something wrong

resemble : to look like or be similar to someone or something

The End

Unit 8

Unit 8

Reading 1

Mafia

مافيا

مافيا يك تشكيلات مخفي غير قانوني است كه در جنوب ايتاليا شكل گرفته و در آمريكا به قدرت عظيمي دست يافته است. لغت مافيا اشاره به شبكه اي از گروهها دارد كه با هم ارتباط زيادي ندارند. در حدود ۶۰۰۰ ايتاليائي-آمريكايي كه در اقدامات مجرمانه شركت دارند، بصورت شبكه اي از گروهك هاي منطقه اي به نام خانواده كه ارتباط اندكي با هم دارند سازماندهي شده اند.

Mafia

Mafia is a type of secret criminal organization that developed in southern Italy and has gained great power in the United States. The term **Mafia** may have come from an Arabic word that means **place of refuge**.

To be continued ...

Unit 8 – Mafia

As an adjective, it describes the confident style of behavior that identifies a *Mafioso*. A Mafioso is a man who has great influence within his community.

To be continued ...

Unit 8 – Mafia

As a noun, Mafia refers to a network of loosely connected groups called *Mafia*, which hold power through violence, oppression, and various criminal activities.

To be continued ...

Unit 8 – Mafia

The estimated 6,000 Italian Americans involved in organized crime are arranged in a loose network of regional gangs called families. Families are involved in many illegal activities such as gambling, prostitution, selling narcotics and loan sharking.

To be continued ...

Unit 8 – Mafia

Law enforcement officials estimate that the families take in about \$50 billion a year from criminal activities. Officials believe that the families have moved into a variety of legitimate business as well.

The End

Word Definition:

estimated : work out how much, big, long, etc.
something is

type : sort, kind

criminal : against law

To be continued ...

Unit 8 – Mafia

connect : to have relationship with each other

community : society

narcotics : drugs

loosely : not firmly

The End

Unit 8

Reading 2

Quasars

اجرام آسماني

کوآسار يك جرم آسماني شبيه ستاره است كه مقادير زيادي نور يا انرژي يا امواج راديويي ساطع ميكند.

Quasars

Quasar is a galaxy that releases enormous amounts of energy from a small area at its center. In photographs, this area looks like a star. Quasars radiate energy primarily in the form of light and radio waves.

To be continued ...

Unit 8 – Quasars

They are the most distant objects in the universe that can be observed with astronomical instruments.

A quasar releases about 100,000 billion times as much energy as does the sun, or more than 1,000 times as much as a normal galaxy.

To be continued ...

Unit 8 – Quasars

Astronomers are not sure how a quasar generates so much energy. Many believe the energy is released when material falls into a massive **black hole** in the center of a quasar. Others think the center contains a huge, rapidly spinning object that gives off the energy.

The End

Word Definition:

distant : far away

enormous : very big, huge

generate : to release, to free

huge : very big

look like : to be similar to, to resemble

To be continued ...

Unit 8 – Quasars

quasar : star-like celestial objects that emit a lot of light or radio wave

rapidly : fast

release : to free

universe : the whole world and things related to it

The End

Unit 9

Unit 9

Reading 1 Relaxation

استراحت

زندگی جدید با وارد کردن فشارهای روحی و فیزیکی فرصت استراحت را از مردم گرفته است. مردم روستاها و شهرهای کوچک بیش از ساکنین شهرهای بزرگ معنای استراحت واقعی را می دانند.

Relaxation

Stress ... tension ... anxiety. We know these words only too well. They are practically synonymous with modern living. The twentieth century is a time of maximum pressure and minimum relaxation.

To be continued ...

Unit 9 – Relaxation

When was the last time you just sat quietly and did nothing, for example? Or communed with nature? Chances are it was so long ago that you can't even remember!

To be continued ...

Unit 9 – Relaxation

Signs of this modern malaise are all around us. Just have a look at the people you pass as you hurry down the street. City expressions are hard; faces are pinched tightly with worry and anxiety.

To be continued ...

Unit 9 – Relaxation

Bodies are bent forward with urgency and drive.
Feet move at a rapid tempo. Voices are harsh,
tempers are short, and patience is a forgotten
word!

To be continued ...

Unit 9 – Relaxation

People in small cities and towns are more fortunate. They know what it's like to relax, to do about one's business naturally, to take the time to think and contemplate. City people are not so lucky.

To be continued ...

Unit 9 – Relaxation

Since our lives seem to preclude free moments for ourselves, we must make a conscious effort to make the time. We must escape from a constant pressure, noise, and harassment. In short, we simply must learn how to relax.

The End

Word Definition:

contemplate : look at or consider thoughtfully

fortunate : lucky

maximum : at most

minimum : at least

To be continued ...

Unit 9 – Relaxation

modern : new, developed

preclude : shut out, prevent

rapid : fast

stress : strain or force exerted upon the body or mind

tension : mental or nervous strain

The End

Unit 9

Reading 2

The History of Ornamental Arts

تاریخ هنرهای تزئینی

از ابتدای خلقت بشر، انسانها از کمترین امکانات از جمله خاک، چوب و ... برای ایجاد لوازم مورد نیاز خود استفاده می کرده اند. به تدریج با توجه به طبع لطیف انسان این تولیدات با ظرافت و هنر همراه شده تا جایی که امروزه در نوع خود يك هنر خاص می باشد.

