

English 12

LESSON 1

درس ۱

Sense of Appreciation

انگلیسی

دوازدهم

جمله مجهول "Passive Voice"

جمله مجهول جمله‌ای است که معمولاً یا فاعل آن «نامشخص» است یا در آن «مفعول» به «فاعل» ارجحیت دارد. فقط جمله‌هایی را می‌توان به صورت «مجهول» بیان کرد که دارای «فعل متعدی» و در نتیجه دارای «مفعول» باشند.

از جمله‌های مجهول در موارد زیر استفاده می‌کنیم:

❖ عمل انجام شده» مهم‌تر از «انجام دهنده عمل» یعنی «فاعل» است.

«دو نفر در تصادف کشته شدند.»

⇒ Two people were killed in the accident.

❖ فاعل جمله، «ناشناخته و مجهول» است یا برای ما «مهم نیست».

«اتومبیل من دزدیده شد.»

⇒ My car was stolen.

«نگاه کن! اتاق رنگ شده است.»

⇒ Look! The room has been painted.

❖ فاعل جمله «بیش از حد طولانی» است.

«من از آن چه که دوستم گفت شوکه شدم.»

⇒ I was shocked by what my friend said.

❖ بنا به شرایط، بیان جمله مجهول «مؤدبانه‌تر» است.

«اشتباهی رخ داد.» (به جای این‌که بگوییم «شما اشتباه کردید.»)

⇒ A mistake was made.

ساختار جمله‌های مجهول: در همه جمله‌های مجهول یک فعل «to be» (یعنی am, is, are, was, were, be, been, being) به همراه «قسمت سوم فعل اصلی» وجود دارد.

قسمت سوم فعل + to be

☆ به ساختار جمله‌های معلوم و مجهول در مثال‌های زیر دقت کنید:

| زمان | جمله معلوم | جمله مجهول |
|---------------------------------------|--|--|
| حال ساده | I write the letter. «من نامه را می‌نویسم.» | The letter is written (by me). «نامه (توسط من) نوشته می‌شود.» |
| حال استمراری | I am writing the letter. «من دارم نامه را می‌نویسم.» | The letter is being written (by me). «نامه دارد (توسط من) نوشته می‌شود.» |
| گذشته ساده | I wrote the letter. «من نامه را نوشتم.» | The letter was written (by me). «نامه (توسط من) نوشته شد.» |
| گذشته استمراری | I was writing the letter. «من داشتم نامه را می‌نوشتم.» | The letter was being written (by me). «نامه داشت (توسط من) نوشته می‌شد.» |
| حال کامل (ماضی نقلی) | I have written the letter. «من نامه را نوشته‌ام.» | The letter has been written (by me). «نامه (توسط من) نوشته شده است.» |
| گذشته کامل (ماضی بعید) | I had written the letter. «من نامه را نوشته بودم.» | The letter had been written (by me). «نامه (توسط من) نوشته شده بود.» |
| آینده ساده (will) | I will write the letter. «من نامه را خواهم نوشت.» | The letter will be written (by me). «نامه (توسط من) نوشته خواهد شد.» |
| آینده ساده (be going to) | I am going to write the letter. «من قرار است نامه را بنویسم.» | The letter is going to be written (by me). «قرار است نامه (توسط من) نوشته شود.» |
| جمله شامل (have to / has to) | I have to write the letter. «من مجبورم (باید) نامه را بنویسم.» | The letter has to be written (by me). «نامه باید توسط من نوشته شود.» |
| جمله دارای فعل وجهی (can / may / ...) | I can / should write the letter. «من می‌توانم / باید نامه را بنویسم.» | The letter can / should be written (by me). «نامه می‌تواند / باید (توسط من) نوشته شود.» |

نکته همان طور که می بینید می توان فاعل جمله را به صورت «ضمیر مفعولی» بعد از حرف اضافه «by» در انتهای جمله مجهول به کار برد.

نکته طلایی اگر جمله ای دو مفعول داشته باشد می توان آن را در حالت «مجهول» به دو صورت بیان کرد:

- | | |
|--|--|
| ⇒ جمله معلوم: Rita gave <u>some money to me</u> . | «ریتا به من مقداری پول داد.» |
| ◆ جمله مجهول ۱: Some money <u>was given</u> to me (by Rita). | «مقداری پول (توسط ریتا) به من داده شد.» |
| ◆ جمله مجهول ۲: I <u>was given</u> some money (by Rita). | «به من مقداری پول (توسط ریتا) داده شد.» |
| ⇒ جمله معلوم: They send <u>us an e-mail</u> . | «آن ها برای ما ایمیل می فرستند.» |
| ◆ جمله مجهول ۱: An e-mail <u>is sent</u> to us (by them). | «ایمیل (توسط آن ها) برای ما فرستاده می شود.» |
| ◆ جمله مجهول ۲: We <u>are sent</u> an e-mail (by them). | «برای ما (توسط آن ها) ایمیل فرستاده می شود.» |

طریقه تبدیل یک جمله معلوم به جمله مجهول

به مثال زیر دقت کنید:

⇒ جمله معلوم: That boy **does** homework here.

فاعل مفعول

◆ جمله مجهول: Homework **is done** here.

- ۱- فاعل را حذف می کنیم.
- ۲- مفعول را به اول جمله می آوریم. (ضمیر مفعولی به ضمیر فاعلی تبدیل می شود.)
- ۳- با توجه به زمان جمله، از فعل «to be» استفاده می کنیم.
- ۴- قسمت سوم فعل اصلی را می نویسیم.

«آن پسر در این جا تکلیف انجام می دهد.»

«تکلیف در این جا انجام داده می شود.»

☆ پس برای تبدیل یک جمله معلوم به جمله مجهول

به مثال های زیر دقت کنید:

⇒ جمله معلوم: A man **broke** the window yesterday.

فاعل مفعول

◆ جمله مجهول: The window **was broken** yesterday.

⇒ جمله معلوم: They **have seen** us in the park.

فاعل مفعول

◆ جمله مجهول: We **have been seen** in the park.

«یک مرد دیروز پنجره را شکست.»

«پنجره دیروز شکسته شد.»

«آن ها ما را در پارک دیده اند.»

«ما در پارک دیده شده ایم.»

نکته از آن جایی که تقریباً در تمام جمله های مجهول «فعل کمکی» وجود دارد، برای سوالی کردن جمله های مجهول فقط کافی است که اولین «فعل کمکی» را به اول جمله بیاوریم و برای منفی کردن جمله های مجهول، بعد از اولین «فعل کمکی»، قید منفي «not» را اضافه کنیم.

مثال:

⇒ The cars **are** washed every week.

Are the cars washed every week?

The cars **are not** washed every week.

⇒ Many tickets **have** been sold.

Have many tickets been sold?

Many tickets **have not** been sold.

«اتومبیل ها هر هفته شسته می شوند.»

«آیا اتومبیل ها هر هفته شسته می شوند؟»

«اتومبیل ها هر هفته شسته نمی شوند.»

«تعداد زیادی بلیط فروخته شده اند.»

«آیا تعداد زیادی بلیط فروخته شده اند؟»

«تعداد زیادی بلیط فروخته نشده اند.»

تمرین شکل درست فعل های داخل پرانتز را در جای خالی بنویسید.

1. Somebody their children next week. (**look after**)
2. Spanish in many countries. (**speak**)
3. The cows recently. (**feed**)
4. My neighbor me to dinner last Monday. (**invite**)
5. When I arrived, the hotel room (**clean**)

❖ اگر «Tag Question» منفی باشد، حتماً باید به صورت مخفف بیان شود.

→ Your mother was tired, **wasn't** she?

«مادر تو خسته بود، این طور نیست؟»

→ English is spoken in Canada, **isn't** it?

«در کانادا به انگلیسی تکلم می‌شود، این طور نیست؟»

❖ این نوع سؤال‌های کوتاه معمولاً به فاعل و فعل جمله اصلی (پایه) برمی‌گردند.

→ They say she might be getting nervous, **don't** they?

«آن‌ها می‌گویند او ممکن است عصبی شود، این طور نیست؟»

توضیح: در این جمله، فاعل و فعل جمله پایه «They» و «say» هستند، نه «she» و «might».

→ She believes they are right, **doesn't** she?

«او معتقد است حق با آن‌ها است، این طور نیست؟»

توضیح: در این جمله، فاعل و فعل جمله پایه «She» و «believes» هستند، نه «they» و «are».

تیسره: اگر در چنین جمله‌هایی جمله پایه با ضمیر فاعلی «آ» شروع شود، فعل و فاعل جمله دوم (وابسته) را در «Tag Question» مورد استفاده قرار می‌دهیم:

→ I think she is a nurse, **isn't** she?

«من فکر می‌کنم او پرستار است، این طور نیست؟»

→ I guess you can't help me, **can** you?

«من حدس می‌زنم تو نمی‌توانی به من کمک کنی، این طور نیست؟»

نکته باید یادآور شویم که جمله‌های پایه، کلمه‌های ربط (مانند ... because, after, while, when) و هم چنین ضمیرهای موصولی (مانند that, which, who, whom, where, whose) ندارند.

به مثال‌های زیر دقت کنید:

→ They don't come because she's not OK.

جمله پایه جمله پیرو

«آن‌ها نمی‌آیند چون حال او خوب نیست.»

→ You talked to the man who lives here.

جمله پایه جمله پیرو

«تو با آن مردی که این جا زندگی می‌کند صحبت کردی.»

→ I don't know where they went.

جمله پایه جمله پیرو

«من نمی‌دانم آن‌ها کجا رفتند.»

→ If you study hard, you will pass.

جمله پایه جمله پیرو

«اگر سخت درس بخوانی، قبول خواهی شد.»

→ When she left, they were watching TV.

جمله پایه جمله پیرو

«وقتی او رفت، آن‌ها در حال تلویزیون تماشا کردن بودند.»

→ She believes you can do it.

جمله پایه جمله پیرو

«او باور دارد تو می‌توانی آن را انجام بدهی.»

☆ دقت کنید که در مثال آخر «that» از جمله حذف شده است، یعنی جمله به صورت زیر بوده است:

→ She believes that you can do it.

❖ در «Tag Question» به جای «this» و «that» از ضمیر «it» و به جای «these» و «those» از ضمیر «they» استفاده می‌کنیم.

→ That is your bag, **isn't** it?

«آن کیف شما است، این طور نیست؟»

→ These are John's shoes, **aren't** they?

«این‌ها کفش‌های جان هستند، این طور نیست؟»

❖ اگر جمله‌ای با «There» شروع شود، در «Tag Question» آن، به جای «there» نمی‌توان ضمیر فاعلی جایگزین کرد و باید از خود «there» استفاده کرد.

→ There isn't any money in the bag, **is** there?

