

PNU University

The Art of Speaking

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«امروزه کتاب‌خوانی و علم‌آموزی، نه تنها یک وظیفه‌ی ملی، که یک واجب دینی است.»^۱

در عصر حاضر یکی از شاخصه‌های ارزیابی رشد، توسعه و پیشرفت فرهنگی هر کشوری میزان تولید کتاب، مطالعه و کتاب‌خوانی مردم آن مرز و بوم است. ایران اسلامی نیز از دیرباز تاکنون با داشتن تمدنی چندهزارساله و مراکز متعدد علمی، فرهنگی، کتابخانه‌های معتبر، علما و دانشمندان بزرگ با آثار ارزشمند تاریخی، سرآمد دولت‌ها و ملت‌های دیگر بوده و در عرصه‌ی فرهنگ و تمدن جهانی به‌سان خورشیدی تابناک همچنان می‌درخشد و با فرزندان نیک‌نهاد خویش هنرنمایی می‌کند. چه کسی است که در دنیا با دانشمندان فرزانه و نام‌آور ایرانی همچون ابوعلی سینا، ابوریحان بیرونی، فارابی، خوارزمی و ... همچنین شاعران برجسته‌ای نظیر فردوسی، سعدی، مولوی، حافظ و ... آشنا نباشد و در مقابل عظمت آنها سر تعظیم فرود نیاورد. تمامی این افتخارات ارزشمند، برگرفته از میزان عشق و علاقه فراوان ملت ما به فراگیری علم و دانش از طریق خواندن و مطالعه منابع و کتاب‌های گوناگون است. به شکرانه‌ی الهی، تاریخ و گذشته ما، همیشه درخشان و پربار است. ولی اکنون در این زمینه در چه جایگاهی قرار داریم؟ آمار و ارقام ارائه‌شده از سوی مجامع و سازمان‌های فرهنگی در مورد سرانه‌ی مطالعه‌ی هر ایرانی، برایمان چندان امیدوارکننده نمی‌باشد.

کتاب، دروازه‌ای به سوی گستره‌ی دانش و معرفت است و کتاب خوب، یکی از بهترین ابزارهای کمال بشری است. همه‌ی دستاوردهای بشر در سراسر عمر جهان، تا آنجا که قابل کتابت بوده است، در میان دست‌نوشته‌هایی است که انسان‌ها پدید آورده و می‌آورند. در این مجموعه‌ی بی‌نظیر، تعالیم الهی، درس‌های پیامبران به بشر، و همچنین علوم مختلفی است که سعادت بشر بدون آگاهی از آنها امکان‌پذیر نیست. کسی که با دنیای زیبا و زندگی‌بخش کتاب ارتباط ندارد بی‌شک از مهم‌ترین دستاورد انسانی و نیز از بیشترین معارف الهی و بشری محروم است. با این دیدگاه، به‌روشنی می‌توان ارزش و مفهوم رمزی عمیق در این حقیقت تاریخی را دریافت که اولین خطاب خداوند متعال به پیامبر گرامی اسلام (ص) این است که «بخوان!» و در اولین

۱. پیام مقام معظم رهبری به مناسبت آغاز هفته کتاب ۷۲/۱۰/۴

سوره‌ای که بر آن فرستاده‌ی عظیم‌الشان خداوند، فرود آمده، نام «قلم» به تجلیل یاد شده‌است: «اقْرَأْ وَ رَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ» در اهمیت عنصر کتاب برای تکامل جامعه‌ی انسانی، همین بس که تمامی ادیان آسمانی و رجال بزرگ تاریخ بشری، از طریق کتاب جاودانه مانده‌اند.