The History of Ornamental Arts

Pottery reached its highest development between the 800's and the 1300's. Muslim artists developed many techniques that are still used today. For example, they engraved into **slip**, an earthy coating under the glaze.

To be continued ...

Unit 9 – The History of Ornamental Arts

This technique was imitated by Byzantine and Italian ceramists. Islamic potters also painted with a metallic pigment on a white or blue glaze to produce so-called luster- painting.

To be continued ...

Unit 9 – The History of Ornamental Arts

This difficult technique, practiced in the Middle East and Spain from 800's through the 1600's, was also taken over by the potters of the Renaissance period in Italy.

To be continued ...

Unit 9 – The History of Ornamental Arts

Builders used bright tiles decorated with geometric or arabesque designs for wall surfaces and fountains. Outstanding examples of tilework decorate mosque walls, domes, minarets in Isfahan, the capital of Iran in 1600's.

To be continued ...

Unit 9 – The History of Ornamental Arts

Tile work was an ancient Persian art. Pictures of royal life in the 400's B.C. appear on tile facings of palaces in the ancient Persian capital of Susa. Muslim tile work may have developed from pre-Islamic Persia.

The End

Word Definition:

engrave : cut or carve on a hard surface

fountain : water in a garden or park that springs high in the air and falls down again

glaze : cover something with a thin shiny surface

To be continued ...

Unit 9 – The History of Ornamental Arts

imitate : to follow, to copy something or someone

pigment : coloring matter

royal : related to the king or queen

technique : a special way of doing something

The End

Unit 10

Unit 10

Reading 1

The Culture of Animals

فرهنگ حیوانات

دانشمندان ابتدا فکر می کردند که تنها انسانها فرهنگ دارند اما اکنون اکثر آنها معتقدند که حیوانات گونه ای فرهنگ دارند. به عنوان مثال برخی از آنها از روشهای خاصی مثل تولید صداهای مختلف، استفاده از اجسام یا انجام حرکات خاص برای برقراری ارتباط استفاده می کنند.

The Culture of Animals

Scientists once thought that only human beings had culture. But most of them now believe that animals also have some elements of culture.

To be continued ...

Unit 10 – The Culture of Animals

For example, some kinds of animals make and use tools, and the members of many species communicate with one another by means of signs.

To be continued ...

Unit 10 – The Culture of Animals

Tool making consists basically of taking something found in the environment and using it for a purpose other than its original function. Elephants break off tree branches and wave them with their trunks to whisk away flies.

To be continued ...

Unit 10 – The Culture of Animals

Chimpanzees catch termites by peeling a twig and inserting the sticky, sappy end of the twig into a termite mound. When a chimpanzee pulls the twig out, termites stick to it.

To be continued ...

Unit 10 – The Culture of Animals

Young chimpanzees learn this method of catching termites from older members of their group. The technique is a cultural trait that has been passed along from one generation of chimpanzees to the next.

To be continued ...

Unit 10 – The Culture of Animals

Many animals use various kinds of signs to communicate. For example, dogs bark and lay their ears back. Dolphins communicate with one another by means of barks, clicks, whistles, and other sounds.

To be continued ...

Unit 10 – The Culture of Animals

Scientists have taught chimpanzees to "speak" to people in sign language. However, most scientists agree that any culture must include the use of symbols to be considered a culture.

The End

Word Definition:

communicate : talk, write, or send messages to someone

element : necessary part of something

environment : conditions affecting people's lives

To be continued ...

Unit 10 – The Culture of Animals

insert : put, fit, place something into something or between two things

sappy : juicy

termite : wood-boring worm

tool : instrument; thing for doing a job

trait : distinguishing characteristic, as of personality

The End

Unit 10

Reading 2

The Importance of Breathing Correctly

اهمیت درست نفس کشیدن

تنفس عمیق و درست يك هنر فراموش شده است. فعالیت صحیح فیزیکی و فکری در گرو تنفس صحیح است چون بدن ما می تواند مدتها بدون آب و غذا زنده بماند اما بدون هوا در عرض چند لحظه نابود می شود. عدم تنفس صحیح باعث ایجاد خستگی، تنش فکری و بی حوصلگی می شود که اینها همه هزینه هایی است که زندگی مدرن به انسانها تحمیل کرده است.

The Importance of Breathing Correctly

Feeling tired, nervous, uptight? Take a deep breath. It's one of the most relaxing and energizing things you can do. Try taking a deep breath right now. Feel how new energy spreads throughout your body.

To be continued ...

Unit 10 – The Importance of Breathing Correctly

Now exhale. Feel the tiredness and the poisonous substances leaving your body. Breathing is such an easy, natural, and healthful thing to do. It's distressing that most people do not know how to do it correctly!

To be continued ...

Unit 10 – The Importance of Breathing Correctly

Correct deep breathing is, sad to say, a lost art, and breathing is the basis of all normal activities for all living things; for example human beings it is the most crucial. It affects our state of health, our mental condition, our very lifespan.

To be continued ...

Unit 10 – The Importance of Breathing Correctly

We can live days without solid food, but we can live only a few minutes without air.

Primitive man did not have to learn the art of correct breathing. His lifestyle assured it.

To be continued ...

Unit 10 – The Importance of Breathing Correctly

Fresh air, natural physical activities, and the struggle for **survival** with the elements made early man a good breather.

Civilized man, however, lives a life far removed from all these components of natural life and physical activity.