«هیچ پولی در کیف نیست، این طور نیست؟»

نکته طلایی

موارد زیر را می‌توان به عنوان استثناء به خاطر سپرد:

- ۱ اگر جمله‌ای با «I am» شروع شود، «Tag Question» آن به صورت «aren't I?» است.
«من دارم با تو صحبت می‌کنم، این طور نیست؟»
- ۲ برای جمله‌های امری، می‌توان از «will you?» هم برای جمله‌های مثبت و هم برای جمله‌های منفی استفاده کرد.
«پنجره را باز کن، باز می‌کنی؟»
- ۳ اگر جمله امری شما یک «خواهش مؤدبانه» باشد باید از «won't you?» استفاده کنید.
«چشم‌هایتان را باز نکنید، ممکنه؟»
- ۴ برای جمله‌هایی که با «Let's» شروع می‌شوند، «Tag Question» همیشه به صورت «shall we?» است.
«پنجره را باز کنید، ممکن است لطفاً؟»
- ۵ اگر در جمله‌ای مثبت کلمه‌هایی مثل «never, rarely, hardly, little, few, nothing, ...» وجود داشته باشند که «بار منفی» دارند، آن جمله را منفی تلقی می‌کنیم و «Tag Question» را «مثبت» بیان می‌کنیم.
«بیا بیاید فیلم تماشا کنیم، می‌آیید؟»
- ۶ آن‌ها هرگز به خارج نمی‌روند، این طور نیست؟
«مقدار خیلی کمی آب در بطری است، این طور نیست؟»
- ۷ تو دوستان خارجی خیلی کمی داری، این طور نیست؟
«They never go abroad, do they?»
- ۸ There's little water in the bottle, is there?
«You have few foreign friends, do you?»

تست ۵ پاسخ درست را انتخاب کنید.

The boy is going to help you,

- 1 isn't he 2 isn't it 3 is he 4 does he

«آن پسر قصد دارد به شما کمک کند، این طور نیست؟»

پاسخ: فاعل جمله «The boy» است که باید به جای آن «he» را قرار بدهیم، فعل کمکی جمله نیز «is» است. پس یا گزینه (۱) درست است یا گزینه (۳). از طرفی چون جمله اصلی «مثبت» است، پس سؤال کوتاه آن باید منفی باشد، در نتیجه گزینه (۱) پاسخ درست است.

تست ۶ پاسخ درست را انتخاب کنید.

Respect your parents,

- 1 will you 2 do you 3 are you 4 did you

«به والدین‌تان احترام بگذارید، حُب؟»

پاسخ: برای جمله‌های امری، باید از «will you?» استفاده کرد، فرق نمی‌کند جمله مثبت باشد یا منفی. پس گزینه (۱) پاسخ درست است.

تست ۷ پاسخ درست را انتخاب کنید.

I've talked to you before,

- 1 don't I 2 didn't you 3 haven't you 4 haven't I

«من قبلاً با شما صحبت کرده‌ام، این طور نیست؟»

پاسخ: دقت کنید که «I've» شکل کوتاه شده «I have» است و جمله به زمان «حال کامل» بیان شده است، پس فعل کمکی مورد نیاز «have» است که باید در پاسخ به شکل منفی به کار برود. پس یکی از گزینه‌های (۳) یا (۴) درست هستند. گزینه (۳) نمی‌تواند درست باشد، زیرا در «Tag Question» فاعل‌ها تغییری نمی‌کنند و نباید «I» یا «we» را به «you» تبدیل کرد. پس تنها گزینه درست، گزینه (۴) است.

تست ۸ پاسخ درست را انتخاب کنید.

We have a new classmate,

- 1 don't we 2 don't you 3 haven't you 4 haven't we

«ما یک همکلاسی جدید داریم، این طور نیست؟»

پاسخ: در این جمله «have» به معنی «داشتن» است و «فعل اصلی» جمله است، پس باید برای ساختن سؤال کوتاه از «do» استفاده کنیم و از آن جایی که جمله اصلی «مثبت» است، سؤال کوتاه باید «منفی» باشد، در نتیجه فقط گزینه (۱) درست است.

تست ۹ پاسخ درست را انتخاب کنید.

She's had an illness for a long time,.....?

- 1 isn't she 2 hasn't she 3 hadn't she 4 didn't she

«او برای مدتی طولانی بیماری داشته است، این طور نیست؟»

پاسخ: در این جمله عبارت «She's had» شکل کوتاه شده «She has had» است (ماضی نقلی). پس «فعل کمکی» جمله، «has» است و باید در سؤال کوتاه از شکل منفی آن یعنی «hasn't» استفاده کنیم، در نتیجه گزینه (۲) پاسخ درست است.

تست ۱۰ گزینه درست را انتخاب کنید.

Jane believes that her team members easily won the game because they are familiar with teamwork,?

- 1 aren't they 2 didn't they 3 didn't she 4 doesn't she

(سراسری السالی ۹۸)

«چین معتقد است که اعضای تیمش به راحتی مسابقه را بردند زیرا آن‌ها با کار تیمی آشنا هستند.»

پاسخ: در این جمله نسبتاً طولانی دو کلمه «Jane believes» جمله پایه است. در نتیجه به جای «Jane» از ضمیر فاعلی «she» استفاده می‌کنیم و چون فعل «believes» مثبت است و S سوم شخص مفرد دارد در «Tag Question» باید از «doesn't» استفاده کنیم یعنی گزینه (۴) پاسخ درست است.

Reading Strategy

ساختن سؤال "Question Generation"

ساختن سؤال یکی از استراتژی‌های درک مطلب است که از طریق آن می‌توان در مورد نکته‌های مهم و ایده‌های اصلی متن، سؤال‌های معنی‌دار پرسید و به آن‌ها پاسخ داد. به این ترتیب، دانش‌آموزان می‌توانند به جای این‌که فقط به سؤال‌های کتاب پاسخ دهند، سؤال‌هایی را که خودشان ساختند، پرسند و به آن‌ها پاسخ دهند. برای ساختن سؤال در مورد یک متن، مراحل زیر را انجام دهید:

- متن را بخوانید. نکته‌های مهم و ایده‌های اصلی را پیدا کنید.
- برای هر نکته یا ایده یک سؤال بسازید.
- به سؤال‌ها پاسخ دهید.
- کلمه‌های پرسشی که می‌توان با استفاده از آن‌ها سؤال ساخت عبارتند از:

| کلمه پرسشی | مورد سؤال |
|---------------------------------------|---|
| Who (چه کسی) | یک شخص (معمولاً فاعل یا مفعول جمله) |
| What (چه چیزی) | یک شیء (معمولاً فاعل یا مفعول جمله) |
| What color (چه رنگی) | یک رنگ (معمولاً به عنوان صفت) |
| Where (کجا) | یک مکان (قید مکان جمله) |
| When / What time (چه موقع / چه ساعتی) | یک زمان (قید زمان جمله) |
| Why (چرا) | یک دلیل (دلیل انجام کار) |
| How (چه طور) | چگونگی انجام کار (قید حالت / وسیله نقلیه) |
| How many (چه تعداد) | تعداد چیزی (صفت‌های کمی تعداد) |
| How much (چه مقدار) | مقدار چیزی (صفت‌های کمی مقدار) |
| How often (هر چند وقت یک بار) | تعداد دفعات انجام کاری (قیدهای تکرار) |
| Whose (برای چه کسی) | مالکیت چیزی (معمولاً صفت‌های ملکی و «s» مالکیت) |

نکته طلایی معمولاً برای ساختن سؤال توسط کلمه‌های پرسشی سه مرحله زیر را انجام می‌دهیم:

- کلمه پرسشی را می‌نویسیم.
- با توجه به معنی کلمه پرسشی، یک کلمه یا یک عبارت را که در اصل پاسخ آن کلمه پرسشی است، حذف می‌کنیم.
- باقیمانده جمله را سؤالی می‌کنیم (برای این کار اگر در جمله فعل to be یعنی am/is/are/was/were یا یکی از فعل‌های وجهی یعنی can/may/should/must... وجود داشت آن را به اول جمله می‌آوریم؛ در غیر این صورت به اول جمله «do/does/did» اضافه می‌کنیم).

☆ حالا با توجه به توضیحات ارائه شده، می‌خواهیم با استفاده از کلمه‌های پرستشی داده شده سؤال مناسب بسازیم:

We should call them in the afternoon. (When)

«ما باید بعدازظهر با آن‌ها تماس بگیریم.» (چه موقع)

When

۱ ابتدا کلمه پرسشی را می‌نویسیم:

۲ با توجه به معنی کلمه پرسشی (در این جا «چه موقع») عبارت «in the afternoon» (در بعدازظهر) را حذف می‌کنیم:

We should call them ~~in the afternoon~~.

۳ چون در جمله فعل وجهی «should» وجود دارد، آن را به اول جمله می‌آوریم و کل جمله را به «When» اضافه می‌کنیم:

When should we call them?

«ما باید چه موقع با آن‌ها تماس بگیریم؟»

☆ سؤال زیر را نیز با هم می‌سازیم:

The people went to the church by bus. (How)

«مردم با اتوبوس به کلیسا رفتند.» (چه طور)

How

۱ ابتدا کلمه پرسشی را می‌نویسیم:

۲ با توجه به معنی کلمه پرسشی (در این جا «چه طور») عبارت «by bus» (با اتوبوس) را حذف می‌کنیم:

The people went to the church ~~by bus~~.

۳ چون در جمله فعل گذشته «went» وجود دارد، جمله را با «did» سؤالی می‌کنیم و کل جمله را به «How» اضافه می‌کنیم:

How did the people go to the church?

«مردم چه طور به کلیسا رفتند؟»

تقریب سؤال مناسب بسازید.

1. When

We can come before dinner.

2. Why

He is studying because he has an exam.

3. Who

They help their grandfather.

✓ پاسخ:

1. When can you come?

«شما چه موقع می‌توانید بیایید؟»

2. Why is he studying?

«چرا او در حال درس خواندن است؟»

3. Who do they help?

«آن‌ها به چه کسی کمک می‌کنند؟»

نکته ۱ دقت کنید که در سؤالی کردن جمله با سه کلمه پرسشی «How many / How much / Whose» باید ابتدا اسم مورد نظر در جمله را بعد از این سه کلمه پرسشی بنویسیم و سپس سه مرحله ذکر شده را انجام دهیم.

1. We see many tourists there. (How many)

اسم مورد نظر

«ما در آن جا تعداد زیادی گردشگر می‌بینیم.»

How many tourists do you see there?

«شما در آن جا چه تعداد گردشگر می‌بینید؟»

2. I needed a lot of money for the car. (How much)

اسم مورد نظر

«من برای اتومبیل به مقدار زیادی پول نیاز داشتم.»

How much money did you need for the car?

«تو برای اتومبیل چه مقدار پول نیاز داشتی؟»

3. This is my brother's artwork. (Whose)

اسم مورد نظر

«این اثر هنری برادر من است.»

Whose artwork is this?

«این اثر هنری چه کسی است؟»

نکته ۲ اگر کلمه یا عبارت مورد سؤال در «اول جمله» باشد، برای ساختن سؤال، فقط «یک کار» انجام می‌دهیم. آن عبارت را حذف می‌کنیم و به جای آن، کلمه پرسشی را می‌نویسیم، بقیه جمله بدون تغییر می‌ماند.

مثال سؤال مناسب بسازید.

⇒ My sister broke the cup yesterday. ⇒ Who broke the cup yesterday?

