بسم الله الرحمن الرحیم

IN THE NAME OF ALLAH

اَللّٰهُمَّ صَلِّ عَلٰى مُحَمَّدٍ وَ آلِ مُحَمَّدٍ وَ عَجِّلْ فَرَجَهُمْ

Vision 3

English for Schools

رشته های علوم تجربی ــ ریاضی و فیزیک ــ ادبیات و علوم انسانی ــ علوم و معارف اسلامی

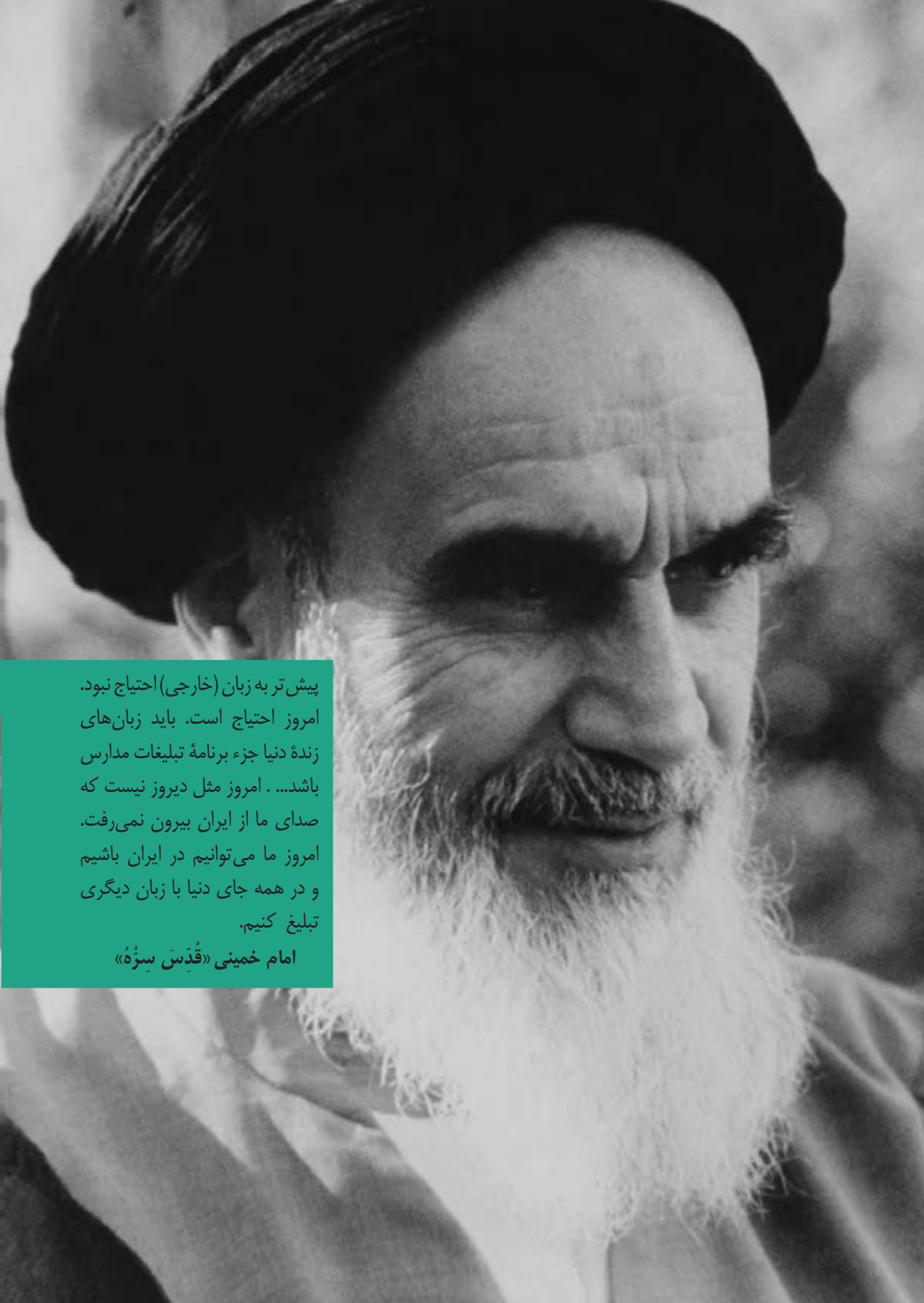
پایهٔ دوازدهم
دورهٔ دوم متوسطه

Student Book

وزارت آموزش و پرورش
سازمان پژوهش و برنامه‌ریزی آموزشی

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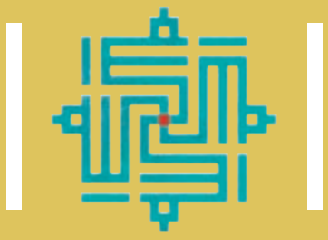
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پیش‌تر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس باشد... . امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی‌رفت. امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

امام خمینی «قُدِّسَ سِرُّهُ»

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



وَ مِن آیاتِهِ خَلقُ السَّماواتِ وَالاَرضِ وَاختِلافُ
اَلسِنَتِکُم وَ اَلوانِکُم، اِنَّ فی ذٰلِکَ لَآیاتٍ لِلعالِمینَ

روم، ۲۲

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

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

برگرفته از ترجمهٔ مرحومه دکتر طاهره صفّارزاده

باسمه تعالی

مقدّمه

با استعانت از الطاف خداوند متعال و عنایات حضرت ولی عصر (عج اللّه تعالی فرجه الشریف) سوّمین جلد از مجموعه کتاب‌های Vision به منظور تدریس در پایهٔ دوازدهم تحصیلی، تألیف گردیده و هم اکنون پیش روی شماست. آموزش زبان‌های خارجی و به‌طور ویژه آموزش زبان انگلیسی در نظام رسمی آموزش و پرورش کشورمان در سال‌های اخیر شاهد تحوّلی بنیادین و اساسی بوده است که ریشه در تحوّل کلّی نظام آموزش و پرورش، اجرای سند برنامهٔ درسی ملّی و سند تحوّل بنیادین نظام تعلیم و تربیت جمهوری اسلامی دارد و در چارچوب **رویکرد ارتباطی فعّال و خودباورانهٔ** مورد تصریح در برنامهٔ ملّی محقّق شده است. در رویکرد ارتباطی فعّال و خودباورانه، زبان‌های خارجی، از جمله زبان انگلیسی، به منظور ایجاد ارتباط با جهان به شیوه‌ای فعّال و با تأکید بر ارزش‌ها و داشته‌های فرهنگ غنی اسلامی و ایرانی فراگیران آموزش داده می‌شود.

تحوّل در آموزش زبان انگلیسی در قالب ارائهٔ مجموعه کتاب‌های English for Schools و از سال تحصیلی ۱۳۹۲ـ۱۳۹۱ آغاز گشت. مجموعهٔ مذکور دوره‌ای شش جلدی شامل دو زیر مجموعهٔ سه جلدی با نام‌های Prospect و Vision می‌باشد. مهم‌ترین ویژگی‌های رویکرد ارتباطی فعّال و خودباورانه و روح کلی حاکم بر مجموعه بسته‌های آموزشی Prospect و Vision متکی بر اصول کلی زیر است:

- توجّه هم‌زمان به هر **چهار مهارت زبانی** (گوش دادن، صحبت کردن، خواندن و نوشتن)
- استفاده از فعّالیت‌های آموزشی متنوع در فرایند یادگیری زبان
- تأکید بر یادگیری زبان از طریق تجربیات زبانی
- استفاده از محتوای غنی، معنادار و قابل فهم در تدوین محتوای آموزشی
- ارتقای روحیهٔ فراگیری زبان در محیط مشارکتی و از طریق همکاری و همیاری در کلاس
- ارائهٔ بازخوردهای اصلاحی مناسب به خطاهای فراگیران
- توجّه به جنبه‌های عاطفی و نقش آنها در فرایند آموزش زبان

نکات قابل توجه دبیران گرامی:

نخستین توصیهٔ ما به همکاران گرامی این است که در آغاز تدریس این مجموعه، حتماً برنامهٔ درسی ملّی و حوزهٔ مربوط به آموزش زبان‌های خارجی این سند را به دقّت مطالعه نمایند تا با سمت و سو و سیاست‌های اصلی و مبنایی آموزش زبان‌های خارجی در این سند مهم که نقشهٔ راه نظام آموزشی کشور است بیشتر آشنا شوند.

توصیهٔ دوم این است که کتاب‌های Prospect یک تا سه (دورهٔ اوّل متوسطه) را ملاحظه نموده و با مطالعهٔ کتاب راهنمای معلم آن کتاب‌ها و مشاهدهٔ فیلم‌های آموزشی دبیران با عنوان «برفراز آسمان» با اصول تدریس بر اساس رویکرد ارتباطی فعّال و خودباورانه آشنایی کامل پیدا کنند. مطالعهٔ کتاب‌های فوق به فهم دقیق سطح فعلی دانش آموزان، کمک شایان توجهی می‌کند.

همچنیـن از همکاران گرامی خواهشمنـدیم کتاب راهنمـای معلم مربوط به مجموعه کتاب‌های Vision را با توجه و دقت هر چه تمام‌تر مطالعه نمایند. به این شکل بسیاری از پرسش‌ها و ابهامات احتمالی دربارهٔ شیوهٔ تدریس کتاب، نحوهٔ زمان‌بندی و فعّالیت‌های جنبی برطرف می‌شود. مجدداً تأکید می‌کنیم تدریس درست و مؤثر این کتاب بدون مطالعهٔ کتاب راهنمای معلم آن، امکان‌پذیر نیست.

توصیهٔ دیگر، توجه به هر **چهار مهارت زبانی**، به صورت هم‌زمان است که تحقق این مهم نیز مستلزم آشنایی با نحوهٔ صحیح تدریس و طراحی درسی دقیق می‌باشد. علاوه بر کتاب راهنمای معلم، مشاهدهٔ نرم‌افزار و فیلم آموزشی معلمان با نام «بر فراز آسمان» نیز بسیار مفید خواهد بود. (در وبگاه گروه درسی زبان‌های خارجی یا شبکه ملّی مدارس (رشد) موجود است).

همچنین شایسته است والدین نیز از تغییر و تحوّلات انجام شده در نظام آموزش زبان انگلیسی آگاه گردند و به این منظور پیشنهاد می‌شود با استفاده از ظرفیت جلسات ویژهٔ تعامل والدین با مدرسه،دربارهٔ این تحولات، اطلاع‌رسانی لازم انجام گیرد.

لازم به یادآوری است که مجموعهٔ غنی و کاملی از منابع مورد نیاز همکاران از جمله فایل‌های تمامی اجزای بستهٔ آموزشی، مجموعهٔ دستورالعمل‌ها و آئین‌نامه‌های مربوطه و جدیدترین اخبار و اطلاعات مورد نیاز همکاران گرامی از طریق وبگاه گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی به نشانی زیر قابل دستیابی است که بازدید مرتب از این پایگاه نیز اکیداً توصیه می‌شود. یادآوری می‌گردد دبیران گرامی و دانش‌آموزان محترم می‌توانند فایل صوتی (کتاب گویا) را از وبگاه زیر تهیه نمایند.

eng-dept.talif.sch.ir یا Roshd.ir

در خاتمه مجدداً تأکید می‌شود که بستهٔ آموزشی حاضر با حاکمیت رویکرد ارتباطی فعّال و خودباورانه، جنبه‌های متنوع نیازهای آموزشی دانش‌آموزان را در نظر داشته و در کنار کتاب دانش‌آموز با ارائهٔ کتاب کار، کتاب راهنمای معلم، فایل صوتی کتاب (کتاب گویا) و همچنین فیلم آموزش معلمان (بر فراز آسمان)، مجموعهٔ کاملی را در اختیار فراگیران قرار داده است. نکتهٔ پایانی این که طبق ضوابط مصوّب وزارت آموزش و پرورش، در صورت نیاز، تنها استفاده از کتاب‌ها و منابع کمک آموزشی تأئید شده توسط طرح سامان بخشی کتاب‌های کمک آموزشی دفتر تکنولوژی و انتشارات کمک آموزشی سازمان پژوهش و برنامه‌ریزی آموزشی مجاز می‌باشد.

بی شک تحقق اهداف مورد نظر این بستهٔ آموزشی نیازمند حمایت‌های همه‌جانبه و ارزشمند همکاران گرامی است که در سراسر ایران اسلامی با دلسوزی و تلاش فراوان، زمینهٔ رشد و بالندگی آینده‌سازان میهن عزیزمان را فراهم می‌آورند، مؤلفان، این تلاش ارزشمند را ارج نهاده و آرزومند اعتلای روزافزون نام مقدّس جمهوری اسلامی ایران در تمامی عرصه‌ها هستند.

گروه زبان‌های خارجی دفتر تألیف کتاب‌های درسی



نظرسنجی کتاب درسی

Map of

Vision 3

Lesson 1: Sense of Appreciation (15-41)

Get Ready	Introduction to the Lesson		
Conversation	Talking about a Great Person		
New Words & Expressions	Learning Vocabulary of Reading		
Reading	Respect your Parents	Reading Strategy (Question generation)	Reading Comprehension
Vocabulary Development	Collocations		
Grammar	Passive Voice	See Also (Tag questions)	
Listening & Speaking	Eliciting Agreement and Signaling Uncertainty		
Writing	Compound Sentences		
What You Learned	Review Lesson 1		

Lesson 2: Look it Up! (43-69)

Get Ready	Introduction to the Lesson		
Conversation	Talking about Dictionaries		
New Words & Expressions	Learning Vocabulary of Reading		
Reading	How to Use a Dictionary	Reading Strategy (Highlighting)	Reading Comprehension
Vocabulary Development	Word Part Families		
Grammar	Relative Clauses	See Also (Conditional sentences: Type II)	
Listening & Speaking	Talking about Imaginary Situations		
Writing	Paragraph		
What You Learned	Review Lesson 2		

Lesson 3: Renewable Energy (71-99)

Get Ready	Introduction to the Lesson		
Conversation	Talking about Wind Turbines		
New Words & Expressions	Learning Vocabulary of Reading		
Reading	Earth for our Children	Reading Strategy (Note taking)	Reading Comprehension
Vocabulary Development	Proverbs		
Grammar	Passive Voice with Modals	See Also (Past perfect tense)	
Listening & Speaking	Talking about an Activity before another Activity in the Past		
Writing	Supporting & Concluding Sentences		
What You Learned	Review Lesson 3		



LESSON 1



Interesting Facts:

- Helping others lowers blood pressure.
- Kindness boosts energy and strength in elderly people.
- Teenagers who help others are more successful in life.
- Listening to the advice of older people improves our lives.
- Taking care of grandchildren increases brain function and memory.









Get Ready

A. Match the pictures with the following sentences.









1. Children should respect their parents.
2. We have to take care of elderly people.
3. Family members should listen to each other.
4. We can help many people by donating what they need.

B. Why are these people famous?

1. Rizali Khajavi

2. Hassan Omidzadeh

3. Jabbar Baghcheban

4. Abbas Babaei

How do you feel when you read about these people?

C. Write appropriate nouns after the following adjectives. Then check (✓) the positive adjectives.

◯ a polite	◯ a cruel .....
◯ some lazy	◯ two kind .....
◯ loving	◯ some careful .....

regardless بدون توجه به

regarding با توجه به

doctor

take temperature, physician, regard, dedicated, spare no pains, distinguished, not surprisingly, found

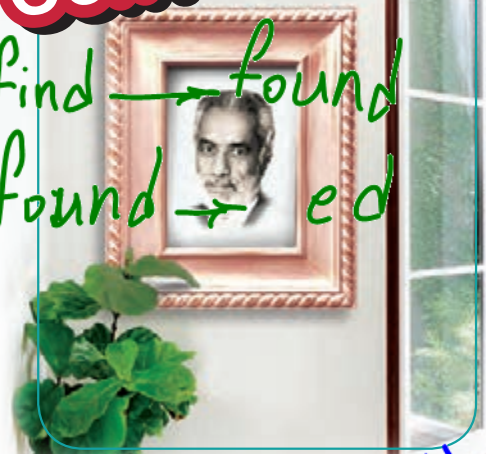
Word Bank

dedicate

Conversation

find → found

found → ed



Catch

رسیدن به دست آمدن صفت+شدن

Sara has been in the Children's Medical Center for a week. She has caught a terrible flu. The doctor told her to stay there to get better. There is a photograph of an old man on the wall. While the nurse is taking her temperature, they start talking.

Sara: Excuse me, who is that man in the picture?

Nurse: Oh, don't you know him? Have you ever heard of Dr. Mohammad Gharib?

Sara: I guess I have only seen his name in my English book, but I'm not sure about it.

Nurse: Dr. Gharib was a famous physician.

Sara: Oh,… can you tell me a little about his life?

Nurse: Dr. Gharib was born in Tehran in 1288. After receiving his diploma, he went abroad to study medicine. In 1316 he became a physician and then came back to his homeland. In 1347 this center was founded by Dr. Gharib and one of his close friends.

Sara: Really? I didn't know that.

Nurse: Dr. Gharib was also a generous man. He spared no pains

to be + P.P

شدن

to cure sick children. He was very friendly and helpful to poor families. Not surprisingly, he was regarded as a dedicated physician.

Sara: It's a pity I didn't know such a great man.

Nurse: He was known as a distinguished university professor, too. The first Persian textbook on children's diseases was written by him. He taught medicine to thousands of students.

Sara: Oh, what a great man he was!

Nurse: By the way, it might be interesting to know that your physician was one of Dr. Gharib's students!

Sara: Really?! That's interesting!



Questions

Answer the following questions orally.

1. When was Dr. Gharib born?
2. Why was Dr. Gharib regarded as a kind physician?
3. Have you seen Dr. Gharib TV series?

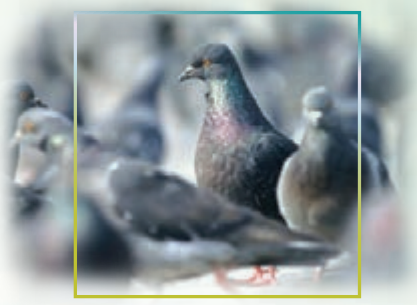


New Words and Expressions

A. Look, Read and Practice.



Hamid sits on the sofa and watches TV all the time.



My grandfather feeds the pigeons in the park every morning.



Dad really shouted at me when I didn't do my homework.



We have to speak louder, because my grandmother is hard of hearing.



Ferdowsi was born in a village near Toos.



My uncle went to his son and hugged him.



My little sister sits on my mother's lap all the time.

B. Read and Practice.

burst into tears: to cry suddenly

Aida burst into tears when she saw her score.

repeatedly: many times

I've told Mohsen repeatedly to talk politely to his teachers.

forgive: to stop being angry with someone

Mom forgave me for breaking the vase.

calmly: in a quiet way

He always speaks slowly and calmly.

diary: a book in which you record your thoughts or feelings or what has happened every day.

I have kept a diary for twelve years.



C. Go to Part 'Vocabulary' of your Workbook and do B and C.

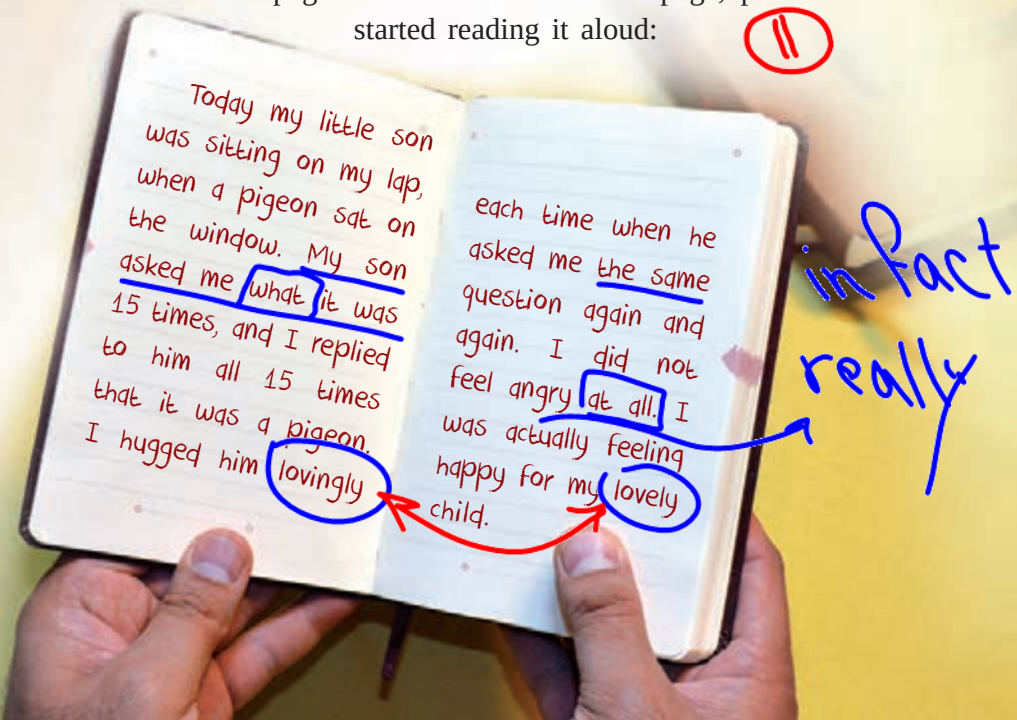
Reading

Respect your Parents

On a spring morning, an old woman was sitting on the sofa in her house. Her young son was reading a newspaper. Suddenly a pigeon sat on the window.

The mother asked her son quietly, "What is this?" The son replied: "It is a pigeon". After a few minutes, she asked her son for the second time, "What is this?" The son said, "Mom, I have just told you, "It is a pigeon, a pigeon". After a little while, the old mother asked her son for the third time, "What is this?" This time the son shouted at his mother, "Why do you keep asking me the same question again and again? Are you hard of hearing?"

A little later, the mother went to her room and came back with an old diary. She said, "My dear son, I bought this diary when you were born". Then, she opened a page and kindly asked her son to read that page. The son looked at the page, paused and started reading it aloud:



Suddenly the son burst into tears, hugged his old mother and said repeatedly, “Mom, mom, forgive me; please forgive me.” The old woman hugged her son, kissed him and said calmly, “We must care for those who once cared for us. We all know how parents cared for their children for every little thing. Children must love them, respect them, and care for them”.

Reading Strategy

Question generation

Question generation is a reading comprehension strategy whereby readers ask and answer meaningful questions about the important points or main ideas of a text. Using this strategy, students ask and answer their own questions rather than only answering questions provided by the book or the teacher.

Follow these steps:

1. Read the text.
2. Find the important points or main ideas.
3. Make a question for each point or idea.
4. Answer the questions.