To be continued ...

Unit 10 – The Importance of Breathing Correctly

And one of the prices modern man pays for civilization is anxiety, probably the single greatest reason: man has "forgotten" how to breathe correctly.

The End

Unit 10 – The Importance of Breathing Correctly

Word Definition:

affect : to influence

anxiety : worry; tension

breath : to take air into and out of the body
through the nose or the mouth

To be continued ...

Unit 10 – The Importance of Breathing Correctly

crucial : very important

energize : to create energy

exhale : to breathe out

lifespan : the length of time that someone lives

To be continued ...

Unit 10 – The Importance of Breathing Correctly

poisonous : involving something dangerous that if you eat, you'll die or become sick

survival : staying alive

uptight : very tense, nervous, anxious

The End

Unit 11

Unit 11

Reading 1

The Biological and Psychological Explanation of Crime

توضیح زیست شناسانه و روان شناسانه جرم

تا کنون تحقیقات زیادی در رابطه با توضیح جرم انجام شده است. نتایج به دست آمده حاکی از آن است که ارتکاب جرم بستگی به خصوصیات فیزیکی افراد از جمله الگوی امواج مغز و ژنتیک و همچنین تجربیات کودکی دارد. افرادی که در کودکی مورد توجه قرار نگرفته اند بیشتر در معرض ارتکاب جرم هستند.

The Biological and Psychological Explanation of Crime

Many studies have sought to explain crime. Most of them compare habitual criminals with persons who have not been convicted of crimes

To be continued ...

Unit 11 – The Biological and Psychological Explanation of Crime

to try to find important differences between the two groups. Since the late 1800's, for example, researchers trained in the biological sciences have searched for physical differences.

To be continued ...

Unit 11 – The Biological and Psychological Explanation of Crime

Such studies involve differences in body type, the pattern of brain waves, and the formation of genes. None of these studies has proved that criminals have any physical traits that make them different from other people.

To be continued ...

Unit 11 – The Biological and Psychological Explanation of Crime

Research by psychiatrists and psychologists stresses personality differences resulting from experiences in childhood or later. This research shows that many people who become criminals,

To be continued ...

Unit 11 – The Biological and Psychological Explanation of Crime

were neglected by their parents or were given harsh or uncertain discipline. Such treatment left them insecure and demanding in their relations with others.

To be continued ...

Unit 11 – The Biological and Psychological Explanation of Crime

Their own wants made them ignore the needs or rights of others. But researchers have had difficulty making a direct connection between emotional needs and crime because many people with emotional problems find acceptable ways of solving them.

The End

Word Definition:

biological : related to the study of the life of plants and animals

childhood : the first period of life before being an adult

To be continued ...

Unit 11 – The Biological and Psychological Explanation of Crime

convict : someone who has done wrong and is in prison

criminal : someone who has broken the law

demand : request

emotional : related to the emotions and feelings

To be continued ...

Unit 11 – The Biological and Psychological Explanation of Crime

insecure : not safe; not firm

solve : to work out

treatment : the way one behaves towards
someone else

The End

Unit 11

Reading 2

The Origin of Religion

سرچشمه دین

تحقیقات نشان می دهد که نشانه های وجود دین به ۶۰۰۰۰ سال قبل از میلاد مسیح می رسد. دانشمندان معتقدند که این دین ما قبل تاریخ از ترس و شگفتی از رویدادهای طبیعی مثل مرگ و میر نشئت گرفته است.

The Origin of Religion

The earliest recorded evidence of religious activity dates from only about 60'000 B.C. However, anthropologists and historians of religion believe that some form of religion has been practiced

To be continued ...

Unit 11 – The Origin of Religion

since people first appeared on the earth about two and a half million years ago. Experts think prehistoric religions arose out of fear and wonder about natural events, such as the occurrence of storms and earthquakes and the birth of babies and animals.

To be continued ...

Unit 11 – The Origin of Religion

To explain why someone died, people credited supernatural powers greater than themselves or greater than the world around them.

The End

Word Definition:

B.C. : before Christ

earthquake : a natural event resulted from some activities inside the earth that causes the earth to shake

To be continued ...

Unit 11 – The Origin of Religion

expert : scientist

origin : beginning; start of anything

prehistoric : before the written history

The End

Unit 12

Unit 12

Reading 1 Communication

ارتباط

برقراري ارتباط، نیاز اولیه و اساسي انسان است. اولین ارتباطات با نگاه و پیوند عاطفي بين کودک و مادر و اطرافیان آغاز می شود. شخصیت کودکان در مدرسه و در ارتباطاتشان شکل می گیرد بنابراین ارتباطات نامنظم می تواند باعث بروز مشکلاتی در آینده شود.

Communication

Communication is a basic human need. It lets people form and maintain relationships through the sharing of thoughts, feelings, wants, and intentions.

To be continued ...

Unit 12 – Communication

People who have difficulty in communicating may therefore be excluded, accidentally or deliberately, from the social exchanges of everyday life.

To be continued ...

Unit 12 – Communication

This is why communication has an important place in the curriculum of all school pupils, irrespective of their age and ability. Nowhere is its place more important than in the curriculum of pupils who have difficulty in learning.

To be continued ...

Unit 12 – Communication

Children with severe and profound learning difficulties have the same right to education as every other child. Their difficulties with learning present the educational system with many challenges.