«خواهر من دیروز فنجان را شکست.» ⇒ «چه کسی دیروز فنجان را شکست؟»

Vocabulary Development

هم‌نشین‌ها "Collocations"

هم‌نشین‌ها معمولاً دو کلمه هستند که با هم می‌آیند و در کنار هم دارای مفهوم هستند و در زبان انگلیسی و از نظر انگلیسی زبان‌ها پذیرفته شده و درست هستند. به عبارت دیگر ما به عنوان کسانی که زبان انگلیسی، زبان مادری مان نیست نمی‌توانیم هر دو کلمه‌ای را در کنار هم قرار دهیم و یک عبارت معنی‌دار بسازیم، حتی اگر از نظر معنایی درست به نظر برسند، زیرا این ترکیب برای انگلیسی زبان‌ها یک ترکیب رایج نیست. به عنوان مثال باید بگوییم «do homework» و نمی‌توانیم بگوییم «write homework».

fast food / quick meal

quick food / fast meal

strong winds / heavy rain

heavy winds / strong rains

یا مثلاً می‌گوییم:

اما نمی‌توانیم بگوییم:

می‌گوییم:

اما نمی‌توانیم بگوییم:

جمله‌های مرکب "Compound Sentences"

قبلاً آموخته‌اید که یک جمله انگلیسی باید حداقل دارای یک فاعل و یک فعل باشد. این‌گونه جمله‌ها را «جمله‌های ساده» (Simple sentences) می‌نامیم. حال اگر دو جمله ساده که هر کدام حداقل دارای یک فاعل و یک فعل می‌باشند را با کلمه‌های ربط (Conjunctions) مانند «and» (و)، «but» (اما)، «or» (یا) و «so» (بنابراین) به هم مرتبط کنیم، یک جمله مرکب (Compound sentence) تشکیل می‌شود. در این صورت باید قبل از کلمه ربط از کاما «،» استفاده شود. به توضیحات و مثال‌های زیر دقت کنید:

❖ کلمه ربط «and»: از این کلمه ربط برای اضافه کردن اطلاعاتی هم جهت با اطلاعات قبلی استفاده می‌کنیم.

| Simple sentences | Compound sentence |
|--|--|
| Sina gets up early. «سینا زود بیدار می‌شود.» | Sina gets up early, and he goes to school. «سینا زود بیدار می‌شود و او به مدرسه می‌رود.» |
| Sina goes to school. «سینا به مدرسه می‌رود.» | |

❖ کلمه ربط «but»: از این کلمه ربط هنگامی استفاده می‌کنیم که بخواهیم اطلاعاتی را در تضاد با اطلاعات قبلی بیان کنیم.

| Simple sentences | Compound sentence |
|--|--|
| Sina is a good boy. «سینا پسر خوبی است.» | Sina is a good boy, but he is a bit lazy. «سینا پسر خوبی است اما او کمی تنبل است.» |
| Sina is a bit lazy. «سینا کمی تنبل است.» | |

❖ کلمه ربط «so»: از این کلمه هنگامی استفاده می‌کنیم که جمله دوم «نتیجه» جمله اول باشد.

| Simple sentences | Compound sentence |
|---|---|
| Sina got up late. «سینا دیر بیدار شد.» | Sina got up late, so he missed the class. «سینا دیر بیدار شد بنابراین او کلاس را از دست داد.» |
| Sina missed the class. «سینا کلاس را از دست داد.» | |

❖ کلمه ربط «or»: این کلمه ربط معمولاً «انتخاب» بین دو چیز را بیان می‌کند.

| Simple sentences | Compound sentence |
|---|---|
| Sina can stay home. «سینا می‌تواند در خانه بماند.» | Sina can stay home, or he can go to school. «سینا می‌تواند در خانه بماند یا او می‌تواند به مدرسه برود.» |
| Sina can go to school. «سینا می‌تواند به مدرسه برود.» | |

★ **نکته طلایی** در زبان انگلیسی هفت کلمه ربط وجود دارند که دو جمله ساده را به هم مرتبط می‌کنند و یک جمله مرکب می‌سازند.

این هفت کلمه عبارتند از:

for, and, nor, but, or, yet, so ⇒ fanboys

و هنگامی که از آن‌ها استفاده می‌کنیم، قبل از آن‌ها کاما «،» قرار می‌دهیم.

⇒ Mary wishes she could be younger, **for** everyone else in the class is half her age.

«مری آرزو می‌کند می‌توانست جوان‌تر باشد، زیرا هر کس دیگری در کلاس نصف سن او را دارد.»

گرامر در یک نگاه

ضمیمه

پایه دهم • درس اول

| | |
|---|--|
| <p>tomorrow (فردا), next (بعدی, آینده), soon (به زودی), tonight (امشب), in a week (ظرف یک هفته), on Sunday (در روز یکشنبه), later (بعداً)</p> | <p>طرز شناسایی:</p> |
| <p>☆ ساختار جمله خبری مثبت: ادامه جمله + فعل ساده + will + فاعل</p> <p>A: I'm hungry. B: I will buy you a cake. B: I will close the window. A: I need money. B: I will give you some. If you take it, I will call the police. I think he will come.</p> <p>☆ ساختار جمله خبری منفی: ادامه جمله + فعل ساده + will not (won't) + فاعل</p> <p>We will not (won't) come tomorrow. She won't teach lesson five.</p> <p>☆ ساختار جمله سؤالی: ادامه جمله + فعل ساده + Will + فاعل + ?</p> <p>Will you go to the forest tomorrow? Will his father help you? I'll / You'll / He'll / She'll / It'll / We'll / They'll</p> <p>☆ شکل مخفف:</p> | <p>(۱) با استفاده از will: الف) تصمیم‌های آنی ب) پیشنهاد دادن ج) قول دادن د) تهدید کردن ه) پیش‌بینی (نظر شخصی)</p> |
| <p>☆ ساختار جمله خبری مثبت: ادامه جمله + فعل ساده + am/is/are + going to + فاعل</p> <p>We are free tomorrow. We are going to play a game. It is cloudy. It is going to rain soon.</p> <p>☆ ساختار جمله خبری منفی: ادامه جمله + فعل ساده + am/is/are + not going to + فاعل</p> <p>Tom is not going to study English. We are not going to call him.</p> <p>☆ ساختار جمله سؤالی: ادامه جمله + فعل ساده + going to + فاعل + Am/Is/Are + ?</p> <p>Are you going to hunt that bird? Is the man going to destroy their natural home?</p> | <p>(۲) با استفاده از be going to: الف) تصمیم‌ها و برنامه‌های قطعی ب) پیش‌بینی (بر اساس شواهد)</p> |
| <p>1) My father, Mike, student, uncle, ... 2) tiger, elephant, bird, cheetah, ... 3) jungle, school, park, hospital, ... 4) book, tree, computer, pen, ... 5) danger, pain, attention, love, ...</p> | <p>(۱) شخص (۲) حیوان (۳) محل (۴) شیء (۵) ایده</p> |
| <p>chair, bag, student, ... Ali, London, Monday, ...</p> | <p>(۱) عام: اسمی که یک گروه از چیزها را معرفی می‌کند. (۲) خاص: اسمی که فقط یک انسان، مکان، شیء و ... خاص را معرفی می‌کند.</p> |

Table of English Tenses

جدول زمان‌ها در زبان انگلیسی

| Tense زمان | Affirmative / Negative / Question مثبت / منفی / سوالی | Use مورد استفاده | Signal Words نشانه‌ها |
|-------------------------------------|---|--|--|
| Simple Present حال ساده | A: He speaks English. N: He does not speak English. Q: Does he speak English? | 1) action in the present taking place regularly, never or several times (۱) عملی که در زمان حال به طور منظم، هرگز یا چندین دفعه اتفاق می‌افتد I usually go to school by bus. 2) facts (۲) حقایق The earth goes around the sun. 3) action set by a timetable or schedule (۳) عملی که بر اساس جدول زمان‌بندی اتفاق می‌افتد I leave Tehran at 4:00. | always, every ... never, normally, often, seldom, sometimes, usually if sentences type I (If I talk, ...) |
| Present Progressive حال استمراری | A: He is speaking English. N: He is not speaking English. Q: Is he speaking English? | 1) action taking place in the moment of speaking (۱) عملی که در هنگام صحبت کردن در حال اتفاق افتادن است I am learning English now. 2) action taking place only for a limited period of time (۲) عملی که فقط برای مدت زمان محدودی اتفاق می‌افتد We are working hard these days. 3) action arranged for the future (۳) عملی که برای آینده برنامه‌ریزی شده است I am staying at home tomorrow. | at the moment, just, just now, Listen!, Look!, now, right now |
| Simple Past گذشته ساده | A: He spoke English. N: He did not speak English. Q: Did he speak English? | 1) action in the past taking place once, never or several times (۱) عملی که در زمان گذشته، یک بار، هرگز یا چندین دفعه اتفاق افتاده است I studied French last year. 2) action taking place in the middle of another action (۲) عملی که در وسط عمل دیگری اتفاق می‌افتد When I was sleeping, he came. | yesterday, 2 minutes ago, in 1990, the other day, last Friday if sentence type II (If I talked, ...) |
| Past Progressive گذشته استمراری | A: He was speaking English. N: He was not speaking English. Q: Was he speaking English? | 1) action going on at a certain time in the past (۱) عملی که در یک زمان خاص در گذشته در حال اتفاق افتادن بوده است We were playing games at noon. 2) actions taking place at the same time (۲) دو عمل که با هم در حال اتفاق افتادن بودند While I was playing, my mom was cooking. 3) action in the past that is interrupted by another action (۳) عملی در گذشته که توسط یک عمل دیگر قطع شده است I called when he was sleeping. | while, when, as long as |

پیشوند و پسوند

الف) پیشوندها

| PREFIX | MEANING | EXAMPLES |
|--------------------|-----------------------|---|
| ante- | before | antenatal, anteroom, antedate |
| anti- | against, opposing | antibiotic, antidepressant, antidote |
| circum- | around | circumstance, circumvent, circumnavigate |
| co- | with | co-worker, co-pilot, co-operation |
| de- | off, down, away, from | devalue, defrost, derail, demotivate |
| dis- | opposite of, not | disagree, disappear, disintegrate, disapprove |
| em-, en- | cause to, put into | embrace, encode, embed, enclose, engulf |
| epi- | upon, close to, after | epicenter, episcopes, epidermis |
| ex- | former, out of | ex-president, ex-wife, exterminate |
| extra- | beyond, more than | extracurricular, extraordinary, extra-terrestrial |
| fore- | before | forecast, forehead, foresee, foreword, foremost |
| homo- | same | homogenized, homoplastic |
| hyper- | over, above | hyperactive, hyperventilate |
| il-, im-, in-, ir- | not | impossible, illegal, irresponsible, indefinite |
| im-, in- | into | insert, import, inside |
| infra- | beneath, below | infrastructure, infrared, infrasonic |
| inter-, intra- | between | interact, intermediate, intergalactic, intranet |
| macro- | large | macroeconomics, macromolecule |
| micro- | small | microscope, microbiology, microfilm, microwave |
| mid- | middle | midfielder, midway, midsummer |
| mis- | wrongly | misinterpret, misfire, mistake, misunderstand |
| mono- | one, singular | monotone, monolog, monolithic |
| non- | not, without | nonsense, nonentity, nondescript |
| omni- | all, every | omnibus, omnivore, omnipotent |
| para- | beside | parachute, paramedic, paradox |
| post- | after | post-mortem, postpone, post-natal |
| pre- | before | prefix, predetermine, pre-intermediate |
| re- | again | return, rediscover, reiterate, reunite |
| semi- | half | semicircle, semi-final, semiconscious |
| sub- | under | submerge, submarine, sub-category, subtitle |
| super- | above, over | superfood, superstar, supernatural, superimpose |

| SUFFIX | MEANING | EXAMPLE |
|------------------------|---------------------------------|---|
| -ic, -ical | having the form or character of | psychological, nonsensical, musical |
| -ious, -ous | characterized by | pious, jealous, religious, ridiculous |
| -ish | having the quality of | squeamish, sheepish, childish |
| -ive | having the nature of | inquisitive, informative, attentive |
| -less | without | meaningless, hopeless, homeless |
| -y | characterized by | dainty, beauty, airy, jealousy |
| ADVERB SUFFIXES | | |
| -ly | related to or quality | softly, slowly, happily, crazily, madly |
| -ward, -wards | direction | towards, afterwards, backwards, inward |
| -wise | in relation to | otherwise, likewise, clockwise |