دانشگاه پیام‌نور با گستره‌ی جغرافیایی ایران‌شمول خود با هدف آموزش برای همه، همه‌جا و همه‌وقت، به‌عنوان دانشگاهی کتاب‌محور در نظام آموزش عالی کشورمان، افتخار دارد جایگاه اندیشه‌سازی و خردورزی بخش عظیمی از جوانان جویای علم این مرز و بوم باشد. تلاش فراوانی در ایام طولانی فعالیت این دانشگاه انجام پذیرفته تا با بهره‌گیری از تجربه‌های گرانقدر استادان و صاحب‌نظران برجسته کشورمان، کتاب‌ها و منابع آموزشی درسی شاخص و خودآموز تولید شود. در آینده هم، این مهم با هدف ارتقای سطح علمی، روزآمدی و توجه بیشتر به نیازهای مخاطبان دانشگاه پیام‌نور با جدیت ادامه خواهد داشت. به‌طور قطع استفاده از نظرات استادان، صاحب‌نظران و دانشجویان محترم، ما را در انجام این وظیفه‌ی مهم و خطیر یاری‌رسان خواهد بود. پیشاپیش از تمامی عزیزانی که با نقد، تصحیح و پیشنهادهای خود ما را در انجام این وظیفه‌ی خطیر یاری می‌رسانند، سپاسگزاری می‌نماییم. لازم است از تمامی اندیشمندانی که تاکنون دانشگاه پیام‌نور را منزلگاه اندیشه‌سازی خود دانسته و ما را در تولید کتاب و محتوای آموزشی درسی یاری نموده‌اند، صمیمانه قدردانی گردد. موفقیت و بهروزی تمامی دانشجویان و دانش‌پژوهان عزیز آرزوی همیشگی ما است.

دانشگاه پیام‌نور

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پیشگفتار

بر محققان و اساتید و همچنین فراگیران زبان انگلیسی پوشیده نیست که یادگیری این زبان فعالیتی چالش‌برانگیز است. دشواری فراگیری زبان انگلیسی ابعاد گوناگونی دارد. شاید بتوان ادعا کرد مهم‌ترین چالش یادگیرندگان زبان انگلیسی دوری از محیط بومی و عدم استفاده زبان در محیط انگلیسی زبان است. از دیگر چالش‌های یادگیرندگان زبان انگلیسی در ایران، عدم آشنایی یادگیرندگان با استراتژی‌های یادگیری زبان خارجی است. از این رو، نویسندگان کتاب حاضر بر آن شدند تا با استفاده از داستان‌های کوتاه زبان انگلیسی و ارائه استراتژی‌های مهارت گفتاری برای یادگیرندگان زبان انگلیسی در ایران گامی مؤثر جهت رفع چالش‌ها بردارند.

طبق تحقیقات انجام‌شده در زمینه داستان کوتاه و یادگیری زبان انگلیسی، داستان کوتاه در یادگیری واژگان و هم‌آیندی واژگانی انگلیسی، آشنایی با فرهنگ، تقویت مهارت خواندن و مهارت گفتاری بسیار مفید است. نویسندگان در کتاب حاضر با ارائه تمرین برای داستان‌های کوتاه زبان انگلیسی سعی در تقویت همه مهارت‌های ذکر شده و به‌خصوص مهارت گفتار و فن بیان در یادگیرندگان نموده‌اند.

در ابتدای هر فصل، اولین تمرین ارائه‌شده تمرین فیلم‌نامه مصور "story board" است که با نمایش تصویری داستان، یادگیرندگان می‌توانند قبل از خواندن داستان تا حدودی در مورد محتوای داستان گفتگو کنند و با استفاده از خلاقیت خود بخشی از داستان را حدس بزنند که این تمرین به تقویت و توسعه مهارت گفتگو و تفکر در یادگیرندگان کمک می‌کند.

به علاوه، قبل از خواندن متن و بعد از تمرین فیلم نامه مصور، یادگیرندگان در تمرین "think a moment" (یک لحظه تفکر)، با پاسخ به یک سری سؤال که غالباً مرتبط با پیام داستان است و یا بحث در مورد نقل قول هایی که مرتبط با پیام و موضوع داستان است، مهارت تفکر انتقادی و مهارت گفتاری خود را تقویت می کنند.

جهت تحلیل بهتر داستان برای گفتگو و بحث بیشتر در کلاس درس، نویسندگان بر آن شدند تا نکات ادبی داستان را نیز در بخش "عنصر ادبی" (literary element) ارائه نمایند و در حاشیه متن جهت تمرکز یادگیرندگان روی عناصر ادبی هر درس سؤالاتی را مطرح نموده اند.