To be continued ...

Unit 12 – Communication

Providing these pupils with experiences in the area of communication is one of the most important challenges, because delayed or disordered communication is a principal characteristic of severe and profound learning difficulty.

To be continued ...

Unit 12 – Communication

There are pupils who have not yet reached the level of speaking in two-word sentences. This level is reached by children when they are about two-and-a-half years old.

To be continued ...

Unit 12 – Communication

The first two-and-a-half years are a short period in the span of human development, but the range of communicative competence within them is considerable among pupils with learning difficulties as a result of the wide spread of ages, experience, physical difficulties, personalities, and other individual characteristics.

To be continued ...

Unit 12 – Communication

Restricting the area of communication to be covered to such an early part of the developmental range also has implications for how we think about communication.

To be continued ...

Unit 12 – Communication

Normally there is little wrong with describing communication as *what happens when people talk and listen to each other*.

However, that description is not very useful when people have no speech or any other system of language such as writing or hand-signs.

To be continued ...

Unit 12 – Communication

And, of course, communication may occur in the absence of language. For example, parents recognize that they and their infant children are able to communicate long before the children are able to talk.

To be continued ...

Unit 12 – Communication

Indeed, studies of mother-child interaction have shown that complex exchanges, the roots of communication, have begun to occur in the early weeks, and even days, after birth.

The End

Word Definition:

absence : not existence

accidentally : by chance

complex : difficult to understand because of many different parts

To be continued ...

Unit 12 – Communication

deliberate : that you want to do or say

disordered : out of order

maintain : go on with something

occur : happen

The End

Unit 12

Reading 2

The Barometer of Well-being

دستگاه پیش بینی سلامتی

پا قلب دوم ماست. سلامت یا عدم سلامت آن تأثیرات بسزایی در سلامت و شادابی عمومی بدن دارد. نوع راه رفتن، نوع ورزش و از همه مهمتر کفشی که به پا می کنیم باید مورد توجه قرار بگیرد تا از بروز بیماریهای مختلف نظیر مشکلات ستون فقرات و درد استخوانها جلوگیری شود.

The Barometer of Well-being

The care of feet plays an important and essential part in every health and beauty regiment. Our feet are a very sensitive barometer of our mental and physical state.

To be continued ...

Unit 12 – The Barometer of Well-being

Foot discomfort is always mirrored in the face. It can create a painful, suffering expression and even cause lines on the forehead. Most people are smart about the care they give to their bodies,

To be continued ...

Unit 12 – The Barometer of Well-being

but often seem to draw a blank when it comes to the care of their feet.

Relatively small though they are, feet perform the work of giants. Next to the heart, the feet carry the greatest load of any part of the body.

To be continued ...

Unit 12 – The Barometer of Well-being

This fact is worth keeping in mind. No other structure could bear such a top-heavy burden for so long and without repairs as the delicate, ingeniously designed human foot.

To be continued ...

Unit 12 – The Barometer of Well-being

It is a wonder that things go wrong as rarely as they do, considering how poorly feet are understood or cared for.

The foot operates on two flexible arches.

To be continued ...

Unit 12 – The Barometer of Well-being

The long arch of the instep is known as the longitudinal, and it runs the length of the foot. The arch at the ball of the foot, supporting the width, is the metatar-sal.

To be continued ...

Unit 12 – The Barometer of Well-being

These two arches provide the spring that feet must have to support and balance the weight of the body as we move. Toes and heels help further to balance and move the body effortlessly, but if we had no arches, if the feet were rigid,

To be continued ...

Unit 12 – The Barometer of Well-being

they would break under the strain of body weight. Most of the time we are unaware of our feet; this means they are in good working order, strong, and flexible.

To be continued ...

Unit 12 – The Barometer of Well-being

But even a minor foot problem tends to magnify itself; foot discomfort has a way of spreading to every part of the body.

Foot disorders are many, the most common being fallen arches, flat feet, calluses, bunions, and corns.

To be continued ...

Unit 12 – The Barometer of Well-being

There are a host of others, but their cure is within the realm of medical doctors only. Many troubles can be traced to correctable causes.

The End

Word Definition:

barometer : instrument that helps to tell what the weather will be

correctable : that can be corrected

effortlessly : without any effort or trying hard

To be continued ...

Unit 12 – The Barometer of Well-being

essential : important and necessary

flexible : that can be changed

regiment : a regular system of diet, exercise, etc.

repair : to fix

well-being : the state of being healthy

The End

Unit 13

Unit 13

Reading 1

The Evolution of Human Locomotion

تکامل حرکات انسان

شکل امروزی ستون فقرات و اسکلت بدن انسان، شکل تکامل یافته موجودات ابتدایی است. پیشینیان ما به این شکل اندام حرکتی نداشته اند و حرکت آنها بیشتر به شکل حرکت حیوانات نزدیک بوده است.

The Evolution of Human Locomotion

The human body is admirably engineered to perform a wide variety of functions.

Unfortunately, walking upright is not one of them.

To be continued ...

Unit 13 – The Evolution of Human Locomotion

Our ancestors, from whom we inherit our basic body structure, moved about by swinging through the trees; if they had to get about on the ground at all, they did so on all fours.

To be continued ...

Unit 13 – The Evolution of Human Locomotion

They had long powerful shoulders and arms, and they used their thighs, legs, and feet for reaching, holding, gripping but only rarely for standing on.

