

# ORACLE

The Academic Student Bulletin



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**NOBODY**  
CAN GIVE YOU  
**FREEDOM**  
**NOBODY**  
CAN GIVE YOU  
**EQUALITY OR JUSTICE**  
IF YOU ARE A MAN  
**YOU TAKE IT**  
**-MALCOM X-**

شماره مجوز نشریات فرهنگی: ۳۶۴۸/د م آ

**SORRY**

I am not

**PERFECT**

But, I'm definitely not

**FAKE!**





Publisher: Ershad Damavand University  
Editorial Director: Niloufar Aminpour  
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Cover Design & Layout: Hamid Reza Abedi







<b>Editorial</b>	<b>3</b>
<b>Sense and Sensibility</b>	<b>4</b>
<b>Amnesia</b>	<b>6</b>
<b>autism</b>	<b>7</b>
<b>The Energy Source for the Brain</b>	<b>8</b>
<b>Distrust in The Silver Crown by Bernard Malamud</b>	<b>9</b>
<b>A Quick Psychological Test</b>	<b>10</b>
<b>The Introduction of Some Courses</b>	<b>11</b>
<b>Manners are Important</b>	<b>12</b>
ترجمه کوتاه	<b>13</b>
<b>A Social Problem</b>	<b>14</b>
<b>A Short Translation</b>	<b>15</b>
<b>Word Formation</b>	<b>16</b>
<b>Act like the others!</b>	<b>19</b>
ترجمه کوتاه از متون کهن	<b>20</b>
<b>interview</b>	<b>21</b>
<b>Synesthesia</b>	<b>26</b>
<b>Graffiti</b>	<b>28</b>
<b>student s` Event</b>	<b>31</b>



## به نام خداوند جان و خرد

مجله ای که اکنون در دست دارید بنا به پیشنهاد دانشجویان رشته زبان و ادبیات انگلیسی دانشگاه ارشاد دماوند شکل گرفته است. جهت ایجاد همکاری و تعامل بین دانشجویان سه گرایش زبان و ادبیات انگلیسی، آموزش و مترجمی، تصمیم بر آن شد که همه دانشجویان با ارایه مطالب مرتبط با رشته خود، در پربار شدن نشریه همکاری نمایند. از آنجا که از زمان تصویب و پذیرش دانشجو در این سه گرایش، برای اولین بار توفیق چاپ نشریه حاصل شده است، دانشجویان ورودی سال ۱۳۹۱ تنها گروهی هستند که مطالب ارایه داده اند. امیدوارم در شماره های بعدی، ورودیهای جدید هم با تلاش خویش، این نهال نوپا را حمایت نمایند.

این نشریه "ORACLE" نامیده شده است. در معنای لغوی، این کلمه به معنای پیشگو و غیبگو ترجمه می شود. اما انتخاب این نام، دلالت بر معنایی والا تر دارد که همان رابط بین علم لدنی و جامعه بشری است.

در اینجا جا دارد تا از حمایت های بی دریغ جناب آقای نوروزی؛ قائم مقام محترم موسسه، جناب آقای دکتر نهرانی؛ معاون محترم آموزش و جناب آقای تاجیک؛ مدیر محترم امور آموزشی تشکر خالصانه خود را ابراز دارم. چرا که بدون پشتیبانی این عزیزان و امکاناتی که در اختیار اینجانب قرار دادند، چاپ این مجله هرگز امکانپذیر نمی شد.

چند روز قبل از چاپ نشریه، مطلع شدیم که خانم فاطمه شمس از دانشجویان گروه مترجمی به رحمت حق لبیک گفته اند. در همین جا برای روح ایشان علو درجات و برای خانواده محترم ایشان صبر و شکیبایی می طلبیم.

در انتها، از سرکار خانم خواجهوی و سرکار خانم اکرمی کارشناسان محترم امور فرهنگی - دانشجویی نهایت تشکر را دارم.

با آرزوی توفیق روز افزون برای دانشجویان عزیز

نیلوفر امین پور







By: Saghar Mousavi Sarabi

When Mr. Henry Dashwood dies, leaving all his money to his first wife's son John Dashwood, his second wife and her three daughters are left with no permanent home and very little income. Mrs. Dashwood and her daughters (Elinor, and Margaret) are invited to stay with their distant relations, the Middletons, at Barton Park. Elinor is sad to leave their home at Norland because she has become closely attached to Edward Ferrars, the brother-in-law of her half-brother John. However, once at Barton Park, Elinor and Marianne discover many new acquaintances, including the retired officer and bachelor Colonel Brandon, and the gallant and impetuous John Willoughby, who rescues Marianne after she twists her ankle running down the hills of Barton in the rain. Willoughby openly and unabashedly courts Marianne, and together the two flaunt their attachment to one another, until Willoughby suddenly announces that he must depart for London on business, leaving Marianne lovesick and miserable. Meanwhile, Anne and Lucy Steele, two recently discovered relations of Lady Middleton's mother, Mrs. Jennings, arrive at Barton Park as guests of the Middletons. Lucy ingratiate herself to Elinor and informs her that she (Lucy) has been secretly engaged to Mr. Ferrars for a whole year. Elinor initially assumes that Lucy is referring to Edward's younger brother, Robert, but is shocked and pained to learn that Lucy is actually to her own beloved Edward.

In Volume II of the novel, Elinor and Marianne travel to London with Mrs. Jennings. Colonel Brandon informs Elinor that everyone in London is talking of an engagement between Willoughby and Marianne, though Marianne has not told her family of any such attachment. Marianne is anxious to be reunited with her beloved Willoughby, but when she sees him at a party in town, he cruelly rebuffs her and then sends her a letter denying that he ever had feelings for her. Colonel Brandon tells Elinor of Willoughby's history of callousness and debauchery, and Mrs. Jennings confirms that Willoughby, having squandered his fortune, has become engaged to the wealthy heiress Miss Grey.

In Volume III, Lucy's older sister inadvertently reveals the news of Lucy's secret engagement to Edward Ferrars. Edward's mother is outraged at the information and disinherits him, promising his fortune to Robert instead. Meanwhile, the Dashwood sisters visit family friends at Cleveland on their way home from London. At Cleveland, Marianne develops a severe cold while taking long walks in the rain, and she falls deathly ill.

Upon hearing of her illness, Willoughby comes to visit, attempting to explain his misconduct and seek forgiveness. Elinor pities him and ultimately shares his story with Marianne, who finally realizes that she behaved imprudently with Willoughby and could never have been happy with him anyway. Mrs. Dashwood and Colonel Brandon arrive at Cleveland and are relieved to learn that Marianne has begun to recover.



When the Dashwood return to Barton, they learn from their manservant that Lucy Steele and Mr. Ferrars are engaged. They assume that he means Edward Ferrars, and are thus unsurprised, but Edward himself soon arrives and corrects their misconception: it was Robert, not himself, whom the money-grubbing Lucy ultimately decided to marry. Thus, x Edward is finally free to propose to his beloved Elinor, and not long after, Marianne and Colonel Brandon become engaged as well. The couples live together at Delaford and remain in close touch with their mother and younger sister at Barton cottage.





By: Atoosa Sabet

Amnesia is a deficit in memory caused by brain damage, disease or psychological trauma. It can also be caused temporarily by the use of various sedatives and hypnotic drugs. In simple terms, amnesia is the loss of memory.

There are two main types of amnesia: retrograde amnesia and anterograde amnesia.

Retrograde amnesia is the inability to retrieve information that was acquired before a particular date, usually the date of an accident or operation. In some cases the memory loss can extend back decades, while in others the person may lose only a few months of memory.

Anterograde amnesia is the inability to learn new information or remember events after the trauma and it is the inability to transfer information from the short-term store into long-term store. People with this type of amnesia cannot remember things for long periods of time. These two types are not mutually exclusive. Both can occur within a patient at one time.

Case studies show that amnesia is typically associated with damage to the medial lobe, in addition, specific areas of the hippocampus which are involved with memory.