کتاب حاضر همچنین با ارائه واژگان زبان انگلیسی قبل از داستان و در حاشیه متن داستان و ارائه تمرین های لغت سعی در بسط و توسعه دانش لغت یادگیرندگان زبان انگلیسی دارد، زیرا افزایش دامنه واژگان نقش بسیار مهمی در تکلم به زبان انگلیسی دارد و بی بهره بودن یادگیرندگان از ذخیره مکفی واژگان یکی از عوامل بازدارنده در مهارت گفتاری است.

نهایتاً، نویسندگان با ارائه استراتژی های مهارت گفتاری در ده فصل کتاب و ارائه تمرین مربوطه سعی در افزودن آگاهی و افزایش هرچه بیشتر دانش یادگیرندگان در زمینه استراتژی های تقویت مهارت گفتاری نموده اند.

امید است با ارائه این کتاب و یاری همکاران محترم در زمینه تدریس هرچه بهتر کتاب حاضر، گام کوچکی در زمینه آموزش زبان انگلیسی در ایران برداشته باشیم.

منوچهر جعفری گهر

ملیحه السادات موسوی

بهار ۱۳۹۹

Chapter One

A Grain as Big as a Hen's Egg

Leo Tolstoy

Speaking Strategy: Intonation Pattern in the Sentence

Literary Element: Plot

A. Pre-reading Activities

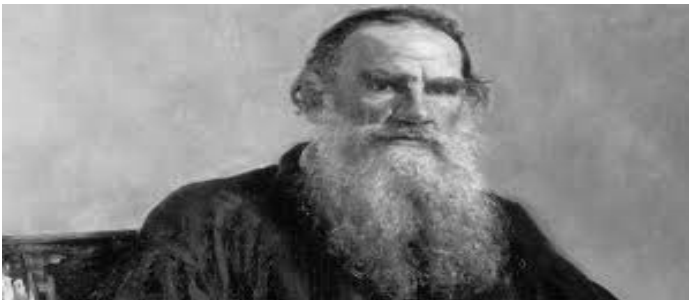
A1. Think a moment

Express your idea and experience with regard to the following quote:

The end of labor is to gain leisure.

Aristotle

A2. Meet the author



2 The Art of Speaking

Leo Tolstoy

On September 9, 1828, Leo Tolstoy was born in Tula Province, Russia. In the 1860s, he wrote his first great novel, War and Peace. In 1873, Tolstoy set to work on the second of his best known novels, Anna Karenina. He continued to write fiction throughout the 1880s and 1890s.

Birth: September 9, 1828

Death: November 20, 1910

Nationality: Russian

Occupation: Novelist, short story writer, playwright, essayist

Literary movement: Realism

A3. Vocabulary review

Study the following words and collocations before reading the story:

- **Bent (adj):** unable to stand straight
- **Cease (v):** stop
- **Hard of hearing (col):** unable to hear very well
- **Live on (col):** to eat a lot of a particular type of food
- **Make head or tail of something (col):** understand something
- **Manage (v):** be able to do something
- **Ponder (v):** think about
- **Learned (adj):** knowledgeable
- **Yield (v):** produce

B. Reading

One day some children found, in a *ravine*¹, a thing shaped like a grain of corn, with a *groove*² down the middle, but as large as a hen's egg. A traveler passing by saw the thing, bought it from the children for a penny, and taking it to town, sold it to the King as a curiosity. The King called together his wise men, and told them to find out what the thing was. The wise men pondered and pondered and could not make head or tail of it, till one day, when the thing was lying on a window-sill, a hen flew in and pecked at it till she made a hole in it, and then everyone saw that it was a grain of corn. The wise men went to the King and said: 'It is a grain of corn.'

At this the King was much surprised; and he ordered the learned men to find out when and where such corn had grown. The learned men pondered again, and searched in their books, but could find nothing about it. So, they returned to the King and said: 'We can give you no answer. There is nothing about it in our books. You will have to ask the *peasants*³; perhaps some of them may have heard from their fathers when and where grain grew to such a size.'

So, the King gave orders that some very old peasant should be brought before him; and his servants found such a man and brought him to the King. Old and bent, ashy pale and toothless, he just managed with the help of two *crutches*⁴ to *totter*⁵ into the King's presence.

The King showed him the grain, but the old man

☺ As you read the story, try to answer the questions in the margin.

1. (n) valley
2. (n) line

Q1. What is the main event?

Q2. Who are the characters?

Q3. Where did the story take place?