To be continued ...

Unit 13 – The Evolution of Human Locomotion

When our ancestors finally took to the ground they walked at first rather like gorillas or chimpanzees, bent forward at the hip joint with the weight of the upper body supported by their powerful arms and knuckles.

To be continued ...

Unit 13 – The Evolution of Human Locomotion

The tilt of the pelvis of the most recent human ancestor, who was still more ape than man, indicates he walked on flat feet tilting forward from the hip jointed and moved on all fours when real speed was required.

To be continued ...

Unit 13 – The Evolution of Human Locomotion

Therefore, his stance for moving on the ground was the first adaptation of the original structural body design for tree swinging. The first human ancestor considered true man is called Homo Erectus, specifically because the most significant adaptation he made was to walk entirely upright.

To be continued ...

Unit 13 – The Evolution of Human Locomotion

Erect posture is thus a second adaptation of human locomotion. It required that the entire weight of the upper body be supported by the spinal column and fragile pivot as compared to the powerful shoulders, arms, and legs.

To be continued ...

Unit 13 – The Evolution of Human Locomotion

The legacy of this adoption is strain on some muscles, under use of others, and - you guessed it - back trouble. Nature evidently never intended the back to be a support column.

The End

Word Definition:

adaptation : making fit or suitable

admirable : look at something or someone with pleasure

ancestor : someone who was in your family long ago; grand parents

To be continued ...

Unit 13 – The Evolution of Human Locomotion

evidently : clearly

indicate : show something; point to something

inherit : receive something from someone who had died

perform : to do

spinal column : back bone

The End

Unit 13

Reading 2

The Life Line of the Body

خط زندگی بدن

ستون فقرات، خط زندگی بدن انسان است. برای جلوگیری از بروز مشکلات حرکتی و اختلال در حرکات بدن، باید از عملکرد و نقش آن به خوبی آگاه شده و راههای مراقبت از آن را بدانیم.

The Life Line of the Body

One of the most important things to understand about our system is that it is based on the conviction that the spinal column is the life line of our body structure, upon which our mental and physical state of well-being depends.

To be continued ...

Unit 13 – The Life Line of the Body

The stronger the backbone, the firmer the muscle tone surrounding the lower back, and the more perfectly the spinal column is aligned, the healthier we are.

To be continued ...

Unit 13 – The Life Line of the Body

Therefore, we are most able to function normally and efficiently in all our daily activities, whether we work, swim, play tennis, golf, ski or walk.

A weak and underdeveloped spine creates bad posture and the entire body acts like a "broken down machine" ready to fall apart.

To be continued ...

Unit 13 – The Life Line of the Body

All the important parts of the body, bones, muscles, joints, nerves, and all vital organs, are cramped into inactivity and become sluggish and practically lifeless.

To be continued ...

Unit 13 – The Life Line of the Body

Is there any wonder that backaches are so prevalent?

Conversely, a healthy, strong and well- developed spine creates good posture and makes one feel alive, alert, full of energy and youthful vitality.

To be continued ...

Unit 13 – The Life Line of the Body

Because the spinal column is so instrumental in the achievement of good health and perfect posture, it is important that you understand first its basic structure before you learn about the inherent weaknesses that cause back problems.

The End

Word Definition:

align : adjust

conversely : opposite to something

conviction : deciding in a law court that someone had done wrong

efficiently : in a useful way

To be continued ...

Unit 13 – The Life Line of the Body

sluggish : lacking energy; not functioning with normal force

therefore : so; thus

weak : without energy; not strong

The End

Unit 14

Unit 14

Reading 1

The Eskimos

اسکیموها

اسکیموها هزاران سال است که در نواحی قطب شمال زندگی می کنند. بسیاری از آنها از روشهای بومی خود برای تهیه غذا استفاده می کنند اما در کل، روش زندگی در میان آنها تغییر کرده است. بسیاری از مردم در خانه های مدرن زندگی می کنند و لباسهای جدید می پوشند.

The Eskimos

Canada's vast Arctic region is extremely thinly populated. Indians and Eskimos have lived there for thousands of years, and today they make up nearly half of the region's population.

To be continued ...

Unit 14 – The Eskimos

Most of the other people of the Canadian Arctic are traders, miners, and members of the armed forces and the Royal Canadian Mounted Police. Many Eskimos and Indians still follow their traditional occupations – fishing, hunting and trapping.

To be continued ...

Unit 14 – The Eskimos

But in general, the old ways of life in the Arctic have ended. The people live in modern houses than in tents or igloos. They wear modern clothing and eat food bought in stores.

To be continued ...

Unit 14 – The Eskimos

Snowmobiles and motor boats have largely replaced dog sleds and kayaks as their principle means of transportation.

The end of the traditional ways of life has brought many social problems to the Eskimos.

To be continued ...

Unit 14 – The Eskimos

They have a high unemployment rate, and their rates of alcoholism and crime are rising. The future may bring improved economic conditions as the result of the discovery of petroleum in the Arctic region.

To be continued ...

Unit 14 – The Eskimos

Many Eskimos may find jobs in the construction of pipelines to transport oil and natural gas to markets in southern Canada. However, this construction also threatens to displace entire communities and perhaps further disrupt the traditional Eskimo way of life.