Common question starters along with their possible answers are as follows:

Question Starter	Possible Answer
Who	Person
What	Object, Description or Process
Where	Location
When	Time
Why	Reason
How	Quantity Process or Description

Reading Comprehension

A. Read the passage. Generate at least five questions with the question starters and then answer them.

1. .....

2. .....

3. .....

4. .....

5. .....

B. Skim the 'Reading'. Write its main idea.

.....

C. Read the 'Reading'. Find what these words refer to.

her (paragraph 1, line 2) .....

his (paragraph 2, line 5) .....

you (paragraph 3, line 2) .....

me (paragraph 4, line 5) .....

them (paragraph 5, line 6) .....

Vocabulary Development

COLLOCATIONS

A collocation is two or more words that often go together. Collocations tell us which words can come before or after other words. These combinations just sound 'right' to native speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound 'wrong'.

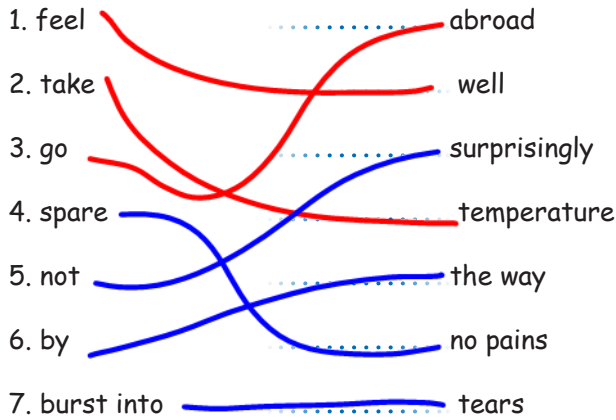
- *fast food* but *quick meal.* It would not be normal to say *quick food* or *fast meal.*
- *strong wind* but *heavy rain.* It would not be normal to say *heavy wind* or *strong rain.*
- *make a mistake* but *do exercise.* It would not be normal to say *do a mistake* or *make exercise.*

Or in the *Reading*, you can see the following collocations:

- read a newspaper (NOT study a newspaper)
- sit on the sofa (NOT sit at the sofa)
- hard of hearing (NOT difficult of hearing)



A. Without looking back at the Conversation, make collocations by matching the words on the left with the ones on the right column.



roommate

B. With a classmate, check the answers by looking for the collocations in the Conversation. Use each collocation in a new sentence.

1. .....
2. .....
3. .....
4. .....
5. .....

Grammar

A. Read the following text.



Hafez is known to be as one of the most famous Persian poets of all time. He was born sometime between the years 1310 and 1337 A.D[1]. in Shiraz. In his childhood, he received religious education. He is called Hafez because he learned the Holy Quran by heart. Hafez is mostly remembered for a special type of poetry that is called Ghazal. Emotions and ethics are used in Ghazals a lot. The collection of his poems is called Divan. It has been translated into countless languages including German, English and French. Hafez is known to be the inspiration for many poets and authors around the world.

B. Read the following example sentences.

Active	Passive
She makes pancakes every morning.	Pancakes are made every morning.
Ali broke the window yesterday.	The window was broken yesterday.
They have fixed the cars.	The cars have been fixed.
Alexander Fleming discovered penicillin.	Penicillin was discovered by Alexander Fleming.
Scientists find solutions to problems.	Solutions to problems are found by scientists.
Doctors have made a new medicine to cure cancer.	A new medicine has been made by doctors to cure cancer.

1. Anno Domini: Used after a date to show that it is after the birth of Christ.

C. Tell your teacher how 'passive voice' is made.

D. Read the Conversation and underline all 'passive voices'.

E. Read the following paragraph and choose the best verb forms.

Many products (are developed/developed) each year. Light bulb, camera, airplane, and telephone (were invented/invented) by scientists and inventors. Laptops, smart phones, and tablets (were made/made) by lots of work. But not all products (are developed/developed) by hard work. Some inventions (were created/ are created) by accident or scientists' mistakes. Penicillin, for instance, (was discovered/were discovered) quite accidentally when Alexander Fleming (was working/ was worked) on bacteria. Microwave oven also (was invented/invented) during a scientist's experiment on energy. More interestingly, some tools and technologies (are not made/do not make) by scientists at all. Some like dishwashers and computer games (were made/made) by ordinary people like workers, housewives and school students.

F. Pair up and talk about the things that happened in the past without mentioning the doer.

Example: The window was broken.

1. .....
2. .....
3. .....
4. .....
5. .....

G. Go to Part 'Grammar' of your Workbook and do A and B.



Tag questions

A. Read the following example sentences.

Mina is happy, isn't she?

He's writing an email, isn't he?

George wasn't hungry, was he?

The girls were weaving a carpet, weren't they?

They are going to Hamedan, aren't they?

His father won't buy a new car, will he?

The boys have broken the window, haven't they?

Your sister has passed the exam, hasn't she?

B. Go to Part 'Grammar' of your Workbook and do C.

Listening and Speaking

Speaking Strategy

Eliciting Agreement and Signaling Uncertainty

A. **We use 'tag questions' for two reasons: eliciting agreement (confirming facts) and signaling uncertainty.**

- Sam has not come to work. I've heard he's sick, isn't he?
- Oh, yes. He was not well yesterday.
- What's wrong with him?
- The doctors are checking his health condition.
- It isn't something serious, is it?
- I hope not.



More examples:

- He's really generous, isn't he?
- They are going to leave here, aren't they?
- This cannot be true, can it?

B. Listen to the following conversations and answer the questions.

Conversation 1



Why is Amin busy these days?

What does Behzad think about health?

Pair up and ask your friends some questions that elicit agreement or confirm facts. You may use the topics in the box.

weather, future job, a place to live

Conversation 2



Where are they going?

Why does Mina prefer chess?

Pair up and ask your friends some questions that signal uncertainty. You may use the topics in the box.

future plans, health condition, problems

Writing

Compound Sentences

We have learned that every sentence must have at least one subject and one verb. Such a sentence is called a **simple sentence**.
A sentence with more than one subject, more than one verb and a connecting word such as **and**, **or**, **but** or **so** is called a **compound sentence**.

(1) Addition

'and' shows similar activities or feelings



I get up early in the morning.



I make an omelet myself.

I get up early in the morning, **and** I make an omelet myself.

(2) Contrast

'but' shows a contrast or difference





The book was boring.

Tom had to read the book.

The book was boring, **but** Tom had to read it.

A. Complete the following sentences with *'and'* or *'but'*.

1) We went to the park yesterday, ... we had a wonderful time.

2) Behnam's family went to the zoo last week, ... they did not enjoy it.

3) Susan has a pink dress, ... she never wears it.

4) Kate saw Sofia, ... she didn't speak to her.

5) My English class is really enjoyable, ... I have a lot of homework.

(3) Choice

'or' shows two choices





You should do your homework.

You should wash the dishes.

You should do your homework, **or** you should wash the dishes.

(4) Result

'so' shows that the second sentence is the result of the first one





Saeed studied hard for the exam.

Saeed passed the exam.

Saeed studied hard for the exam, **so** he passed it.

B. Complete the following sentences with *'or'* or *'so'*.

1) My mother doesn't like fast food, ... she doesn't eat any.

2) I go out tonight, ... I take a rest.

3) We can eat our lunch at the restaurant, ... we can have it at home.

4) That dictionary is expensive, ... I can't buy it.

5) This dress is not comfortable, ... she rarely wears it.

NOTE

1- Use a comma before **and**, **or**, **but** and **so** when you combine two sentences.

2- You can replace the repeated nouns with suitable pronouns.



C. Combine the two sentences with *'and', 'but', 'or'* or *'so'*.

1) Joseph is very busy today. He cannot watch TV.

, so / , and

2) My brother has a lot of books. He never reads them.

, but

3) We should do a lot of homework. We don't have enough time.

, but

4) Sepideh likes spaghetti. Her grandmother hates spaghetti.

, but

5) You can buy this coat. You can buy those shoes.

, or

D. Complete the sentences.

1. I like learning Chinese, but .....
2. These shoes are not comfortable, so I don't buy them.
3. You must study well, and .....
4. I like swimming, but .....
5. You can install a mobile dictionary, or .....

E. Write five real compound sentences about yourself, your family or friends.

1. .....

2. .....

3. .....

4. .....

5. .....

F. Go back to the Reading. Find three simple and three compound sentences. Underline the subjects and circle the verbs.

1. .....

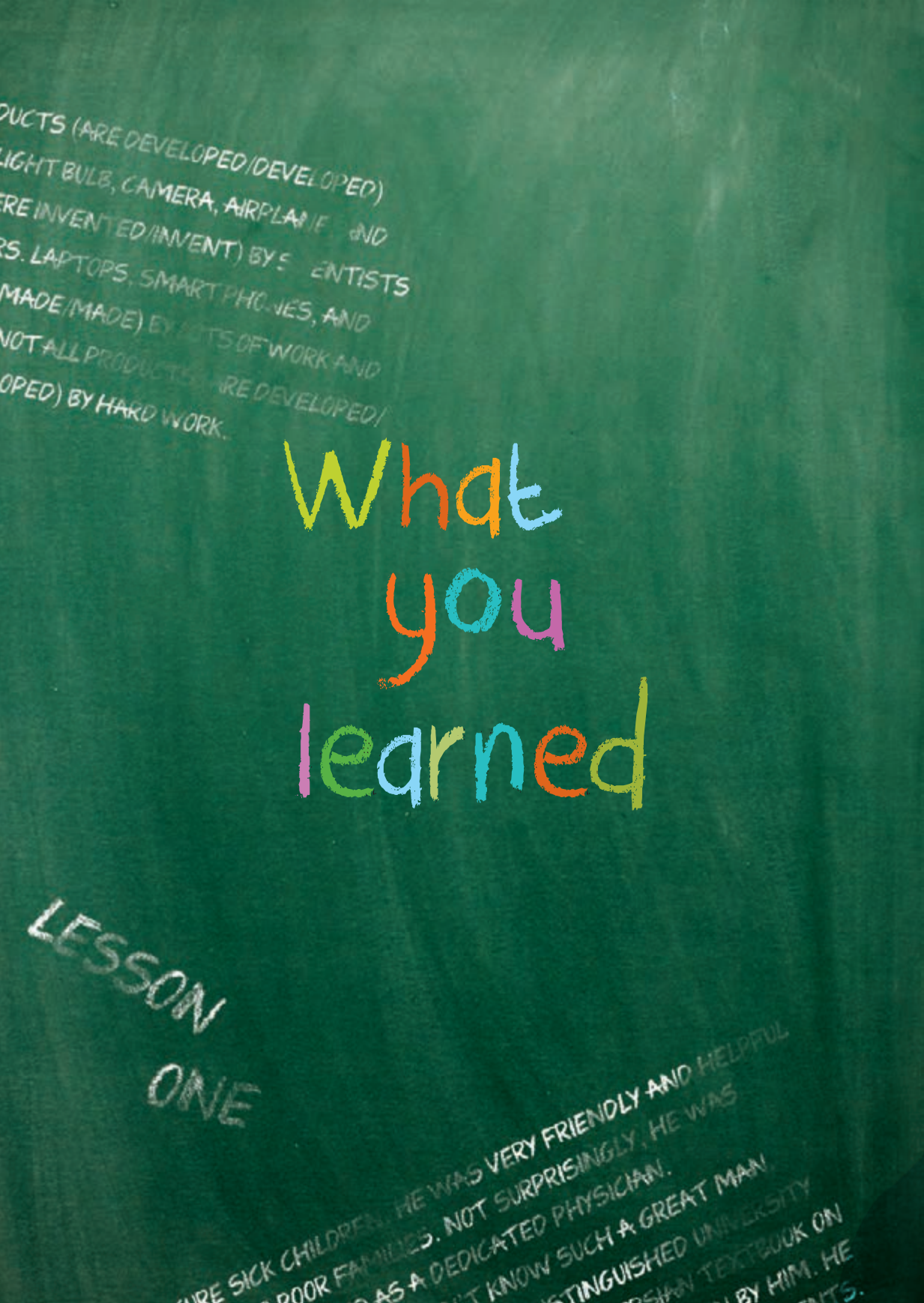
2. .....

3. .....

1. .....

2. .....

3. .....


What you learned
LESSON ONE

A. Listen to the first part of an interview.

1. Answer the following questions based on what you just heard.

a. Why is knowing about the experience of our parents important?

.....

b. Why are our parents our first teachers?

.....

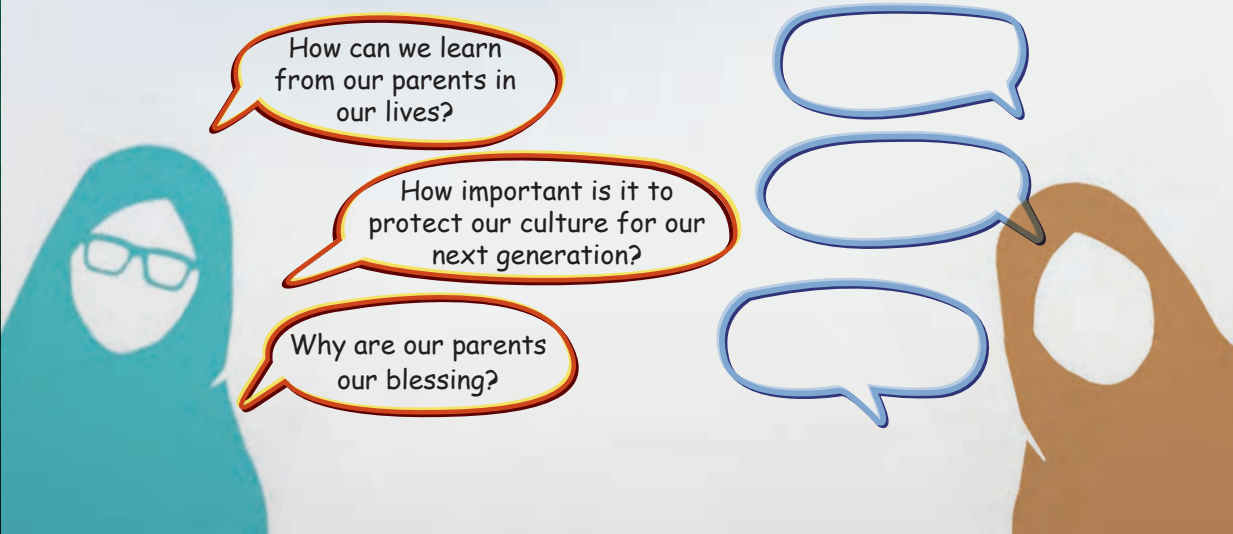
2. Listen again and write down three important points mentioned.

B. Now read the rest.

Yet another important thing is our heritage and culture. We have much to learn from our parents regarding our heritage, to be proud of our past. This heritage and history brings a sense of belonging. Most importantly, it brings us a sense of identity of our past and the responsibility to protect it for our future generations. What I can add at the end is the role of our parents' morals, values, and principles in our lives. Our elders have either learned, created or have been brought up with a set of morals, values and principles in their lives. Our elders want the best for us and they are willing to tell us what set of rules and guidelines have made them successful, and hopefully, peaceful.

3. Underline all 'passive tenses'. Make three questions about the important points. Then answer them.

C. Work in pairs. Ask and answer.





LESSON 2

Look it Up!

Interesting Facts:

- **The first Persian dictionary was compiled around 1000 years ago.**
- **The largest dictionary in the world took 134 years to complete (from 1864 to 1998).**
- **Around 4,000 new words are added to the English dictionary every year.**
- **The size of the smallest dictionary in the world is about 27×18 mm[1] which needs to be read with a magnifying glass.**

1. Read it as: Twenty-seven by eighteen millimeters







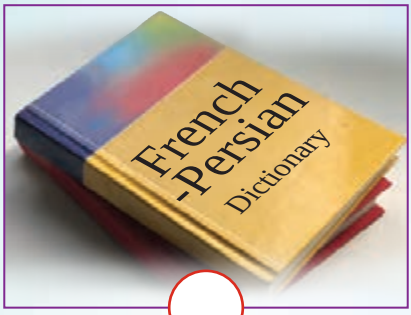


educate

آموزش تحصیلات

Get Ready

A. Match pictures with dictionary types.



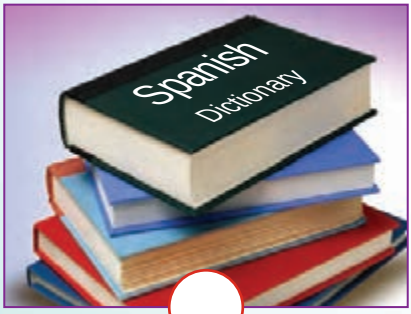


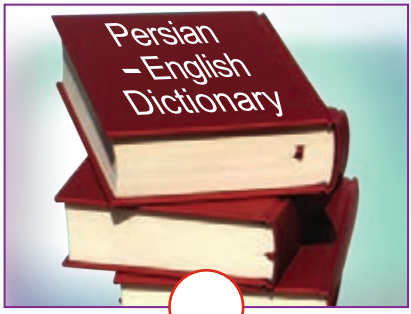
تک زبانه

I. A monolingual dictionary

دو زبانه

II. A bilingual dictionary





B. Check which type of dictionary you use in the following situations.

Dictionary Types Situation	An English-Persian dictionary	A Persian-English dictionary	An English dictionary
1. Translating an English poem			
2. Finding the meanings of 'quit'			
3. Searching for the word 'ساختمان' in English			
4. Looking up the adjective of 'destroy'			
5. Looking up the Persian meaning of "actions speak louder than words"			

C. Check what types of information you cannot find in an English dictionary.

- [ ] English meaning
- [ ] Persian meaning
- [ ] pronunciation
- [ ] stories and poems
- [ ] word types (verb, noun, adjective, etc.)
- [ ] synonyms and antonyms

Word Bank

recommend, suppose, elementary, intermediate, advanced, app, PC, smart phone



Majid is going to choose a suitable dictionary for his English class. He is talking to his English teacher during the break.

Majid: Excuse me Mr. Iranmehr, I wonder if you could help me.

Mr. Iranmehr: Sure. How can I help you?

Majid: I'd like some information about a good English dictionary.

Mr. Iranmehr: Oh, well. Have you ever used a dictionary?

Majid: Actually, I haven't. But I've heard that using a good dictionary can really help me learn English better.

Mr. Iranmehr: That's right. First, I recommend a learner's dictionary.

Majid: What is a learner's dictionary?

Mr. Iranmehr: It is designed for foreign students. It also helps them learn English better.

Majid: Is there only one type of it?

Mr. Iranmehr: No, in fact dictionaries have different types, levels, and sizes.

Majid: What type do you suggest?

Mr. Iranmehr: I suppose a monolingual dictionary is more suitable for you, because you can find word information in English.

Majid: And what about levels?

Mr. Iranmehr: Well, there are usually three levels: elementary, intermediate and advanced. For you as a high school student, an elementary one is OK.

Majid: Do I need a small size one?

Mr. Iranmehr: Yes, a pocket dictionary. You can carry it wherever you go.

Majid: Oh, it's very good. And hmm…, is it expensive?

Mr. Iranmehr: No, such dictionaries are not expensive. By the way, you can use a free online dictionary, too. And also there are some free dictionaries for PCs and apps for smart phones.

Majid: Thanks, that's a good idea, but I'd like to use a pocket dictionary!

considerable

Questions

Answer the following questions orally.

1. What type of dictionary does Mr. Iranmehr recommend?
2. What factors do you consider when you want to choose a dictionary?
3. What type of dictionary do you often use?



New Words and Expressions

A. Look, Read and Practice.

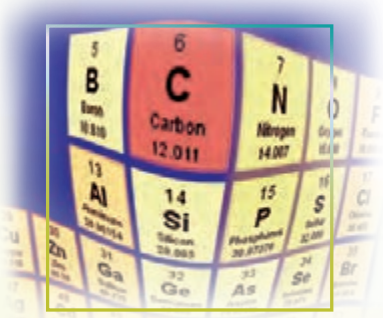


Try to avoid foods that contain a lot of fat.



I circled the dictionary entry for the word ‘purpose’.

دخل - ورودی
سرواژه



C is the symbol for carbon.

نماد - نشانه - سمبل



I.R. stands for Islamic Republic.

نجات دادن



understand
find out
realize

Mehran couldn't figure out what the teacher was talking about.

B. Read and Practice.

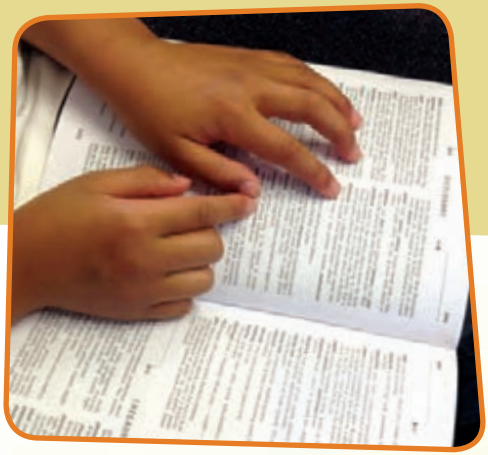
combination: an arrangement in a particular order
From the letters X and Y, we can get two combinations: XY and YX.

introduction: the part at the beginning of a book that gives a general idea of what it is about
This book has only a two-page introduction.

effectively: in a way that is successful and achieves what you want
If you know how to study more effectively, you'll be able to learn more.

arrange: to put things in a neat, attractive, or useful order
We'll need to arrange the chairs around the table.

jump into: to suddenly decide to do something
I did not read the introduction and jumped into the next part.