3. (n) poor farmer

4. (n) a pair of long sticks for walking

5. (v) walk unsteadily

could hardly see it; he took it, however, and felt it with his hands. The King questioned him, saying: 'Can you tell us, old man, where such grain as this grew? Have you ever bought such corn, or sown such in your fields?' The old man was so deaf that he could hardly hear what the King said, and only understood with great difficulty.

'No!' he answered at last, 'I never *sowed*⁶ nor *reaped*⁷ any like it in my fields, nor did I ever buy any such. When we bought corn, the grains were always as small as they are now. But you might ask my father. He may have heard where such grain grew.'

So, the King sent for the old man's father, and he was found and brought before the King. He came walking with one crutch. The King showed him the grain, and the old peasant, who was still able to see, took a good look at it. And the King asked him:

'Can you not tell us, old man, where corn like this used to grow? Have you ever bought any like it, or sown any in your fields?'

Though the old man was rather hard of hearing, he still heard better than his son had done.

'No,' he said, 'I never sowed nor reaped any grain like this in my field. As to buying, I never bought any, for in my time money was not yet in use. Every one grew his own corn, and when there was any need we shared with one another. I do not know where corn like this grew. Ours was larger and yielded more flour than present-day grain, but I never saw any like this. I have, however, heard

Q4. What is the turning point of the story?

6. (v) plant a seed

7. (v) harvest

my father say that in his time the grain grew larger and yielded more flour than ours. You had better ask him.' So, the King sent for this old man's father, and they found him too, and brought him before the King.

He entered walking easily and without crutches: his eye was clear, his hearing good, and he spoke distinctly. The King showed him the grain, and the old grandfather looked at it, and turned it about in his hand. 'It is long since I saw such a fine grain,' said he, and he bit a piece off and tasted it.

'It's the very same kind,' he added.

'Tell me, grandfather,' said the King, 'when and where was such corn grown? Have you ever bought any like it, or sown any in your fields?'

And the old man replied: 'Corn like this used to grow everywhere in my time. I lived on corn like this in my young days, and fed others on it. It was grain like this that we used to sow and reap.'

And the King asked: 'Tell me, grandfather, did you buy it anywhere, or did you grow it all yourself?'

The old man smiled. 'In my time,' he answered, 'no one ever thought of such a sin as buying or selling bread; and we knew nothing of money. Each man had corn enough of his own.' 'Then tell me, grandfather,' asked the King, 'where was your field, where did you grown corn like this?'

And the grandfather answered:

'My field was God's earth. Whenever I *ploughed*⁸, there was my field. Land was free. It was a thing no man called his own. Labor was the

8. (v) turn over the earth using

only thing men called their own.’ ‘Answer me two more questions,’ said the King. ‘The first is, why did the earth bear such grain then has <i>ceased</i>⁹ to do so now? And the second is, why your grandson walks with two crutches, your son with one, and you yourself with none? Your eyes are bright, your teeth sound, and your speech clear and pleasant to the ear. How have these things come about? And the old man answered: ‘These things are so, because men have ceased to live by their own labor, and have taken to depending on the labor of others. In the old time, men live according to God’s law. They had what was their own, and <i>coveted</i>¹⁰ not what others had produced. ’	plough 9. (v) stop doing something 10.(v) have a strong desire to have something Q5. What happens at the end of the story?
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C. Post-reading Activities

C1. Reading comprehension

Choose the correct answer based on what you have read.

1. The traveler sold the thing to the King in order to

- a) get a lot of money from the King
- b) attract the King's interest
- c) entertain the King
- d) raise a question in the King's mind

2. In paragraph 1, the expression "*make head or tail of it*" is closest in meaning to

- a) draw something
- b) manage something
- c) understand something
- d) plan something

3. Which of the following sentences is NOT true about the physical appearance of the first old peasant?

- | | |
|--------------------------|----------------------------|
| a) He held two crutches. | b) He could see very well. |
| c) He was toothless. | d) He was bent. |

4. In answering the King, the old peasant stated that he had never sown or reaped such a big grain. A big grain is a symbol of

- | | |
|---------------------|--------------------|
| a) quality of corns | b) quality of life |
| c) good fate | d) big money |

5. At the end of the story, the grandfather stated "In the old time, men lived according to God's law." It can be inferred that the grandfather believed in