Phrasal Verbs

| | | | |
|----------------|------------------------------------|-------------------|--|
| ask for | درخواست (چیزی) کردن | hurry up | عجله کردن |
| bring up | پرورش دادن، بزرگ کردن | keep off | وارد ... نشدن |
| call back | دوباره تماس گرفتن | keep on | ادامه دادن |
| care for | مراقبت کردن | keep to (oneself) | به درون (خود) ریختن، در (لاک) خود بودن |
| check in | پذیرش شدن (در هتل) | look after | مراقبت کردن از |
| check out | تسویه حساب کردن (با هتل) | look up | به دنبال ... گشتن (در کتاب مرجع) |
| come up with | به نتیجه رسیدن | make up | تشکیل دادن |
| consist of | شامل ... بودن | pass away | از دنیا رفتن، درگذشتن |
| cut down | قطع کردن، بریدن | pick up | برداشتن، بلند کردن |
| deal with | سرکار داشتن، مدیریت کردن | plug in | به برق زدن |
| die out | منقرض شدن | plug into | به برق زدن |
| fall down | به زمین افتادن | put aside | کنار گذاشتن |
| figure out | فهمیدن | put out | خاموش کردن (آتش) |
| fill out | پر کردن (فرم) | search for | به دنبال ... گشتن، جست و جو کردن |
| find out | فهمیدن، متوجه شدن | sit down | نشستن |
| get along with | سازگاری پیدا کردن با، کنار آمدن با | stand for | مخفف ... بودن |
| get away | دور شدن | take off | بلند شدن (هواپیما) |
| get back | برگشتن | take out | بیرون کشیدن، برداشت کردن (پول) |
| get off | پایاده شدن | turn off | خاموش کردن |
| get on | سوار شدن | turn on | روشن کردن |
| give off | ساطع کردن، بیرون دادن | turn round | چرخیدن، برگشتن |
| go away | دور شدن | use up | تا آخر استفاده کردن، تمام کردن |
| go out | بیرون رفتن | wake up | بیدار شدن |
| grow up | بزرگ شدن، رشد کردن | watch out | مواظب بودن |
| hang out | در جایی وقت صرف کردن | work out | جواب دادن |

LESSON 1

Sense of Appreciation

درس
1

انگلیسی
دوازدهم



Grammar

گرامر

تست‌های آموزشی

- 1 The old man his sick son to the hospital tomorrow.
 1 will take 2 will be taken 3 was taken 4 is taken
- 2 Charles and William aren't taking driving lessons,?
 1 can they 2 will they 3 do they 4 are they
- 3 Your little sisters couldn't find an answer to the problem,?
 1 could she 2 does she 3 could they 4 did they
- 4 The flight from Paris arrives at ten o'clock,?
 1 does it 2 doesn't it 3 do they 4 didn't it
- 5 The workers installing the windows soon.
 1 are going to finish 2 will be finished 3 are being finished 4 have finished
- 6 The factory lost a lot of money and last Thursday.
 1 will be shut 2 was shut 3 shuts 4 is going to shut
- 7 You will remember to get some gifts before you leave,?
 1 don't you 2 do you 3 will you 4 won't you
- 8 When I was booking the hotel, the bus timetable by my wife.
 1 checked 2 will be checked 3 was checking 4 was checked
- 9 A new shopping mall is going to be in the city, isn't it?
 1 built 2 building 3 builds 4 build
- 10 Emily by her brother to participate in an online course.
 1 asks 2 asked 3 was asked 4 has asked
- 11 The differences between these two photographs should be removed,?
 1 should it 2 should they 3 shouldn't it 4 shouldn't they
- 12 His mother won't be there, his father and sister might.
 1 but 2 so 3 and 4 because
- 13 The children won't quit the game before dinner,?
 1 are they 2 will the children 3 will they 4 won't they
- 14 Mr. Harrison nothing about what you need, does he?
 1 promises 2 promise 3 has promised 4 is promising
- 15 My back was still painful, I went to see a doctor again.
 1 because 2 and 3 but 4 so
- 16 The students' questions are always by the teacher.
 1 answering 2 answers 3 answered 4 answer
- 17 The teachers this quiz for learners of English as a second language.
 1 have designed 2 is designing 3 will be designed 4 designs
- 18 They believe my car was stolen by a neighbor,?
 1 do they 2 was it 3 didn't it 4 don't they

- 19 How many people to the party recently?
 1 invite 2 were invited 3 have been invited 4 have invited
- 20 A: Why was the phone busy? B: It by Mr. Tomson.
 1 used 2 was being used 3 has used 4 uses
- 21 The old man you a cup of hot coffee, didn't he?
 1 brought 2 was bringing 3 has brought 4 brings
- 22 That hunter by a dangerous dog last night.
 1 was attacking 2 was attacked 3 has been attacked 4 attacked
- 23 Your uncle's daughter loves doing puzzles when nobody is at home,?
 1 don't they 2 doesn't he 3 isn't she 4 doesn't she
- 24 Why you write your names on your new books?
 1 weren't 2 wasn't 3 didn't 4 aren't
- 25 Jimmy Parker many times to stop talking in class.
 1 tell 2 was told 3 told 4 is telling
- 26 We can go to the cinema tomorrow if you want,?
 1 can't we 2 didn't we 3 can't you 4 don't we
- 27 He won't mind if I use his phone,?
 1 don't I 2 do I 3 won't he 4 will he
- 28 I by an old Japanese teacher last year.
 1 taught 2 was teaching 3 was taught 4 has taught
- 29 Mr. Everson the new metal bridge tomorrow.
 1 will open 2 will be opened 3 was opened 4 is going to be opened
- 30 That kind of music on the radio very often, is it?
 1 plays 2 is played 3 isn't played 4 doesn't play

تست‌های سطح ۱

- 31 The present to that famous author by her friends recently.
 1 gave 2 have been given 3 has given 4 has been given
- 32 She an award for her bravery during the fire.
 1 was received 2 receive 3 have received 4 received
- 33 People different kinds of things to show respect for others.
 1 do 2 are done 3 has done 4 was doing
- 34 I am speaking first at the meeting,?
 1 not am I 2 can't I 3 aren't I 4 don't I
- 35 When the old bridge across the river?
 1 did / repair 2 has / repaired 3 will / repair 4 was / repaired
- 36 Don't forget to turn off the computer before you leave,?
 1 will you 2 do you 3 don't you 4 are you
- 37 Nowadays many tourists these beautiful old buildings in the city.
 1 are being visited 2 has visited 3 visit 4 are visited
- 38 After ten years of hard work, the project in 2012.
 1 was finished 2 finishing 3 has finished 4 has been finished
- 39 How many fish when I was eating lunch?
 1 caught 2 have caught 3 are caught 4 were caught

62. The album live during her recent successful concert tour.
 1 was recording 2 recorded 3 has recorded 4 was recorded
63. There are no pencils or pens on the student's desk, so I can't write the answer,?
 1 are there 2 aren't there 3 can I 4 don't I
64. She her ticket to the woman at the check-in desk, didn't she?
 1 gives 2 has given 3 gave 4 was given
65. The woman, who you met in my office, five children.
 1 was brought up 2 bring up 3 has brought up 4 bringing up
66. The match by a large crowd when it started to rain. (سراسری ریاضی ۸۴)
 1 has been watching 2 has watched 3 was being watched 4 was watching
67. There was a fire at the hotel last week. Two of the rooms (سراسری زبان ۸۴)
 1 have damaged 2 has damaged 3 were damaged 4 were damaging
68. Teams from many countries to take part in the Olympic Games in 2012. (سراسری تهریز ۸۴)
 1 did not invite 2 have not been invited 3 were not invited 4 have not invited
69. The land next to our house sold to the government recently. (سراسری تهریز ۸۵)
 1 is 2 will be 3 have been 4 has been
70. Many apartments for the poor employees during the last five years. (سراسری هنر ۸۵)
 1 are built 2 were building 3 have built 4 have been built
71. Do you know that Maria as a computer programmer? (سراسری ریاضی ۸۵)
 1 was inviting 2 is inviting 3 has been invited 4 is going to invite
72. The Mona Lisa by Leonardo Da Vinci as far as I (سراسری زبان ۸۷)
 1 was painted / know 2 was painted / am known
 3 has been painted / am known 4 has been painted / know
73. The dishes yet. Could you please wash them up? (سراسری ریاضی ۹۲)
 1 have been not washed 2 have not been washed
 3 are not being washed 4 had not been washed
74. I'm really looking forward to abroad by my company. (سراسری فارغ ۹۲)
 1 be sent 2 being sent 3 having sent 4 have been sent
75. My bike! I am going to call the police. (سراسری هنر ۹۳)
 1 stole 2 was stealing 3 has been stolen 4 was being stolen
76. Mrs. Hamidi has written a book about the plants in the forests of Iran. The book last year. (سراسری فارغ ۹۴)
 1 published 2 was published 3 has published 4 that published
77. The new high-quality models of sunglasses are going to in our factory next year. (سراسری تهریز ۹۴)
 1 be produced 2 be producing 3 produced 4 produce
78. The flood of young women to this sale, which was organized a few weeks before end of the year festivities, their love for luxury goods. (سراسری فارغ ۹۷)
 1 shows 2 is shown 3 it shows 4 to show
79. The word "panorama", which names a type of painting in 1787, comes from two Greek words. (سراسری تهریز ۹۷)
 1 invented 2 was invented 3 had invented 4 that invented
80. Thomas Edison, who was the inventor of the light bulb and the phonograph, (سراسری انسانی ۹۷)
 1 was too stupid believed by his teachers to learn 2 to learn by his teachers was too stupid to believe
 3 believed to be too stupid to learn by his teachers 4 was believed by his teachers to be too stupid to learn
81. Jane believes that her team members easily won the game because they are familiar with teamwork, ? (سراسری انسانی ۹۸)
 1 aren't they 2 didn't they 3 didn't she 4 doesn't she

- 82 After breaking his leg in the skiing accident, to cut short his vacation and go back home.
 1 forced 2 he forced 3 that forced 4 he was forced (سراسری ریاضی ۹۸)
- 83 It is a fact that all people are ready to try as hard as possible to become happy, ? (سراسری هنر ۹۸)
 1 don't they 2 isn't it 3 aren't they 4 doesn't it
- 84 Some people think those who plan to get married to take marriage preparation classes for some time before their wedding. (سراسری تهرانی ۹۹)
 1 need 2 to need 3 they need 4 are needed
- 85 There is no clear evidence stating where and when football, but most historians agree that some type of ball game had been played centuries before the modern game developed in England. (سراسری انسانی ۹۹)
 1 invented 2 was invented 3 was inventing 4 would be invented
- 86 A camera can be used to film directly from the computer's display screen, but for the highest quality images possible (سراسری فارغ ۹۹)
 1 which expensive film recorders are used by 2 they are used for expensive film recorders
 3 are used by expensive film recorders 4 expensive film recorders are used