C. Go to Part 'Vocabulary' of your Workbook and do A and C.

Reading

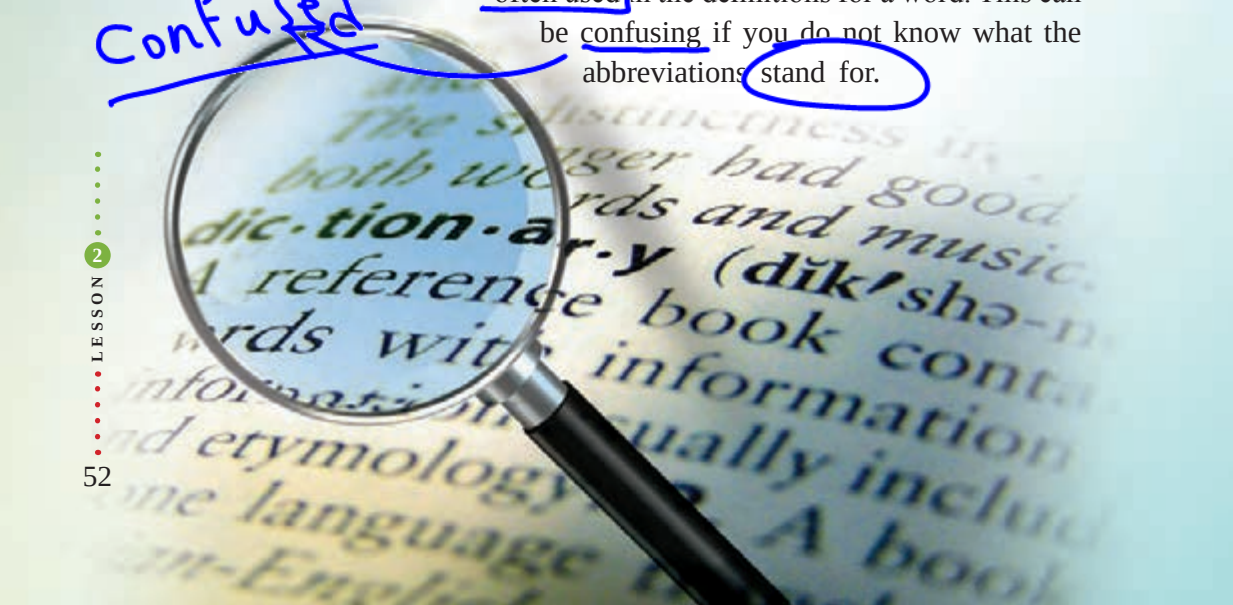
How to Use a Dictionary

A good dictionary gives the user information about words such as spellings, pronunciations and definitions. It also gives examples of how to use the words in sentences correctly. Therefore, it is essential to know how to use a dictionary. In this lesson, we provide you with some helpful tips on how to use a dictionary effectively.

1. Choose the Right Dictionary. There are many different types of dictionaries such as learner's dictionaries, general dictionaries, picture dictionaries, etc. Therefore, first identify your needs. Without choosing the right one you cannot meet your language needs.

2. Read the Introduction. The best way to learn how to use your dictionary effectively is to read its introduction. This section explains issues like how entries are arranged, what information is offered in entries and what abbreviations and pronunciation symbols are used throughout the entries.

3. Learn the Abbreviations. Different types of abbreviations are often used in the definitions for a word. This can be confusing if you do not know what the abbreviations stand for.



4. Learn the Guide to Pronunciation. If you immediately jump into using the dictionary without understanding the pronunciation guide, it can be difficult to figure it out.

5. Read the Guide Words. These are the two words at the top of each page that show the first and last entries on the page. Those words will help you find the word you are looking for in the right letter section.

6. Read the Definitions. Once you find an entry, you can find the exact meaning of the word, its pronunciation, part of speech, synonyms, antonyms, and probably its origin.

7. Look for Collocations. Learning the meaning of a single word is not usually enough. Through sentence examples, try to learn 'words in combination' to expand your vocabulary.

Reading Strategy

Highlighting

One way to remember what you have read is to highlight important information. Use these guidelines for highlighting a text:

- Highlight the main ideas.
- Highlight the key points not minor details or less important information.
- Highlight phrases and parts of sentences instead of entire sentences.
- Do not highlight many sentences or too much of the text.

Reading Comprehension

A. Read the following paragraph and highlight the most important information.

Sharks are not all the same. In fact, there are nearly 400 different kinds. Most sharks never attack people. Only a special group of sharks can be dangerous. They kill an average of forty people every year. Let's compare sharks with snakes. Snakes kill about 60,000 people every year. And let's not forget that people kill 25,000,000 sharks every year.

B. Now go back to the '*Reading*'. It claims that you can be familiar with useful information to use a dictionary more effectively. Highlight parts of the passage that support this claim.

C. Read the 'Reading'. Generate questions with the following question starters and then answer them.

What

1) .....

2) .....

How

1) .....

2) .....

Where

1) .....

2) .....

Vocabulary Development

WORD PART FAMILIES

One way to figure out the meaning of an unknown word is to look for its relationship with other words in the same family. Even if you cannot figure out the exact meaning, your understanding can be enough to allow you to read on. For example, *in this sentence*:

"We provide you with some helpful information on how to use a dictionary more effectively"

you can get an idea of the meaning of the word *effectively* by recognizing that it is related to the word *effect*.

In this technique which is also known as word attack, looking for word parts can help you read and understand the meaning of complicated words. When you recognize prefixes and suffixes and know what they mean, it will help you work out the meaning of many words you read.



A. Look at the following sentences. Write down at least one other word you know that is related to the bold word.

- My job has become **increasingly** difficult.
- He wasn't very **communicative** and kept to himself.
- The police believe the fire was started **accidentally**.
- The pollution is **endangering** the crops.
- We searched **unsuccessfully** for a map of Kerman.

B. Attack these words to figure out their meanings. Try to write down other words related to them. For example:

disconnection: disconnect/ connection/ connect

- **unsystematically**:
- **incomprehensible**:
- **unexpectedly**:
- **international**:
- **unchangeable**:

Grammar

A. Read the following text.



The first Persian dictionary which is still published was compiled more than 900 years ago. Loghat-e Fors was made by Asadi Tusi who was a famous poet in the 5th century. The list of entries has been arranged according to the final letters of the words. There are example sentences which were taken from poetry. The dictionary has synonyms and explanations that were used by young poets. This dictionary has been used widely by the poets who lived after Asadi Tusi. Many words have been added to the first dictionary which Asadi compiled. The dictionary has been published several times and is a valuable treasure of Persian language.

B. Read the following example sentences.

The man plays golf. He lives at No. 10.	→	The man **who** plays golf lives at No. 10.
The woman is coming to dinner. You met her yesterday.	→	The woman **who(m)** you met yesterday is coming to dinner.
The cat lives near us. It was drinking milk.	→	The cat **which** lives near us was drinking milk.
I found the keys. I lost the keys yesterday.	→	I found the keys **which** I lost yesterday.

The man **who** plays golf lives at No. 10.	The man that plays golf lives at No. 10.
The woman who(m) you met yesterday is coming to dinner.	The woman that you met yesterday is coming to dinner.
The cat which lives near us was drinking milk.	The cat that lives near us was drinking milk.
I found the keys which I lost yesterday.	I found the keys that I lost yesterday.

C. Tell your teacher how 'relative clauses' are made.



D. Read the following paragraph and fill in the blanks with 'who' or 'which'.

Mr. Sanders is a doctor who lives in a city. He works in a village which is near the city. Each morning he goes to the village and comes back home in the evening. Mr. Sanders usually catches the morning train which enters the station at 7:30. The train which he catches is not very crowded. There are some teachers and workers who also work in the village. Mr. Sanders knows some of them. They sometimes talk about interesting things, like weather and sports. He often reads on the train. He reads books or newspapers which he borrows from the stand in the station. Although his travel to the village takes around 45 minutes, he enjoys every minute of it. He is the type of guy who likes to spend his time wisely.

E. Complete the following sentences. Then compare them with your friend.

Example: Rudaki who lived in the 4th century is a famous Persian poet.

1. Ostrich is a bird which can't fly.
2. Our English teacher who is young teaches well.
3. The notebook which is on the desk is old.

F. Go to Part 'Grammar' of your Workbook and do A.

See Also

Conditional sentences (Type II)

A. Read the following example sentences.

If the old man had his glasses, he could read the paper.

They would be healthier if they lived in a village.

If it got warmer, they would travel to the north.

John could fix the car if he were home.

If my mother were here, I would ask her for help.

I would buy a house if I were you.

B. Go to Part 'Grammar' of your Workbook and do B and C.

Listening and Speaking

Speaking Strategy

Talking about Imaginary Situations

A. We use 'conditional type II' to talk about imaginary situations.

- Oh look! It is raining so heavily.
- What would you do if it weren't raining?
- Hmm... if it were sunny, I would go to the park. I am really bored.
- We can play one of our thinking games, instead.
- We could play 'Smart Kid' if Sina were home.
- This one is also fun. Let's try it.



You may use the following to talk about imaginations, hopes, and wishes.

- What would you do if you were me?
- What would you do if you had wings?
- What would you do if you were a university student?

B. Listen to the following conversations and answer the questions.

Conversation 1



Where does Mina live? .....

Why hasn't Zoreh invited Mina yet? .....

Pair up and ask your friends about the things they want to do today, but they cannot. You may use the clues in the box.

If it weren't so cold, ...
If you did your homework sooner, ...
If your father came home earlier ..... .
If I had enough money, ...

Conversation 2



What did Bijan want to buy? .....

Why didn't Bijan tell Mehran about the problem?

.....

Pair up and ask your friends what they would do if they were you. You may use the clues in the box.

study harder | do daily exercise | be more careful | learn French

Writing

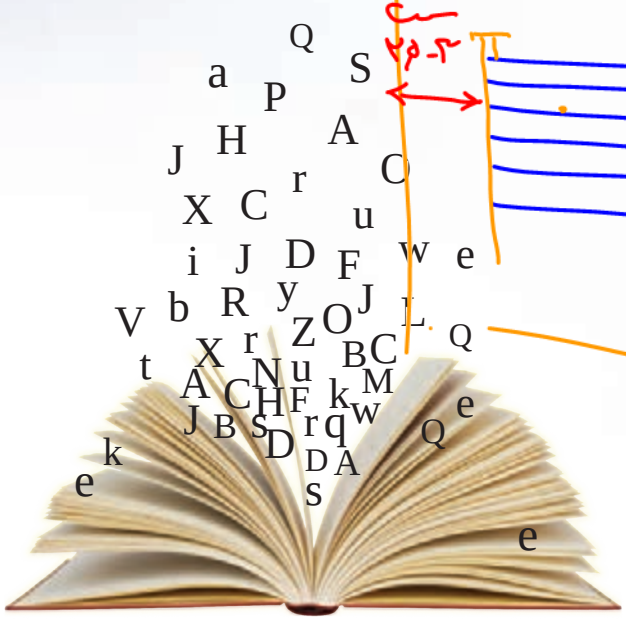
Paragraph

What is a paragraph?

A paragraph is a group of sentences about one idea. A paragraph can (1) give us information, (2) tell us an opinion, (3) explain something to us, or (4) tell us a short story. Every sentence in a paragraph is about the same idea. When you want to write about a new idea, begin a new paragraph.

Paragraph format

Paragraphs have a special shape. In each paragraph, the sentences are grouped together. They come one after another. Remember that sentences in a paragraph start with a capital letter and end with a period (.), question mark (?) or exclamation point (!).



A. Look at the examples below. Choose the one which has the right shape for a paragraph.

☐ **Oceans and Lakes**

Oceans and lakes have much in common, but they are also quite different.

Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water.

Lakes are usually surrounded by land, while oceans are what surround continents.

Both have plants and animals living in them.

The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life.

☑ **Oceans and Lakes**

Oceans and lakes have much in common, but they are also quite different. Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land, while oceans are what surround continents. Both have plants and animals living in them. The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life.

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The topic sentence

The most important sentence in a paragraph is the 'topic sentence'. It is called the 'topic sentence' because it tells readers what they are going to read about.

A topic sentence has two parts:

1. A topic: what the paragraph is about,

2. A controlling idea: what the writer is going to focus on it in the paragraph.

For example:

Topic sentence 1: My sister and I respect our parents all the time.
topic — controlling idea

Topic sentence 2: A cheetah is a wild animal from the cat family.
topic — controlling idea

B. Look at the topic sentences from paragraphs you have seen in Vision 2. Find the topic and the controlling idea.

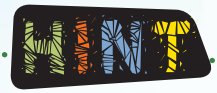
1) Language is a system of communication.

2) About fifty percent of the world's languages have fewer than 5000 speakers.

3) Bad habits and addiction can be harmful to health.

4) Art is what people create with imagination and skill.

5) Handicrafts are good examples of the art and culture of a country.



The topic sentence is usually the first or sometimes the last sentence, but it can be any sentence in the paragraph.

Read the following paragraphs. First find the topic sentence, then circle the topic, and underline the controlling idea.



1. Ants are found everywhere in the world. They make their home in buildings, gardens, etc. They live in anthills. Ants are very hardworking insects. Throughout the summers they collect food for the winter season. Whenever they find a sweet on the floor, they stick to the sweet and carry it to their home. Thus, in this way, they clean the floor. Ants are generally red and black in colour. They have two eyes and six legs. They are social insects.

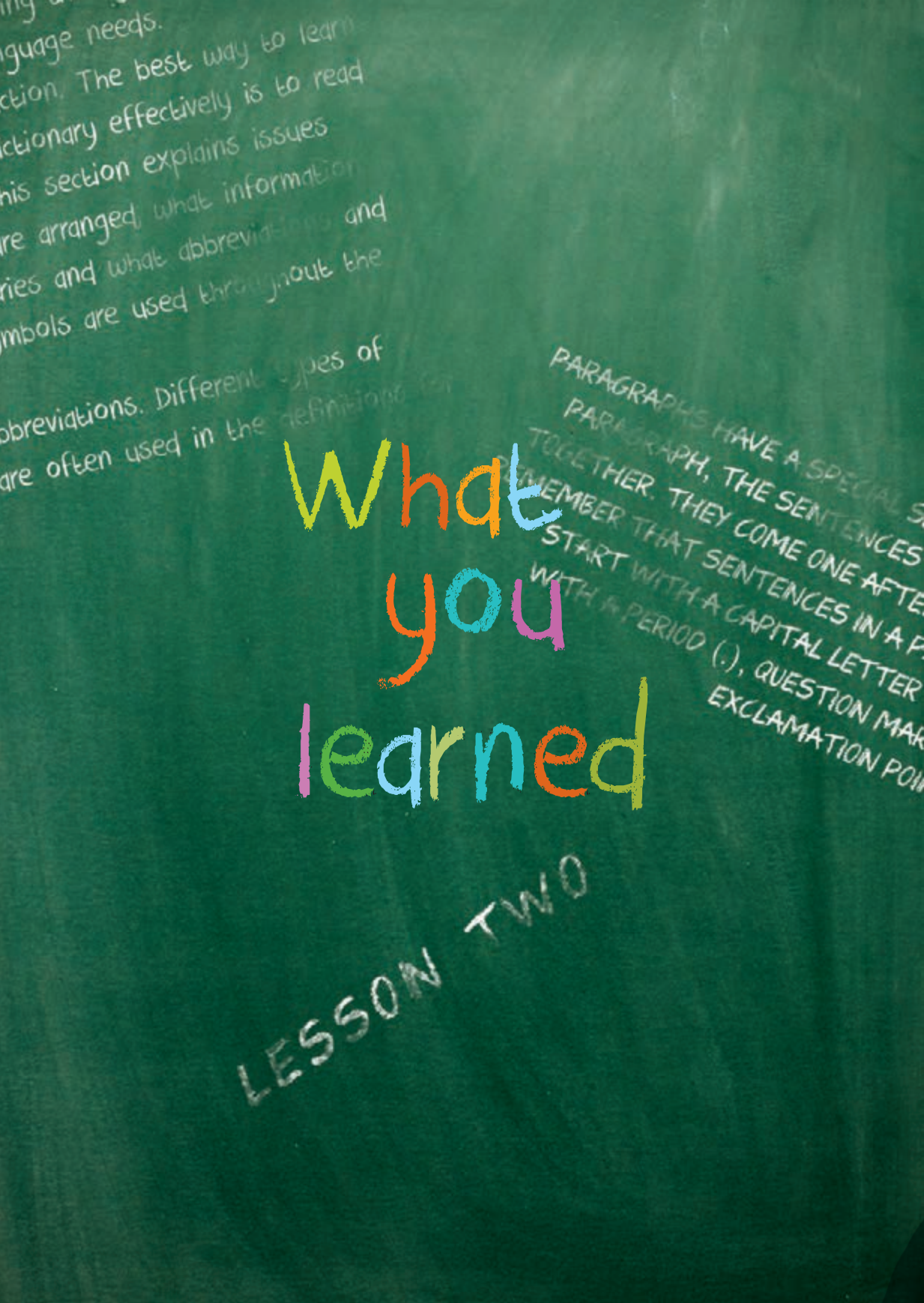
2. The stars are tiny points of light in the space. On a clear night we can see around 2,000 to 3,000 stars without using a telescope. Stars look tiny in the sky because they are far away from the Earth. In ancient times the sky watchers found patterns of stars in the sky.

3. An online dictionary is one that is available on the Internet or World Wide Web and is accessed through a Web browser using a computer or a mobile device, primarily by typing a term into a search box on the site. Online dictionaries offer immediate, direct access through large databases to a word's spelling and meanings, plus a host of information, including its spellings, pronunciation, and origin, etc.

4. A hearing device is available for some people suffering from hearing loss. This device uses a magnet. Like other aids, it converts sounds into vibrations and transmits them directly to the magnet, and then to the inner ear, producing a clearer sound. The device helps those with a hearing loss caused by infection or other problems in the middle ear.

C. Write a topic sentence for the following items.

1) sport has different kinds/types.
2) writing is one of ways to learn new words.
3) forest is a place in which many animals live.
4) smoking is harmful for our bodies.
5) firefighters are brave people.
6) Avicenna is a famous scientist.
7) clean energy doesn't pollute the air.
8) Persian Gulf is located in the south of Iran.


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mbols are used throughout the
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are often used in the definitions
PARAGRAPHS HAVE A SPECIAL S
PARAGRAPH, THE SENTENCES
TOGETHER. THEY COME ONE AFTE
REMEMBER THAT SENTENCES IN A P
START WITH A CAPITAL LETTER
WITH A PERIOD (.), QUESTION MAR
EXCLAMATION POI
What you learned
LESSON TWO

A. Listen to the first part of a report.

1. Answer the following questions.

a. What would you do if you had a time machine now?

b. Would you live in a jungle if you were allowed to?

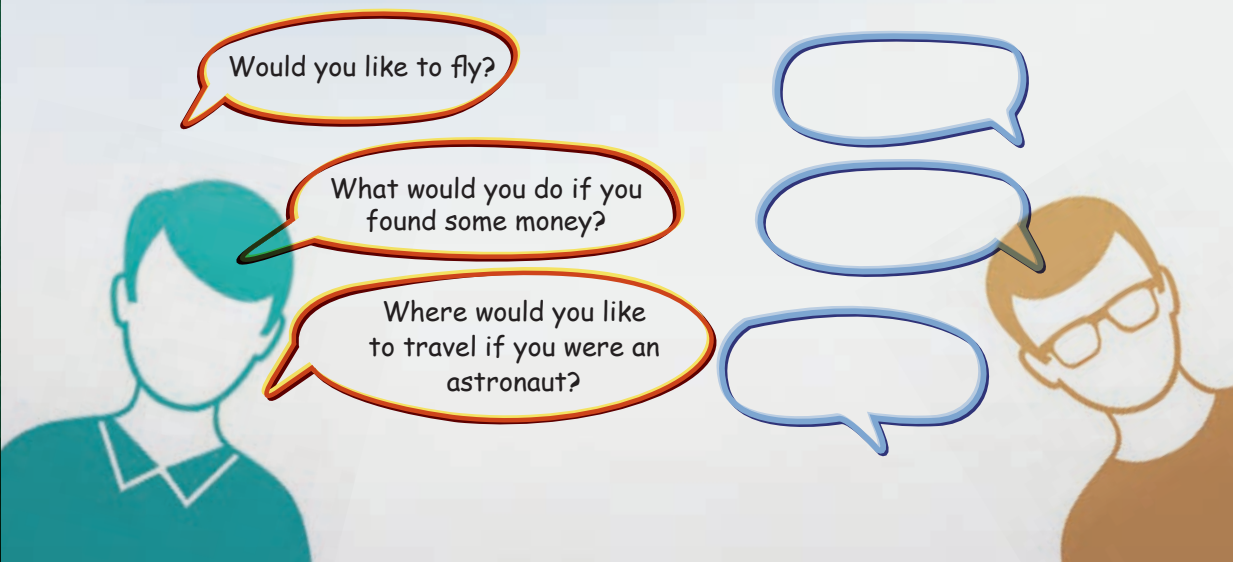
2. Listen again and take note of three questions you hear.

B. Now read the rest.

Have you ever thought of superhuman? What abilities would you like to have if you had superhuman powers? Some may say, "I would like to fly if I had superhuman powers." Others may say, "I would like to be very strong to help people." Some may say, "I would like to be invisible or read people's minds." What about you? Would you like to be able to do these? Think of being an astronaut; where would you like to go?

3. Underline 'if clauses'.

C. Work in pairs. Ask and answer.





LESSON 3

تجدیدپذیر
Renewable Energy

باستان very old

Interesting Facts:

- **The first wind machine was used in ancient Persia around 300 BC[1].**
- **One wind turbine can produce enough electricity to power 300 homes.**
- **Renewable energy sources create three times more jobs than fossil fuels.**
- **Albert Einstein[2] won the Nobel Prize in 1921 for his experiments with solar power.**

win Price

1. Before Christ: Used after a date to show that it was before the birth of Christ.
2. English pronunciation: /ˈaɪnstaɪn/

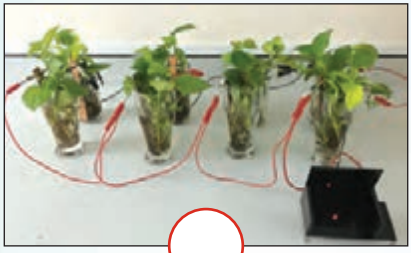

CAUTION

Get Ready

A. Match the pictures with energy sources.









a. wind b. water c. sunshine d. plants

Now fill in the blanks with the above words.

1. Some scientists are working on producing electricity from ..... . This way, while the plant is growing, electricity is produced.
2. Hydropower or ..... power is produced as a result of falling or running water.
3. Solar energy or the energy that comes from ..... can be used to heat, cool, and light our homes and schools.
4. Wind turbines convert the kinetic energy in the ..... into mechanical power.

B. Draw a circle around renewable energy sources.



C. This picture shows six ways you can save energy. Place the letter next to the correct description.



..... 1. Close the door behind you so the cold or warm air doesn't go out.

..... 2. If you're the last person to leave the room, turn off the TV.

..... 3. Trees can lower the cooling costs of your home.

..... 4. Using a dishwasher saves much more water than hand washing.

..... 5. LED light bulbs use 75% less energy and last 10 times longer than string light bulbs.

..... 6. Let your computer monitor go to sleep or turn it off to save more energy.

Produce

Word Bank

generate, opposite, blow, remind, air conditioner

Conversation



by the way
in this way

Emad and his father are traveling to Guilan. On the way, in Manjeel, Emad sees huge wind turbines.

Emad: Daddy, look at those big fans!

Father: They are actually wind turbines.

Emad: Wind turbines?

Father: Yes, wind turbines are used to produce electricity from wind power.