Being a little forgetful is completely different from having amnesia. Amnesia refers to large-scale loss of memories that shouldn't have been forgotten. These may include important milestones in life, memorable events, key people in our lives, and vital facts we have been told or taught.

Most of the people who are suffering from amnesia are usually lucid and have a sense of self. However, they may experience severe difficulties in new information and forming new memories, as well as finding it extremely difficult to recall memories of past experience and information. Some causes of amnesia are concussion, migraine, epilepsy, ECT (electro convulsive shock therapy), too much of alcohol, physical trauma.

### **The treatment of amnesia**

Although improvements occur when patients receive certain treatments, there is still no actual cure remedy for amnesia so far. To what extent the patient recovers and how long the amnesia will continue depends on the type and severity of the lesion.







**By: Fatemeh Joghatayi**

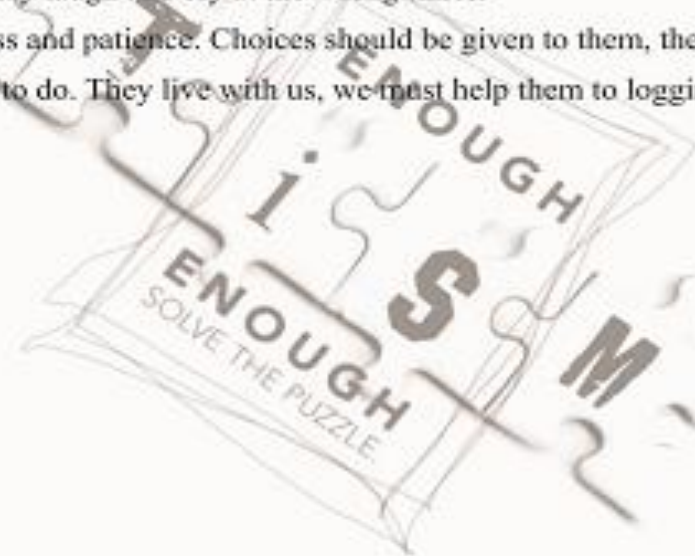
Autism is referred to a neurological developmental disorder that appears during infancy or childhood. This is characterized by impaired social interaction and verbal and non-verbal communication, and by restricted, repetitive or stereotyped behavior. Autism literally means "aloneness," or living in one's own world. In this article, it was tried to review a brief description of its symptoms and how to treat people suffered from autism.

Leo Kanner of the Johns Hopkins Hospital first used autism in its modern sense in English when he introduced the label early infantile autism in a 1943 report of 11 children with striking behavioral similarities. At the same time, Hans Asperger performed another study on the same matter. His discovery is now called *Asperger Syndrome*, while Leo Kanner's discovery is called *autistic disorder*, *Childhood autism*, *infantile autism*, or simply *autism*.

Autistic infants may like objects more than people and they show less attention to social stimulus, smile and look at others less often, and respond less to their own name. They may look at people for a second, but quickly they turn their head. They may not smile, or may just smile at what they are interested in.

Building and maintaining friendships is often difficult for those with autism. They may also not react normally to hugging and other signs of love by their parents. This does not mean that they do not love their parents, they just do not know how to say it. They may also not see other people's feelings; for example, they might not see much difference between whether parents are smiling or they are sad. They may laugh and cry at the wrong times.

Their treatment needs awareness and patience. Choices should be given to them, they need time to relax and do what they want to do. They live with us, we must help them to logging into community.



## The Energy Source for the Brain



By: Maryam Fazeli

### What keeps the brain going and the origin of its energy source?

In neuro – physiology there had been an open question: what keeps the brain going and the origin of its energy source.

Scientists pose two hypotheses. The first hypothesis said that energy sources are biological and do not depend upon the outside environment and if all outside stimuli are cut off to the brain ,then the brain cease its activity resulting in a condition resembling coma or dreamless sleep , and the alternate hypothesis was that in a state of profound isolation from stimuli and interaction with the world, the brain would continue operating and generating experiences.

So Dr. John Lilly, a medical practitioner and neuro – psychiatrist, tested these hypotheses with experiments he set up at the National Institutes of Mental Health Lab in the Virgin Islands.

He created an environment that was totally isolated, lightless, sound proof and individual from external stimulation, and called it SENSORY DEPRIVATION TANK. In this tank subjects float in warm, salt water in skin temperature.

The First Isolation Tank Work: In the isolation tank, Dr. Lilly found that he could relax his mind and dream, but his consciousness was always there, ready to take charge. He could choose to relax and let things happen, in which case the images would free-associate, moving as if randomly from one to the next. Or he could choose to program what would happen, in a process similar to lucid dreaming, but with an even greater degree of control. He could invent a scenario ahead of time with his consciousness fully focused, and then relax and let his brain carry out the program.

The Principal Discovery: "Somewhere, deep within the brain, was a mechanism capable of generating internal experiences completely independent of the outside world, and this settled the issue of what happens in profound physical isolation. The mind does not pass into unconsciousness, the brain does not shut down. Instead, it constructs experience out of stored impressions and memories. The isolated mind becomes highly active and creative. This was the principal discovery that Dr. Lilly reported in his first three scientific papers on the isolation tank research, published in 1956, 1957, and 1958."

"So within yourself you do have at least the circuitry to exert control over these systems. You can create a sense of well-being, or you can create a sense of fear out of the operation of your own bio-computer. That's the most important message we have in regard to self meta-programming.

Such tanks are now also used for meditation, relaxation and in alternative medicines.





BY: Serli Geragousian

Distrust is a major theme throughout "The Silver Crown" by Bernard Malamud. This lack of trust is not only justified by the circumstances in the story but also with the period the story was written and the author's personal life. Albert Gans is a teacher whose father is deathly ill with an unknown ailment. Doctors are baffled and do not know what treatment to prescribe to their patient. Emotionally exhausted Albert travels home to rest when he encounters a retarded girl whom offers him some hope. She gives him a card saying: "Heal The Sick. Save The Dying. Make A Silver Crown"(Malamud 5). He follows the address on the card and meets a rabbi by the name of J. Lifschitz who offers him the chance to save his father by having a blessed silver crown made for him. Albert listens to the rabbi as he tells him of the powers of the crown. Eagerly wanting to help his father, Albert inquires about the price of the crown. "One is for 401 and the other is 986"(Malamud 12) Lifschitz explains as Albert ponders the decision he is about to make. After leaving the old rabbi to think about this offer, Albert wonders why he could not see one of the crowns and believes Lifschitz is trying to con him out of his money. He finally is shown one of the crowns and is still convinced he is being swindled out of nine hundred and eighty-six silver dollars. Albert becomes so suspicious of his dealings with the rabbi that ultimately his distrust causes his own father's death.

The circumstances in the book that lead Albert to assume he is being deceived are numerous. Returning one night to look for the rabbi, Albert asks a colleague of Rabbi Lifschitz's about the silver crowns and his colleague has no idea what Albert is talking about. This leads Albert to presume there is no silver crown. A few moments later Lifschitz arrives home wearing expensive new clothes. Upon seeing this Albert is infuriated and demands either the return of his money or the silver crown in his hands. Neither of which Lifschitz could produce. Albert then flies into an uncontrollable frenzy and curses his father, the curse that kills him.

Malamud being Jewish often uses his religion in his stories and relates the importance of having faith in God. The place, which he set this story, was an inner city like most of his other works. The effects of suffering are the central point to Malamud's fiction, his Jews symbolize all victims and that his characters cannot be easily categorized as heroes or villains. It is never clarified whether the rabbi is a charlatan or if he can perform miracles. The death of Albert's father can be seen as a coincidence or the results of his son's doubt in the old rabbi. Distrust is a dangerous emotion. It can cause people to say things they will regret and cause devastating events to happen. The effect of Albert's suspicion forces him to pay the ultimate price of losing his father. I believe the lesson Malamud tries to convey is to have faith and trust in God no matter how unbelievable the outcome seems.