تست‌های سطح ۲

- 87 Everybody was very happy to see them again after a long time,?
 1 wasn't he 2 didn't he 3 didn't they 4 weren't they
- 88 Nobody remembered to book the tickets before packing,?
 1 did they 2 didn't they 3 did he 4 didn't he
- 89 I how golf by my father, who was a good amateur.
 1 taught / playing 2 was teaching / to play 3 was taught / to play 4 have taught / that play
- 90 If he spoke better English, he would look for a job abroad,?
 1 wasn't he 2 doesn't he 3 didn't he 4 wouldn't he
- 91 Daniel had the highest score in math at school, he a prize.
 1 and / gave 2 but / gave 3 so / was given 4 because / was given
- 92 The escaped prisoners to be travelling towards London.
 1 were reported 2 were reporting 3 have reported 4 reported
- 93 Certificates to all of the students who passed the exam now.
 1 have been sent 2 have sent 3 are being sent 4 were sending
- 94 It that the Earth is over four and a half billion years old.
 1 has believed 2 is believing 3 believes 4 is believed
- 95 I why you don't have the report. It to you over a week ago.
 1 am not understood / was sent 2 don't understand / was sent
 3 am not understood / was sending 4 don't understand / sent
- 96 I'm afraid we have to security. A computer from here yesterday.
 1 improve / was stolen 2 improve / has been stolen
 3 be improved / stole 4 be improved / was stealing
- 97 He too much noise and was disturbing the guests. In the end, he to leave.
 1 was making / was asked 2 made / ask
 3 make / was asked 4 makes / asks
- 98 Plastic bags, glass bottles and the labels removed.
 1 are recycling / are washing 2 are being recycled / are washed
 3 are recycled / have washed 4 recycled / washed

113 Which sentence is grammatically WRONG?

- 1 She's read the storybook, isn't she? 2 My sisters love chatting to friends, don't they?
3 You weren't frightened to death, were you? 4 You don't have my new address, do you?

114 Which sentence is grammatically correct?

- 1 The robber was caught the police last night.
2 The meeting was holding in the conference room.
3 The men has been offered a well-paid job in Budapest.
4 It is believed that the price of petrol will continue to rise.

Vocabulary

واژگان

تست‌های آموزشی

115 Molly went to London Business College and got a in Marketing.

- 1 diploma 2 practice 3 textbook 4 temperature

116 After three months of studying, I think I'm going to look for a job.

- 1 strength 2 medicine 3 experience 4 respect

117 The shows the meaning of each individual word with a picture.

- 1 pressure 2 advice 3 function 4 textbook

118 The says that father has to go on this new drug for his blood pressure.

- 1 sense 2 medicine 3 disease 4 physician

119 I was under from my parents to become a doctor, so I studied hard.

- 1 pressure 2 power 3 medicine 4 belonging

120 I should say that what these children need at school is a little love and

- 1 kindness 2 addiction 3 memory 4 increase

121 The baby was with a heart problem and was alive only for a few hours.

- 1 taken 2 born 3 brought 4 taught

122 We have two, a three-year-old girl and a little baby boy.

- 1 diplomas 2 grandchildren 3 physicians 4 identities

123 If you want to be a student, you must try to do your best at school.

- 1 successful 2 careless 3 depressed 4 generous

124 Smoking is one of the factors in the development of several serious like cancer.

- 1 medicines 2 injuries 3 solutions 4 diseases

125 Alan was surprised, looked at him and said, "I don't believe you."

- 1 nearly 2 calmly 3 mostly 4 rarely

126 I have two dogs and I try to them each the same amount of food.

- 1 stop 2 play 3 hug 4 feed

127 At the bare thought of her lost baby, the poor woman would burst into

- 1 pains 2 tears 3 scores 4 replies

128 A long time ago when I was young, I used to write in my every day.

- 1 center 2 diploma 3 poetry 4 diary

129 My grandfather is quite old now and he is increasingly of hearing.

- 1 slow 2 hard 3 bad 4 difficult

130 Since Mr. Ford was tired, he was sitting on the with his eyes closed.

- 1 vase 2 sofa 3 pain 4 cure

131 As we drove back to their new apartment, the baby fell asleep across the mother's

- 1 phone 2 foot 3 time 4 lap

- 154 His teacher, who has the school, has high hopes for his star students.
 1 increased 2 founded 3 regarded 4 worked
- 155 These special benches are reserved for the and women with babies.
 1 comfortable 2 poor 3 elderly 4 careful
- 156 There is a free online course for students wishing to their English.
 1 improve 2 increase 3 lower 4 respect
- 157 If you leave your at school during the holidays, they'll be taken to the library.
 1 futures 2 memories 3 behaviors 4 textbooks
- 158 The new school was by Mr. James with the purpose of teaching deaf children.
 1 learnt 2 behaved 3 brought 4 founded
- 159 The woman tried to remember some of her stories and put those in the, too.
 1 record 2 diary 3 textbook 4 value
- 160 We should help Mary, it's too difficult for her to five children by herself.
 1 bring 2 reply 3 lower 4 feed
- 161 My elder brother, who had lost his job, was looking out of the window, lost in
 1 thought 2 energy 3 hearing 4 strength
- 162 My young cousin amazed all of us by getting married to that German soldier.
 1 suddenly 2 calmly 3 lovingly 4 softly
- 163 The sudden changes have caused a lot of bad among the full-time workers.
 1 memory 2 feeling 3 knowledge 4 hearing

تست‌های سطح ۱

- 164 The rich businessman a hospital and a school in the town where he was born.
 1 regarded 2 boosted 3 founded 4 increased
- 165 Everybody knows that the of the heart is to pump blood through the body.
 1 product 2 function 3 attempt 4 memory
- 166 They were a family, supporting each other, even the others, when times were bad.
 1 loving 2 terrible 3 bored 4 cruel
- 167 With many students chatting, it was difficult to hear what the was explaining.
 1 professor 2 education 3 function 4 textbook
- 168 I think we've discussed everything we need to,, can you tell me what time it is?
 1 instead of 2 by the way 3 no matter 4 in fact
- 169 We believe that making use of fire may be as man's greatest invention.
 1 boosted 2 regarded 3 interested 4 lowered
- 170 All the family members felt a growing of alarm when he did not return that night.
 1 sense 2 advice 3 strength 4 pressure
- 171 Children rarely show any of what their parents do for them these days.
 1 function 2 depression 3 communication 4 appreciation
- 172 If you need to buy bread or milk in the village, the closest shop is about a mile away.
 The opposite of "closest" is
 1 farthest 2 nearest 3 cheapest 4 worst
- 173 The old man still remembered Kathy as the lively he'd known years before.
 1 medicine 2 picture 3 teenager 4 image
- 174 Recently, there has been an attempt to boost the number of cheetahs living in the wild.
 "Boost" is closest in meaning to
 1 donate 2 regard 3 catch 4 increase

تست‌های سطح ۲

- 389 The museum was in 1884 when an anthropologist donated his collection to the university.
 1 inspired 2 received 3 decreased 4 founded
- 390 It is a pity that a and honored physician should be treated in such a manner.
 1 distinguished 2 historical 3 medical 4 protected
- 391 Doctors say symptoms of the illness include a high and a kind of dry cough.
 1 strength 2 temperature 3 principle 4 responsibility
- 392 The mystery of the homing is in how it navigates and how it finds the way back home.
 1 income 2 pigeon 3 failure 4 identity
- 393 When I "Pow!" that means I've shot you and you've got to pretend to be injured.
 1 burst 2 forgive 3 catch 4 shout
- 394 The workers heard that management needed higher productivity and lower costs.
 1 culturally 2 mentally 3 negatively 4 repeatedly
- 395 John says he never Lawrence for breaking away and going into competition with him.
 1 forgave 2 thought 3 dedicated 4 founded
- 396 He has stated that the American economy is dependent upon a healthy environment.
 1 repeatedly 2 popularly 3 sociably 4 largely
- 397 Under the influence of his mother, Tom did much to improve the and condition of the people.
 1 solutions 2 teenagers 3 morals 4 fridges
- 398 Teachers mention on standardized tests have been steadily falling over the past ten years.
 1 means 2 facts 3 scores 4 senses
- 399 I have found an old that is an exact match of the one we already have at home.
 1 way 2 vase 3 rule 4 value
- 400 My uncle is an honest, responsible citizen who the law and is dedicated to his family.
 1 breaks 2 regards 3 keeps 4 respects
- 401 Mr. Lennon tore the report and its cover into pieces and dropped them into his pocket.
 1 largely 2 orally 3 calmly 4 heavily
- 402 After running through the numbers in every possible combination, we finally hit on a
 1 vacation 2 creation 3 solution 4 condition
- 403 A is one who can convert ordinary words into a meaningful and effective piece of writing.
 1 diary 2 poet 3 score 4 tool
- 404 Going off on foreign holidays is all well and good, but you've got to get back to reality
 1 abroad 2 whenever 3 sometime 4 wrong
- 405 When people don't know how to bring up or what to teach their children, their cultural is in danger.
 1 combination 2 heritage 3 forgiveness 4 feeling
- 406 I think is simply the most beautiful, impressive and effective mode of saying things.
 1 success 2 function 3 poetry 4 author
- 407 Smoking is a causative factor in the development of several serious diseases, lung cancer.
 1 against 2 including 3 instead 4 abroad
- 408 The hotel's location ensures that you will enjoy a relaxing stay in a/an atmosphere.
 1 successful 2 accidental 3 peaceful 4 impossible
- 409 Although he has sought to find a peaceful, he is facing pressure to use greater military force.
 1 respect 2 principle 3 solution 4 inspiration
- 410 Readers of the magazine said they wanted more stories about people and less stories about the rich and famous.
 1 ordinary 2 known 3 close 4 countless

Cloze Tests & Reading Passages

درس
۱

انگلیسی
دوازدهم



001 Cloze Test

What is respect? It's a feeling you have about someone. Respecting someone (2952) you won't hurt them. You know their feelings are important. You (2953) their feelings. Respect makes our lives easier and happier. Most children (2954) respect by watching their parents respect them. People who show respect for others are usually very (2955) in life. People who do not show respect for others usually have a very (2956) time. Respect is so important that people have made lists of how to show respect.

- | | | | | |
|------|-----------------------------|--------------|--------------------------------|--------------|
| 2952 | 1 boosts | 2 means | 3 feeds | 4 shouts |
| 2953 | 1 try to not hurt very hard | 2 are learnt | 2 very hard try don't hurt | 3 learns |
| | 3 try very hard not to hurt | 3 are learnt | 4 not to be hurt try very hard | 4 learning |
| 2954 | 1 learn | 2 repeated | 3 ordinary | 4 successful |
| 2955 | 1 forgiven | 2 hard | 3 close | 4 loving |
| 2956 | 1 calm | | | |

وقتی می‌شواین به
سؤال‌های کلوز تست
پاسخ بدین، اول به بار به
کل متن نگاه کن
تا ببینین در مورد چه.

002 Cloze Test

Respect is a basic moral value or need which makes us aware that we are human beings, not wild animals. So we should respect others and should (2957) by others to prove our humane identity among all other creatures present on this earth. The awareness about respect must be instilled in every human being from his (2958) whether he belongs to a lower social class or an aristocratic section of society. Respecting your parents, teachers and (2959) is the main step towards teaching the meaning and importance of respect in our life.

Respecting others is a silent way to express our feeling for them. It's an unspoken way of (2960) which builds unshaken and strong relations between people respecting each other. When a person (2961) respect for someone, then it means that the person have some value for him and his advice and suggestions are important to him.