The End

Word Definition:

construction : building something

disrupt : cause disorder in

extremely : very

perhaps : may be

region : part of a country; part of the world

Unit 15

Unit 15

Reading 1 Fishing Tips

نکات ماهیگیری

انواع مختلف ماهی ها شرایط مختلف محیطی را می پسندند. به عنوان مثال گروهی از ماهی ها دمای بالای آب و گروهی دمای پایین را می پسندند. گروهی در آبهای گل آلود و گروهی در آبهای زلال زندگی می کنند. با مطالعه رفتارهای ماهیها می توان به خلق و خوی زیستی آنها پی برد و برای شکار نوع خاصی از ماهیها می توان از این اطلاعات استفاده نمود.

Fishing Tips

Successful fishing requires much practice and study. A person can learn only from experience how to hook and play and tire out a fish properly.

To be continued ...

Unit 15 – Fishing Tips

To catch a particular species of fish, an angler must study its habits – what it eats, the kinds of waters it lives in, and the water depth and temperature it prefers.

To be continued ...

Unit 15 – Fishing Tips

The habits of a fish influence the choice of bait, the fishing technique used, and the place chosen for fishing. For example, *rainbow trout* thrives in cool, clear streams with swift current.

To be continued ...

Unit 15 – Fishing Tips

They often feed near the surface of the water, where the current brings them insects to eat. A favorite method of catching these fish is fly fishing with a dry fly, casting upstream.

To be continued ...

Unit 15 – Fishing Tips

On the other hand, many kinds of catfish live in muddy lakes and streams near the bottom of the water. They find their food chiefly by smell or touch. Such fish may be caught by fishing near the bottom, using an odorous bait made of cheese, meat, or bread dough.

To be continued ...

Unit 15 – Fishing Tips

The temperature of the water influences the hunger and activity of fish. Each species prefers a certain temperature range and seeks the level of water within that range.

To be continued ...

Unit 15 – Fishing Tips

Fish become less active when the water temperature is above or below their preferred range. Certain species may even wait until night or early dawn to feed if the water temperature near the surface is too warm.

To be continued ...

Unit 15 – Fishing Tips

Anglers often measure the water temperature at various depths to find the level suitable for the fish they seek.

The End

Word Definition:

catch : hunt

odorous : having some kind of smell

feed : to give food

suitable : proper

require : need

Unit 16

Unit 16

Reading 1

Stubborn Husband

Stubborn Wife

شوهر لجباز

زن لجباز

این داستان درباره یک زن و شوهر است. شوهر بسیار تنبل و زن بسیار کوشاست. عاقبت صبر زن به سر آمده و به همین دلیل منزل را ترک می کند. طی ماجراهایی که برای این زن و شوهر روی می دهد، و به دلیل لجبازیشان با یکدیگر، دزد تمام دارائیشان را می برد.

ادامه دارد ...

Unit 16 – Stubborn Husband, Stubborn Wife

سپس زن با ذکاوت این مال را برگردانده و به اشتباه خود در ترك همسرش پی می برد. تمام این ماجراها باعث می شود که این زن و شوهر قدر هم را بدانند و زندگی خوبی را شروع کنند و شوهر هم تنبلی را رها کرده و در جایگاه خود به زندگی ادامه می دهد.

Stubborn Husband Stubborn Wife

Part I

There was a time and there wasn't a time in the long ago when a man and wife lived together in a small house in Hamedan.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part I

The wife was industrious and hard-working and was busy from morning till night. The man was lazy and good-for-nothing. They argued and quarreled all day long.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part I

The man said, "What is there for me to do? I inherited a flock of sheep from my father and I gave them to a shepherd. In return, he gives us cheese and milk and wool, and with this we eat and clothe ourselves.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part I

You are strong and able to do the cooking and cleaning and washing." Then the man folded his arms and stared at the sky.

The wife said, "What about the calf in the stable? Every day I give the calf its water.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part I

That is man's work. I will not do it any more. You will have to break a rib, now and then, and water the calf yourself.“

The man said, "If you can't do a little job like watering the calf, then what are you good for?“

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part I

The wife answered, "I am good for woman's work. I cook for you and sew for you. I wash for you and dry for you. But I will not water the calf."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part I

The man said, "That is not right. I brought you to my house to do what I tell you, even if I tell you to throw yourself off the roof. It has been said by poets that men are the masters of women.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part I

Whatever a man orders, a woman must do.

At these words the wife grew angry and said, "Yes, the poets have written those words about real men, brave men, not about donkey droppings like you."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part I

And so they argued and quarreled about who would water the calf. At last, they reached an agreement. The wife said she should water the calf that day.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part I

But starting tomorrow, they agreed that whoever spoke the first word in the morning would have to water the calf forever after. If the wife should speak first, she agreed to water the calf without complaining. And if the man should speak first, he agreed to water it.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

Part II

The next morning, the woman got up early, rolled up her mattress, swept the house, prepared the breakfast, but said nothing. The man, too, got up, put on his clothes, ate his breakfast, and said nothing.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

The woman watched angrily at her husband prepared to go out a usual and sit on the bench and look at the sky. Ten times in ten minutes she wanted to shout at him in anger.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

At last, she put on her veil and went to the neighbor's house so she would be away from him and couldn't speak to him even if she wanted to.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

He watched his wife as she put on her cloak and left the house and walked over to the neighbor's house. He wondered what she was up to, but he did not say a word.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

After she had gone, he went outside and sat on the stone bench in front of the house and began to look at the sky.