By: Saeedeh Kamrani

Do you have a negative or positive perspective?

1. You wake up in the middle of the night with a stomachache. You first thought is .....

1pt. "I'm sure it's nothing."

2pts. "I'll take some medicine."

3pts. "I think I should go to the doctor."

2. You apply for your perfect job, but you don't get it. You think .....

1pt. "Never mind. I'll find something else."

2pts. "That's really unfair."

3pts. "It figures. I never get the job I want."

3. When you are introduced to someone new, you .....

1pt. Make friends easily with that person.

2pts. "Warm up" to that person gradually.

3pts. Make that person prove to you that he or she is likable.

4. News about crime or disasters makes you .....

1pt. Want to do something to help.

2pts. Realize that sometimes bad things happen.

3pts. Feel unsafe and depressed.

5. When a friend feels down, you .....

1pt. Understand and try to offer support.

2pts. Tell him or her about your problems, too.

3pts. Tell him or her how much worse it could be.

6. Your boss asks you out to lunch. You think .....

1pt. "I must be getting a raise."

2pts. "That's really nice."

3pts. "Oh, no. I'm getting fired."

7. If someone unexpectedly knocks on your door, you think .....

1pt. "I wonder which friend is dropping by."

2pts. "I wonder who it could be."

3pts. "I'm not answering. It must be a salesperson."

- Add up your points.

7-10. You're an optimist. You always see the glass half full.

11-14. You're a bit of an optimist and pessimist. You're realistic.

15-21. You're a pessimist. You tend to see the glass half empty.







By: Yasaman Najafzade

## Linguistics II

One of the important courses in fourth semester for English students is linguistics 2. Linguistics 2 as professor Fahimi defined will be taught based on the book "the study of language" written by George Yule, fourth edition. In this course unit eleven to unit twenty will be covered. (units one to ten should have been covered in linguistics 1)

The aim of linguistics 2 is to become familiar with linguistic contents, especially beyond sentence contents and to go further than word and sentence like pragmatics. It helps students to get the sense of a sentence correctly.

Professor Fahimi added, in this class, the expectancy is knowing contents of lessons and being able to give examples. At the end of every unit there are some study questions which students should answer. Student's ability to answer these questions shows if the unit has been understood well or not. The other part which exists after study questions is tasks. Linguistic students should search for all tasks and email answers to the professor every session. There is also another part named research projects at the end of units that students should select one of them from those ten units to do as their term project. This project should be emailed up to the final session of semester.

Both midterm and final exams would be from what has been told in class; including general contents especially the bold ones that shows the importance. It is also important to give examples for contents. As previously mentioned, the focus of class and exam is on comprehension.

Finally, there is no specific self-study for this course. But, questions in tasks that has explained, is like self-study and students should search on the internet to find answers themselves. For further reading, sources have been given in the book that is arbitrary

By: Mina Feshki

**DOs and DON'TS (Taboos) in England**

**Do stand in line:**

In England we like to form orderly queues (standing in line) and wait patiently for our turn e.g. boarding a bus. It is usual to queue when required, and expected that you will take your correct turn and not push in front. 'Queue jumping' is frowned upon.

**Do take your hat off when you go indoors (men only)**

It is impolite for men to wear hats indoors especially in churches.

Nowadays, it is becoming more common to see men wearing hats indoors. However, this is still seen as being impolite, especially to the older generations. text taken from and copyright of projectbritain.com

**Do say "Excuse Me":**

If someone is blocking your way and you would like them to move, say excuse me and they will move out of your way.

**Do Pay as you Go:**

Pay for drinks as you order them in pubs and other types of bars.

**Do say "Please" and "Thank you":**

It is very good manners to say "please" and "thank you". It is considered rude if you don't.

You will notice in England that we say 'thank you' a lot. text taken from and copyright of projectbritain.com

**Do cover your Mouth:**

When yawning or coughing always cover your mouth with your hand.

**Do Shake Hands:**

When you are first introduced to someone, shake their right hand with your own right hand.

**Do say sorry:**

If you accidentally bump into someone, say 'sorry'. They probably will too, even if it was your fault! This is a habit and can be seen as very amusing by an 'outsider'.

**Do Smile:**

A smiling face is a welcoming face.

**Do Drive on the left side of the road**

**Do open doors for other people**

Men and women both hold open the door for each other. It depends on who goes through the door first.

**In England...**

**Do not greet people with a kiss:**

We only kiss people who are close friends and relatives.

**Avoid talking loudly in public**

It is impolite to stare at anyone in public.

Privacy is highly regarded. text taken from and copyright of projectbritain.com

**Do not ask a lady her age**

It is considered impolite to ask a lady her age

**Do not pick your nose in public:**

We are disgusted by this. If your nostrils need de-bugging, use a handkerchief.

**Avoid doing gestures such as backslapping and hugging**

This is only done among close friends.

**Do not spit.**

Spitting in the street is considered to be very bad mannered.

**Do not burp in public**

You may feel better by burping loudly after eating or drinking, but other people will not! If you can not stop a burp from bursting out, then cover your mouth with your hand and say 'excuse me' afterwards.

**It is impolite speak with your mouth full of food**

**Do not ask personal or intimate questions**

We like our privacy. Please do not ask questions such as "How much money do you earn?" "How much do you weigh?" or "Why aren't you married?". text taken from and copyright of projectbritain.com

**Never eat off a knife when having a meal.**

**In all countries in Britain ...**

Women in Britain are entitled to equal respect and status as men (and indeed vice versa) in all areas of life and tend to have more independence and responsibility than in some other cultures. Women are usually independent and accustomed to entering public places unaccompanied. It is usual for women to go out and about on their own as well as with friends. Men and women mix freely.

It is ok for women to eat alone in a restaurant.

It is ok for women to wander around on their own.



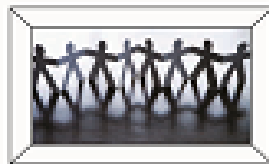


By: Mina Yousefi Asl

One of the causes of Iranians' backwardness is having more Iq than Eq.

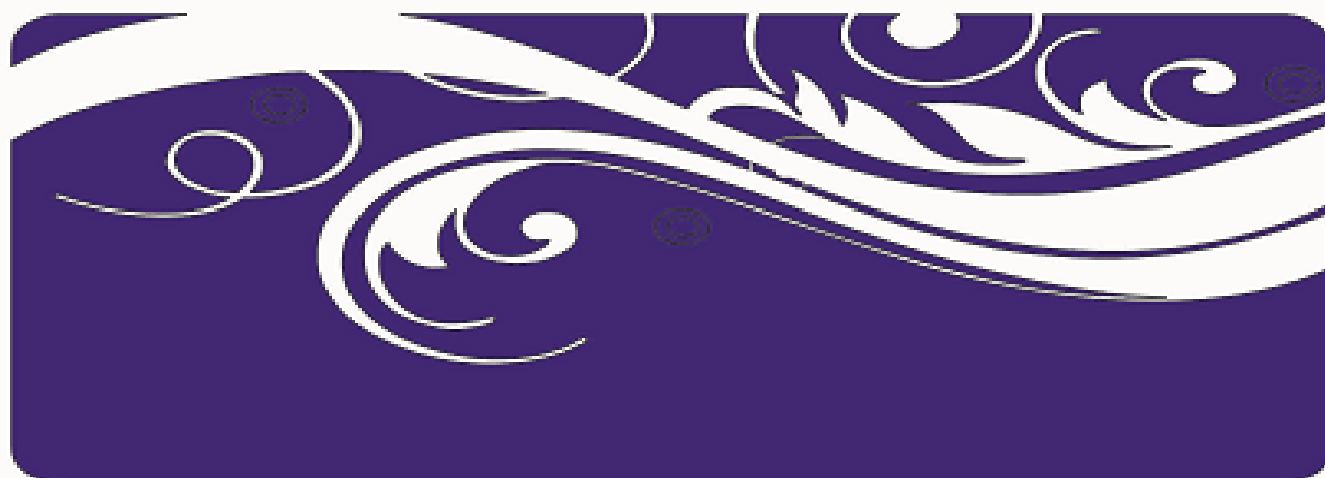
By a limited investigation in some social areas of Iran, for instance , the subway , their manner during driving , their fairness in business , this reality is completely obvious that there is no unity among people . Although Iranians possess the highest intelligence quotient or Iq among other nations, they are not mostly as successful as them. For unlike other advanced countries, their concentration is just on the individual achievement or victory not collective success. This great weakness causes that in spite of having high Iq , they are in lower level than those nations and remain undeveloped .