- | | |
|---------------|-------------------|
| a) traditions | b) human equality |
| c) God's plan | d) human rights |

6. After reading the whole story, we can conclude that the author aims at comparing at the present time and in the past.

- a) the quality of life
- b) the quality of corns
- c) peasants' efforts
- d) human behavior

C2. Open-ended questions

Discuss the answers to the following questions with your classmates:

1. How did the wise men find out that the thing was a grain of corn?
2. What did the wise men suggest when they failed to find the answer to the question?
3. How was the peasant's father different from his son?
4. What can be inferred from the grandparent's answer to the King?
5. Do you agree with the grandfather's idea regarding the changes in the world and its effects on human behavior and life quality?

C3. The literary element: Plot

The plot is the sequence of events in a story or play. It involves a planned, logical series of events with a beginning, middle, and an end. Each plot has five essential parts:

- 1. Introduction (Exposition):** The beginning of the story where the characters and the setting are revealed.
- 2. Rising action:** The events between the introduction and the climax.
- 3. Climax:** This is the highest point of interest and the turning point of the story. The reader wonders what will happen next: will the conflict be resolved or not?
- 4. Falling action:** It refers to the events between the climax and the ending.
- 5. Ending (Resolution):** This is the final outcome or when the problems are solved.

C4. Pair work: Challenge

Discuss the difference between the summary and the plot of a story with a classmate.

Example: The summary is used to review the basic events but the plot is the description of all events in the story in sequence.

C5. Analyze the events in the story and fill in the blanks.

Characters	Setting	Rising action	Climax	Falling action	Ending

D. Vocabulary Practice**D1. Fill in the blanks**

Fill in the blanks with the correct form of words below:

reap - totter - crutch - peasants - ravine- groove

1. Most villagers are who work on small lands, sow the seeds, and reap them each year.
2. With the invention of farm machines such as the thresher, farmers were able to..... their crops faster than before.
3. The peasant cut the deep into the stone to channel the water through the farm.
4. As the driver lost control on the dirt road, the car suddenly headed into the
5. If you feel unsteady, you may not be able to walk straight; instead, you will back and forth when you walk.
6. I was on a for three months after the knee surgery.

D2. Word formation

Study the parts of speech of the following words and then complete the sentences by using an appropriate word from the table.

Verb	Noun	Adjective	Adverb
Surprise	Surprise	Surprising	Surprisingly
Covet	Covetousness	Covetous	Covetously
Enter	Entry	----	----
Cease	Cease	Ceaseless	Ceaselessly

1. It is hardly that new mothers often suffer from depression.
2. This is no that you failed the exam. You did not study seriously and regularly.
3. The refugees were repeatedly refusedinto the country.
4. Reporters even managed to gaininto her hotel.
5. The men worked through the night. They did not stop at all.
6. The companyproduction at their Norwich plant last year.

E. Speaking Strategy: Intonation Pattern in the Sentence

Intonation describes how the voice rises and falls in speech. The three main patterns of English patterns are as follow:

Falling: This is when your voice lowers its pitch at the end of the sentence.

Common cases: Statements/ Questions other than yes/no questions

Rising: This is when your voice raises its pitch at the end of the sentence.

Common cases: Yes/No questions

E1. Read the following sentences aloud and determine whether they have falling or rising intonation.

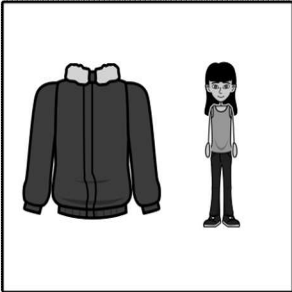
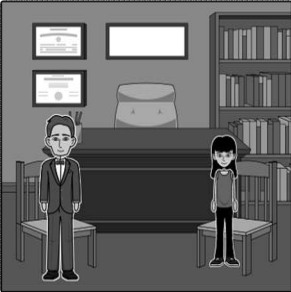
1. He entered walking easily and without crutches.
2. Where did you grow corn like this?
3. How have these things come about?
4. The King showed him the grain.
5. Have you ever bought such corn, or sown such in your fields?
6. Did you visit your friends last month?