Soon a beggar came along.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

Seeing the man sitting there, the beggar approached and said, "In the name of Allah, a piece of bread and a slice of onion, master, and may your shadow never grow shorter."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

The man said nothing, so the beggar raised his voice and asked again for a piece of bread or a few pennies. Still the man gave no answer.

"This is strange," the beggar said to himself.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

"This man is moving and breathing, but he doesn't talk. Maybe he is deaf. "So the beggar began to shout.

Still the man said not a word, for he was thinking, "My wife has sent this beggar to make me talk.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

As soon as I open my mouth, she will come out of the neighbor's house and say, 'You spoke first. Hurry up and water the calf.'
I won't be taken in by her tricks.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

If earth flies up to heaven or if heaven falls down to earth, I will not move my tongue in my mouth.“

By this time, the beggar saw that the man was not going to say anything, so he walked past the man and went into the house.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

He filled his beggar's bowl with all the bread and cheese he could find and then went away. The man saw this, but said nothing, because he was afraid that if he spoke, he would have to water the calf every day.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

Soon a traveling barber came walking down the street. When he saw the man sitting on the bench, he said, "Do you want me to give your beard a trim?"

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

The man said nothing. So, the barber thought to himself, "If he didn't want me to fix up his hair and trim his beard, he would have spoken up. So, I guess he wants me to work on him."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

The barber began to sharpen his razor against his whetstone and soon he had trimmed the man's beard and cut his hair short. Then the barber held out his hand for payment.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

The man said nothing. The barber asked for his money three times, but got no answer. This made him angry. "Pay me!" he shouted. "or I will shave off your beard so you'll look like a woman, and I'll fix your hair to look like a duck's tail."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

When the man still didn't answer, the barber flew into a rage. He took out his razor and shaved off the man's beard until the man's face was as smooth as the palm of his hand.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part II

And he fixed the man's hair to look like a duck's hair. Then the barber went away.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

Part III

Soon an old woman came hobbling down the street. She was a seller of paint and powder for ladies. As soon as she saw the man with his face all shaven, she thought he was a woman.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

She said, "My lady, why are you sitting here without your veil? And why have you cut your hair so short?"

The man did not answer, so the old woman reached in her knapsack and took out her pots of paint and powder and some false hair besides.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

"My lady," she said, coming closer, "You will shame your husband sitting here like this with your hair short and without your veil." The old woman put false hair on the man's head.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

Then she put rouge on his cheeks and berry juice on his lips and powdered his face all over. When she had finished, she wanted to be paid.

The man said nothing, so the old woman reached in his pocket and took all his money and went away.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

Now a clever thief came along. He saw what he thought was a woman sitting on the bench in front of the house and he saw the door wide open. He stopped and said in a sweet voice, "My lady, why have you left your door open?"

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

Do you not know that thieves are all around? And why are you sitting outside your house without your veil? Is your husband not at home to keep you safe inside?”

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

When the thief received no answer, he said to himself, "This woman is deaf and dumb." So he said, "My lady, since your door is open, do you mind if I step inside for a word with your husband?"

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

The man still said nothing. He was thinking, "My wife has sent this person to make me open my mouth, just as she sent all the others. I know my wife. She is hiding behind the neighbor's window and listening.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

As soon as I speak, she will run out and say, 'You spoke first. Hurry up and water the calf.' But I am not going to give in just because of a few troubles."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

Now the thief saw that whatever he said, not a sound came from the woman sitting on the bench.

So the thief went into the house.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

When he saw that no one was home, he searched the house and gathered up every thing that had a light weight and a heavy price. He put the rugs, the pots and pans, and all the closing he could find into his satchel and went away.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

All this time, the calf in the stable was weak with thirst. The poor calf began to bang his head against the stable door in despair and soon knocked the door down. It ran through the house and out into the street, and began bawling for water.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

When the man saw the calf he thought to himself,
"That wicked wife of mine had even told the
calf to come out and start bawling so that I will
be forced to speak.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

But I haven't answered any of the others and I won't answer the calf either."

Just at this moment, the wife I looked out of the neighbor's window and saw the calf running away down the street to the stream.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

She hurried out of the neighbor's house and caught the calf and took it home. As she came to her house, leading the calf, she suddenly saw her husband sitting on the stone bench,

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

wearing false hair, with rouge on his cheeks and burry juice on his lips and powder on his face.

She did not recognize him and thought to herself, "That wicked husband of mine has married another wife and brought her here in my place because I refused to water the calf."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

She went over to her husband and said, "O woman, who told you to come here and sit before my house?"

With a shout of joy, the man jumped up and said, 'You spoke first! Hurry up and water the calf.'

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part III

Then he took off his false hair and laughed and laughed.“

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

Part IV

When the woman saw that this strange creature was her husband, with his face shaven and his cheeks painted, she said, "Dust on your head. Who has done this to you? Who has shaved you?"

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

She ran into the house in a rage. She saw all the boxes thrown about, the shelves empty, the rugs gone, and she realized that a thief had come and taken everything.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

she ran outside again and said to her husband,
"What was the matter with you? Were you dead
or sleeping that you didn't protest?"

The man said, "I was neither dead nor sleeping,
but I knew you told all those people to come
and force me to talk so I would have to water
the calf."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

The woman said, "Dust on your stubborn head! You lost what you had and what you'll never have. You lost your face, you lost your money, you lost your rugs – and all because of your stubbornness. And yet you are happy because you don't have to water the calf."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

The man smiled and said, "The wise men have said that when a man orders, a woman must obey."