خانمی سه دختر داشت، یک روز تصمیم گرفت دامادهایش را امتحان کند، داماد اولش را به کنار دریاچه دعوت کرد و از قصد در آب افتاد و وانمود به غرق شدن کرد، دامادش بدون هیچ تأخیری در آب پرید و مادر زنش را نجات داد، صبح روز بعد او یک اتومبیل نو را در پارکینگش با این پیام در شیشه ی جلویی دیده: متشکرم از طرف مادر زنت که دوست داره بعد از چند روز، همین کار را با داماد دومش کرد، او هم به آب پرید و مادر زنش را نجات داد و یک اتومبیل نو با این پیام هدیه گرفت: متشکرم از طرف مادر زنت که دوست داره چند روز بعد، این کار را با داماد سومش هم کرد، زمانی که او غرق می شد، دامادش بدون این که کوچکترین حرکتی بکند، به این فکر می کرد که بالاخره وقت مرگ این پسر عجزه رسید، صبح روز بعد او یک ماشین نو با این پیام دریافت کرد: متشکرم از طرف پدر زنت !!

A woman had three girls. One day she decided to test her sons-in-law. She invites the first one for a stroll by the lake shore, purposely falls in and saves her. The next morning, he finds a new car in his drive way with this message on the windshield. Thank you! Your mother-in-law who loves you! A few days later, the lady does the same thing with the second son-in-law. He jumps in the water and saves her also. She offers him a new car with the same message on the windshield. Thank you! your mother-in-law who loves you! A few days later, she does the same thing again with the third son-in-law. While she is drowning, the son-in-law looks at her without moving an inch and thinks; finally, it is the time that this old witch dies! The next morning, he receives a new car with this message: Thank you! Your father-in-law!!!







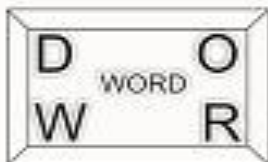
By: Sima Rouhafzaii

A man with a gun goes into a bank and demands their money. Once he is given the money, he turns to a customer and asks, 'Did you see me rob this bank?' The man replied, 'Yes sir, I did.' The robber then shot him in the temple, killing him instantly. He then turns to a couple standing next to him and asks the man, 'Did you see me rob this bank?' The man replied, 'No sir, I didn't, but my wife did.'

مردی با اسلحه وارد یک بانک شد و تقاضای پول کرد. وقتی پول ها را دریافت کرد، رو به یکی از مشتریان بانک کرد و پرسید: آیا شما دیدید که من از این بانک دزدی کنم؟ مرد پاسخ داد: بله قربان، من دیدم. سپس دزد اسلحه را سمت شقیقه ی مرد گرفت و او را کشت. این بار، رو به زوجی کرد که نزدیک او ایستاده بودند و از آن ها پرسید: آیا شما دیدید که من از این بانک دزدی کنم؟ مرد پاسخ داد: نه قربان، من ندیدم اما همسرم دید.



## Word Formation



By: Niloofar Jozi

Some prefixes relating to numbers

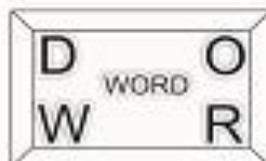
prefix	Meaning	base	Examples
Mono-	One	tone	monotone
Uni-	One	form	uniform
Di-	Twice-double	oxide	dioxide
Deci-	Ten	meter	decimeter
Poly-	Many	technic	polytechnic
Hector-	Hundred	gram	hectogram

Prefixes relating to location and direction

prefixes	Meaning	base	examples
Inner-	Central	most	innermost
Inter-	Between-among	change	interchange
Retro-	Backward	act	retroact
Super-	Above	power	superpower
Sup-	Under	press	suppress
Trans-	Across	port	transport







## Word Formation

### Adjective making suffixes

noun	Suffixes	meaning	examples
Friend	-ly	like	friendly
care	-full	Full of-characterized by	careful
child	-ish	Like-belonging to	childish
peril	-ous	Full of-of the-nature of	perilous
friend	-less	Without-loose form	friendless
period	-ic	Pertaining to	periodic

### Noun making suffixes



verb	Suffixes	examples
teach	-er	teacher
employ	-ee	employee
attend	-ance	attendance
attract	-tion	attraction
wise	-dom	wisdom
criticize	-ism	criticism



•Common Mistakes

•Using the Wrong Prepositions

1. Absorbed in, not at.

Don't say: the man was absorbed at his work.

\*say: the man was absorbed in his work.

2. Accuse of, not for

Don't say: she accused the man for stealing.

\*say: she accused the man of stealing.

3. Accustomed to, not with.

Don't say: I am accustomed with hot weather.

\*say: I am accustomed to hot weather.

4. Independent of, not from

Don't say: Clare's independent from his parents.

\*say: Clare's independent of his parents.

5. Indifferent to, not for

Don't say: they are indifferent for politics.

\*say: they are indifferent to politics.

6. Good at, not in

Don't say: my sister is good in math.

\*say: my sister is good at math.

7. Married to, not with

Don't say: Angela was married with a rich man.

\*say: Angela was married to a rich man.

8. Succeed in, not at

Don't say: I hope he will succeed at his work.

\*say: hope he will succeed in his work.

9. Surprised at or by, not for

Don't say: Harold was surprised for the loud bang.

\*say: Harold was surprised at/by the loud bang.

10. Exception to, not of

Don't say: this is an exception of the rule.

\*say: this is an exception to the rule.







By: Ghazaleh Norouzpour

Jack and Lydia are on holiday in France with their friends, Mike and Anna.

Mike loves to visit historical buildings. Jack agrees to sightsee some historical buildings with him.

Lydia and Anna decide to shop in the city. "See you boys when we get back!" the girls shout.

In the village Jack and Mike see a beautiful old church, but when they enter the church, a service is already in progress.

"Shh! Just sit quietly, so that we don't stand out. And act like the others!" Mike whispers.

Since they don't really know French, Jack and Mike quietly sit down. During the service, they stand, kneel and sit to follow what the rest of the crowd do.

"I hope we blend in and don't look like tourists!" Mike tells Jack.

At one point, the priest makes an announcement and the man who sits next to Jack and Mike stands up.

"We should stand up, too!" Jack whispers to Mike. So, Jack and Mike stand up with the man. Suddenly, all the people burst into laughter! After the service, Jack and Mike approach the priest, who speaks English.

"What's so funny?" Jack asks.

With a smile on his face the priest says, "Well boys, there is a new baby born, and it's tradition to ask the father to stand up."

Jack and Mike look at each other and Mike shakes his head. He smiles and says, "I guess we should understand what people do before we act like the others!"

مانند دیگران عمل کن!

جک و لیدیا به همراه دوستانشان مایک و آنا برای تعطیلات به فرانسه رفته اند.

مایک علاقه زیادی به بازدید بناهای تاریخی دارد. جک هم موافقت می کند که با او به دیدن بناهای تاریخی بروند. لیدیا و آنا هم تصمیم می گیرند که برای خرید به شهر بروند.

آن روز جک و مایک یک کلیسای زیبای قدیمی در دهکده دیدند. وقتی وارد کلیسا شدند، یک عبادت در حال برگزاری بود.