- | | | | | |
|------|-----------------|----------------|---------------|----------------|
| 2957 | 1 are respected | 2 be respected | 3 respected | 4 have respect |
| 2958 | 1 function | 2 childhood | 3 diary | 4 strength |
| 2959 | 1 ethics | 2 pigeons | 3 centers | 4 elders |
| 2960 | 1 communication | 2 inspiration | 3 collocation | 4 solution |
| 2961 | 1 fixes | 2 hates | 3 shows | 4 adds |

003 Cloze Test

Mother Teresa was a kind woman who devoted her time extremely to helping poor people. Mother Teresa, whose (2962) name was Agnes Gencha Bejaxhiu, was born in Skopje, Macedonia, the daughter of a grocer. (2963) she was 18 years old, she (2964) the Order of the Sisters of Our Lady of Loreto, in India. For 20 years she taught wealthy girls at the Order's School in Calcutta, which stood within sight of the city's worst slums. Then one night she (2965) what she herself described as "a call within a call." To sister Teresa the (2966) was clear. She must go among the poor and help them.

(سراسری ریاضی ۹۰)

- | | | | | |
|------|-------------|-------------|------------|------------|
| 2962 | 1 final | 2 regular | 3 central | 4 original |
| 2963 | 1 As | 2 When | 3 Since | 4 Because |
| 2964 | 1 entered | 2 mentioned | 3 imagined | 4 caused |
| 2965 | 1 placed | 2 worked | 3 invented | 4 received |
| 2966 | 1 knowledge | 2 problem | 3 message | 4 interest |

004 Cloze Test

12

Developing a strong sense of self-respect can help you (2967) healthy relationships, and make everyone around you see you as a person who is (2968) of respect. If you truly want to respect yourself, then you have to accept yourself.

If you want to respect yourself, then you have to be able to (2969) yourself for wrong things you've done in the past that you're not proud of. Mention what you did was wrong, apologize to others if (2970), and work on moving forward. Know you're human. People (2971) mistakes. Making mistakes is the way we learn, so accept them and forgive yourself.

- | | | | | |
|------|--------------|------------|-------------|------------|
| 2967 | 1 regard | 2 develop | 3 include | 4 spare |
| 2968 | 1 worthy | 2 peaceful | 3 enjoyable | 4 serious |
| 2969 | 1 check | 2 receive | 3 burst | 4 forgive |
| 2970 | 1 surprising | 2 sudden | 3 necessary | 4 terrible |
| 2971 | 1 make | 2 are made | 3 has made | 4 makes |

005 Cloze Test

12

There are many ways you can respect the elders in your life, but I'll just mention a few of them here. You could always add (2972) respect towards elders.

- Offer an elderly person your chair or seat if you see them standing (2973) you are sitting.
- When an elder is speaking, everyone else should be silent and listen.
- Don't shout at an elder thinking that he or she is deaf or (2974) of hearing. Being old doesn't mean they can't hear.
- While driving an elder, offer them the front seat or ask them where they'd like to sit first. Also, help them get in and get (2975) the car.
- Always open the door for an elder and hold it till they pass through before closing it. Seek the (2976) of your elders when you make important decisions of your life.
- As they age, elderly people tend to repeat things. Be kind enough and hear them out.

- | | | | | |
|------|------------------------|------------------------|--------------------------|----------------------------|
| 2972 | 1 more showing ways of | 2 more ways of showing | 3 more ways that showing | 4 the ways of showing that |
| 2973 | 1 because | 2 for | 3 but | 4 while |
| 2974 | 1 hard | 2 difficult | 3 heavy | 4 slow |
| 2975 | 1 up | 2 down | 3 by | 4 off |
| 2976 | 1 function | 2 strength | 3 advice | 4 solution |

توی کلوز تست‌ها عتماً همه
پمله‌ها، حتی پمله‌های کامل
رو تا آخر بفونین.

006 Passage

12

Respect is being careful and thoughtful with other people. Parents and children show respect with kind words and actions. Respect helps everyone feel welcome, comfortable and safe. Here are a few ways that people show respect at school.

Respect is carefully helping another person. There are many ways people in a school help each other. If someone in my school is carrying lots of books, I might be able to help. I could say, "Can I help you carry those books?"

Respect is using kind words with a gentle voice, often with a smile, too! When teachers read to children, they use a gentle voice. Many students feel comfortable and safe when their teachers read to them.

People keep learning about what respect is as they grow. They learn how respect looks and sounds. They learn how to use respect when working with others. My teachers and principals were children once. They grew up. They have been learning about respect for many, many years. If I have questions about respect, they may be able to answer them.

2977 According to the passage,

- 1 carrying someone else's books is showing respect
- 2 being careful at school is not a kind of respect
- 3 people never learn to respect as they grow older
- 4 being respectful means having a gentle voice

2978 The underlined word "They" in paragraph 4 refers to

- 1 people
- 2 others
- 3 children
- 4 teachers and principals

2979 All of the following are mentioned in the passage EXCEPT that

- 1 students feel comfortable when their teachers read to them
- 2 teachers can answer students' questions about respect
- 3 kind words and actions are used to show respect
- 4 many students respect their teachers at school

2980 Why does the writer mention "teachers and principals" in paragraph 4?

- 1 To tell us that we can learn respect from them
- 2 To mention how important they are at school
- 3 To say that they should be respected more
- 4 To show that only they know what respect is

چون زمان پاسخ دادن به سؤال‌های درک مطلب محدود، قرار نیست کل متن رو بخونین. باید از روش Skimming, Scanning استفاده کنین.

007 Passage

Dr. Mohammad Gharib was born in Garakan, Iran, on July 5, 1909. After completing high school in 1927, he went to Reims, France, where he studied at École de Médecine de Reims for two years and then enrolled at the Paris University Medical School. He received an M.D. degree in 1937 and after one year of training in pediatrics (the branch of medicine concerned with children and their diseases) with Professor Ribadeau-Dumas in Paris, he returned home. On his return to Iran, Gharib was appointed the first professor of pediatrics at Tehran University by Dr. Charles Oberling, a French educator who was the head of the medical school. Subsequently, Gharib became head of the pediatrics department, a post he held until his death in 1975. In 1941, he was the author of the first Persian textbook on diseases of children. Throughout his life, he published many articles in Persian, French, and American medical journals.

During a span of 37 years, Gharib taught medicine to thousands of students. In 1960, he and his colleagues founded the Iranian Pediatrics Society, of which he was president until 1974. He was a member of the Advisory Board of the International Pediatrics Association from 1968 to 1974. In 1970, he was instrumental in the planning and building of Children's Hospital Medical Center in Tehran, and he served as its medical director from 1971 to 1975.

Gharib was respected as an effective and very popular teacher by his students and regarded as a dedicated physician by his patients. He was an important person in modern Iranian medicine and was regarded as the "Father of Iranian Pediatrics". Dr. Gharib died of cancer in Tehran on Jan. 20, 1975.

2981 Which of the following best expresses the essential information in the highlighted sentence?

- 1 Dr. Oberling was the first professor of pediatrics at Tehran University.
- 2 Gharib and Oberling founded Tehran University Pediatrics Department together.
- 3 Dr. Oberling named Gharib the first professor of pediatrics at Tehran University.
- 4 Gharib had an appointment with Dr. Oberling at Tehran University.

2982 There's enough information in the passage to answer which of the following questions?

- 1 How many patients did Dr. Gharib cure throughout his life?
- 2 What kind of life did Dr. Gharib have in his childhood?
- 3 Why did Dr. Gharib come back to Iran after one year of training?
- 4 What kind of jobs did Dr. Gharib do when he was in Iran?

009 Passage

12

Robert Boyle (1627-1691) lived at a time when many young men in England were becoming interested in science and in making scientific experiments. He himself was a great scientist in chemistry. His life was spent in scientific research and he made a number of important discoveries. He was one of a group of learned men who often met together to discuss new developments and discoveries in science; this "invisible college", as it was called, eventually became the Royal Society in 1660.

Boyle was born in Ireland. When he was eight years old, he went to school at Eton, in England, and three years later he set off to travel in Europe with his French private teacher. While he was in Italy, he studied the work of the great scientist Galileo. Having returned home, he began carrying out his own experiments. He and his assistant, the inventor Robert Hooke, made an air-pump which enabled him to perform experiments with air and to discover, for example, that air is essential for breathing, for burning, and for the transmission of sound.

Boyle believed that all matter was made up of what he called "primary particles" and thus he anticipated modern atomic theories.

(سراسری ترم ۱، ۹۴)

2989 Which of the following is NOT true about Boyle?

- 1 He somehow predicted the emergence of modern atomic theories.
- 2 He devoted his life to studying and doing scientific experiments.
- 3 He met the great scientist Galileo when he was in Europe.
- 4 He went to Europe when he was only 11 years old.

هیچ وقت بر مبنای اطلاعات خودتون به
سؤال‌های درک مطلب پاسخ ندرین. پاسخ
باید توی متن باشه.

2990 What does the "invisible college" refer to in the first paragraph?

- 1 Boyle's regular meetings with other scientists
- 2 The Royal Society that Boyle established himself
- 3 Secret discussions on new developments in science
- 4 The building where Boyle did his scientific experiments

2991 Which of the following countries is NOT mentioned in the passage?

- 1 Italy 2 England 3 Ireland 4 France

2992 Which of the following can be concluded from the passage?

- 1 Boyle was most probably born in a family with a good financial status.
- 2 The air-pump enabled Boyle to develop his theory of primary particles.
- 3 It was Robert Hooke who helped Boyle make most of his discoveries.
- 4 While traveling in Europe, Boyle and Hooke made an air-pump.

010 Passage

12

In all societies, a section of the population is labeled as "old". What is different from place to place is the age at which people are considered old, and the way old people are regarded. In modern industrialized societies, old age begins at 65 or 70; in contrast, in the 19th century old age began at 55.

In many poor countries, where people's life expectations are much lower, someone as young as 40 may be an old person.

In some societies, elderly people are thought of as wise and experienced, and they may even be the leaders of the community. But in Western societies, the elderly are sometimes disregarded. Having reached a certain age, somewhere between 60 and 70, they may be expected to retire from their jobs, even if they are still able to work efficiently. Gradually their ties with the community are released, and in many cases they live in communities made up entirely of old people.

The rapid ageing of the populations of all the industrialized countries is due not only to people living longer, but also to a sharp decline from the 1970s onwards in the number of babies being born.

Women tend to live longer than men, so that in 1985 for every 100 women over the age of 70, there were only 63 men. It is also true that the better-off members of the society can expect to live longer than the poorer, since they are generally better fed and have superior medical care.

(سراسری تیزپی ۸۸)

2993. According to the passage,

- 1 people are considered old depending on their country
- 2 200 years ago, an old person was at most 55
- 3 someone as young as 40 is usually called an old person
- 4 people in modern industrialized societies die sometime between 65 and 70

Scanning یعنی هر سؤال و گزینه‌هاش رو بشوین،
کلمه‌های کلیدی اون رو به خاطر بسپارین، بعد اونا رو
توی متن هست و پو کنین.

2994. According to the passage, the rapid ageing of the population is

- 1 more related to women
- 2 observed in industrialized societies
- 3 common in poor societies
- 4 specially observed in all western societies

2995. Which sentence is NOT true according to the passage?

- 1 Women may live longer than men.
- 2 Sometime between 60 and 70, some people stop working.
- 3 Very young populations are decreasing in poor societies.
- 4 The better-off members of the society can expect to live longer than the others.