Emad: I know electricity can be produced from water and sunlight. How might it be generated from wind?

Father: Well, a wind turbine works the opposite of a fan. Instead of using electricity to make wind, a turbine uses wind to make electricity. It is a type of clean energy.

Kind

Emad: These wind turbines remind me of what I read about using wind power in Yazd's buildings.

Father: You mean wind towers?

Emad: Yes, they are natural air cooling systems and can be used instead of electrical air conditioners. This is another source of clean energy, isn't it?

Father: Yes, it is. An excellent type of clean energy!

Emad: Daddy, can we travel to Yazd this Norooz?

Father: That's OK with me. Let's check it with others.



Questions

Answer the following questions orally.

1. Where are Emad and his father?
2. Has Emad ever traveled to Yazd?
3. What types of clean energy can you find in your city or village?



New Words and Expressions

A. Look, Read and Practice.



Oil, coal and natural gas are three common fossil fuels.



The main sources of renewable energy are wind, water and sun.



Iran is rich in oil resources.



Pollute آلوده کردن
Polluted آلوده
Pollution آلودگی

The factory has polluted the river.



The new light bulbs consume less electricity.



My uncle often sits in the balcony, has a cup of coffee and reads a book.

B. Read and Practice.

variety: many different types of things or people
They do a variety of fitness activities.

tide: the rise and fall of the sea
Here you can see two high and two low tides each day.

replace: 1.to take the place of somebody or something
The factory replaced most of its workers with robots.
2.to put something back in the right place
She carefully replaced the china plate on the shelf.

use up: to finish something
Don't use up all the milk - we need some for breakfast.

forever: for all time
No one can live forever.

demand: the amount of a product or service that people want
Demand for organic food is increasing.

convert: to change in form or character
The sofa converts into a bed.

absorb: to take something in, especially gradually
Plants absorb carbon dioxide.

C. Go to Part 'Vocabulary' of your Workbook and do A and B.

Reading

Earth for our Children

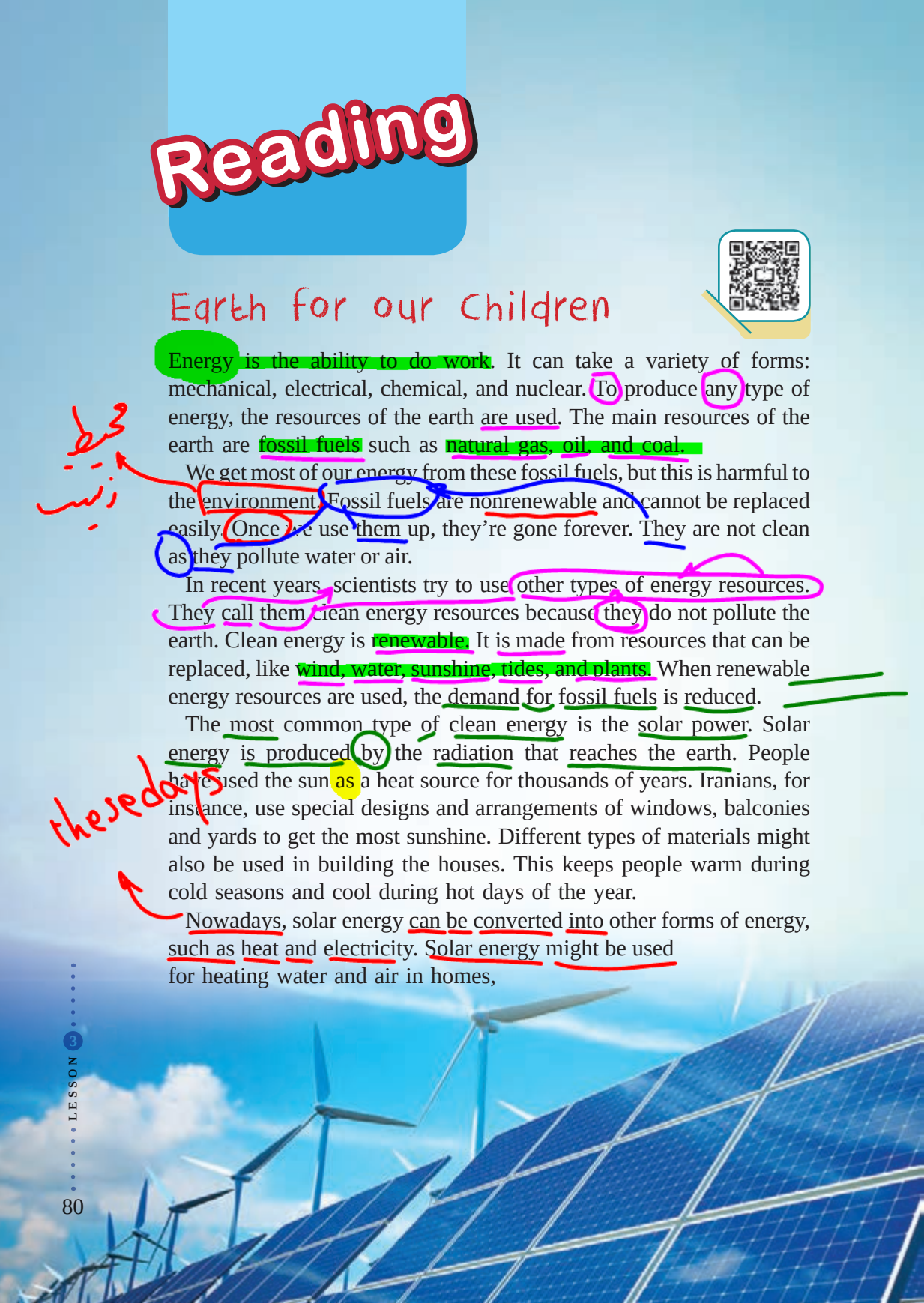
Energy is the ability to do work. It can take a variety of forms: mechanical, electrical, chemical, and nuclear. To produce any type of energy, the resources of the earth are used. The main resources of the earth are fossil fuels such as natural gas, oil, and coal.

We get most of our energy from these fossil fuels, but this is harmful to the environment. Fossil fuels are nonrenewable and cannot be replaced easily. Once we use them up, they're gone forever. They are not clean as they pollute water or air.

In recent years, scientists try to use other types of energy resources. They call them clean energy resources because they do not pollute the earth. Clean energy is renewable. It is made from resources that can be replaced, like wind, water, sunshine, tides, and plants. When renewable energy resources are used, the demand for fossil fuels is reduced.

The most common type of clean energy is the solar power. Solar energy is produced by the radiation that reaches the earth. People have used the sun as a heat source for thousands of years. Iranians, for instance, use special designs and arrangements of windows, balconies and yards to get the most sunshine. Different types of materials might also be used in building the houses. This keeps people warm during cold seasons and cool during hot days of the year.

Nowadays, solar energy can be converted into other forms of energy, such as heat and electricity. Solar energy might be used for heating water and air in homes,



buildings, or swimming pools. Maybe you've seen buildings or houses with big shiny panels on the roof. These are solar collectors that collect heat by absorbing sunlight and producing solar power. Also, solar energy can be used in generating electricity to provide power for watches, highway signs, houses and even space stations.

Clean energy resources are widely used in many countries to keep cities and villages clean. As a result, fewer fossil fuels are consumed each year and they are saved for the future generations.

Reading Strategy

Note taking

Learning to take good notes is very important. Good notes can help you remember and review a text you have read. There is no magic formula to taking notes when reading. You have to find out what works best for you. However, the following guidelines are suggested:

- Be sure to include all the important ideas and examples.
- Write only important words, not complete sentences.
- Use abbreviations and symbols.

You can write your notes in the margins or on a separate page. For example, the notes of the following paragraph were taken as follows:

> To have a healthier lifestyle, people need to do certain things. First they should check their general health. Measuring blood pressure and heartbeat is the most important thing to do. They also need to check their family health history. In this way, they understand if anyone in the family has had a special illness.

Healthier lifestyle
1) checking general health: blood pressure & heartbeat
2) checking family health history

Reading Comprehension

A. Use the information in the 'Reading' to complete the notes. Then compare your notes with your classmates' notes.

B. Go back to the 'Reading' and try to take notes on the basis of the guidelines:

C. Read the 'Reading'. Find what these words refer to.

1. it (paragraph 1, line 1) .....
2. them (paragraph 2, line 3) .....
3. them (paragraph 3, line 2) .....
4. these (paragraph 5, line 5) .....
5. they (paragraph 6, line 3) .....

Vocabulary Development

PROVERBS

A proverb is a short well-known sentence that gives practical advice about life. Proverbs surround us every day. Whether at home, work, school, or during a conversation with a friend, the likelihood of hearing a proverb is high. For example, the following common proverbs in English have common equivalents in Persian.

English Proverb	Meaning	Persian Proverb
God helps those who help themselves	Don't just wait for good things to happen to you. Work hard to achieve your goals.	از تو حرکت از خدا برکت
The early bird catches the worm	You should wake up and start work early if you want to succeed.	سحر خیز باش تا کامروا باشی



A. Match the following proverbs with their meanings and then write their equivalents in Persian.

English Proverb	Meaning	Persian Proverb
1. Birds of a feather flock together	a) When two people cooperate with each other, they come up with better ideas.	
2. Actions speak louder than words	b) When you get money quickly, like by winning it, it's easy to spend it or lose it quickly as well.	
3. Practice makes perfect	c) When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders.	
4. Too many cooks spoil the broth	d) You soon forget people or things that are no longer visible or present.	
5. Easy come, easy go	e) People like to spend time with others who are similar to them.	
6. Two heads are better than one	f) Just saying that you'll do something doesn't mean much. Actually doing it is harder and more meaningful.	
7. Don't count your chickens before they hatch	g) You have to practice a skill a lot to become good at it.	
8. Out of sight, out of mind	h) Your plans might not work out, so don't start thinking about what you'll do after you succeed. Wait until you've already succeeded, and then you can think about what to do next.	

B. Write the Persian equivalents for the following English proverbs.

1. Cut your coat according to your cloth.

پارچه — پایت را به اندازه

2. A burnt child dreads the fire.

ترسیدن — مار گزیده

3. Kill two birds with one stone.

سنگ — با یک تیر

4. Don't look a gift horse in the mouth.

دهان — هدیه



Grammar

A. Read the following text.



Did you know that the things nobody needs can be used to produce electricity, heat or fuel? Changing waste to energy can be considered one of the most helpful ways to save the resources of the earth. Because garbage can be changed directly into a liquid fuel, it can be used in cars, trucks, buses and airplanes. To do that, garbage should be collected and taken to a landfill by workers. People may be paid for voluntary garbage delivery as well. It is important to know that not all types of waste can be used to produce fuel. Some materials may give off harmful gases in the process. Therefore, people should be informed of this danger and should be warned about the possible harms.

B. Read the following example sentences.

The principal should call the parents.	The parents should be called (by the principal).
The cook may make a fish salad for dinner.	A fish salad may be made for dinner (by the cook).
People must obey the traffic rules.	The traffic rules must be obeyed (by everyone).

C. Tell your teacher how 'passive voice' is made using 'modals'.

D. Read the Conversation and underline all 'passive voices with modals'.

E. Read the following sentences and use passive voice with the given verbs in the parentheses.

1. Something should be done (should/do) about global warming, or some types of animals will die out.
2. The bill must be paid (must/pay) before leaving the restaurant.
3. Some dangerous gases may be produced (may/produce) when garbage is burned.
4. Wind can be changed (can/change) into electricity.

F. Pair up and talk about the things that can/may/should/must be done without mentioning the doer.

Example: Water can be converted into ice in cold weather.

1. .....
2. .....
3. .....
4. .....
5. .....

G. Go to part 'Grammar' of your Workbook and do A and B.

See Also

Past perfect tense

A. Read the following example sentences.

Joe had studied Chinese	before	he moved to China.
She had never seen a bear	before	she went to the zoo.
I knew I had seen that man somewhere		before.
The woman told me that she had worked in Isfahan		before.
Everything in the garden was brown	because	it hadn't rained.
They gave me some money back	because	I had paid too much.
When I arrived at the party,		my grandparents had already gone home.
When I sent the book to her,		she had already bought it.

B. Go to part 'Grammar' of your Workbook and do D.

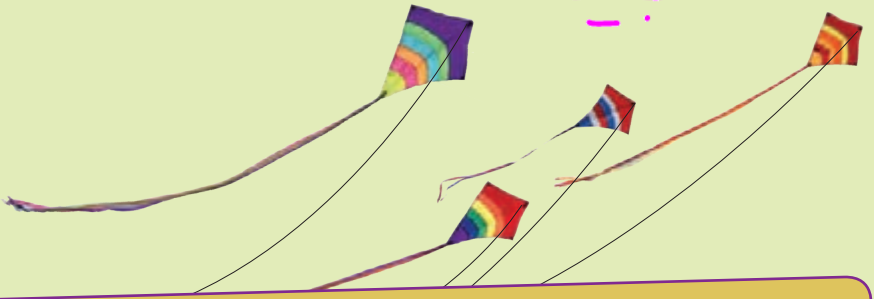
Listening and Speaking

Speaking Strategy

Talking about an Activity before another Activity in the Past.

A. We use the 'past perfect tense' to talk about an event that happened before another event in the past.

- OK, Tell me about the picnic. What did you do?
- That was great, dad. We played volleyball and had a barbecue.
- Oh, come on! Did you do anything fun?
- Yeah, it was all fun. Before we played volleyball, we had taken some photographs.
- Great! Did you do anything in the afternoon?
- Oh, something interesting! After we had eaten lunch, we flew our kites. That was fantastic because we had made the kites ourselves!



You may use the following structures to talk about two activities in the past.

- Before I ..... , I had .....
- After I had ..... , I .....

B. Listen to the following conversations and answer the questions.

Conversation 1



1. Had Rasool tried the restaurant sauce before? .....
2. Did Rasool go to the new restaurant alone? .....

Pair up and ask your friends to talk about what they did in the past before or after other actions. You may use the clues in the box.

travel to Mashhad	borrow a book	spend money
catch cold	go home	leave Tehran

Conversation 2



1. When had Samira and her friends gone to the museum? .....
2. When did Samira's guests leave her home? .....

Pair up and ask your friends to talk about what they hadn't done before. You may use the clues in the box.

climb Damavand	apply for a job	pay a check
sing a song	go abroad	play futsal

Writing

Supporting sentences

In Lesson Two you got familiar with the paragraph format as well as the structure of a topic sentence. Now, two other components of a paragraph, namely supporting sentences and concluding sentence are introduced.

Supporting sentences come after the topic sentence. These sentences can:

- explain the idea in the topic sentence
- give examples
- give reasons
- tell a short story

A. Read the following paragraphs. Cross out any sentences that do not support the topic sentences.

Ants are strange insects. Like all insects, they have six legs. Each leg has three joints. Yesterday, I saw an ant. The legs of ants are very strong, which help ants run very quickly. I can run quickly too. If a man could run as fast for his size as an ant can, he could run as fast as a racehorse.

The new century has brought big changes in communication. Cell phones are small enough to carry in your pocket. Students should not use cell phones in schools. Videophones let you see the person you are talking to on the phone. But some people do not have such phones. Tiny hand-size computers know your favorite subjects. The Internet is everywhere.

The concluding sentence

The last sentence in a paragraph is often a concluding sentence. This sentence repeats the idea of the topic sentence.

Remember: Not all paragraphs have concluding sentences.

B. Read the following paragraphs. Which one has a concluding sentence?

Horses are farm animals. They are usually black, grey, white and brown in color. They carry people and goods from one place to another. They have long legs, which are very strong. They can easily run long distances. Horses usually move in herds. They live in a stable. They are very useful farm animals.

Energy is important. Without it, we would have a harder time because most of our activities like cooking a dinner, heating a house, lighting a street, keeping a hospital open, running a factory all require energy. It is thus at the heart of everybody's life.

Elephant is the largest animal to walk the Earth. An elephant can carry a load of 1200 pounds[1]. They eat 300 pounds of food a day. An elephant baby can weigh 200 pounds at birth. Elephants can live up to 70 years.

1. 1 pound = 454 grams

C. Unscramble the following sentences. Then write them in correct order to form a paragraph.

1) In order of distance from the Sun, the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

2) The Solar System consists of the Sun, Moon and Planets.

3) The Sun is at the centre of the Solar System and these planets revolve around it.

4) The Sun is the largest member of the Solar System.



So,	At last
Thus,	Finally
Therefore,	In conclusion
As a result,	In short

D. Below are sentences from a paragraph in the wrong order. Decide if the sentences are topic sentences (T), supporting sentences (S), or concluding sentence (C).

T a) Trees are very valuable.

S۲ b) They also cause rain.

S۳ c) They take carbon dioxide from the atmosphere and fill it with oxygen.

C d) In short, the trees are the best friends of man.

S۱ e) They supply us with many necessary things of everyday life.



E. Now you are going to write a paragraph about 'Learning a New Language'. Follow the steps:

- Try to write a good topic sentence.

- Generate at least three supporting sentences.

- Write a good concluding sentence.

- Now organize them to form a paragraph.



F. Using the following pictures, write a paragraph about 'Sport':









G. Look at the following picture and then write a paragraph to describe it.



LESSON THREE

What you learned

To have a healthier lifestyle, people need to do certain things. First they should check their general health. Measuring blood pressure and heartbeat is the most important thing to do. They also need to check their family health history. In this way, they if anyone in the family special illness

A. Listen to the first part of a story.

1. Answer the following questions based on what you've just heard.

a. How was the street at night?

b. Had the man experienced such a thing before?

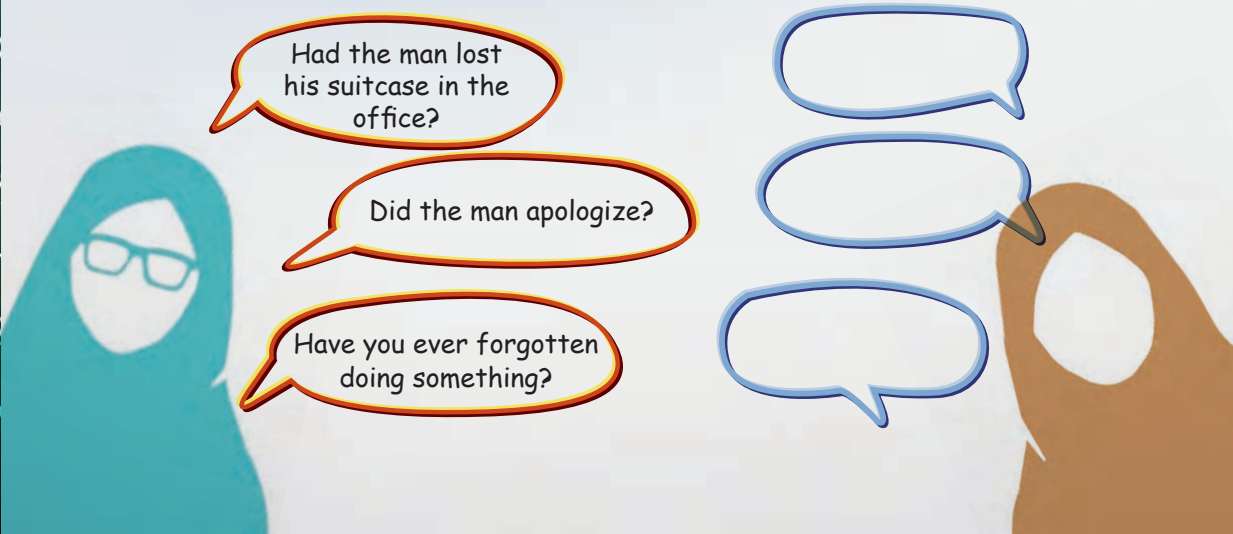
2. Listen again and take note of 'past perfect tenses'.

B. Now read the rest.

He was one of our clients. He had come to our office two or three times before. The last time he was there, he was so upset. He was worried because he had lost his documents. Everyone in the office tried to help him. They started to look for his suitcase. Finally, he remembered that he had left his suitcase in his car! He apologized for his anger and left. I haven't seen him since then.

3. Scan the text and list 'past perfect tenses'.

C. Work in pairs. Ask and answer.



Irregular Verbs

Base form	Past simple	Past participle
be	was, were	been
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven

Base form	Past simple	Past participle
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said

Base form	Past simple	Past participle
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	showed/shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
win	won	won
write	wrote	written

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2025

بسم الله الرحمن الرحیم

IN THE NAME OF ALLAH

اَللّٰهُمَّ صَلِّ عَلٰى مُحَمَّدٍ وَ آلِ مُحَمَّدٍ وَ عَجِّلْ فَرَجَهُمْ

Vision 3

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وزارت آموزش و پرورش
سازمان پژوهش و برنامه‌ریزی آموزشی

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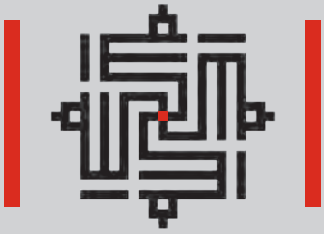
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پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس باشد.... امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی‌رفت. امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

امام خمینی «قُدِّسَ سِرُّهُ»

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



وَ مِن آیاتِهِ خَلقُ السَّماواتِ وَالاَرضِ وَاختِلافُ
اَلسِنَتِکُم وَ اَلوانِکُم، اِنَّ فی ذٰلِکَ لَآیاتٍ لِلعالِمینَ

روم، ۲۲

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

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

برگرفته از ترجمهٔ مرحومه دکتر طاهره صفّارزاده



LESSON 1

Sense of Appreciation

Get Ready

A. Write the names of the following people.



.....



.....

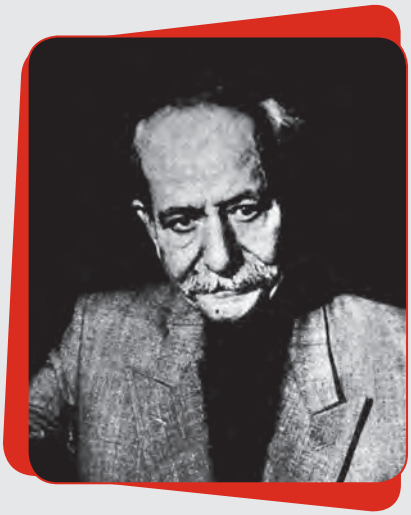


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B. Do you know why we appreciate their work?