مایک آهسته گفت: «هی! فقط ساکت می نشینیم تا دیده نشویم و مثل بقیه عمل کنیم!» جک و مایک به دلیل اینکه اصلاً زبان فرانسوی نمی دانستند، فقط ساکت نشستند در طول عبادت. آن دو از بقیه جمعیت پیروی می کردند، مانند آنها می ایستادند، زانو می زدند و می نشستند. جک به مایک گفت: «امیدوارم ما با جمعیت یکسان شده باشیم و مانند گردشگرها به نظر نمی رسیم.» جک و مایک به یک دیگر نگاه کردند و مایک با کشیش دست داد. کشیش هم با لبخندی گفت: «من فکر می کنم ما قبل از اینکه مانند دیگران عمل کنیم باید بفهمیم که آنها در حال انجام چه کاری هستند!»

چند لحظه بعد، کشیش کلیسا به مردی که در کنار جک و مایک نشسته بود اعلام کرد که بایستد.

جک آهسته به مایک گفت: «ما هم باید بایستیم!» پس آن دو هم مانند مرد ایستادند. ناگهان همه جمعیت شروع به خندیدن کردند!

بعد از مراسم، جک و مایک به سمت کشیش که می توانست انگلیسی صحبت کند رفتند. مایک از او پرسید: «چه چیزی اینقدر خنده دار بود؟» کشیش با لبخندی که بر چهره اش بود، گفت: «اینجا یک نوزاد تازه متولد شده است و این یک سنت است که از پدر آن نوزاد درخواست می شود بایستد.»





### زاغ و کوزه آب

در یک روز گرم تابستانی زاغی در دشت ها به دنبال جرعه ای آب می‌گشت که ناگهان چشمش به یک کوزه افتاد که در انتهای آن مقداری آب وجود داشت. متأسفانه دهانه ی کوزه آنقدر باریک بود که نمیشد سر را در آن فرو برد. پس زاغ به فکر فرو رفت زیرا همین مقدار آب هم میتوانست او را از هلاک شدن نجات دهد. ناگهان فکری به ذهنش رسید پس شروع کرد به ریختن سنگ در کوزه. آنقدر این کار را تکرار کرد تا آب انتهای ظرف به سطح آن نزدیک شد و زاغ توانست آن را بنوشد.

«نیاز مادر اختراع است»



### داستان شیر و موش

سلطان جنگل، موش کوچکی را شکار کرده بود و قصد خوردن آن را داشت. موش پس از تقلای بسیار برای آزاد شدن، به شیر گفت: ای سلطان بزرگ مرا رها کن زیرا من لقمه ی دهان پر کنی برای تو نیستم. اگر مرا رها کنی شاید روزی بتوانم به تو کمک کنم. شیر در پاسخ گفت: موجود کوچکی مثل تو چگونه میتواند به من کمک کند؟ ولی با این حال قبول کرده موش را رها کرد. مدتها بعد موش در جنگل صدایی را شنید که طلب کمک میکرد وقتی به صدا نزدیک شد، شیر را دید که در دام صیادان افتاده بود. پس به او گفت: تو مدتها پیش مرا آزاد کردی حال وقت آن رسیده که محبتت را جبران کنم. پس شروع کرد به جویدن طناب ها بعد از آن که بند ها را پاره کرد شیر آزاد شد و توانست از دست صیادان فرار کند.



توسط: آیین رستمیان







By: Behnaz Alaei Salmani  
And Pegah Khalaj

-Have you done any interviews before?

\_An interview about language?

-yes!

\_No, never.

-so for the beginning would you like to start with where you come from? Who is Mr. Fahimi?

\_Originally, I come from Amol, a city in Mazandaran province. Fahimi is an English teacher who enjoys teaching, learning languages, arts, music, hiking, and loves to live.

-who did you like to become when you were a kid?

\_I can't tell you who I wanted to become when I was a kid, but I know who I wanted to become when I was a teenager. I wanted to be the secretary general of the United Nations.

- Who was the most influential person to you as a child? Who noticed your talent for the first time?

\_There were a number of people of influence in my life. The first and the most influential people in my life is my family hands down. I remember my father would give me any money I wanted to buy books. I think that was a great encouragement. And my mother would often make sure whether I had studied my lessons and fulfilled my school assignments perfectly.

Apart from that, there was a person whom I called uncle "Hadipour"; he was a close friend of the family. He was the person who encouraged me to read Persian. I remember when I went to primary school- first grade, whenever he came to our house he would ask me to read out lessons of the book "Farsi" to him. At the end of the book there were some passages about seasons- if I'm not wrong. So, *I was always waiting for him* to come over to our house as he would intently listen to me while I was reading the passages out loud to him. I'll never forget that.

-so who noticed your talent for teaching?

\_The first time?

-Yes?

\_I wouldn't consider myself as having a talent in teaching. I remember I was taking a final test at university. I was in my third year of university in Payam-e Nour-Tehran. I was taking my exam when one of my professors- Dr. Alborzi, approached me and whispered in my ear. The exam was "translation of economic texts". He whispered, "Do you like to teach?" I said: "I do; I would like to!" Actually, he is the one who is responsible for my being a teacher because he offered me a teaching job for the first time. He trusted me. Quite similarly, Dr. Kiani is the other influential person in my professional life. So, I believe if you prove yourself as quality students with outstanding capabilities, your teachers are among the first people who will trust you and offer you a job. In other words, students should consider their classes as an unparalleled opportunity to demonstrate their talents and abilities.

-why did you choose this profession?

\_there's a saying that "those who can't do anything, teach" I can't do anything else so I teach! But, not everyone can be a good teacher.

-why did you choose English?

\_I guess I was attracted to the language as well as the culture since I was a teenager. I thought it was kind of prestigious to know English. I remember when I was younger my friends and relatives kept telling me that I looked like Europeans. And I kept it in the back of my mind that since I look like them I should speak like them. Yes, that could have been one reason.

-what's your ideal job?

-I've always wanted to become an artist in painting, music, or an actor- anything which has to do with arts. I really wanted to be an artist.

-is the payment a consideration to you?

\_I think if you are a good artist, you can make good money.





-can't you be an artist as your second job?

\_Right now I wouldn't consider it as my second job. I consider it more as a hobby. It's a good hobby and I enjoy playing the piano.

-Is it because you don't have time or..?

\_Yes, that's the case. I can't fit in enough time to practice seriously. Right now, on the other hand, I think I was born to be a teacher. Actually, I enjoy my classes and in my classes I enjoy teaching.

-you are a good teacher!

-Thank you very much! In my classes I have great time with my students.

-How would you describe yourself as a teacher?

- Well... as a teacher, I have set goals and objectives for myself...I feel like I have a mission apart from just teaching some materials to students; a mission to show them a better way of life; to show them the way to success; to empower them with language. That's what I have most in mind - to enlighten their minds to see from different perspectives, not only from their owns; to be tolerant of other's opinions. The second point is accomplishing the goals set. We, as a class, have to fulfill a number of goals and objectives. In order to do so, I believe students should have fun in the classroom- a place where they can feel relaxed with no or little tension! In such an environment they are most likely to learn anything including languages. So, I try to facilitate learning. In addition, I try to put myself in my students' shoes - to see from their point of views and try to understand their educational problems to help them in that respect. Grading, however, is an issue I believe I should be really strict on.

-you are!

\_That's because my students are going to be teachers of the future and I don't want to raise weak teachers.

-Would you please tell us about your professional experience or background?

\_ I have worked in many places. Some were related to English some were not. I've been teaching English since 1376 in many language institutes. *I worked as the head of translation section and interpreter in a ministry and a governmental organization; interpreted in seminars; have been sports interpreter; have worked in the dubbing department of Iran television (I.R.I.B.) as a movie translator; and translated for magazines and newspapers, etc. I had also worked in many English institutes.*

-How long have you been teaching in universities?

\_ Since 1381.

-In Ershad Damavand University?