Chapter Two

The Scholarship Jacket

Marta Salinas

Speaking Strategy: Retention of Words
Literary Element: Characterization

Exposition	Conflict	Rising Action
		
The school was going to give away the scholarship jacket to the person with the best grades. Marta was excited to get it. "I had looked forward to owning that jacket."	The two teachers were talking about Marta and whether she deserves the scholarship jacket. "	The school principal called Martha into his office and told her that, starting this year students that would earn the scholarship jacket. Would have to pay \$15 for the jacket.
Climax	Falling Action	Resolution
		
Martha had to ask her grandfather for the \$15 for the scholarship jacket. Martha's grandfather told Martha, "Marta if you have to pay the \$15 it really isn't a scholarship jacket,tell your principal im not paying fort he scholarship jacket."	Martha was really sad arriving to school because she wasn't able to get the scholarship jacket. Martha told her principal that she wasn't gonna be able to give him the \$15.	The school principal felt bad and told Marta,"ok, well make an exception in your case, i'll tell the board. You'll get your jacket. Marta said thank you very much and she got her scholarship jacket.

A. Pre-reading Activities

A1. Story board

Look at the pictures above and invent your own version of the story before reading the whole story.

A2. Think a moment

Discuss the following question with your classmate:

1. What are some criteria to win a university scholarship in Iran?

A3. Meet the author

Marta Salinas was born in Coalinga, California, in 1949. She studied creative writing at the University of California at Irvine and has published several short stories. Her best-known story, “The Scholarship Jacket,” has appeared in many textbooks.

A4. Vocabulary review

Study the following words before reading the story:

- **Award (v):** give a prize
- **Coincidence (n):** when two things happen at the same time, in the same place, or to the same people in a way that seems surprising or unusual
- **Crumpled (adj):** pressed
- **Desperately (adv):** hopelessly
- **Display (v):** show
- **Flutter (v):** move with quick motions
- **Grab (v):** take hold of someone or something with a sudden or violent movement
- **Graffiti (n):** writing or drawing on a public surface
- **Maintain (v):** continue to have
- **Overhear (v):** hear something by chance
- **Pound (v):** beat
- **Raise (v):** take care of

- **Ranch (n):** a very large farm
- **Significance (n):** importance
- **Stare at (v):** look at something or someone for a long time without moving your eyes
- **Whistle (v):** make a sound with lips
- **Withdrawn (adj):** quiet
- **Yell (v):** shout

B. Reading

The small Texas school that I went to had a tradition carried out every year during the eighth-grade graduation: a beautiful gold and green jacket (the school colors) was awarded to the class *valedictorian*¹, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold S on the left front side and your name written in gold letters on the pocket. My oldest sister, Rosie, had won the jacket a few years back, and I fully expected to also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket. My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn't participate in sports at school because there were registration fees, uniform costs, and trips out of town; so, even though our family was quite *agile*² and athletic there would never be a school sports jacket for us. This one, the scholarship jacket, was our only chance.

In May, close to graduation, spring fever had struck as usual **with a vengeance**³. No one paid any

Q1. Who are the characters?

1. (n) the student who has the highest marks in their class when they graduate.

Q2. Where did the story take place?

2. (adj) quick, sharp

3. (col) strongly, severely

attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I *despaired*⁴ every time I looked in the mirror. I was called “*beanpole*”⁵ and “string bean,” and I knew that’s what I looked like. That really wasn’t much for a fourteen-year-old to work with, I thought, as I absent-mindedly *wandered*⁶ from my history class to the gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my *P.E.*⁷ shorts were still in a bag under my desk where I’d forgotten them. I had to walk all the way back and get them. Coach Thompson *was a real bear*^{*} if someone wasn’t dressed for P.E. She had said I was a good forward and even tried to talk Grandma into letting me join the team once. Of course, Grandma said no. I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn’t mean to *eavesdrop*⁸, I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn’t want to interrupt an argument between my teachers. I recognized the voices: Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn’t believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there. “I refuse to do it! I don’t care who her father is, her grades don’t even begin to compare to Martha’s. I won’t lie or *falsify*”⁹ records. Martha has a straight A-plus average and you know it.” That was Mr. Schmidt and he sounded

☺ *Underline the words describing the characters.*

4. (v) lose hope

5. (n) tall, thin person

6. (v) walk aimlessly

7. physical education

*rude and bad-tempered

8. (v) listen, spy

9. (v) fabricate, misrepresent