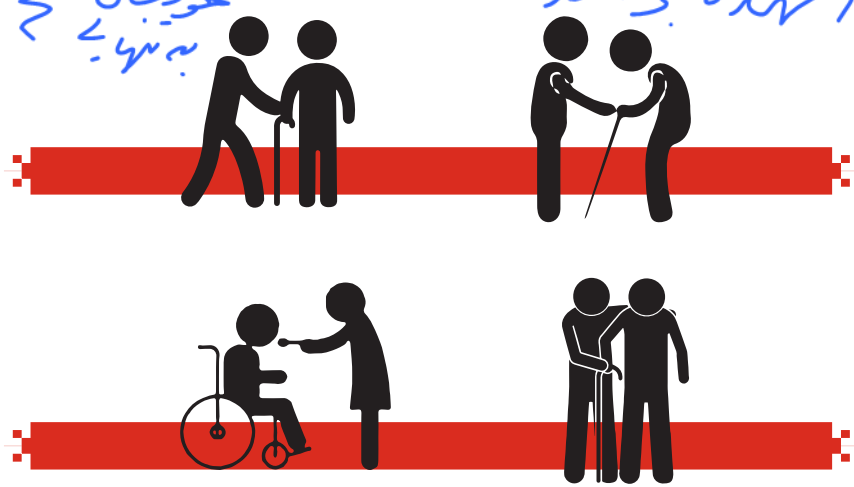
Part I

Reading Comprehension

It is very important for us to respect our elders. It is also important to note that elders were not born elders; they were kids like us and now have grown old. A few years hence we will also grow older. If today we respect them, our present and future generations will carry those values and will learn to respect us as well when we grow old.

Elders have a lot to share with us; their life experiences, their failures, their successes and many more. Thus we need to care for them because they deserve to be cared for. Respect and care for elders start with our parents as they are our first teachers in our life.

No matter what we do in our lives, who we are, and where we live, we must love them as they love us unconditionally. They feel honored when we appreciate their love and respect them. So it is our duty to help them when they need us because they are not young enough to handle things on their own like before.



A. Using the following question starters, generate questions. Then answer them.

1. Why ..... ?

.....

2. How..... ?

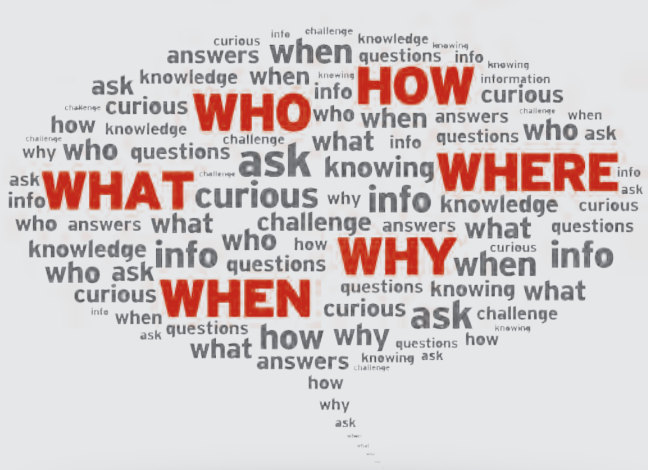
.....

3. What .....?

.....

4. Who..... ?

.....



B. Find what the underlined pronouns refer to.

- Paragraph 1: .....
- Paragraph 2: .....
- Paragraph 3: .....



C. Skim the text and suggest a title for it.

.....

Part II
Vocabulary

A. Read the 'text' and find antonyms for the following words:

1. past ≠future
2. unreal ≠real
3. hate ≠love
4. finish ≠start, begin



B. Match the definitions with the words.

1. all the people of about the same age within a society

2. a lack of success in doing something

3. to be grateful for

4. to be worthy

a. generation

b. deserve

c. failure

d. appreciate



C. Fill in the blanks with the given words. Make the necessary changes.

respect unconditionally later
share failure

1. Parnia never ..... her toys with her cousins.
2. Students show their ..... for the teacher by not talking.
3. Their first attempt to climb Sabalan ended in .....
4. The project will be completed two weeks .....



D. Complete the following verbs with a noun or an adjective.

- grow old / older
- feel well
- handle things
- care for children

Part III
Grammar

A. Make active and passive sentences.

1. hunter / the cruel / the gazelle / killed

Active: The cruel hunter killed the gazelle

Passive: The gazelle was killed (by the cruel hunter)

2. my mother / Sina / gave / for his birthday / a book /

Active: My mother gave Sina a book for his

Passive: Sina was given a book (by mother)





3. invented / Baird / the first television / in 1924

Active: Baird invented the first TV in 1924.

Passive: The first TV was invented (by Baird)

4. always / I / keep / in the fridge / the butter

Active: I always keep the butter in the fridge.

Passive: The butter is always kept (by me)

5. did not / inform /you / us / the results / about

Active: You didn't inform us about the results.

Passive: We weren't informed (by you)

B. Write the passive verbs in the correct tenses.

1. The robber ..... by the police last week. (find)
2. The first fast food restaurants ..... in our city thirty years ago. (open)
3. I have two parrots. They ..... in the cage. (keep)
4. Persian ..... in Iran, Tajikistan and Afghanistan. (speak)
5. Jack's money ..... in the train. (steal)



C. Complete the following sentences with appropriate tag questions.

1. It's a lovely day, ..isn't it..... ?
2. You haven't done your homework, ..have you..... ?
3. There is a problem here, ..isn't there..... ?
4. Hamid never says a word, ..does he..... ?
5. Kate forgot to feed the chickens, ..didn't she..... ?



Part IV
Writing

A. Complete the sentences with and, or, but and so.

1. She didn't invite me, ..so..... I didn't go to her birthday party.
2. Robert can sing well, ..but..... he cannot draw well.
3. My grandfather can't sleep, ..So..... he is going to drink a glass of hot milk.
4. I'm hungry, ..but..... there is no food in the kitchen.
5. We can take a taxi, ...or..... travel by train.
6. Reza and Saeed went swimming last week, ..and..... they had a nice time.



B. Correct the underlined words using and, but, or and so.



0. He went to the restaurant ~~but~~ and ordered food.

1. It's raining, ~~or~~ so take your umbrella.

2. It's 3 p.m., ~~so~~ but I'm not tired at all.

3. There is snow in the street, ~~and~~ but it's not too cold.

4. Shiva has an exam tomorrow, ~~but~~ so-and she must study well tonight.

5. My uncle was very tired, ~~or~~ so he went to sleep.

C. Put the words in correct order.

1. asked / a question / my teacher / so / replied / I

I asked a question, so I replied.

2. studies / Mary / but / she / cannot / the exam / pass / a lot

Mary studies a lot, but she cannot pass the exam.

3. went / my brother / to the library / at all / he / didn't / but / study

.....

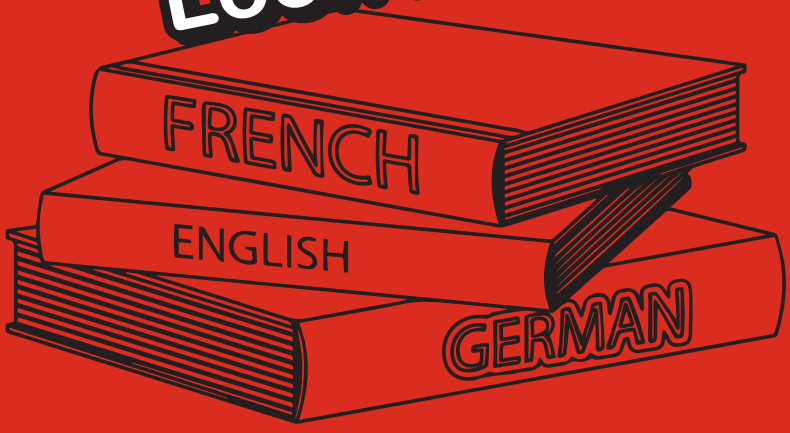
4. Reza / the class / attend / in hospital / he / cannot / so / is

Reza is in hospital, so he cannot attend the class.



LESSON 2

Look it Up!



Get Ready

A. Complete the table with the names of dictionaries.



	Persian to Persian	English to Persian	English to English
1			
2			
3			

B. Write the names of four online dictionaries and their web addresses.



	Persian to Persian	English to English
1		
2		
3		
4		

Part I

Reading Comprehension

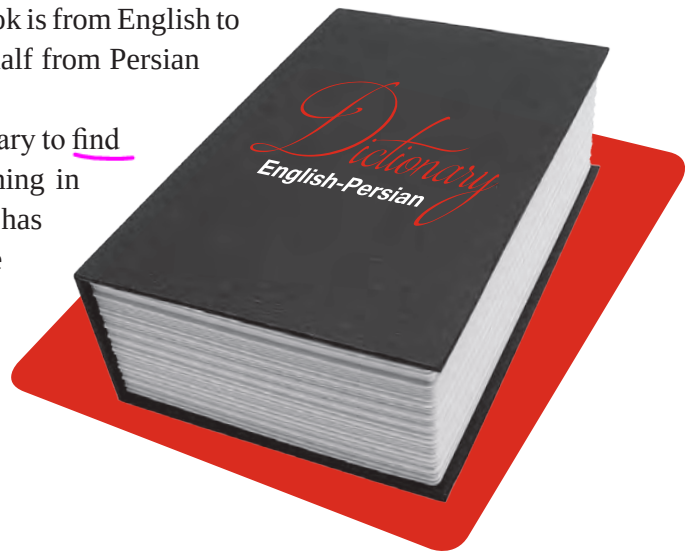
A dictionary is a book which explains the meanings of words and expressions. You can find words easily because dictionaries put them in alphabetical order. The word ‘dictionary’ comes from the Latin ‘dictio’ (‘saying’).

There are several types of dictionaries. Dictionaries which explain words and how they are used; dictionaries which translate words from one language to another; dictionaries of biography which tell about famous people; and technical dictionaries which explain the meanings of technical words.

Dictionaries which explain what words mean give a clear ‘definition’ of them. A good dictionary also gives more information about words. For instance, it explains how they are pronounced. Usually the International Phonetic Alphabet (IPA) is used for this purpose.

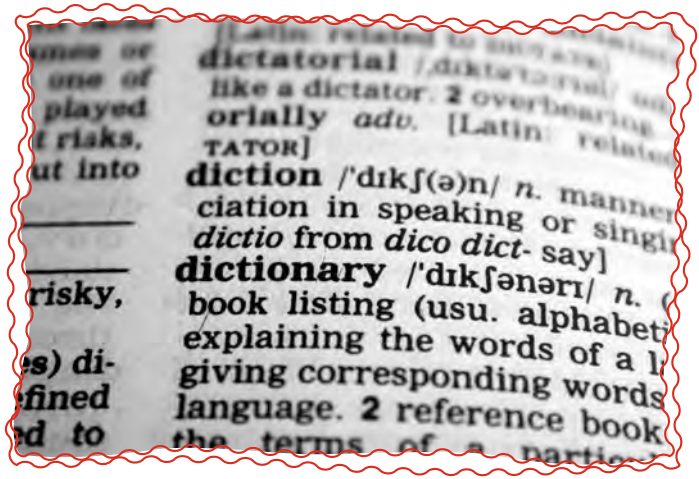
There are also dictionaries which translate words into other languages. Very often one volume translates both ways; for example, half of the book is from English to Persian and the other half from Persian to English.

When using a dictionary to find out how to say something in another language, one has to be careful to choose the right meaning.



A word like ‘right’ has several meanings in English, for example, ‘correct’ and ‘the opposite of left’. A word like ‘present’ may be used as an adjective, meaning ‘not absent’, as a noun, meaning ‘gift’ or as a verb, meaning ‘give’. Words with different meanings exist in other languages, too. A good dictionary lists all the meanings of words to help people find the meaning that they look for.

A complete dictionary also tells you about the origin of words and the story behind them. For example, the words like ‘pajamas’, ‘bazaar’ and ‘paradise’ entered English from Persian.



A. True or False

1. A word starting with ‘p’ appears before a word starting with ‘m’ in a dictionary. T ○ F ✓
2. Some dictionaries do not give users the meaning of words. T ✓ F ○
3. The word ‘bazaar’ is not English, originally. T ✓ F ○

B. Answer the following questions.

1) Why can we find words in a dictionary easily?

.....

2) What is the difference between technical dictionaries and biographical ones?

.....

3) What is the origin of the word 'dictionary'?

.....

C. Look up three different meanings for the words 'arm' and 'foot' in your dictionary.

arm	foot
.....	.....
.....	.....
.....	.....

D. Read the text again and highlight the most important ideas.

Part II
Vocabulary

A. Odd one out.

1. a) elementary b) technical c) advanced d) intermediate
2. a) app b) CD c) PC d) cell phone
3. a) introduction b) definition c) pronunciation d) collocation
4. a) effective b) useful c) confusing d) helpful
5. a) spelling b) adverb c) preposition d) adjective



B. What do the following items stand for?

IT: Information Technology

PC: Personal Computer

IRIB: Islamic Republic of Iran Broadcasting

CD: Compact Disk

DVD: Digital Video Disk



C. Match the definitions with the words.



A

1. organize and put in order C
2. think and believe f
3. something that stands for something else a
4. have something inside e
5. tell somebody that something is good d

B

a) symbol
b) figure out
c) ~~arrange~~
d) recommend
e) contain
f) suppose

D. Fill in the blanks with the given words. Make the necessary changes.

combination, effectively, entries, stand for, introduction

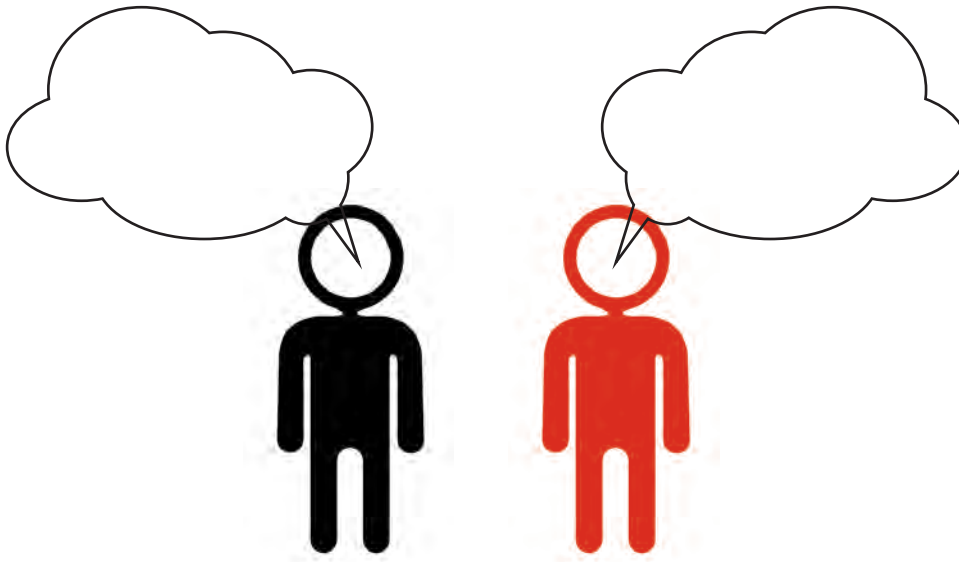
1- This monolingual dictionary has about 50,000 ..... .

2- What does BC ..... ?

3- The building is a ..... of new and old styles.

4- The ..... of the book is available on our website.

5- Being able to communicate ..... is one of the most important life skills.



Part III
Grammar

A. Combine the following sentences. Use an appropriate relative pronouns(who, whom and which)

1. I saw the man. The man lives next door.

I saw the man who the man lives next door.

2. The mechanic had an accident. He is very skillful.

" " who he is very skillful had an ac

3. We bought some books. Our teacher suggested them.

" " " " which our teacher suggested them

4. The students talked to the teacher. John met him before.

" " " " " whom John met him before.

5. She watched the DVD. Her father bought it.

" " " " which her father bought it.

B. Complete the following conditional sentences. (type II).

1. I know you do not go to bed early these days. If you ..went.. (go) to bed earlier, you ..would not be.. (not be) tired.

2. I do not have a smart phone. If I ..had.. (have) one, I ..would use.. (use) an online dictionary.
could

3. He likes to learn French but cannot spend time practicing it. If he ..had.. (have) more time, he ..would could learn.. (learn) French.

4. We want to help you but we do not have enough information. We ..would.. (help) you if we ..knew.. (know) how.

Could

5. I do not have a good job and cannot earn enough money. I ..would earn.. (earn) a lot of money if I ..got.. (get) a good job.



C. Complete the following sentences.



1- If it rained, ...we would not go to the Zoo. Could Pool

2- If you knew Chinese very well, ...you could translate this text. would

3- A cheetah is an animal that ...can run fast.

4- Japanese are the people who ...are very active. hard-working

Part IV
Writing

A. Look at the examples below. Find the one which has a correct format of a paragraph.

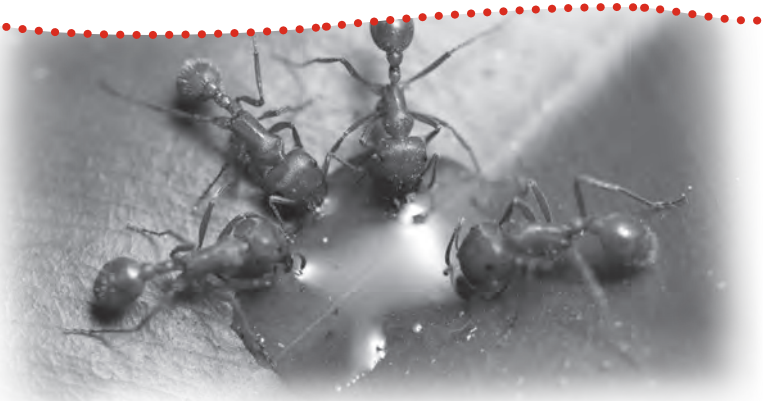
1. Ants are found everywhere in the world.

They make their home in buildings, gardens, etc. They live in anthills.

Ants are very hardworking insects. Throughout the summer, they collect food for the winter season. Whenever they find a sweet lying on the floor, they stick to the sweet and carry it to their home. Thus, in this way, they clean the floor. Ants are generally red and black in color.

They have two eyes and six legs. They are social insects. They live in groups or colonies. Most ants are scavengers; they collect whatever food they can find. They are usually wingless but they develop wings when they reproduce.

Their bites are quite painful.



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B. Skim the paragraph and write a suitable topic for it.

.....

C. Scan the paragraph and highlight three specific facts.

D. Read the following paragraph. Find the topic sentence and underline the controlling idea.

Water is the most essential element in our life. We cannot think of life without water. We need water to drink, to wash our bodies and clothes, to cook our food and to grow crops, vegetables and fruits. Water is also essential for animals, birds, insects, etc. We need huge resources of water to generate electricity on a large and commercial scale. Nearly 70 percent of our body is water. No living being can exist for long without water, the most valuable liquid. We use oceans, seas, rivers and lakes as waterways to carry goods, passengers, etc. Lack of rain causes droughts. Thus, water is very important to our life and our planet.



E. For each word, write a topic sentence.

1) swimming ..... is useful for us : harmful

2) watching TV ..... for a long time may be dangerous.

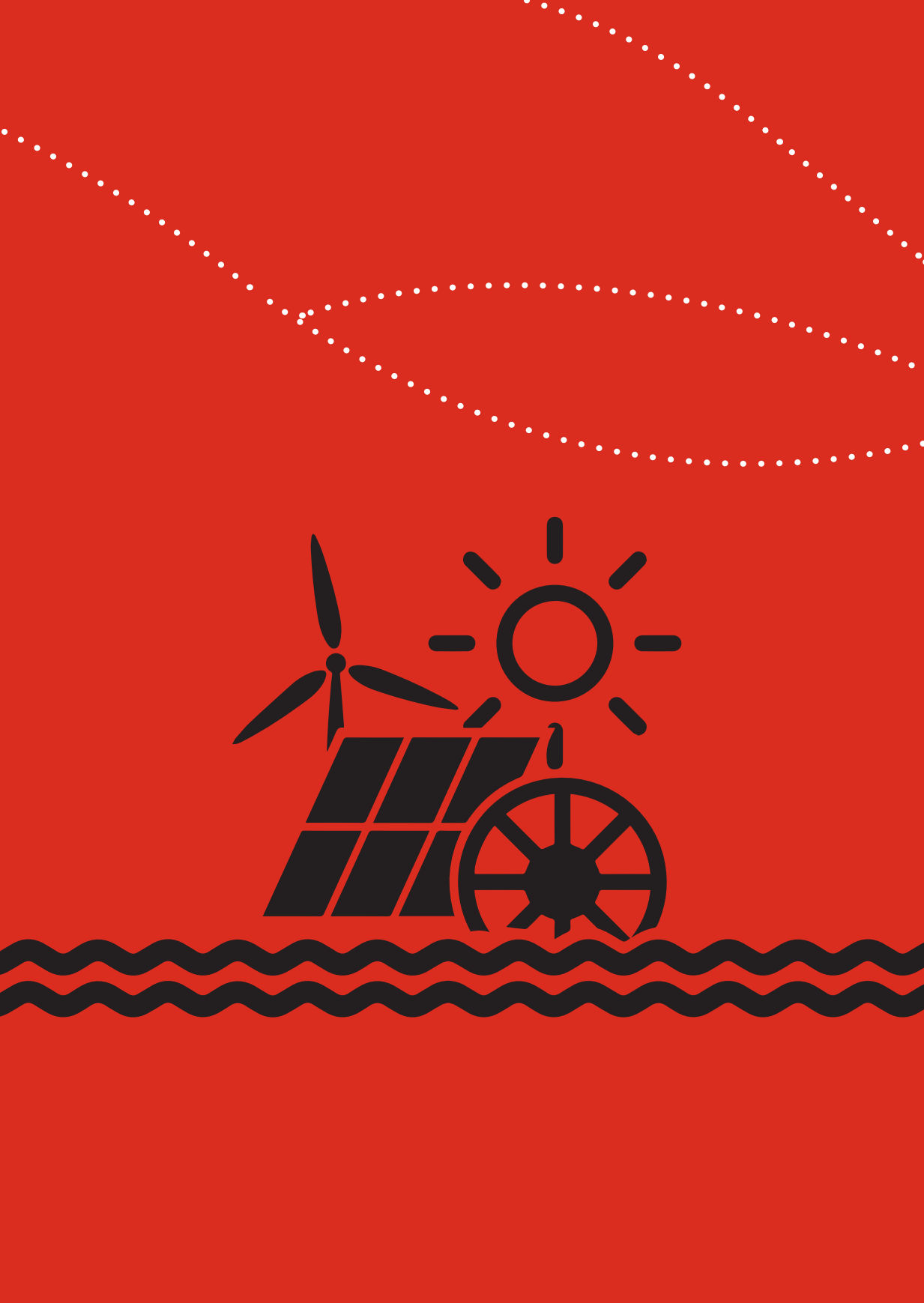
3) pollution ..... has different types .