2996. The passage is mainly about

- 1 old age
- 2 population size
- 3 different kinds of societies
- 4 the number of babies in different societies

011

Passage

12

Throughout history, the difference between the old and the young has been a defining feature of both reality and literature. Parents have power over their children ... but as those children get older, they begin to put pressure on their parents' power. They test the rules; they rebel; they create their own rules. The parents are puzzled, disappointed and angry about the shift in the balance of power. They fight back; try to control their young sons and daughters in an attempt to maintain their power. But as they grow towards old age, they are forced to relinquish it and hold their hand up, while the world changes into a place they can hardly recognize from their youth.

The fight between old and young has also become a feature of the twenty-first century, as we approach a period where the balance of power reaches a new territory. This is not to say that relationships between the generations are expected to worsen; rather that the new demographic changes to come will have knock-on effects that we cannot yet imagine.

(سراسری تیزپی ۹۹)

2997. According to the passage, the gap between the old and the young

- 1 is not a new story in human life
- 2 has changed in favor of the old
- 3 has become less and less over the years
- 4 has become wider in the twenty-first century

2998. Parent's reaction towards the change of power balance, as described in paragraph 1, can be described as all of the following EXCEPT

- 1 hopelessness
- 2 confusion
- 3 anxiety
- 4 anger

2999. The word "relinquish" in paragraph 1 is closest in meaning to

- 1 retake
- 2 leave
- 3 enhance
- 4 follow

3000. Which of the following best describes the function of "This is not to say" in paragraph 2?

- 1 To make a logical conclusion
- 2 To repeat an earlier statement
- 3 To introduce a new topic for discussion
- 4 To prevent a probable misunderstanding

Vision 3 ▢ Lesson 1

انگلیسی دوازدهم - درس ۱

| | |
|---|------------------------|
| a few years hence | تا چند سال دیگر |
| a little while | مدتی کوتاه |
| accidentally (<i>adv.</i>) | به طور تصادفی، تصادفی |
| ⇒ accident (<i>n.</i>) | تصادف |
| ⇒ accidental (<i>adj.</i>) | تصادفی |
| add (<i>v.</i>) | اضافه کردن، افزودن |
| ⇒ addition (<i>n.</i>) | اضافه |
| ⇒ added (<i>adj.</i>) | اضافه شده |
| ⇒ additional (<i>adj.</i>) | اضافه، اضافی |
| aloud (<i>adv.</i>) | با صدای بلند |
| appreciation (<i>n.</i>) | قدردانی، درک و فهم |
| ⇒ appreciate (<i>v.</i>) | قدردانی کردن، درک کردن |
| ⇒ appreciative (<i>adj.</i>) (≠ unappreciative) | قدرشناس ≠ قدرشناس |
| author (<i>n.</i>) | نویسنده |
| be born | متولد شدن |
| belonging (<i>n.</i>) | حس تعلق |
| ⇒ belongings (<i>n.</i>) | متعلقات، دارایی‌ها |
| ⇒ belong (<i>v.</i>) | تعلق داشتن، متعلق بودن |

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| blowing (n.) | نعمت، موهبت، برکت |
| ⇒ blow (v.) | برکت دادن، تقدیس کردن |
| ⇒ blown (adj.) | مبارک، متبارک |
| boost (v.) | افزایش دادن، زیاد کردن |
| ⇒ booster (n.) | افزایش دهنده، تقویت کننده |
| bring up (phr. v.) | پروردن، پرورش دادن، بزرگ کردن |
| burst into tears | (ناگهان) به گریه افتادن |
| butter (n.) | کره |
| by heart | از حفظ، از بر |
| by the way | راستی، اتفاقاً |
| cage (n.) | قفس |
| calmly (adv.) | به آرامی، با خونسردی |
| ⇒ calmness (n.) | آرامش، خونسردی |
| ⇒ calm (adj.) | آرام، خونسرد |
| care for (phr. v.) | مراقبت کردن از |
| childhood (n.) | دوران کودکی |
| ⇒ child (n.) | بچه، کودک |
| ⇒ childishness (n.) | بچگی، کودکی |
| ⇒ childish (adj.) | بچگانه |

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| ⇒ childishly (<i>adv.</i>) | به طرز بچگانه |
| close (<i>adj.</i>) | صمیمی، نزدیک |
| collocation (<i>n.</i>) | (کلمه‌های) هم‌نشین |
| ⇒ collocate (<i>v.</i>) | هم‌نشین ساختن، کنار هم قرار دادن |
| countless (<i>adj.</i>) | بی‌شمار، نامحدود، بسیار زیاد |
| ⇒ counter (<i>n.</i>) | شمارنده، کنتور |
| ⇒ count (<i>v.</i>) | شمردن |
| ⇒ countable (<i>adj.</i>) (≠ uncountable) | قابل شمارش ≠ غیرقابل شمارش |
| dedicated (<i>adj.</i>) | متعهد، ایثارگر، فداکار، اختصاصی |
| ⇒ dedication (<i>n.</i>) | تعهد، تخصیص |
| ⇒ dedicate (<i>v.</i>) | اختصاص دادن، وقف کردن |
| deserve (<i>v.</i>) | لایق بودن، لیاقت داشتن |
| ⇒ deserved (<i>adj.</i>) (≠ undeserved) | لایق، شایسته ≠ نالایق |
| ⇒ deserving (<i>adj.</i>) (≠ undeserving) | لایق، شایسته ≠ نالایق |
| diary (<i>n.</i>) | دفتر یادداشت روزانه، دفتر خاطرات روزانه |
| diploma (<i>n.</i>) | دیپلم، مدرک |
| discover (<i>v.</i>) | کشف کردن |
| ⇒ discovery (<i>n.</i>) | کشف، اکتشاف |
| ⇒ discoverer (<i>n.</i>) | کشف‌کننده، کاشف |

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| dishwasher (<i>n.</i>) | ماشین ظرفشویی |
| distinguished (<i>adj.</i>) | تمتایز، برجسته، شاخص |
| ⇒ distinguish (<i>v.</i>) | تشخیص دادن، تمایز قائل شدن |
| ⇒ distinguishable (<i>adj.</i>) | قابل تشخیص، قابل تمیز |
| duty (<i>n.</i>) | وظیفه، تکلیف |
| ⇒ dutiful (<i>adj.</i>) | مطیع، فرمان‌بردار |
| ⇒ dutifully (<i>adv.</i>) | از روی وظیفه‌شناسی |
| each other (<i>pron.</i>) | یکدیگر، همدیگر |
| elderly (<i>adj.</i>) | سالمند، مُسن، سالخورده |
| ⇒ elder (<i>adj.</i>) | سالمند، مُسن، سالخورده |
| ⇒ old (<i>adj.</i>) | پیر، مُسن |
| elders (<i>n.</i>) | سالمدان، بزرگ‌ترها، ریش‌سفیدها |
| enjoyable (<i>adj.</i>) | لذت‌بخش، خوشایند |
| ⇒ enjoyment (<i>n.</i>) | لذت، خوشی |
| ⇒ enjoy (<i>v.</i>) | لذت بردن |
| ethics (<i>n.</i>) | اخلاق، اصول اخلاقی |
| ⇒ ethical (<i>adj.</i>) | مربوط به اصول اخلاق |
| ⇒ ethically (<i>adv.</i>) | به طرز اخلاقی |

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| failure (<i>n.</i>) | شکست |
| ⇒ fail (<i>v.</i>) | شکست خوردن |
| ⇒ failing (<i>adj.</i>) | شکست خورده |
| feed (<i>v.</i>) | تغذیه کردن، غذا دادن |
| fix (<i>v.</i>) | تعمیر کردن |
| forgive (<i>v.</i>) | بخشیدن |
| ⇒ forgiveness (<i>n.</i>) | بخشندهگی |
| ⇒ forgiving (<i>adj.</i>) (≠ unforgiving) | بخشنده ≠ نابخشنده |
| ⇒ forgivable (<i>adj.</i>) | قابل بخشش |
| found (<i>v.</i>) | تأسیس کردن، بنیان نهادن |
| ⇒ founder (<i>n.</i>) | مؤسس |
| ⇒ foundation (<i>n.</i>) | مؤسسه، بنیاد |
| fridge (<i>n.</i>) | یخچال |
| function (<i>n.</i>) | عملکرد، نقش، وظیفه |
| ⇒ functionary (<i>n.</i>) | مأمور، کارگزار |
| ⇒ functionality (<i>n.</i>) | عملکرد |
| ⇒ functionalism (<i>n.</i>) | عملکردگرایی |
| ⇒ functional (<i>adj.</i>) | مربوط به عملکرد، وظیفه‌ای |
| generation (<i>n.</i>) | نسل، تولید |
| ⇒ generator (<i>n.</i>) | تولیدکننده، ژنراتور |
| ⇒ generate (<i>v.</i>) | تولید کردن |

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| grandchild (<i>n.</i>) | نوه |
| grateful (<i>adj.</i>) | قدردان، سپاسگزار |
| ⇒ ≠ ungrateful | ناسپاس |
| ⇒ gratefully (<i>adv.</i>) | از روی سپاسگزاری |
| guideline (<i>n.</i>) | رهنمون، دستور العمل |
| handle (<i>v.</i>) | مدیریت کردن، اداره کردن |
| hard of hearing (<i>adj.</i>) | سنگین گوش، کم‌شنوا |
| hate (<i>v.</i>) | متنفر بودن، دوست نداشتن |
| ⇒ hate (<i>n.</i>) | نفرت |
| ⇒ hated (<i>adj.</i>) | منفور |
| ⇒ hateful (<i>adj.</i>) | نفرت‌انگیز |
| heritage (<i>n.</i>) | میراث |
| honored (<i>adj.</i>) | مفتخر |
| ⇒ honor (<i>n.</i>) (≠ dishonor) | افتخار ≠ ننگ، رسوایی |
| ⇒ honor (<i>v.</i>) (≠ dishonor) | احترام گذاشتن، گرمی داشتن ≠ آبروریزی کردن |
| ⇒ honorable (<i>adj.</i>) (≠ dishonorable) | آبرومند، پُرافتخار ≠ بی‌آبرو |
| hug (<i>v.</i>) | در آغوش گرفتن، بغل کردن |
| including (<i>prep.</i>) | شامل |
| ⇒ inclusion (<i>n.</i>) | شمول، گنجایش |

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| ⇒ include (v.) | شامل کردن، گنجانیدن |
| ⇒ inclusive (adj.) | مشمول، گنجاننده |
| ⇒ included (adj.) | شامل شده، گنجاننده شده |
| inform (v.) | اطلاع دادن، مطلع کردن |
| ⇒ information (n.) (≠ misinformation) | اطلاعات ≠ اطلاعات غلط |
| ⇒ informant (n.) | اطلاع دهنده، مخبر |
| ⇒ informer (n.) | خبرچین، جاسوس |
| ⇒ misinform (v.) | اطلاعات غلط دادن |
| ⇒ informed (adj.) (≠ uninformed) | مطلع ≠ نامطلع |
| ⇒ misinformed (adj.) | گمراه |
| ⇒ informative (adj.) | حاوی اطلاعات، آموزنده |
| inspiration (n.) | الهام، الهام بخشی، منبع الهام، القا |
| ⇒ inspire (v.) | الهام بخشیدن، الهام گرفتن |
| ⇒ inspiring (adj.) (≠ uninspiring) | الهام بخش ≠ ناامید کننده |
| ⇒ inspired (adj.) (≠ uninspired) | الهام شده ≠ بی الهام، بی روح |
| ⇒ inspirational (adj.) | الهام بخش |
| install (v.) | نصب کردن |
| ⇒ installation (n.) | نصب |
| kindness (n.) | مهربانی |