\_ No. In Ershad...since 1385. But in the meantime, because the return was not satisfactory, I had to do many jobs besides teaching. However, throughout the years teaching has always been a constant job. The payment was very low when I started, but I was not thinking about the money at all, at least, not that much. What mattered to me most was that I was trusted and was given a class full of students to teach. I was really honored by that and I think I did a good job. This is my advice for students who've just graduated and want to go to a school to teach. They shouldn't expect high salaries at first. They should be lucky that somebody ever offers them a job in the first place; that is, that person trusts them. They should not take it for granted.

- are you happy choosing English as your major course?

\_ Yes. If I could turn back in time, that would be my first choice again although I should admit after arts. However, this time I would study harder and would have a greater focus on post graduate education and less on teaching while doing my BA.





-what was your first/best/ worst memory of teaching?

*\_I can't remember anything! Let me see... when I was teaching at an institute, I remember I had a student...a boy...he was about 8 or 9 years old. I was always trying to encourage him to speak, but he was so reticent, very reserved...he wouldn't talk to anyone...Just sat there at the back of the class. He wouldn't participate in any class activity...I remember once, after everybody left the class, I asked him to wait for a second, and quite accidentally I saw his face, just below his eyes. He was beaten...he told me "If I tell him I didn't learn well, my father will beat me!" I remember I asked his father to come to the language class and I told him he has no right to beat his child. I wish I hadn't done that because it was the last time I saw that boy in the class! I think that makes the worst story!*

-what are you plans for future and where do you see yourself in 5 years?

*\_I'm going to be an author...a person who writes and publishes English teaching books. That's what I really like to be... to share my ideas.*

-have you done anything to reach that goal?

*\_Yes. I am pretty close to it!*

-good luck with that!

*\_Everybody comes to this world and leaves it, but what makes the difference between me and a person who is mentally disabled? There should be a difference. I should leave a trace so that when I'm dead, one hundred years later or five hundred years later people would say there was a person named "Fahimi" living in this world. I want to prove that I lived a life. I need an evidence to differentiate between me and those who never came to this world and the dead.*

-after 16 years of teaching what is the main difference between the twenty years old Fahimi and Mr.Fahimi today?

*\_I've grown old!*

-do you like it?

*\_Getting old is a part of life. In my profession, I think I have learned a lot. I have had a shift of focus. I think I was more concerned about teaching then, but now I'm more concerned about my mission which is showing the way to a better life. But something in me has not changed: I've always wanted to be the best teacher. So, I've always given it my best, if not my all.*

-how do you handle stress and pressure?

*\_I don't know. I usually think about the solution more than the problem.*

-don't you feel any pressure when you are in your classes?

*\_In classes? No, when I'm in my classes I'm in my element. No pressure or stress at all!*

-so you feel confident?

*\_You can say that again. It might be owing to the fact that I usually try to be well prepared for my classes from every respect.*

-Do you believe everything in this world has a special colour?

*\_Well! Everything to me seems green and blue and white!*

-What colour is English to you?

*\_Blue and green! Something like the earth!*

-Why?

*\_I have no idea. I've never thought about it this way.*

-what are the advantageous and disadvantageous of Ershad University?

*\_As a teacher I can socialize with some great teachers here. I meet a number of the best teachers of the country in teacher's room during the break. I mean I like the atmosphere. It's very friendly, based on mutual respect. About disadvantages... sometimes the classes are too small. I believe, there should be more spacious classes as well as a campus! However, I believe its staff and outstanding teachers are its strong points.*





*-What makes a student motivated to study?*

*\_They should know why they are studying. Is that just to get married with their degree? If you really want to study, you should develop efficient strategies for studying. If you have it as a goal to study for a Ph.D. degree, you need to have a plan.*

*-What is your recommendation for students who have come to university studying English unwillingly?*

*\_They should value their time. They're putting their time and effort. If they don't like it, it would be a waste of time. No promising future awaits them as a person who wants a career as an English Teacher.*

*-Have you participated in English institutes before?*

*\_Yes, I went to ILI for 3 semesters and I regret that. It was such a waste of time. Well, we all make mistakes.*

*-So do you think it's necessary for students to pass some courses in institutes before studying English in universities?*

*\_Those who choose to study English already need to have some qualifications in English. They should be able to communicate in English. Universities shouldn't be a place where they just begin to learn English. It's a place where they build up on their own skills, develop advanced skills and demonstrate their abilities.*

*-How do you see the future of English?*

*\_I think that there are always enough people in the world who want to learn languages. If you are among the best in your field, you will always have a job.*

*-I have some words and phrases for you and I want you to describe them with the first word that comes to your mind! Failure?*

*\_The opposite of success!*

*-Life?*

*\_Beautiful!*

*-Mr. Fahimi?*

*\_Nothing comes to mind!-The interview?*

*\_Unexpected!*

*-Money?*

*\_Good!*

*-English?*

*\_Good!*

*-Ershad?*

*\_Profession!*

*-Whiteboard?*

*\_Means of demonstrating your knowledge!*

*-Final exam?*

*\_A good test of knowledge!*

*\_I've always had to work at the same time when I was studying! I've always wished I could only concentrate on studying without being worried about making money and then I would set an example of what it means to study! I would study about 10 hours a day-on average- when I was doing my BA! I loved English but I'll have to admit was not good at it at first, but my practices and my perseverance sure paid off. That's why I trust if some students are not good in their first semesters of university they can improve. They have 4 years ahead of them- that's not a short time!*

*-but the income is not very good, is it?*

*\_It's like any other profession. You pay a normal amount of money for an ordinary scarf, but if a scarf is exceptionally eye-catching, you'll pay more amount of money and still you feel happy with that because you feel different! I believe that if you prove to be a different teacher- in a positive way- you can make a huge amount of money!*





*-Would you describe a difficult work situation or project and how did you overcome it?*

*\_I can't specifically put my finger on that which is worst, but there certainly are times when things just don't go as you expect or plan.*

*Is there any question you wanted to be asked?*

*\_I'd like to mention something that just recently happened in a class of mine. Students claimed that if they express their point of views, their professors will help them fail! So, they never speak out! What I told them was: a teacher's job is not to give a passing or failing grade based on a student's personality. Their job is to evaluate student's knowledge in a certain course. So, students shouldn't be afraid of speaking out! If there's something wrong how would a teacher know? I wouldn't deny the fact that there are teachers who might evaluate students based on their personalities not their course qualifications, but such teachers constitute a very small minority of teachers.*

*The other point I'd like to make is that the responsibility of learning is on the shoulders of students. If you are here to learn you should not be merely dependent on teachers.*

*Finally, I would suggest students not to work if they financially can afford the classes. Those who work cannot usually concentrate on their study. Because when you get involved with teaching you're going to want to teach more and more. As a result, you can't pay due attention to your university courses. You can pass them, but you can't learn properly. During these 4 years you have to acquire as much knowledge as you can. However, if you have to work that's another story.*

*To me, it is always an honor to be a teacher.*

*Wish you the best of luck!*



# SYNESTHESIA



By: Shelir Hajighasemi

What is the Synesthesia?

Synesthesia comes from ancient Greek: (syn) = "together" & (aesthesia) = "sensation". It's a neurological condition in which stimulation of one sensory or cognitive pathway leads to automatic, involuntary experiences in a second sensory or cognitive pathway.

Who is a Synesthete?

An individual who experiences synesthesia is synesthetes, They see letters, numbers, Days of the week, months of the year & ... with a special color.

It has been reported that one in every 2,000 individuals is a synesthetes.

Some experts on the subject have also alluded to one in every 300 individuals having some variation of synesthesia.

Synesthesia has some causes:

Synesthesia may be referred to the feeling derived in one part of the body or a lasting effect on one sense based on independent stimulation of another area of the body or a totally different sensory organ.

Some experts view synesthesia and the causes of synesthesia as purely neurological, while others are too confused to make any Pronouncement on the matter.

Synesthesia is both intriguing and uncommon, and to date, those studying the condition have come to the conclusion that it is somewhat hereditary.

In addition, research has shown that the condition is more common among females than males.

They constantly strive for perfection; they may be a lot more ticklish than the average person; they are usually introverts but extremely creative and talented in the visual and performing arts.