4) wildlife ..... is the home of animals .

5) Iran ..... must be protected by humans .

is a four-season Contriy .





LESSON 3

Renewable Energy

Get Ready

A. Write the resources of renewable and non-renewable energy in the provided spaces.



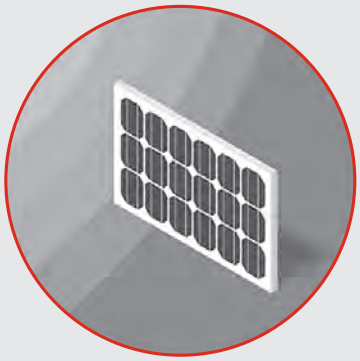
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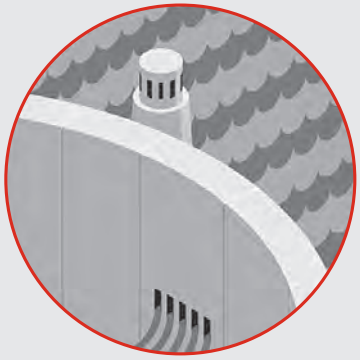


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B. What do you see in this picture?



Did you know that this machine was built in old Persia about two thousand years ago? Can you write how this machine works?

.....

.....

.....

.....

.....

.....

Part I
Reading Comprehension

Many countries now think that cars that burn fossil fuels should be replaced by electric cars. Electric cars don't burn gasoline in the engine, so they don't pollute the air. They use electricity stored on the car in batteries.

Sometimes, 12 or 24 batteries, or more, are needed to power the car. Just like a remote-controlled car, an electric car has an electric motor that turns the wheels and a battery to run the motor.

Electricity, the same energy that lights your lamps and runs your TV, is stored in batteries on an electric car. The batteries can be like the batteries you find in flashlights or in regular gasoline cars.

To get the battery ready to roll, you have to charge it. This process isn't much different from the way you charge the portable devices you carry around every day: your cell phone, MP3 player, or digital camera. The difference is that you deal with a much bigger gadget that carries you around instead.



The electric car is usually plugged in at night. The car can be plugged into a special charging unit even at houses. Some electric cars can be plugged right into a regular electrical wall outlet. Others need a larger outlet, like the kind that a stove or a vacuum cleaner plugs into.

The engineers are trying to make better batteries that hold more energy and last longer. To overcome the problem of charging electric cars, hybrid cars are also available. Hybrid cars combine the benefits of gasoline engines and electric motors. They can be designed to meet different goals, such as better fuel economy or more power.



A. True or False

1. Electric cars use both fossil fuel and electricity. T ◯ F ◯
2. All electric cars have batteries. T ◯ F ◯
3. People can charge electric cars at home. T ◯ F ◯

B. Answer the following questions.

1) What is an electric car?

.....

2) Why do people use hybrid cars?

.....

3) Have you ever seen an electric car?

.....

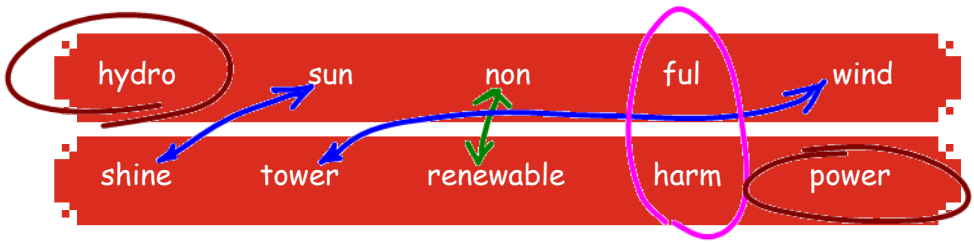


C. Skim the text and write a title for it.

.....

Part II
Vocabulary

A. Make new words by combining the items in line 1 with those in line 2.



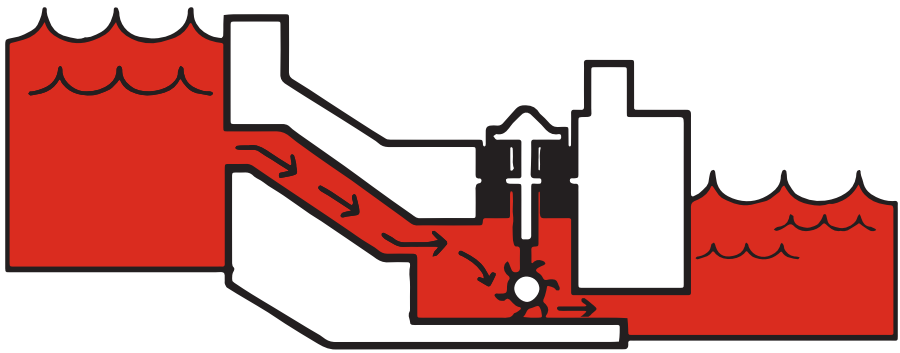
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B. Odd one out.

1.	a. water	b. tree	c. coal	d. sun
2.	a. pollution	b. waste	c. garbage	d. resource
3.	a. yard	b. balcony	c. roof	d. motor
4.	a. absorb	b. use up	c. generate	d. digest

C. Write the Persian equivalent of the following English proverbs.

1. Money does not grow on trees.

پول علف خرس نیست



2. Easy come, easy go.



3. There's no place like home.



4. Absence makes the heart grow fonder.



D. Fill in the blanks with the given words. Make the necessary changes.

remind | generate | variety | arrangement | resource

1. Special ..... can be made for guests with disabilities.
2. The students constantly had to be ..... about their homework.
3. Asia is a continent rich in natural ..... .
4. The people of this city come from a ..... of different backgrounds.
5. Wind turbines ..... electricity for the local community.



Part III
Grammar

A . Fill in the blanks with the correct form of the verbs.

1. The river may be polluted (pollute) with aluminum.
2. The list can be arranged (arrange) alphabetically.
3. Nowadays power can be generated (generate) by resources other than fossil fuels.
4. The waste should be collected (collect) every night to be sent to the landfill.



B. Look at the pictures and write passive sentences.



wind towers were used as air cooling System in Yazd.



Electricity can be generated from water power.



Solar panels are used to produce electricity.



The air can be polluted by factories that use fossile fuels.

C. Answer the following questions.

1. Should fossil fuels be saved for our children?

.....

2. Can electricity be generated from plants?

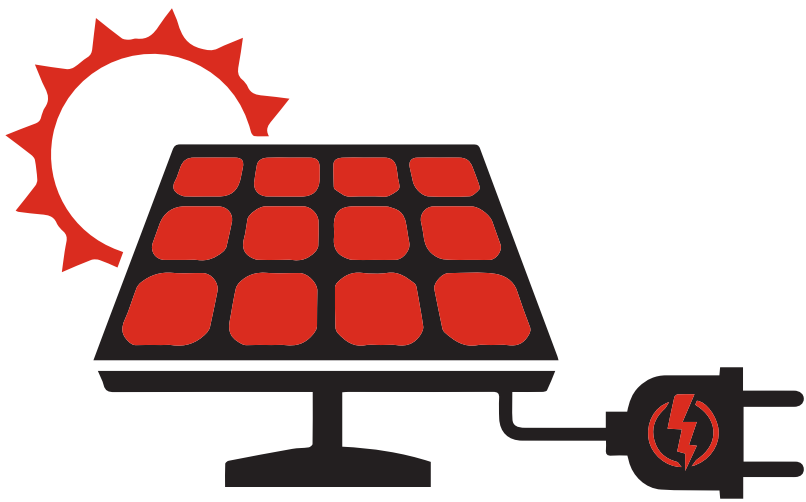
.....

3. Have you ever seen a solar panel?

.....

4. How does a solar panel work?

.....



D. Look at the pictures and fill in the blanks using simple past and past perfect tenses.



1. I ...had eaten... (eat) lunch before ...I... went... out. (go out)

بعد گذشته ساده



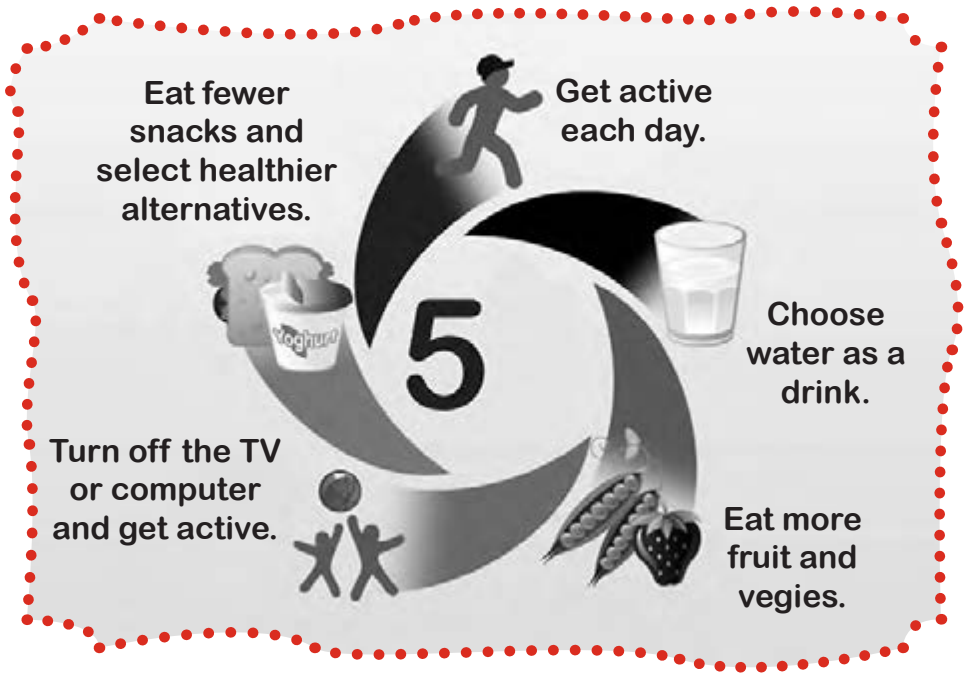
2. When I ...got... (get) home, the baby had already ...fallen asleep... (fall asleep).



3. She ...was upset... (upset) because ...she had gotten a bad score... (get a bad score)

Part IV
Writing

A. Look at the following figure and write a paragraph about it.



B. Choose one of the following topics and write a paragraph about it.



Notes

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2025

اجزای بستهٔ آموزشی

کتاب کار

کتاب دانش‌آموز

کتاب معلّم

لوح فشردهٔ دانش‌آموز (کتاب گویا)

لوح فشردهٔ معلّم



معلّمان محترم، صاحب‌نظران، دانش‌آموزان عزیز و اولیای آنان می‌توانند نظر اصلاحی خود را درباره مطالب کتاب‌های درسی از طریق سامانه «نظرسنجی از محتوای کتاب درسی» به نشانی «nazar.roshd.ir» یا نامه به نشانی تهران ــ صندوق پستی ۴۸۷۴ ــ ۱۵۸۷۵ ارسال کنند.

سازمان پژوهش و برنامه‌ریزی آموزشی



معلوم و مجهول
Active and Passive

جمله معلوم: جمله ای است که فاعلش کننده کار جمله است و در ابتدای جمله سرجای خودش آمده. همچنین مفعول بلافاصله بعد از فعل آمده است.

My father washed the car.

جمله مجهول: اگر فاعل، کننده کار جمله نباشد و یا اینکه بلافاصله بعد از فعل، مفعول نیامده باشد، آن جمله، مجهول است. یعنی فاعل جمله مجهول (یا همان نایب فاعل) در اصل، مفعول جمله معلوم است.

The car was washed by my father.

مفعول چیست؟

اگر از معنی فعل بپرسیم (چه کسی را – چه چیزی را) جوابش مفعول است که اگر بلافاصله بعد از فعل آمده باشد معلوم و اگر به اول جمله رفته باشد، مجهول است. مفعول می‌تواند یک اسم، یا ضمیر یا گروه اسمی باشد.

I saw Zohreh in the street.

I saw her yesterday.

I saw some of my classmates.

فعل متعدی (گذرا) ⟵ مفعول پذیر است و می‌تواند مجهول شود.
فعل لازم (ناگذرا) ⟵ مفعول پذیر نیست پس مجهول نمی شود.
یعنی همیشه مجهول ها از فعل های متعدی ساخته میشود.

سوال: از کجا بفهمیم یک فعل لازم است یا متعدی؟

فقط کافیست از معنی آن فعل بپرسیم (چه کسی را – چه چیزی را) اگر معنی ندهد پس لازم است و مجهول نمی‌شود.

قیافه فعل مجهول:

(am , is , are , was , were , be , been , being , to be) + p.p

اگر یکی از اعضای خانواده **be** به قسمت سوم یک فعل بچسبد آن فعل مجهول است .
در جدول زیر، مجهول زمان‌های مختلف را می‌بینید، خوب دقت کنید:



	مجهول	معلوم	زمان‌ها
ساخته می‌شود	am/is/are built	build	حال ساده
ساخته شد	was/were built	built	گذشته ساده
داره ساخته می‌شه	am/is/are being built	am/is/are building	حال استمراری
داشت ساخته می‌شد	was/were being built	was/were building	گذشته استمراری
ساخته شده است	have/has been built	have/has built	حال کامل (نقلی)
ساخته شده بود	had been built	had built	گذشته کامل (بعید)
ساخته خواهد شد	will be built	will build	افعال وجهی
ساخته شدن	to be built	to build	مصدر

پس نتیجه می‌گیریم:

۱- هیچ فعل مجهول یک کلمه‌ای نداریم.
۲- آخر همه افعال مجهول باید قسمت سوم فعل باشد.
۳- مجهول را در فارسی با فعل (شدن) ترجمه می‌کنیم.

نشانه‌های تستی مجهول

به شرطی که فعلمان متعدی (مفعول پذیر) باشد.

۱- ..... مفعول
۲- اگر فاعل خودش کننده کار جمله نباشد.
۳- ..... حرف اضافه
۴- ..... فاعل + **by**
۵- ..... ●
۶- _____ ..... موصول _____ .

she took to school by her.
she was taken

she took her son to school by bus.
was taken



روش تستزنی

اگر گزینه‌های تستی دارای شکل معلوم و مجهول بودند، برای حل آن باید به این نکات توجه داشت:

۱- ابتدا از معنی فعل گزینه می‌پرسیم (چه کسی را یا چه چیزی را) جواب این سوال مفعول است که باید بلافاصله بعد از نقطه چین باشد تا جمله معلوم شود و اگر نباشد، جمله مجهول است.

۲- اگر زمان گزینه‌ها با هم فرق داشت باید در خود تست به دنبال نشانه زمان بگردیم.

۳- اگرگزینه‌ها مفرد و جمع باشند، در خود تست به قبل از نقطه چین نگاه می‌کنیم تا بفهمیم گزینهٔ مفرد را انتخاب کنیم یا گزینه جمع را.

۴- ممکن است خود تست قسمت سوم فعل را بعد از نقطه چین داشته باشد، در این صورت فقط یک فعل از خانواده to be در گزینه‌ها وجود دارد. در این کلیشه نوشتاری تست، باید بعد از نقطه چین و قسمت سوم داده شده، به دنبال مفعول بگردیم که اگر نیامده باشد، تست، مجهول است

حالا به چند تست نمونه توجه کنید:

1. Many apartments ..... for the poor employees during last five years.

1) are built 2) were building 3) have built 4) have been built

2. All money ..... last week.

1) spent 2) is spent 3) was spent 4) were spent

3. The land next to our house ..... sold to the government recently.

1) is 2) will 3) has been 4) has

نکته بسیار مهم افعال دو مفعولی

بعضی از افعال، دو مفعول دارند: مفعول مستقیم یا بی‌واسطه که کار روی آن انجام می‌شود و دیگری مفعول غیرمستقیم یا همان متمم که کار برای او انجام می‌شود. (معمولاً مفعول انسان و غیرانسان هستند). این افعال به دو شکل مجهول می‌شوند. بطور مثال:

He gave me (انسان) a book (غیرانسان). — او داد به من یک کتاب.

He gave a book (غیرانسان) to me (انسان). — او داد یک کتاب به من .

دقت کنید که بعد از فعل gave هر دو مفعولش آمده پس هر دو جمله معلومند.

I was given a book. (1) — به من داده شد یک کتاب.

A book was given to me. (1) — یک کتاب داده شد به من.

اما در این دو جمله، فقط یکی از مفعولها، بعد از فعل آمده پس هر دو جمله مجهول هستند.



پس:

افعال دو مفعولی وقتی معلومند که هر دو مفعول، بعد از نقطه‌چین باشند.

توجه: همانطور که می‌بینید اگر مفعول انسان، دوم بیاید قبلش حرف اضافه to می‌خواهد.

برخی از افعال دو مفعولی مهم عبارتند از:

به من

give	دادن	teach	یاد دادن	promise	قول دادن
send	فرستادن	pay	پرداختن	refuse	امتناع کردن
offer	پیشنهاد کردن	show	نشان دادن	tell	گفتن
ask	پرسیدن ـ درخواست کردن	lend	قرض دادن	award	اهدا کردن

مراحل مجهول کردن یک جمله معلوم برای امتحان تشریحی

۱- ابتدا اجزای جمله را مشخص کن. (فاعل و فعل و مفعول و قید)

۲- مفعول را به اول جمله مجهول برده و اگر ضمیر مفعولی داری آن را به ضمیر فاعلی تبدیل کن.

۳- فاعل را به همراه حرف اضافه **by** به آخر جمله مجهول برده و اگر ضمیر فاعلی داری آن را به ضمیر مفعولی تبدیل کن.

٤- بقیه اجزای جمله را سرجای خودشان بنویس.

٥- حالا فعل را بر اساس جدول مجهول، بعد از فاعل جدیدت بنویس.

ضمایر فاعلی	ضمایر مفعولی
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

اول جمله می‌آیند

بعداز فعل می آیند

ضمایر فاعلی و مفعولی در معلوم و مجعول کردن به هم تبدیل می‌شوند.



توجه: اگر فعل کمکی در جمله باشد، آن را با فاعل جدید مطابقت می‌دهیم.

She cleans her room every Friday .

Her room is cleaned (by her) every Friday. اتاقش هر جمعه توسط او تمیز می‌شود.

They have invited him to dinner .

He has been invited to dinner (by them). او توسط آنها به شام دعوت شده است.

My father saw me in the bus .

I was seen in the bus (by my father). من توسط پدرم در اتوبوس دیده شدم.

He is repairing my car now

My car is being repaired now (by him). ماشینم الآن توسط او در حال تعمیر شدن است.

نکته

قیدهای حالت و تکرار در مجهول قبل از **p.p** می‌آیند.

The teacher corrected the papers carefully.

The papers were **carefully** corrected by the teacher.

My father often washes the car on Fridays.

The car **is** often **washed** on Fridays by my father.



تست دست گرمی

1. From time to time, we …… some tests to answer in the class.

1) are given 2) had given 3) give 4) were given

2. This car …… a lot of fuel everyday, so you have to pay a lot of money for it.

1) is used 2) has used 3) will be used 4) uses

3. The dishes …… yet. Could you please wash them up?

1) have been not washed 2) have not been washed

3) are not being washed 4) had not been washed

4. How many times …… these shoes …… since you bought them?

1) will – be repaired 2) did - repair 3) have – been repaired 4) have – repaired

5. There was an important meeting last weekend and a number of suggestions ……..

1) have made 2) were made 3) have been making 4) were making

6. You …… a letter inviting you to attend the meeting in near future.

1) will send 2) are sending 3) will be sent 4) have sent

7. I can't use my office at the moment. It ……..

1) is painted 2) is going to paint 3) is being painted 4) is been painted

8. Do you know that Maria …… as a computer programmer of the company?

1) has been invited 2) was inviting 3) is inviting 4) is going to invite

9. The match …… by a large crowd when it started to rain.

1) has been watching 2) has watched

3) was being watched 4) was watching

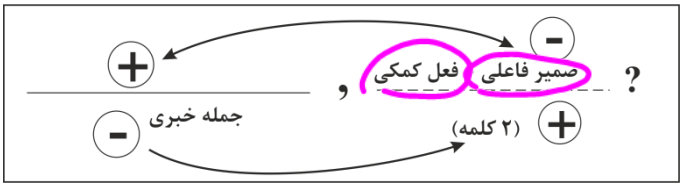
10. I am not going to attend their party, you know I …… invited.

1) hadn't been 2) hasn't been 3) was not 4) wouldn't be



سولات ضمیمه یا پرسش های تاییدی
یا دم سوالی *Tag questions*

سوالات کوتاه دو کلمه‌ای هستند که در پایان یک جمله خبری برای گرفتن تایید یا مخالفت از شنونده بیان می‌شوند. این پرسش‌ها معادل (آیا اینطور نیست؟) یا (مگه نه؟) در فارسی است .
علامت آن‌ها یک کاما و یک علامت سوال در پایان جمله است.



۴ قانون کلی در پرسش‌های تاییدی

۱- اگر جمله اصلی، مثبت باشد پرسش تاییدی آن منفی و اگر منفی باشد پرسش تاییدی آن مثبت است.
۲- فاعل اگر اسم بود حتماً باید به ضمیر فاعلی تبدیل شود.
۳- حتماً باید فعل کمکی بیاوریم و اگر نداشتیم از **do** و **does** و **did** استفاده می‌کنیم.
۴- در حالت منفی باید حتماً شکل مخفف **n't** بیاوریم.

حالت‌های مختلف پرسش‌های تاییدی

۱- در جملات مثبت حال ساده و گذشته ساده فعل کمکی وجود ندارد. پس باید وقتی فعلمان حال ساده است از do و does و اگر گذشته ساده است از did استفاده کنیم.

They go to Mashhad every year, ……don't they……?

She plays piano, ……doesn't she……?

My father went out, ……didn't he……?

۲- اگر جمله با this / that شروع شود در پرسش‌های تاییدی it و اگر با these / those شروع شود در پرسش‌های تاییدی they می‌آوریم در حالی که اگر با there شروع شود تغییری نمی‌کند.

This is the best way, ……isn't it……?

Those are your children, ……aren't they……?

There weren't many students in the class, ……were there……?



۳- اگر جمله با I am شروع شده باشد پرسش تاییدی آن استثناً (aren't I) یا (am I not) است. زیرا (am I not) در انگلیسی وجود ندارد.

I am your teacher, ……?

۴- اگر جمله امری باشد، چه امری مثبت و چه امری منفی ، پرسش تاییدی آن will you است.

Be quiet please, ……?

Don't be late, ……?

۵- اگر فاعل جمله، یک ضمیر مبهم (نامعین) باشد برای شیء از(it) و برای انسان از (they) در پرسش تاییدی استفاده می‌کنیم حتی اگر فعلش مفرد باشد.