The wife said, "O stubborn man, you have lost your wife, too. I am going away and I shall take the calf, since you refuse to water it."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

So, the woman ran off down the street and the calf followed her.

When she came to the edge of town, she asked some children who were playing, "Did you see a man with a satchel coming out of my house?"

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

The children told her that a man with a satchel had passed them half an hour ago and that he had taken the road across the desert.

The woman took the calf's halter in her hand and started out across the desert.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

Soon she saw a man with a satchel walking ahead of her. She knew he was the thief, so she hurried to catch up with him. She walked very fast and soon she came up to the thief and passed him.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

The thief called, "Where are you going, sister?"

The woman said in a weak voice, "O stranger, I am going to my home."

"Why do you walk so fast?"

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

She said, "I must get to a caravanserai before it is dark, as I am afraid to spend the night alone in the desert with no one to guard me but my calf. If I had someone to protect me, I should walk more slowly."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

The thief saw that she was very pretty, so he said,
"If you walk more slowly, we can walk together
and I can protect you."

"I don't mind," she said, smiling very sweetly at
him.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

So, the wife and the thief walked on together and the woman began to give him tender glances. "O stranger," she said, "how lucky I was to meet a fine, strong man to protect me and care for me."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

And she smiled even more sweetly and gave him a thousand loving glances from her dark eyes.

The thief said to himself, "She is not bad looking."
Then he asked, "lady sister, don't you have a husband?"

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

She said, If I had a husband, would I be all alone in the desert with a calf?”

So, they walked on, and all the time the wife kept sighing and sending loving glances at the thief.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

Before the afternoon was half over, he asked her to be his wife and she agreed to go with him to the headman in the next town and get married.

Now, the wife did not love the thief at all and certainly did not want to marry a thief.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

In fact, the farther she got from home, the more she thought of her stubborn husband and her heart burned for him. But she had a plan.

She said to the thief, "And when we are married, how will you feed me and clothe me?"

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part IV

The thief said, "In my satchel there is money enough and clothes enough."

The woman said, "Let me see in your satchel."

But the thief said, "Not now. You shall see when we are married."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

Part V

They walked on until the sun set, when they came to the next village. They went to the headman's house and asked if he could marry them. The headman agreed and promised to marry them in the morning.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

He gave them supper and prepared a bedroll for the night. "I have only one guest room," the headman said. "Lady, you may sleep this night on the bedroll of my guest room and your beloved will sleep on the floor next to you."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

Tomorrow, you will be married at dawn, and then you will go on your journey as man and wife.”

So, the wife lay down on the bedroll and the thief stretched out on the floor, and the headman went off to sleep in his own room.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

Before the thief went to sleep he placed his satchel next to the door.

Very soon, the thief's snores were so loud they reached the sky. The wife quietly got up and tiptoed to the headman's kitchen.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

She took a handful of flour and mixed it with water and cooked it over a candle flame until it was paste. Then she poured the paste into the headman's shoes and into the thief's shoes.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

Next, she went to get the satchel, but it was too heavy for her to carry, so she dragged it out of the house where she found the calf tied to post. She put the satchel on the calf's back and started home across the desert just as the sun peeped above the horizon.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

At this time, the headman woke up, stretched himself and went to put on his shoes. The paste had hardened and he couldn't get his feet inside. "I can not marry my guests without shoes," he said to himself, "I wonder what has happened."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

He went to his guest's room in his bare feet and there he found the door open and the woman gone. Only the man remained, sound asleep on the floor. The headman shouted, "Say, uncle! Where is your bride?"

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

The thief woke up and saw that the wife was gone and the satchel, too. He jumped up and ran to put on his shoes, but the paste inside them had hardened and he couldn't get his feet inside.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

Without saying a word to the headman, the thief ran out of the house and down the road to the desert on his bare feet.

He ran as fast as he could, but he had gone no more than a league when he had to stop.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

His feet were sore and bleeding and he couldn't run a step farther. In a rage, he sat down by the roadside and said to himself, "I shall never again see my satchel, but at least I have learned a lesson. Never trust a flirting woman."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

Meanwhile, the woman arrived home with the calf and the satchel. As she entered the courtyard, she called, "Husband, I have returned and I will never leave you again. I have brought the calf and I have brought all the things the thief stole from us."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

There was no answer to her call. So, she tied the calf to a post and ran inside. There she found her husband sweeping the floor. She looked around in amazement.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

The breakfast was made, the fire was lit, and the washing was hanging on the bushes to dry.

"O stubborn man," she cried.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

"What has happened to you? Why are you not sitting on your bench staring at the sky?"

The husband said, "I lost my fortune, I lost my face, and I lost my wife because I was so stubborn."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

At once, the wife took the broom and began to sweep. "Go and sit on your bench," she said. "It is for man to order and for woman to obey."

At that moment, the calf, who had not been fed all day, began to bawl.

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

The husband said, "I shall water the calf."

The woman said, "No, I shall do it."

The husband said, "It is for man to order and for woman to obey. You shall not water the calf.

That is man's work."

To be continued ...

Unit 16 – Stubborn Husband, Stubborn Wife / part V

And so he watered the calf that day and every day thereafter, and the husband and wife never quarreled again.

The End

The End

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