Here, we have 9 kinds of Synesthesia:

- Grapheme → color synesthesia<sup>1</sup>.
- Spatial sequence synesthesia<sup>2</sup>.
- 3. Sound → color synesthesia
- 4 .Number form synesthesia
- Personification<sup>5</sup>.
- Lexical → gustatory synesthesia<sup>6</sup>.
- 7. Auditory-tactile synesthesia
- Mirror touch synesthesia<sup>4</sup>.
- Misophonia<sup>9</sup>.

The first one is: 1. Grapheme → color synesthesia

In one of the most common forms of synesthesia, grapheme → color synesthesia, individual letters of the alphabet and numbers (collectively referred to graphemes), are "shaded" or "tinged" with a color. (e.g. A tends to be red; O tends to be white or black; S tends to be yellow etc).

Some synesthetes report that vowels are more strongly colored, while for others consonants are more strongly colored.

*There is evidence that this particular type of synesthesia is caused by excess interconnectivity in the visual cortex of the brain.*

The second one is: 2. Spatial sequence synesthesia

A special form of the condition, in which people tend to see all numerical sequences they come across as points in space. For instance, the number 1 might be farther away and the number 2 might be closer.

They were able to recall past events and memories far better, and in far greater detail than those without the condition. They also see months, or dates in the space around them. Some people even see time like a clock above and around them.

The third one is: 3. Sound → color synesthesia





## SYNESTHESIA

sound → color synesthesia, is "something like fireworks": voice, music, and assorted environmental sounds such as clattering dishes or dog barks trigger color and firework shapes that arise, move around, and then fade when the sound ends.

Individuals say that loud tones are brighter than soft tones, and that lower tones are darker than higher tones.

The fourth one is: 4. Number form synesthesia  
A number form is a mental map of numbers, which automatically and involuntarily appears whenever someone who experiences number-forms thinks of numbers.

The fifth one is: 5. Personification  
This is a form of synesthesia in which ordered sequences such as ordinal numbers, days, months and letters are associated with personalities.

For example, one synesthete says, "T's are generally crabbed, ungenerous creatures. U is a soulless sort of thing. 4 is honest, but... 3 I cannot trust... 9 is dark, a gentleman, tall and graceful, but politic under his suavity

The sixth one is: 6. Lexical → gustatory synesthesia

In the rare lexical → gustatory synesthesia, individual words and the phonemes of spoken language evoke tastes sensations in the mouth. These very specific taste associations never change and have remained the same for as long as I can remember."



Another source of tastes comes from semantic influences, so that food names tend to taste of the food they match, and the word "blue" tastes "inky."

The seventh one is: 7. Auditory-tactile synesthesia

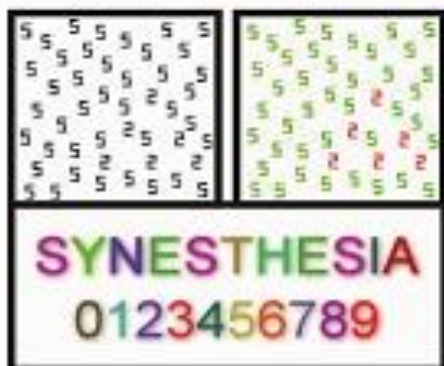
Auditory-tactile synesthesia may originate from birth or be acquired sometime in life. It is one of the rarest forms of synesthesia, in which certain sounds can produce an intense somatosensory tingling sensation in a patient with a thalamic lesion.

Mirror touch synesthesia. The eighth one is: 8  
This is the rarest form of synesthesia in which seeing someone else being touched leads to one feeling the touch as well. This means that people can literally feel the pain of others when they see them get hurt.

And the last one is: 9. Misophonia  
Richard Cytowic theorizes that in the way certain synesthetes have an altered perception of sounds, misophonics exhibit a similar pathology, with certain sounds or types of sound resulting in a specific negative emotional response.

Treatments for the disease:

Not every synesthetes will share the same experiences, and treatment is not necessarily something most synesthetes are in a hurry to obtain. For those still exploring synesthesia causes and deeper research into treatment for the condition, hypnosis has so far produced the best results. For those looking to find a cure, the research is still ongoing.





## Graffiti



By: Reyhaneh Zekavat

Graffiti is writing or drawings that have been Scribbled , scratched or sprayed illicitly on wall or other surface in public. Graffiti ranges from simple written words to elaborate wall paintings. Graffiti may also express underlying social and political messages.(Etymology) Graffiti and graffito are from the Italian word graffiato ("scratched"). Graffiti has been used as a means of advertising both legally and illegally. Graffiti art doesn't just mean art we see sprayed on walls. In fact, graffiti art has such strong characteristics that it's easy to spot them everywhere.



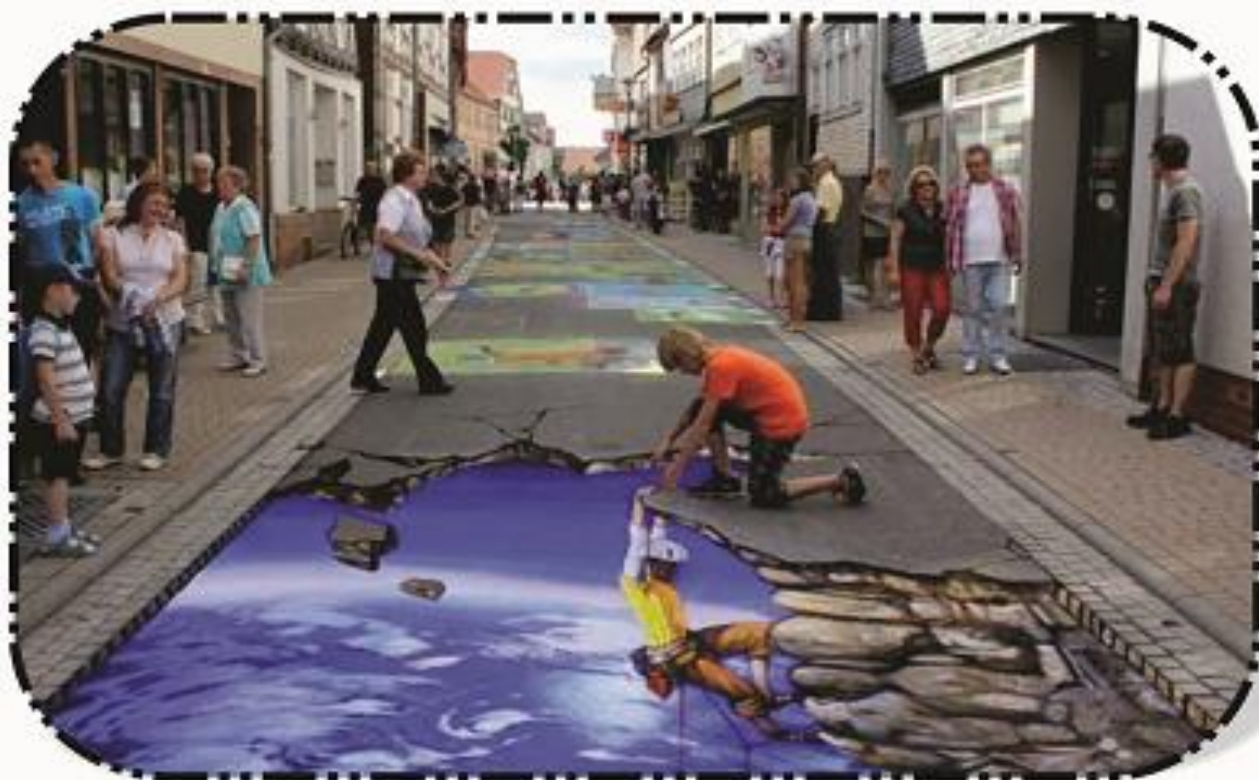




## Graffiti

Graffiti is sometimes regarded as a form of abstract modern art and other times regarded as unsightly damage or unwanted vandalism. Graffiti also known as Street-Art or Urban-Art has come a long way from the simple cave-paintings of our ancient past, to the amazing diversity of today's graffiti.