Somebody – Everybody – Nobody – Anybody
Someone - Everyone - No one - Anyone } **they**

Something – Everything – Nothing – Anything } **it**

Someone is crying , ……?

Everything is good , ……?

مواظب منفی کننده ها باش!

کلمات و قیدهای زیر مفهوم جملات را منفی می‌کنند یعنی پرسش تاییدی در چنین جملاتی مثبت است.

no – nobody – no one – nowhere – nothing – none – neither
few – little – never – hardly – rarely – seldom – scarcely

Nobody understood his absence , ……?

I will never forget your help , ……?

There were few students in the yard , ……?



۶- افعال **have** و **has** و **had** اگر در جمله تنها بیایند یعنی فعل دیگری بعدشان نباشد، در این صورت فعل اصلی هستند و معنی (خوردن یا داشتن) می‌دهند و باید با **do** و **does** و **did** سوالی شوند.

Ted has a great idea , ……doesn't he……?

They had their lunch in a park , ……didn't they……?

اما اگر بعد از have و has و had قسمت سوم فعل آمده باشد، فعل کمکی زمان‌های حال کامل و گذشته کامل هستند و خودشان جمله را سوالی می‌کنند.

They had eaten their lunch in a park , ……hadn't they……?

Grandfather hasn't sold his car yet , ……has he……?

افعال **have to** و **has to** و **had to** با معنی (مجبور بودن) با **do** و **does** و **did** سوالی می‌شوند.

Jack has to study for his exam , ……doesn't he……?

Kate had to look after her grandmother , ……didn't she……?

۷- **('s) در جملات انگلیسی می‌تواند مخفف is یا has باشد که باید براساس کلمات بعدش آن را تشخیص دهیم. به حالت‌های ('s) و کلمات بعدشان در فرمول‌های زیر دقت کنید:**

اسم / صفت + 's → **is**

He's famous , ……isn't he……?

فعل ing دار + 's → **is** **(زمان حال استمراری می‌سازد.)**

He's playing in the yard , ……isn't he……?

قسمت سوم فعل(لازم) + 's → has **(زمان حال کامل می‌سازد.)**

He's lived in Tehran for 20 years , ……hasn't he……?

PP

مفعول+قسمت سوم فعل(متعدی) + 's → **has** **(زمان حال کامل معلوم می‌سازد.)**

He's bought that car , ……hasn't he……?

مفعول+قسمت سوم فعل(متعدی) + 's → **is** **(مجهول زمان حال ساده می‌سازد)**

He's invited to dinner , ……isn't he……?



۸- ('d) در جملات انگلیسی می‌تواند مخفف had یا would باشد که باید آن را نیز براساس کلمه بعدش تشخیص دهیم.

'd + فعل ساده → would she'd tell the truth , ……? wouldn't she

'd + قسمت سوم فعل → had she'd told the truth , ……? hadn't she

'd + better → had better بهتر بودن

'd + rather → would rather ترجیح دادن

نکته بسیار مهم

برخی از افعال بی قاعده، شکل حال و گذشته یکسان دارند. این افعال اگر با فاعل سوم شخص مفرد بیایند در صورتیکه s/es نداشته باشند گذشته هستند.

She cut her hand , ……? didn't she she cuts

۹- در جملات مرکب (دوتایی) که با یک کلمه ربط دهنده، دو جمله بهم وصل می‌شوند. یادتان باشد آن موصول و جمله بعدش تشکیل جمله پیرو (فرعی) را می‌دهند و برای ساخت پرسش تاییدی آن را نادیده می‌گیریم. یعنی پرسش تاییدی برای بید (اصلی) ساخته می‌شود.

It is raining when they arrived , ……? isn't it

If you get home late, they will be worried , ……? won't they

۱۰- گاهی اوقات در یک جمله مرکب (دوتایی) جمله اول، اصولاً هیچ خبری را منتقل نمی‌کند و در اصل یک مقدمه چینی است. در چنین شرایطی برخلاف مورد نهم، پرسش تاییدی را برای جمله بعد از موصول می‌سازیم. فقط یادتان باشد که جملات مقدمه چینی حتماً باید فاعلشان اول شخص مفرد و جمع یعنی I باشد.

I
- think that فکر می‌کنم که
- know that می‌دانم که
- believe that معتقدم که
- guess that حدس میزنم که
- feel that احساس می‌کنم که
- suppose that گمان می‌کنم که
- have heard that شنیده‌ام که

I think that it isn't possible , ……? is it

I've heard he is sick , ……? isn't he

۱ اصلی ۲ موصول

۲ موصول ۱ اصلی



تست دست گرمی

1. He had no difficultly in solving the problem, …… he?

1) did 2) hadn't 3) had 4) didn't

2. She'd done that experiment before, ……?

1) wouldn't she 2) shouldn't she 3) hadn't she 4) didn't she

3. She set the table for lunch, ……?

1) does she 2) doesn't she 3) did she 4) didn't she

4. Let's go shopping today, ……?

1) shall we 2) do we 3) can we 4) will you

5. She's worked on that project effectively, ……?

1) hasn't she 2) has she 3) isn't she 4) wouldn't she

6. Give me your new cellphone for a moment, ……?

1) do you 2) will you 3) won't you 4) don't you

7. You …… to the teacher, aren't you?

1) are listening 2) listen 3) listening 4) are listen

8. Everybody wants to find a good job, ……?

1) aren't they 2) isn't he 3) doesn't he 4) don't they

9. I guess that he's a good friend, ……?

1) doesn't he 2) don't I 3) hasn't he 4) isn't he

10. They guess that he's a good friend, ……?

1) don't they 2) do they 3) isn't he 4) is he



جملات مرکب
(Compound Sentences)

سال یازدهم در درس یک یاد گرفتیم که یک جمله ساده از یک فاعل و یک فعل ساخته می‌شود. حال می‌توان دو جمله ساده را با یک کلمه ربط دهنده بهم وصل کرد و یک جمله مرکب ساخت. در این درس با چهار کلمه ربط دهنده و نکات آن‌ها آشنا می‌شویم.

کلمات ربط هم پایه

۱- **and** به معنی (و) برای ربط دادن دو عمل مشابه و متوالی یا دادن اطلاعات بیشتر درمورد جمله اول بکار می‌رود.

The children stayed at home, and they watched TV.

۲- **but** به معنی (اما) برای نشان دادن تضاد و مقایسه استفاده می‌شود. بد نیست بدانید مترادف‌های آن **yet, whereas, while** هستند. یعنی **yet** همیشه معنی (هنوز) نمی‌دهد.

Dorsa went to bed, but she didn't sleep.

۳- **or** به معنی (یا) برای بیان انتخاب استفاده می‌شود.

You can buy this shirt, or we can go to another shop.

٤- **so** به معنی (پس-بنابراین) برای نشان دادن این موضوع بکار می‌رود که جمله دوم، نتیجه و دلیل جمله اول است. خوب است بدانید مترادف‌های آن **therefor, thus, as a result** هستند.

It is raining , so I take my umbrella.

نکته (۱)

همانطور که در مثال‌ها دیدید، قبل از این چهار کلمه ربط، حتماً کاما لازم است.

نکته (۲)

اگر فاعل دو جمله یکی باشند، باید فاعل جمله دوم را بصورت ضمیر فاعلی بیاوریم. (جمله **A**) البته اگر دو فاعل یکی باشند می‌توانیم فاعل جمله دوم را کلاً به قرینه حذف کنیم که در این صورت دیگر نیازی به کاما نداریم (جمله **B**) . همچنین این کلمات ربط را می‌توانیم با حروف بزرگ بنویسیم که در این حالت قبلشان نقطه می‌گذاریم و دیگر نباید فاعل مشترک را حذف کنیم. (جمله **C**). اما یادتان باشد فاعل مشترک بعد از کلمه ربط دهنده **so**، قابل حذف نیست. (جمله **D**)

My mother went to the kitchen, and she washed the dishes. **(A)**

My mother went to the kitchen and washed the dishes. **(B)**

My mother went to the kitchen. And she washed the dishes. **(C)**

Sara didn't study well , so she couldn't pass the exam. **(D)**



نکته (۳)

اگر بخواهیم سه جمله یا بیشتر را بهم وصل کنیم، بین تمام بخش‌ها کاما می‌گذاریم و فقط دو بخش آخر را با کلمه ربط بهم وصل می‌کنیم. در این حالت استفاده از کاما قبل از کلمه ربط دهنده اختیاری است اما افعال همه جملات، باید همسان باشند، یعنی همه آن‌ها همزمان یا مصدر یا **ing** و ... باشند.

He got home, had his dinner, sat down on the sofa and slept.

In a snowy day, I enjoy sitting at the window, drinking tea, and listening to a light music.

نکته (٤)

حرف ربط **because** به معنی (زیرا-چون) دقیقاً برعکس **so** عمل می‌کند. یعنی ترتیب نوشتن جملات مهم است.

به دو نمودار زیر توجه کنید:

چون	so	چرا

She got up late, so she missed the first class.

چرا	because	چون

She missed the first class because she got up late.

نکته (٥)

(or) می‌تواند معنی (وگرنه-درغیر این صورت) هم داشته باشد.

Come soon, or we will have no time to talk.

زود بیا وگرنه وقتی برای صحبت نخواهیم داشت.



تست دست گرمی

1. Joe is always coming late, only a few minutes ago, he …… to come in time, …… he would miss his job.

1) told – so 2) was told – but 3) has been told - or 4) was told – or

2. We should fix our old car, …… we should go by bus.

1) but 2) so 3) or 4) since

3. I saw an accident last night. Somebody called an ambulance, …… nobody was injured, …… the ambulance wasn't needed.

1) but – so 2) but – but 3) and – so 4) and – but

4. Sina got up late today, …… he missed the class.

1) or 2) but 3) and 4) so

5. Badly sick, though, I feel, I can't see my doctor now, …… I need to make an appointment for tomorrow.

1) because 2) so 3) or 4) and

6. I talked to her about my idea …… listened carefully.

1) and 2) and she 3) but she 4) but

7. Which are is incorrect?

It was a very boring weekend. We just stay home …… did nothing.

1) , and we 2) . And we 3) and 4) and we

8. My grandmother love to travel, …… traveling by plane.

1) and hating 2) but hating 3) but she hates 4) and she hates

9. It may rain today, …… recommend you take your umbrella.

1) so 2) so I 3) and I 4) but I



عبارت‌های موصولی
Relative Cluase

گروهی از کلمات هستند که اسم قبل از خود را توصیف می‌کنند. به همین دلیل به آن‌ها عبارت‌های وصفی یا توصیفی هم می‌گویند.
هر عبارت موصولی با یک ضمیر موصولی (whها)شروع می‌شود که ابتدا باید آن‌ها را بررسی کنیم.

who ⟵ **(که او)** ⟵ **حالت فاعلی دارد برای انسان**

The man who is coming here is my brother. مردی که دارد به اینجا می‌آید برادرم است.

در این جمله The man **فاعل جمله است و بنابراین بعد از ضمیر موصولی فاعلی، فعل می‌آید. یعنی:**

انسان .....who..... فعل

whom ⟵ **(که او را- که به او)** ⟵ **حالت مفعولی دارد برای انسان**

The man whom my father invited to dinner was a writer.

مردی که او را پدرم به شام دعوت کرد یک نویسنده بود.
در این جمله The man **مفعول جمله است و پدرم او را دعوت کرده پس** my father **فاعل است و نتیجه می‌گیریم بعد از ضمیر موصولی مفعولی، اسم یا ضمیر می‌آید. یعنی:**

انسان .....whom..... اسم یا ضمیر

Which ⟵
- **(که آن)** ⟵ **حالت فاعلی دارد برای غیرانسان**
- **(که آن را- که به آن)** ⟵ **حالت مفعولی دارد برای غیرانسان**

The book which is on the desk is a dictionary. کتابی که روی میز است یک واژه‌نامه است.

The book which I bought yesterday is a dictionary. کتابی که آنرا دیروز خریدم یک واژه‌نامه است.



همانطور که می‌بینند در جمله اول کتاب نقش فاعل یا نهاد را دارد ولی در جمله دوم مفعول است و I فاعل جمله دوم است. یعنی :

اسم یا ضمیر ..... which ..... غیرانسان	فعل ..... which ..... غیرانسان

نکته

۱: به جای who و whom و which می‌توان از that هم استفاده کرد، هرچند that اولویت ندارد.
۲: به جای whom می‌توان از who مفعولی که بعدش اسم یا ضمیر آمده استفاده کرد هرچند whom اولویت اصلی است.
۳: اگر قبل نقطه کاما داشتیم نباید از that استفاده کنیم.

The man, who lives next door, is a famous actor.

۴: در حالت مفعولی می‌توان whom یا which یا that را حذف کرد. یعنی مثال‌های ذکر شده در بالا می‌توانند اینگونه هم باشند.

The man my father invited to dinner was a writer.

The book I bought yesterday is a dictionary.

ضمایر موصولی و حروف اضافه

بعضی از افعال دارای حرف اضافه خاص و همیشگی هستند این حروف اضافه در عبارات وصفی به دو حالت می‌آیند:

۱- قبل از ضمیر موصولی که در این حالت برای انسان فقط whom و برای غیرانسان فقط which می‌آوریم و دقت کنید که در این حالت، ضمیر موصولی قابل حذف نیست.

The man to whom you spoke was my father. — مردی که با او صحبت کردی، پدرم بود.

The book about which I spoke is here. — کتابی که در مورد آن صحبت کردم اینجاست.



۲- بعداز عبارت موصولی در انتهای آن که در این حالت برای تمام ضمایر موصولی امکان پذیر است.

The man who/whom/that you spoke to was my father.

The book which/that I spoke about is here.

البته باید یادآوری کنم که در جملات حالت دوم ضمیر موصولی مفعولی کلاً قابل حذف هم هست. یعنی:

The man you spoke to was my father.

The book I spoke about is here.

نکته

اگر قبل از نقطه چین، صفات عالی یا اعداد ترتیبی یا the only داشتیم، چه برای انسان چه برای غیرانسان از that استفاده می‌کنیم.

That film is the most interesting film that I have ever watched.

آن فیلم، جالبترین فیلمی است که من تاکنون دیده‌ام.

This is the second time that I make mistake. این دومین باری است که اشتباه می‌کنم.

Today the only thing that I want to buy is a shirt. امروز تنها چیزی که می‌خواهم بخرم یک پیراهن است.

نکته بسیار مهم (مواظب باش!)

بعداز ضمایر موصولی، چه فاعلی و چه مفعولی، حق نداریم اسم توصیف شده را دوباره بصورت ضمیر تکرار کنیم.

The man who ~~he~~ had a heart attack was taken to hospital.

The letter which he received ~~it~~, is very friendly.

He works for a company which ~~it~~ makes toys.



ترکیب کردن دو جمله با ضمایر
موصولی ویژه امتحان تشریحی

I met a man. He could speak three languages.

I met a man who/that could speak three languages.

همانطورکه می‌بینید آن مرد می‌تواند سه زبان را صحبت کند پس فاعل جمله است و باید از ضمیر موصولی فاعلی استفاده کنیم. در ضمن یاد گرفتیم که بعداز ضمیر موصولی فاعلی باید فعل بیاید و لازم نیست فاعل، دوباره در ابتدای جمله دوم بیاید.

The dinner was delicious. Your mother prepared it.

The dinner which/that your mother prepared was delicious.

اما در این مثال، مادر شام را آماده کرده پس شام مفعول است و باید از ضمیر موصولی مفعولی استفاده کنیم. درضمن دیگر لازم نیست مفعول یک بار دیگر بصورت ضمیر در ادامه جمله بیاید.

البته قبلاً گفتم که ضمیر موصولی مفعولی، کاملاً قابل حذف است یعنی:

The dinner your mother prepared was delicious

صفحه ۳۵ کتاب



تست دست گرمی

1. People . …… living in that area con enjoy the fresh air and peace.

1) who 2) which is 3) who are 4) which

2. This is the house in …… we lived for ten years.

1) where 2) that 3) whose 4) which

3. He is the man …. …. lives next door to my grandparents.

1) who he 2) that 3) whom 4) whom he

4. Have you seen those people …… on holiday?

1) who we met them 2) who we met

3) that we met them 4) which we met

5. Experience is a school …… one can never graduate.

1) from who 2) who from 3) from which 4) which from

6. The president of the country …… I really admire, is visiting Iran next week.

1) whom 2) that he 3) to whom 4) which

7. What did you do with the money …… I lent you?

1) which you 2) -- 3) who 4) to which

8. I showed my friends the car ……. as soon as I save enough money.

1) whom I am going to buy 2) which I am going to buy it

3) I am going to buy it 4) that I am going to buy



جملات شرطی نوع دوم

Conditional Sentences (type 2)

در درس ۳ سال یازدهم با مفهوم جملات شرطی و شرطی نوع اول، آشنا شدید. حال در اینجا به بررسی شرطی نوع دوم می‌پردازیم.

به شرطی نوع دوم، حال غیرواقعی یا تصوری می‌گوییم زیرا هرچند قیافه گذشته دارند اما در زمان حال داریم صحبت می‌کنیم و به این دلیل به آن ها غیرواقعی یا تصوری می‌گوییم که وجود ندارند یا انجام نخواهند شد. به این مثال دقت کنید:

If she studied, she would pass the exam.

اگر درس می‌خواند، امتحان را پاس می‌کرد، یعنی درس نخوانده و پاس کردن امتحان هم انجام نشـــده اســـت یعنی فرمول جملات شرطی نوع دوم به این شکل است:

If + جمله گذشته ساده	جمله آینده در گذشته
جمله گذشته ساده if	جمله آینده در گذشته

حال بیایید جمله مثال بالا را در قالب شرطی نوع اول ببینیم:

If she studies, she will pass the exam.

اگر درس بخواند، امتحان را پاس خواهد کرد. یعنی امکان پاس کردن امتحان وجود دارد. یعنی در شرطی نوع اول، امکان انجام کار وجود دارد ولی در شرطی نوع دوم نه.

نکات مربوط به شرطی نوع دوم

نکته ۱ : بهتر است در شرطی نوع دوم، برای اول شخص و سوم شخص مفرد، بجای was از were استفاده کنیم.

If I were you , I wouldn't made such mistake. اگر جای تو بودم، چنین اشتباهی نمی‌کردم.

نکته ۲ : در شرطی نوع دوم، در جمله جواب شرط (یعنی جمله‌ای که if ندارد) می‌توان براساس معنی جمله بجای would از افعال وجهی could ، might و had to هم استفاده کرد.



would

If you went there (اگر به آنجا میرفتی)

- you could see her. — می‌توانستی او را ببینی.
- you might see her. — شاید او را می‌دیدی.
- you had to see her. — مجبور بودی او را ببینی.

was/were

نکته ۳ : می‌توان بجای would در شرطی نوع دوم، از حالت گذشته to be going to هم استفاده کرد.

If we had a sunny day yesterday, I was going to wash the car.

اگر دیروز یک روز آفتابی داشتیم، قصد داشتم ماشین را بشویم.

نکته ۴ : می‌توانیم در شرطی نوع دوم، بجای گذشته ساده، از گذشته استمراری هم در جمله شرط (یعنی جمله if دار) استفاده کنیم:

What would you do if it weren't raining? کتاب درسی سال دوازدهم

it didn't rain?

چکار می‌کردی اگر باران داشت نمی‌آمد؟ (یعنی در هنگام صحبت، باران هنوز ادامه داشته است)

If it weren't raining, we would go swimming. اگر باران داشت نمی‌آمد، ما به شنا می‌رفتیم.

lets

سوال: جمله زیر شرطی نوع اول است یا دوم؟

If my father let me, I will/would come with you.

یادآوری

همانطور که در شرطی نوع اول بیان شد، جمله if دار یا همان جمله شرط، جمله اصلی نیست یعنی سوالی نمی‌شود و درضمن در جملات شرطی، پرسش تأییدی را برای جمله جواب شرط (یعنی جمله‌ای که if ندارد) می‌سازیم.

If I found her phone number, I would call her.

Would you call her if you found her phone number?

My father could buy that car if he had enough money, ... ?

Couldn't he



would if گ س

If گ س , would

تست دست گرمی

1. If I cared people think, I ……. a very boring life.

1) had 2) will have 3) would have 4) have

2. If I ……. you, I wouldn't take that job you won't enjoy it.

1) were 2) have been 3) could be 4) was

3. If we ……. work tomorrow, we'd stay longer at the party.

1) had to 2) didn't have to 3) don't have to 4) have to

4. You ..would.. better marks if you ..گ س.. harder.

1) should get – worked 2) got – should work

3) would get – worked 4) got – would work

5. A: What is your plan for this afternoon?

B: If it ……., we'd be in the park now but sadly, we must stay home.

1) weren't raining 2) wouldn't rain 3) rains 4) rained

6. If you ..گ س.. Chinese, you ..would.. a job there.

1) can learn – could get 2) learned – get

3) could learn – get 4) learned – could get

7. She ..would.. you unless you ..گ س.. to keep it a secret.

1) wouldn't tell – can promise 2) wouldn't tell – promised

3) didn't tell – promised 4) didn't tell – can promise



شکل مجهول افعال وجهی

Passive Form of Modals

در درس چهار سال دهم با افعال **can**، **may**، **should** و **must** آشنا شدیم و می‌دانیم به ترتیب مفهوم توانستن، احتمال، توصیه و اجبار را منتقل می‌کنند. همچنین یاد گرفتیم این افعال بلافاصله بعداز فاعل می‌آیند و همیشه بعدشان یک فعل اصلی ساده قرار می‌گیرد.

در درس یک سال دوازدهم نیز با مفهوم معلوم و مجهول بطور مفصل آشنا شدید. حال در این درس شکل مجهول افعال وجهی را بررسی می‌کنیم. لازم به ذکر است که تمام مطالب مربوط به معلوم و مجهول شامل افعال لازم و متعدی و نشانه‌های تستی مجهول، در این درس هم کاربرد دارند.

فعل اصلی ساده + افعال وجهی	⟶	افعال وجهی + be + pp
معلوم		مجهول

We	will / can / may / should / must	solve this problem.
ما این مشکل را	حل خواهیم کرد. / می‌توانیم حل کنیم. / ممکن است حل کنیم. / بهتر است حل کنیم. / باید حل کنیم.	

مفعول

This problem	will / can / may / should / must	be solved	(by us).
این مشکل توسط ما	حل خواهد شد. / می‌تواند حل شود. / ممکن است حل شود. / بهتر است حل شود. / باید حل شود.		



نکته (۱)

برای حالت سوالی فقط کافیست فعل وجهی را به اول جمله ببریم و برای منفی کردن هم به فعل وجهی **not** اضافه می‌کنیم.