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| ⇒ kind (<i>adj.</i>) | مهربان |
| kiss (<i>v.</i>) | بوسیدن |
| known (<i>adj.</i>) | معروف، مشهور، شناخته شده |
| ⇒ ≠ unknown | ناشناخته، ناشناس |
| ⇒ knowledge (<i>n.</i>) | دانش |
| ⇒ know (<i>v.</i>) | دانستن، شناختن |
| ⇒ knowledgeable (<i>adj.</i>) | مطلع، آگاه |
| ⇒ knowing (<i>adj.</i>) | دانا، فهمیده |
| ⇒ knowingly (<i>adv.</i>) | آگاهانه |
| ⇒ knowledgeably (<i>adv.</i>) | به طور آگاهانه |
| lack (<i>n.</i>) | عدم، فقدان |
| lap (<i>n.</i>) | (قسمت روی ران) پا، دامان، آغوش |
| loving (<i>adj.</i>) | صمیمی، با محبت |
| lovingly (<i>adv.</i>) | با عشق، با محبت |
| ⇒ love (<i>n.</i>) | عشق، محبت |
| ⇒ love (<i>v.</i>) | عشق ورزیدن، دوست داشتن |
| ⇒ loving (<i>adj.</i>) | صمیمی، با محبت |
| lower (<i>v.</i>) | کاهش دادن، کاستن، پایین آوردن |
| ⇒ low (<i>adj.</i>) | پایین، کم ارتفاع |

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| ⇒ lowered (<i>adj.</i>) | کاهش یافته |
| microwave oven (<i>n.</i>) | مایکروفر |
| might (<i>modal v.</i>) | ممکن بودن (گذشته may) |
| moral (<i>n.</i>) | اخلاق، اصول اخلاقی |
| ⇒ morality (<i>n.</i>) | اخلاق |
| ⇒ moralist (<i>n.</i>) | اخلاق‌گرا |
| ⇒ moralize (<i>v.</i>) | اخلاقی کردن |
| ⇒ moralistic (<i>adj.</i>) | اخلاقی |
| most importantly | از همه مهم‌تر |
| mostly (<i>adv.</i>) | اکثراً، بیش‌تر وقت‌ها |
| not surprisingly | جای تعجب نیست که |
| omelet (<i>n.</i>) | املت |
| once (<i>adv.</i>) | یک روزی (در گذشته)، یک زمانی |
| ordinary (<i>n.</i>) | معمولی، عادی |
| pancake (<i>n.</i>) | نوعی کلوچه، پِن کیک |
| parrot (<i>n.</i>) | طوطی |
| pause (<i>v.</i>) | مکث کردن، درنگ کردن |
| peaceful (<i>adj.</i>) | آرام، صلح‌آمیز |

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| ⇒ peace (n.) | صلح، آرامش |
| ⇒ peacekeeper (n.) | حافظ صلح، صلح‌بان |
| ⇒ peacefully (adv.) | صلح‌جویانه |
| physician (n.) | پزشک (عمومی) |
| pigeon (n.) | کبوتر |
| pity (n.) | افسوس، دریغ، حیف |
| ⇒ pitying (adj.) | تأسف‌بار |
| poet (n.) | شاعر |
| ⇒ poem (n.) | شعر |
| ⇒ poetry (n.) | فن شاعری، شعر |
| ⇒ poetical (adj.) | شاعرانه |
| ⇒ poetically (adv.) | به طور شاعرانه |
| poetry (n.) | فن شاعری، شعر سُرایی، شعر |
| principle (n.) | اصل، قاعده، مرام |
| professor (n.) | استاد دانشگاه، پروفیسور |
| record (v.) | ثبت کردن، یادداشت کردن |
| regard (v.) | تلقى کردن، به شمار آوردن، محسوب کردن |
| ⇒ regarding (prep.) | مربوط به |
| ⇒ regardless (adv.) | بدون در نظر گرفتن |

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| regarding (<i>prep.</i>) | مربوط به |
| repeatedly (<i>adv.</i>) | به طور پی در پی، مکرراً |
| ⇒ repetition (<i>n.</i>) | تکرار |
| ⇒ repeat (<i>v.</i>) | تکرار کردن |
| ⇒ repeated (<i>adj.</i>) | تکرار شده، تکراری |
| ⇒ repetitive (<i>adj.</i>) | مکرر |
| ⇒ unrepeatable (<i>adj.</i>) | غیرقابل تکرار |
| reply (<i>v.</i>) | پاسخ دادن، جواب دادن |
| responsibility (<i>n.</i>) | مسئولیت، پاسخگویی |
| ⇒ response (<i>n.</i>) | پاسخ |
| ⇒ responsible (<i>adj.</i>) | مسئول، پاسخگو |
| ⇒ responsibly (<i>adv.</i>) | مسئولانه |
| rest (<i>n.</i>) | استراحت |
| result (<i>n.</i>) | نتیجه |
| robber (<i>n.</i>) | دزد، سارق |
| ⇒ robbery (<i>n.</i>) | دزدی، سرقت |
| ⇒ rob (<i>v.</i>) | دزدیدن، سرقت کردن |
| role (<i>n.</i>) | نقش |
| score (<i>n.</i>) | امتیاز، نمره |
| sense (<i>n.</i>) | حس، شعور |

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| ⇒ sensitivity (n.) | حساسیت |
| ⇒ sense (v.) | حس کردن |
| ⇒ senseless (adj.) | بی حس |
| ⇒ sensible (adj.) | معقول، باشعور |
| ⇒ sensitive (adj.) | حساس |
| ⇒ insensible (adj.) | بی حس، بی شعور |
| ⇒ sensibly (adv.) | به طور حساس |
| set (n.) | (ظرف) دست، مجموعه |
| shout (at) (v.) | فریاد زدن (بر سر) |
| sofa (n.) | مبل راحتی، کاناپه |
| solution (n.) | راه حل |
| ⇒ solve (v.) | حل کردن |
| ⇒ solvable (adj.) (≠ unsolvable) | قابل حل ≠ غیرقابل حل |
| ⇒ unsolved (adj.) | حل نشده |
| sometime (adv.) | یک روزی، زمانی (در آینده) |
| spare no pains | دریغ نکردن (از چیزی) |
| steal (v.) | دزدیدن، سرقت کردن |
| strength (n.) | قدرت، قوت |
| ⇒ strengthen (v.) | قوی کردن، قدرت بخشیدن |
| ⇒ strong (adj.) | قوی، قدرتمند |

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| ⇒ strongly (adv.) | به طور قدرتمند |
| teenager (n.) | نوجوان (بین ۱۳ تا ۱۹ سال) |
| temperature (n.) | تب، دما |
| textbook (n.) | کتاب درسی |
| thus (adv.) | بنابراین |
| tool (n.) | ابزار، وسیله |
| unconditionally (adv.) | بدون قید و شرط |
| ⇒ condition (n.) | شرط، وضعیت |
| ⇒ conditional (adj.) (≠ unconditional) | شرطی ≠ غیرشرطی |
| ⇒ conditionally (adv.) (≠ unconditionally) | به طور شرطی ≠ به طور غیرشرطی |
| unreal (adj.) | غیرواقعی |
| ⇒ reality (n.) | واقعیت |
| ⇒ realism (n.) | واقعیت‌گرایی |
| ⇒ realist (n.) | واقعیت‌گرا |
| ⇒ realize (v.) | واقعی ساختن، فهمیدن |
| ⇒ realistic (adj.) (≠ unrealistic) | واقع‌بین ≠ غیرواقع‌بین |
| ⇒ realistically (adv.) (≠ unrealistically) | به‌طور واقع‌بینانه ≠ به‌طور غیرواقع‌بینانه |
| vase (n.) | گلدان |
| willing (adj.) | مایل، راغب، مشتاق |
| ⇒ will (n.) | خواست، وصیت |
| within (prep.) | در، در مدت |

واژگان موضوعی

| افراد | |
|-------------|---------------------|
| children | بچه‌ها، کودکان |
| elderly | سالمندان |
| elders | سالمندان، بزرگ‌ترها |
| father | پدر |
| grandchild | نوه |
| grandmother | مادر بزرگ |
| mother | مادر |
| parents | والدین |
| son | پسر |
| teenager | نوجوان |
| uncle | عمو؛ دایی |

| صفت‌های شخصیتی | |
|----------------|-----------------|
| angry | عصبانی |
| calm | آرام، خونسرد |
| careful | دقیق، با احتیاط |
| cruel | ظالم، بی‌رحم |
| dedicated | فداکار، متعهد |
| distinguished | برجسته، ممتاز |
| friendly | صمیمی |
| generous | دست و دل‌باز |
| helpful | یاری‌رسان، مفید |
| kind | مهربان |
| lazy | تنبل |
| loving | با محبت، صمیمی |
| polite | مؤدب |
| proud | مفتخر، سربلند |

مترادف و متضاد

| Word | Synonym | Antonym |
|---------------|--------------------------------|----------------------------|
| aloud | loudly | quietly |
| author | writer | — |
| boost | develop; raise | decrease; lower |
| calmly | peacefully | — |
| care for | look after; defend; support | destroy; endanger; harm |
| careful | — | careless |
| close | warm; near | cold; far |
| countless | many; lots of | few; limited |
| cruel | unkind | friendly; kind; good |
| dedicated | committed | uncommitted |
| distinguished | brilliant; well-known | ordinary |
| donate | give away | keep |
| elder | older | younger |
| elderly | aged; old | young |
| enjoyable | amusing; pleasant; fun | bad; boring; hateful |
| ethics | beliefs | — |

| Word | Synonym | Antonym |
|-----------|-----------------------------|------------------------------------|
| forgive | excuse | — |
| found | start; create; form | end; finish |
| friendly | kind; helpful; close | bad; cold; unhelpful |
| function | action; work | inactivity |
| guess | think; believe | — |
| guideline | rule; instruction | — |
| hate | dislike | like; love |
| helpful | useful; valuable | unhelpful; useless |
| heritage | custom; tradition | — |
| hometown | motherland | — |
| improve | boost; develop; increase | decrease; lower; stop |
| increase | boost; rise | decrease |
| kind | friendly; loving | cold; cruel; disliking |
| lazy | inactive | active; energetic; hard-working |
| lovely | pleasant | unpleasant |
| loving | friendly; warm | cold; disliking |
| lower | decrease | increase; develop |

| Word | Synonym | Antonym |
|--------------|-----------------------------|------------------------------|
| ordinary | normal; general | unusual; uncommon |
| pause | stop; discontinue | continue |
| peaceful | quiet; calm | noisy; unfriendly; wild |
| physician | doctor; specialist | — |
| polite | good-natured; respectful | impolite; disrespectful |
| poor | low; needy | rich; wealthy |
| reply | answer | — |
| score | mark; grade | — |
| solution | explanation; key | — |
| strength | power; energy | weakness |
| successful | lucky; fruitful | unsuccessful; unfortunate |
| sure | certain; confident | unsure; uncertain |
| take care of | look after; defend | destroy; harm; hurt |
| terrible | unpleasant; dangerous | good; nice; beautiful |
| thousands of | many | few |
| willing | eager; pleased | uninterested |