A "tag" is the most basic writing of an artist's name. A graffiti writer's tag is his or her personalized signature. The background of a 3D graffiti piece is often created using the darker tones of a color in the outer corners and then bringing in a lighter tone toward the center. This technique helps the piece to appear more three dimensional as it pushes the image visually forward and off the wall. Drop shadows, consisting of darker areas painted under the elements of the piece, give depth an 3D graffiti by Kurt Wenner. He is an anamorphic and unparalleled street painting artist of our time . make the image appear to stand up. These 3D street artists gives graffiti a whole new meaning – one that departs from the conventional interpretation of graffiti as vandalism. Not only do these incredible pastel drawings on pavements across the world look realistic by themselves - but when passers-by jump into the scene they take on a life of their own. A Street artist uses natural pigments to paint a scenic landscape. The "throw-up," also known as a "bombing" which is normally painted very quickly with two or three colors, sacrificing aesthetics for speed.





## Graffiti



Stencil graffiti, is created by cutting out shapes and designs in a stiff material (such as cardboard or subject folders) to form an overall design or image.[38] The stencil is then placed on the "canvas" gently and with quick, easy strokes of the aerosol can, the image begins to appear on the intended surface. This method of graffiti is popular amongst artists because of its swift technique that requires very little time. Time is always a factor with graffiti artists due to the constant threat of being caught by law enforcement.

In most countries, defacing property with graffiti without the property owner's consent is considered vandalism. Controversies that surround graffiti continue to create disagreement amongst city officials, law enforcement and graffiti artists looking to display their work in public locations. Some artists even buy their own walls to practice on. Nowadays, graffiti artists can be employed by companies to advertise or create artwork to cover up boring walls. Graffiti is often seen as having become intertwined with hip hop culture and the myriad of international styles derived from New York City Subway graffiti (see below). However, there are many other instances of notable graffiti this century. Graffiti has long appeared on subways.

Banksy is one of the world's most notorious and popular street artist who continues to remain faceless in today's society. Known for political, anti-war stencil art in England but his work can be seen anywhere from Los Angeles to Palestine.

In the UK, Banksy is the most recognizable icon for this cultural artistic movement and keeps his identity a secret to avoid arrest. Much of Banksy's artwork can be seen around the streets of London and surrounding suburbs. Banksy's art is a prime example of the classic controversy: vandalism vs. art. Art supporters endorse his work distributed in urban areas as pieces of art while city officials and law enforcement have deemed all work by Banksy to be vandalism and property destruction. Many members of Bristol's communities feel that Banksy's graffiti reduces property value and encourages rogue behavior. Keith Haring was an artist and social activist whose work responded to the New York City street culture of the 1980s.

Haring achieved his first public attention with chalk drawings in the subways of New York (see public art). These were his first recognized pieces of pop art. His bold lines, vivid colors, and active figures carry strong messages of life and unity. Though graffiti and street art tend to be male-dominated art forms, a growing number of women are both embracing the medium and getting good attention. One reason is due to being getting caught. Alone was the first one who started painting on walls of Tehran so his nickname ended to be alone. Alone's artworks combine both Persian calligraphy and western graffiti.







As Students talked to me, wanted to manage "events" and be asked for participation, the first activity which occurred to me, was to help "Mahak" cancer children. In January 2014, with the support of Mr. Noroozi, the vice - chancellor of Ershad Damavand University, the provided posters were hung. Then a selected group of students started to go to classes and by getting permission of my dear colleagues, other students had the chance to offer the desired amount of money. Consequently, the university had the honour to dedicate more than 10 000 000 Rls. to the cancer children during one week. It was the cause of unforgettable joy and and feeling of responsibility for humanity. I hope that every semester the same activity be welcome. Hereby i express my thankfulness to Saeedeh Kamrani, Alin Rostamian, Sima Rouhafzaii, and Yasaman Najafizade for their effective and kind participation in this movement



## Students' Events

By: Niloufar Aminpour

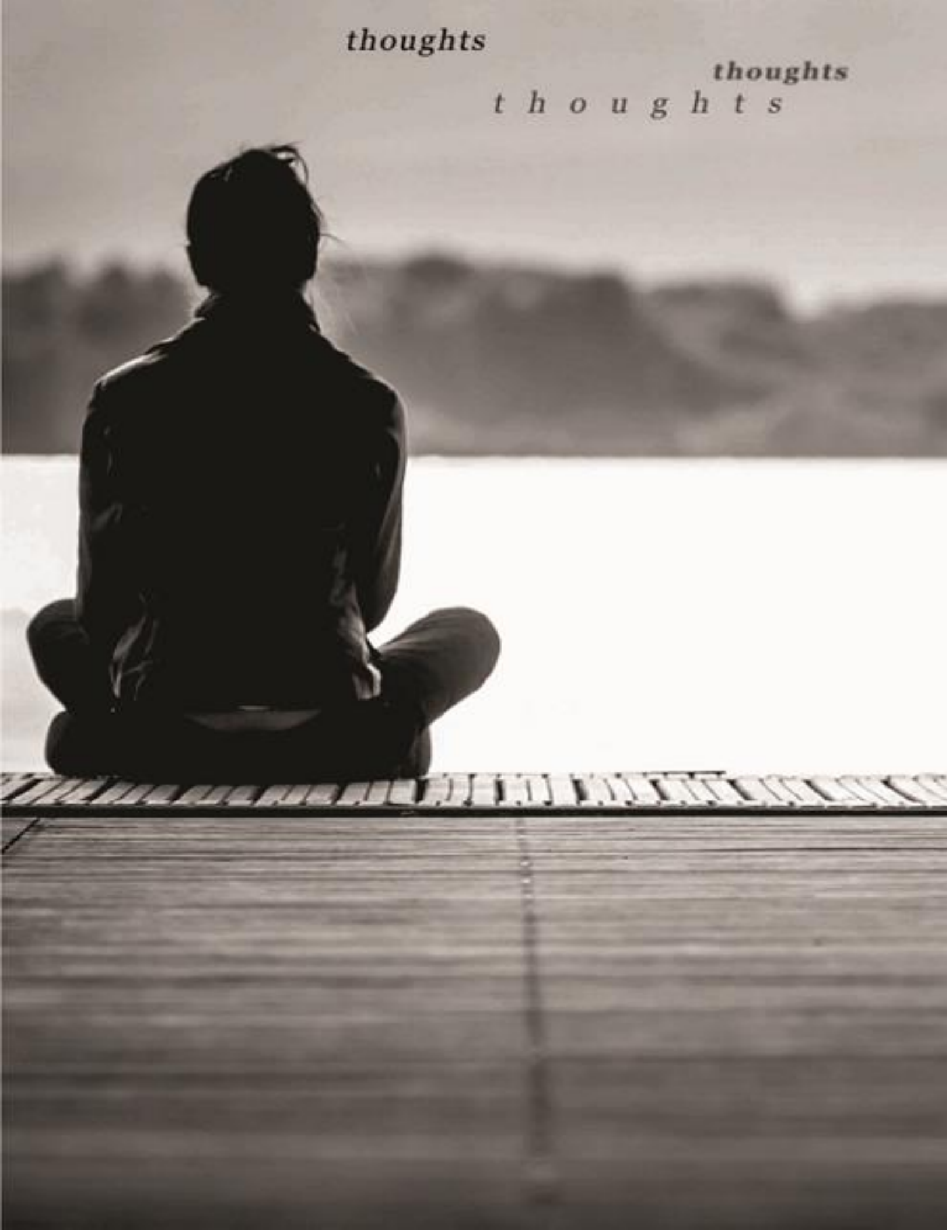




thoughts

thoughts

t h o u g h t s



**The Safest Principle Through Life**  
**instead of reforming others**  
**is to set about perfecting yourself**

-B. R. Haydon-