مفعول

They must answer our request soon.

Our request must be answered soon. (by them)

Must our request be answered soon?

Our request must not be answered soon.

نکته(۲)

می‌دانیم بعداز **be going to** یک فعل اصلی ساده می‌آید. حال اگر بخواهیم این ساختار را مجهول کنیم، همانند حالت مجهول افعال وجهی، باید آن فعل ساده را بصورت **be + p.p** بیاوریم. فقط باید بدانید که فعل **be** در جمله مجهول، براساس مفعولی که به اول جمله برده می‌شود، ممکن است تغییر کند.

مفعول

They are going to build a hospital in that town.

آن‌ها قصد دارند یک بیمارستان در آن شهر بسازند.

A hospital is going to be built in that town (by them).

P.P

will

یک بیمارستان قرار است توسط آن‌ها در آن شهر ساخته شود.



تست دست گرمی

1. Your money ..... to good use instead of being left in the bank.

1) can put 2) will put 3) been put 4) can be put

2. Meat ..... in a freezer, or it will spoil.

1) must be kept 2) must keep 3) must be keeping 4) is keeping

3. Some new words that aren't useful ..... soon.

1) may forget 2) forgets 3) may be forgotten 4) be forgotten

4. People should ..... how to use energy properly.

1) be taught 2) be teaching 3) have taught 4) teach

5. This is very difficult question, so it can't ..... so easily within a short time.

1) answer 2) be answered 3) to be answered 4) have answered

6. It is not enough to do the task; what is more important is that it ..... as carefully as possible.

1) may be done 2) might do 3) must have done 4) should be done

7. The man doesn't know ABC of driving; I wonder why he ..... to take the car.

1) could allow 2) should have allowed

3) must be allowed 4) must allow

8. Hurry up! This information must ..... to Mary and her family as soon as possible.

1) be sending 2) have sent 3) being sent 4) be sent

9. The new high-quality models of sunglasses are going to ..... in our factory next year.

1) be produced 2) be producing 3) produced 4) produce

10. You have to prepare yourself for the interview in which you ..... a number of unexpected questions.

1) must ask 2) may be asked 3) can be asked 4) should asked



زمان گذشته کامل (ماضی بعید)

Past Perfect Tense

had + قسمت سوم فعل

فعل کمکی زمان ماضی بعید **had** است و برای همه فاعل‌ها اعم از اسامی و ضمایر استفاده می‌شود و خودش جمله را سوالی و منفی می‌کند و حالت مخففش آن (**'d**) است.

مواظب باش!

(**'d**) مخفف **would** هم هست که از روی فعل بعدش می‌توان آن‌را به راحتی تشخیص داد:

شکل ساده فعل + 'd	← would

قسمت سوم فعل + 'd	← had

He had (He'd) bought a new car. — او یک ماشین جدید خریده بود.

Had he bought a new car?

No, he hadn't bought a new car.

موارد کاربرد ماضی بعید

کاربرد اول: این زمان برای بیان کاری استفاده می‌شود که در گذشته، قبل از یک کار دیگر، انجام شده است. به این نمودار دقت کنید:

گذشته دور یا گذشته کامل (ماضی بعید)	← یک زمان عقب تر	گذشته ساده	← یک زمان عقب تر	زمان حال

نتیجه می‌گیریم، جملات ماضی بعید، معمولاً با یک جمله گذشته ساده همراه هستند که در این صورت کاری که در گذشته، اول و زودتر انجام شده ماضی بعید و کاری که دوم و دیرتر انجام شده را گذشته ساده می‌آوریم:



I went to bed after I had finished my homework. من رفتم بخوابم بعد از اینکه تکالیفم را تمام کرده بودم.

رفتن به رختخواب(کار دوم) تمام کردن تکالیف(کار اول)

The bus had left when we got to the stop. اتوبوس رفته بود وقتی ما به ایستگاه رسیدیم.

رفتن اتوبوس (کار اول) رسیدن ما به ایستگاه (کار دوم)

یعنی وقتی دو کار در گذشته انجام شده، کار زودتر را ماضی بعید و کار دیرتر را گذشته ساده می‌آوریم.

کاربرد دوم: وقتی بخواهیم بگوییم که کاری در گذشته قبل از یک زمان خاص انجام شده است.

Our company had started its business before 2006.

شرکت ما تجارت خود را قبل از سال ۲۰۰۶ شروع کرده بود.

I had met him before his death.

من او را قبل از مرگش، ملاقات کرده بودم.

کاربرد سوم: وقتی کاری در گذشته تمام شده و می‌خواهیم علت آن را بیان کنیم، علت را گذشته کامل و معلول را گذشته ساده می‌آوریم.

My father was tired because he had spent all day working.

علت اینکه چرا پدرم خسته بود

پدرم خسته بود چون کل روز را با کار کردن سپری کرده بود.

I wasn't hungry because I had eaten lunch.

علت اینکه گرسنه نبودم

گرسنه نبودم چون من نهار خورده بودم.

کاربرد چهارم: وقتی میخواهیم با اعداد ترتیبی یا صفت‌های عالی، انجام کاری را در گذشته بیان کنیم.

It was the first time that I had come there.

آن اولین باری بود که من به آنجا رفته بودم.

It was the best car that the company had produced.

آن بهترین ماشینی بود که آن شرکت تولید کرده بود.



تفاوت ماضی نقلی و ماضی بعید

در درس دوم سال یازدهم با زمان ماضی نقلی (حال کامل) آشنا شدید و می‌دانید که یکی از کاربردهای زمان ماضی نقلی، برای نشان دادن کاری بود که در گذشته شروع شده و هنوز ادامه دارد. اما در زمان ماضی بعید آن کار دیگر ادامه ندارد و تمام شده است. به این دو جمله توجه کنید:

I haven't seen him since last year. — من او را از پارسال ندیده‌ام. (یعنی هنوز هم ندیده‌ام)

I hadn't seen him since last year. — من او را از پارسال ندیده بودم. (یعنی الان دیدم)

نتیجه اینکه:

کلماتی مثل since، for، already ، never، ever و just می‌توانند در زمان ماضی بعید هم بکار روند. پس باید به مفهوم جمله به خوبی دقت کنید. یعنی:

ماضی نقلی جزو خانواده زمان‌های حال و ماضی بعید جزو خانواده زمان‌های گذشته است.

She has never driven carelessly. Don't worry!

او هرگز با بی دقتی رانندگی نکرده است. نگران نباش! (یعنی هنوز هم با دقت رانندگی می‌کند)

She had never driven carelessly. She shocked all of us.

او هرگز با بی دقتی رانندگی نکرده بود. او همه ما را شوکه کرد. (یعنی الان بی دقت رانندگی کرده است)

مثال دیگر:

He is sad because he has lost his watch. (حال)

او ناراحت است زیرا ساعتش را گم کرده است (کاری که در گذشته انجام شده و هنوز ادامه دارد)

He was sad because he had lost his watch. (گذشته)

او ناراحت بود زیرا ساعتش را گم کرده بود.

مقایسه زمان ماضی بعید و گذشته ساده:

گذشته ساده و ماضی بعید در خیلی از مواقع به جای هم بکار می‌روند.

I learned / had learned English before I went abroad.

من قبل از اینکه به خارج بروم، انگلیسی یاد گرفتم (یاد گرفته بودم)



یعنی: اگر در گزینه‌ها،ماضی بعید نداشتیم می‌توانیم دو طرف را گذشته ساده بیاوریم اما هیچ‌گاه نباید دوطرف را ماضی بعید بنویسیم.

Before we moved to Tabriz, we ..... in Tehran for 8 years.

a) lived b) has lived c) live d) would live e) had lived

نکته(۱)

گاهی اوقات استفاده کردن از ماضی بعید و گذشته ساده به جای یکدیگر، از نظر معنایی می‌تواند متفاوت باشد، بطور مثال، این دو جمله را مقایسه کنید:

When I arrived, Ali had gone home.

وقتی من رسیدم، علی به خانه رفته بود. (یعنی من او را ندیدم)

When I arrived, Ali went home.

وقتی من رسیدم، علی به خانه رفت (یعنی رسیدن من و رفتن علی همزمان بوده)

نکته(۲)

وقتی دو عمل در گذشته، بلافاصله به دنبال هم انجام شده باشند، بهتر است هر دو عمل را گذشته ساده بیاوریم بخصوص وقتی که عمل دوم، نتیجه عمل اول باشد.

When I opened my eyes, I saw my mother over my bed.

وقتی چشمانم را باز کردم، مادرم را بالای تختم دیدم.

When the teacher entered, the students stood up.

وقتی معلم وارد شد، دانش آموزان برخاستند.

نکته(۳)

(by = تا) هم یکی از نشانه‌های ماضی بعید است به شرطی که بصورت زیر باشد.

ماضی بعید + by + قید زمان گذشته

I hadn't seen him by yesterday.

تا دیروز، او را ندیده بودم.



I had cleaned the house by the time my mother came back.

تا وقتی که مادرم برگشت، من خانه را تمیز کرده بودم.

نکته (۴)

before اگر در اول یا وسط جمله بیاید نقش موصول با حرف اضافه دارد و معنی (قبل از- قبل از اینکه) می‌دهد اما اگر در آخر جمله بیاید، قید زمان است و معنی (قبلاً) می‌دهد که در هر صورت می‌تواند نشانه ماضی بعید باشد.

Before it began to rain, she had left the office.

قبل از اینکه قبل از اینکه باران شروع شود، او اداره را ترک کرده بود.

I had seen him before Monday / before.

قبل از دوشنبه قبلاً

نکته(۵)

برای ساخت پرسش‌های تاییدی در جملات ماضی بعید، از فعل کمکی **had** استفاده می‌کنیم.

They hadn't informed you, had they?

آن‌ها به تو اطلاع نداده بودند، مگه نه؟

مجهول ماضی بعید

برای مجهول کردن یک فعل ماضی بعید هم، مثل زمان ماضی نقلی از **been** بصورت زیر استفاده می‌کنیم:

had + p.p	⟶	had + been + p.p
معلوم		مجهول

had washed شسته بود ⟶ **had been washed** شسته شده بود



تست دست گرمی

1. **When we were having dinner, I suddenly remembered that I ……. the door.**

1) didn't lock
2) hadn't locked
3) wouldn't lock
4) haven't locked

2. **By 1950, he ……. in Rome for twenty years.**

1) had lived
2) has lived
3) was living
4) lived

3. **Parviz had already finished his lunch when his friend ……**

1) had come
2) was coming
3) has come
4) came

4. **He passed the exam because he ……. enough before.**

1) has studied
2) would study
3) had studied
4) hadn't studied

5. **It was my first flight in plane. I was afraid because I …… by plane.**

1) didn't fly
2) haven't flown
3) hadn't flown
4) wasn't flying

6. **Why did you gave her your book? I ……. her my book because she ……. hers.**

1) had given - had lost
2) gave – had lost
3) gave - has lost
4) have given – lost

7. **My mother let me watch football match because I …… my homework.**

1) had finished
2) have finished
3) had to finish
4) finished

8. **By the time he died, he …… nine books.**

1) wrote
2) had wrote
3) had to wrote
4) had written

9. **She …… much money after she …… all of it.**

1) didn't have – spent
2) didn't have – had spent
3) hadn't had – spent
4) hadn't had – had spent

10. **We were really shocked because the car …… .**

1) had stolen
2) didn't steal
3) has been stolen
4) had been stolen

نام و نام خانوادگی:	باسمه تعالی	نوبت اول – دی ماه
نام پدر:	کارشناسی سنجش و آموزش	ساعت امتحان: ۱۰:۳۰
نام درس: زبان انگلیسی	اداره آموزش و پرورش ناحیه ۲	تعداد صفحه: ۵ صفحه
پایه دوازدهم- کلیه رشته ها	نمونه دولتی	تعداد سوال: ۷۰ سوال
طراح سوال:	مهر آموزشگاه	مدت امتحان: ۹۰ دقیقه

ردیف	پاسخبرگ دارد.	بارم

Listening (9pts)

۱ دانش آموزان عزیز، در این بخش به فایل صوتی با دقت گوش دهید سپس جملات صحیح را با (True) و جملات غلط را با (False) مشخص نمایید. **۲**

1.	Hafez was born in 1310.	**a.** True	**b.** False
2.	Hafez taught religion in his childhood.	**a.** True	**b.** False
3.	Hafez could read Quran without looking at it.	**a.** True	**b.** False
4.	Divan is translated in three languages.	**a.** True	**b.** False

۲ دانش آموزان عزیز، در این بخش به فایل صوتی با دقت گوش دهید سپس جملات صحیح را با (True) و جملات غلط را با (False) مشخص نمایید. **۲**

5.	The boy hasn't used a dictionary so far.	**a.** True	**b.** False
6.	Mr. Iranmehr offered the boy a learner's dictionary.	**a.** True	**b.** False
7.	Learner's dictionary is designed for university students.	**a.** True	**b.** False
8.	There is one type of a learner's dictionary.	**a.** True	**b.** False

۳ دانش آموزان عزیز، به متن زیر با دقت گوش دهید و جاهای خالی را با کلماتی که می شنوید کامل کنید. **۲/۵**

Hello students; today we will talk about improving your vocabulary in English. Expanding your vocabulary is essential for better [9]..... and understanding. Let's discuss some [10]..... ways to achieve that.

Firstly, reading is a fantastic way to improve your vocabulary. By reading books, newspapers, or even [11]..... articles, you will see many words in different contexts. When you see unfamiliar words, use a dictionary to look up their [12]..... . This will help you understand the text better and remember the new words for future use. So, remember to carry a [13]..... dictionary with you, whenever you read something in English.

۴ دانش آموزان عزیز، به متن زیر با دقت گوش دهید و جاهای خالی را با کلماتی که می شنوید کامل کنید. **۲/۵**

Dr. Gharib was born in Tehran in 1288. After receiving his diploma, he went abroad to study medicine. In 1316 he became a [14]..... and then came back to his homeland. In 1347, this center was [15]..... by Dr. Gharib and one of his close friends. Dr. Gharib was also a [16]..... man. He spared no [17]..... to cure sick children. He was known as a [18]..... university professor, too. The first Persian textbook on children's disease was written by him.

پایان آزمون شنیداری

Vocabulary (6pts)

۵ با توجه به تصاویر، مشخص کنید کدام جمله مربوط به کدام تصویر است. (یک جمله اضافی است.) ۱



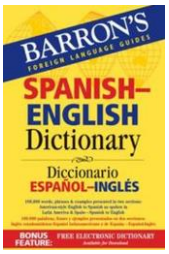
19



20



21



22

a. I couldn't figure out what he said. 20

b. The new dictionary which I bought provides meaning of words in two languages. 22

c. They hugged each other when he saw him after a long time. 19

d. You can get an offline dictionary application for your smart phone.

e. Teenagers who help elderly people are more successful. 21

۶ با استفاده از کلمات داده شده جملات زیر را کامل کنید. (یک کلمه اضافی است.) ۲

23 26 25 24

➢ **diary– deserve– recommend – forgive – introduction**

23. She tried to record all her memories in her ..... so that she doesn't forget them.

24. The ..... of the book is available in our website.

25. Could you please .... us a good monolingual dictionary?

26. After all the hard work you ..... a holiday.

۷ برای هر کلمه از ستون A یک تعریف از ستون B پیدا کنید. (یک تعریف در ستون B اضافی است.) ۲

A
27. Living in this city has taught me to **appreciate** the differences between people. e
28. This drink doesn't **contain** any sugar. c
29. From the letters X and Y, we can get two **combinations**. d
30. If we respect our elders, our future **generations** will learn to respect us. b

B
a. to have something inside.
b. all the people of about the same age.
c. Something that stands for something else.
d. an arrangement in a particular order.
e. to be grateful.

۸ جاهای خالی را با دانش واژگانی خود و با توجه به تعداد خط چین ها کامل کنید. (در هر سوال اولین حرف داده شده است.) ۱

31. In dictionaries the (**e**ntries) are put in alphabetical order.

32. She caught a terrible flu, so I took her (**t** - - - - - - - - -). temprature

Grammar (7pts)

۹ گزینه صحیح را انتخاب کنید. ۲/۵

33. New medicine……..by doctors to cure cancer.
a. has made **b.** have made **c.** has been made **d.** is making

34. Jack Dalton, ... has worked for my father before, is now living in America.
a. who **b.** whom **c.** which **d.** he

35. Your sister likes milk in her tea, ...?
a. isn't her **b.** isn't she **c.** doesn't she **d.** does she

36. While Alexander Fleming was working on bacteria, penicillin …..... quite accidentally.
a. will be discovered **b.** was discovered **c.** were discovering **d.** discovered

37. You are never seen in public nowadays,……..?
a. do you **b.** don't you **c.** aren't you **d.** are you

۱۰ با توجه به تصاویر، جمله های زیر را با استفاده از who، whom یا which کامل کنید. ۲





38. This is the bridge ..which was broken yesterday.. **39.** The little boy ..... is my brother.

۱۱ شکل صحیح کلمات داخل پرانتز را بنویسید. ۲/۵

40. This old bicycle ..hasn't been repaired..... yet, has it? **(to repair)**
41. Few women ..were employed.. in this factory last year. **(to employ)**
42. His father ..bought..... that beautiful car, didn't he? **(to buy)**
43. I have two birds. One of them ..is kept..... in the cage. **(to keep)**
44. They ..will come..... to our office so soon, won't they? **(to come)**

Reading (10pts)

۱۲ در هر بخش، جملات را بخوانید و سپس گزینه درست را انتخاب کنید. ۲

45. No matter what we do in our lives, who we are, and where we live, we must love our parents as they love us unconditionally. According to the above sentence .....

a. loving our parents depends on our jobs and characters.
b. the place of life and our job are very effective in loving parents.
c. loving parents has no conditions.
d. parents love us if we help them when they become old.

46. Since there is much more space in online dictionaries, you will find more example sentences than in paper dictionaries. This will help you understand how words are used in context. It means that.....

a. online dictionaries provide more words than paper dictionaries.
b. paper dictionaries can more help us to understand example sentences.
c. online dictionary is the only dictionary we can use to learn the words and their usage.
d. online dictionaries can more help us to learn the words by means of example sentences.

۴	متن زیر را بخوانید و در هر قسمت گزینه درست را انتخاب کنید.	۱۳

A teenager is someone who is 13 to 19 years old. They can also be called adolescents. For many people, their teenage years are sometimes the best or worst years of their lives.

The life of a teenager can change every day. They always exposed to new ideas, social situations and people. Teenagers work to develop their personalities and interests. Before their teenage years, they focused on school, play, and gaining approval from their parents. but in teenage age, some teenagers feel that there are many differences between them and their parents. Teenagers often want to show that what they do is correct. They want to wear different clothes to show that they are free.

In some countries, they can drive when they are only 16. Many young people work at part – time jobs after school and on weekends, so they can buy their own cars. After finishing high school, some of them live in their own apartments. Still teenagers must know that their parents have a lot to share with them: their life experiences, their failures, and their success. They should respect and care for their parents as parents are the best support in their lives.

➢ ***True / False*** ***2.5pts***

47. Teenage years are always the best years of lives. **a.** True **b.** False
48. People try to develop their personality in teen ages. **a.** True **b.** False
49. Teenagers want parents to help them to be correct and do correctly. **a.** True **b.** False
50. For teenagers, wearing strange or different clothes is a way to show that they know more than their parents. **a.** True **b.** False
51. Teenagers at the age 16 can drive in some countries. **a.** True **b.** False

➢ **Fill in the blanks with a few words.** ***1.5pts (.75 for each)***

52. The word in the text which has the same meaning of teenage age .....
53. According to the text, in some countries teenagers live alone when .....

۴	متن زیر را بخوانید و به سوالات داده شده پاسخ دهید.	۱۴

For English teachers, a dictionary is essential for any teaching program and needs to be used carefully. A dictionary is the basic thing for any language class. The most important thing that a student should know is how to use it. A student needs to have at least three dictionaries available to learn English properly. The first one should be a bilingual dictionary that covers words in the native language as well as in English. The second one should be a monolingual dictionary that gives word information in English. The third one should be a native language dictionary.

When teaching begins, learners will use a bilingual dictionary for simple translations. Monolingual dictionaries are also necessary pieces of language learning studies, because they provide learners with definitions, pronunciations, etc. The problem becomes hard with studies when the students do not fully understand the words **they** are translating, and they get confused. Teachers know that they should clear up the confusion quickly before they jump into the next lesson. When the students enter a more advanced level, they must have a native language dictionary that relates to their own language. When they do not understand the meaning of a translated word in their own native language, they can use this dictionary to figure it out.

➢ **True / False** ***1pt***

54. A dictionary is the basic thing for any language class. **a.** True **b.** False
55. Students must have more than four dictionaries to learn English. **a.** True **b.** False

➢ **Choose the best answer.** *1pt*

56. What is the main idea of the text?

a. Dictionaries are essential for language learning**.**

b. Bilingual dictionaries are the most important types of dictionaries.

c. All of the students cannot figure out what they read.

d. Monolingual dictionaries are the most expensive dictionaries.

57. What does the underlined word **they** in paragraph 2 refer to? ……..

a. problem **b.** teachers **c.** dictionaries **d.** students

➢ **Answer the following questions.** *2pts*

58. When should teachers clear up students' confusion?

59. What must the students have when they enter a more advanced level?

Writing (8pts)

۱۵ متن زیر را با کلمات ربط and، but، or و so کامل کنید. (از هر کلمه فقط یکبار میتوانید استفاده کنید.) ۲

60. I'm very good at sport ……but…… I'm terrible at math.

61. This house is very expensive ……so…….. I can't buy it.

62. We can go by bus ……or…… we can take a taxi.

63. We went swimming yesterday…….and…… we had a nice time.

۱۶ با استفاده از یکی از ضمایر موصولی (who, whom, which) دو جمله زیر را تبدیل به یک جمله کنید. ۱

64. I wrote a letter to my uncle. ~~My uncle lives in Shiraz.~~ ,, ,, ,, ,, ,, who

۱۷ با استفاده از کلمات در هم ریخته، یک جمله معنادار بنویسید، ۳

65. accepted / sixteen / children / in the party / under / were not /.

66. famous / met / the man / professor / we / is / whom / a.

۱۸ جملات زیر را با استفاده از کلمات ربط داده شده ادامه دهید. ۲

67. You can wash the dishes, or …you can do your homework.

68. My new shoes are wet, so …I can't wear them.

69. She had a different idea, but …I couldn't accept that.

70. I get up early in the morning, and …I buy some bread.

Good luck

Children under 16 were not accepted

The man whom we met is a famous professor