

راهنمای آموزشی انگلیسی

سطح عالی

*Advanced*

*Grades 11 & 12*

**Advanced**  
*Study Guide*

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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**1<sup>st</sup> Exam Session - Unit 10 (T3) – What’s up?  
Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A, B, C, and D**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Grab	Take	گرفتن
2	Bite	Sting	نیش زدن
3	Impressive	Effective	موثر
4	Fall in love	Fall for/ lose one’s heart to	عاشق شدن
5	Set in	Start/ begin	شروع کردن
6	Stunts	Masterpiece	شاهکار
7	Violent	Harsh/ severe	خشن/ شدید
8	Monster	Demon/ devil	هیولا
9	Subtitle	Caption	زیرنویس
10	Aliens	Foreign	بیگانه
11	Suspense	Hanging/ stopped	معلق/ موقوف
12	Tearjerker	Causing to be sad	گریه آور
13	Hilarious	Funny	خنده دار
14	Favor	Goodwill/ attention	توجه/ لطف
15	Reference	Referral	مراجعه/ رجوع
16	Magnificent	Excellent/ gorgeous	عالی/ مجلل
17	Mesmerizing	Mesmeric	جاذب/ هیپنوتیزم کننده
18	Memorable	Unforgettable	خاطره انگیز/ به یاد آوردنی
19	Crisis	Tension	بحران
20	Sympathetic	Compassionate	دلسوز
21	Inevitably	Unavoidably	ناگزیر
22	Sequels	Outcome	عاقبت
23	Homeland	Native land	میهن
24	Stunning	extremely beautiful, attractive	خیره کننده/ چشم نواز

**Part 2: Grammar – Lesson A and B****Present perfect:** زمان حال کامل یا ماضی قریب

**Definition:** It shows an action that started and finished at unclear time in the past or in other words; it shows an action that happened in the past but the result is affecting the present time.

**Helping verb** → Have and Has

**Have** = I, we, you, they, plural

**Has** = He, she, it, singular

**Main verb** → Past participle – 3<sup>rd</sup> (v)

**Structures:**

Subject + have/ has + 3<sup>rd</sup> (v) + object/ complement. +

Subject + have/ has + not + 3<sup>rd</sup> (v) + object/ complement. -

Have/ Has + subject + 3<sup>rd</sup> (v) + object/ complement? ?

Has/ have + not + subject + 3<sup>rd</sup> (v) + object/ complement? (-)? - informal

**Examples:**

1. *I have done my homework before you came.*  
*I haven't done my homework before you came.*  
*Have I done my homework before you came?*  
*Haven't I done my homework before you came?*
2. *They have played soccer.*  
*They haven't played soccer.*  
*Have they played soccer?*  
*Haven't they played soccer?*
3. *He has completed the task.*  
*He hasn't completed the task.*  
*Has he completed the task?*  
*hasn't he completed the task?*

**Present perfect continuous:**

**Definition:** This tense is used to show an action which started in the past, continued for a period of time and is still continuing now or has recently stopped. It mostly focuses on the duration of the action not only the result.

**Helping verb** → Have been/ Has been

**Main verb** → 1<sup>st</sup> (V) + ing

**Structures:**

Subject + have/ has + been + 1<sup>st</sup> (v) + ing + object/ complement. +

**Examples:**

1. *I have been studying English.*  
*I have not been studying English.*  
*Have I been studying English?*
2. *She has been working hard.*  
*She has not been working hard.*  
*Has she been working hard?*
3. *They have been playing football.*  
*They have not been playing football.*  
*Have they been playing football?*
4. *He has been sleeping for two hours.*  
*He has not been sleeping for two hours.*  
*Has he been sleeping for two hours?*
5. *We have been waiting since morning.*  
*We have not been waiting since morning.*  
*Have we been waiting since morning?*
6. *The children have been watching TV.*  
*The children have not been watching TV.*  
*Have the children been watching TV?*
7. *Sarah has been cooking dinner.*  
*Sarah has not been cooking dinner.*  
*Has Sarah been cooking dinner?*
8. *You have been talking loudly.*  
*You have not been talking loudly.*  
*Have you been talking loudly?*
9. *It has been raining all day.*  
*It has not been raining all day.*  
*Has it been raining all day?*
10. *My friends have been traveling recently.*  
*My friends have not been traveling recently.*  
*Have my friends been traveling recently?*

**Present perfect vs present perfect progressive (continuous):**

- Present perfect focuses on the result while present perfect continuous on the duration or activity.
- Present perfect is often completed while present perfect continuous may still continue.

**Example:**

1. I have cleaned the room.  
(The room is clean now; the result is important.)
2. I have been cleaning the room.  
(The activity or process of cleaning; duration)

### Part 3: Writing – Basics of paragraph

#### Paragraph:

#### Opinion paragraph:

- An **opinion paragraph** is a paragraph that the writer expresses a personal opinion or belief about a topic and supports it with reasons and examples.
- It gives opinion
- Explains the reasons for that opinion
- Support that idea with examples

#### Structure of an Opinion Paragraph:

##### 1 Topic Sentence

*Introduces the topic and your opinion*

*Example: I believe education is very important for success.*

##### 2 Supporting Sentences

*Gives reasons, explanations, and examples to support your opinion*

*Example: Education helps people gain knowledge and develop important skills. For example, students learn how to solve problems and communicate effectively.*

##### 3 Concluding sentence

*Restates or strengthens your opinion.*

*Example: or these reasons, education plays a key role in building a successful future.*

#### Opinion expressions:

2. I believe
3. I think
4. In my opinion
5. I strongly believe
6. In my idea
7. As I see
- .
- .
- .



**2<sup>nd</sup> Exam Session - Unit 11 (T3) – Impressions**  
**Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A and B**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Speculate	Think	فکر کردن
2	Graduate	Get one's diploma	فارغ التحصیل شدن
3	Surely	Certainly	قطعاً/ مطمئناً
4	Genius	Prodigy/ wizard	نابغه
5	Probably	Maybe	شاید
6	Close	Near	نزدیک
7	Proud	Prideful	سرافراز
8	Up	Atop	بالا
9	Down	Bottom	پایین
10	Bored	Weary	خسته
11	Boring	Dull	خسته کننده
12	Interesting	Engaging	جالب
13	Fascinated	Captivated	شیفته/ جذاب
14	Interested	Curious/ engaged	کنجکاو/ مشتاق
15	Embarrassed	Ashamed	شرمنده/ خجالت زده
16	Annoyed	Irritated	آزرده
17	Pleased	Happy	خوشحال
18	Disappointed	Frustrated	ناامید/ مایوس
19	Frustrating	Irritating	آزاردهنده/ ناامید کننده
20	Shocked	Stunned	متحیر/ بهت زده
21	Scared	Frightened	ترسیده/ وحشت زده
22	Surprised	Amazed	شگفت زده
23	Excited	Elated	هیجان زده
24	Jealous	Envious	حسود
25	Anxious	Worried	نگران
26	Worried	Anxious	مضطرب/ نگران

**Part 2: Grammar – Lesson A****Modal verbs of speculating**

We use model verbs to guess, speculate, or make assumptions about a situation or action. The main ones are: **must, can, could, may, might, can't**.

**1. Must (strongly certainty/ logical conclusion):**

- We are very sure that something is true.
- Usually based on evidence or reasoning.

**Examples:**

- She must be tired after that long journey.*
  - He must have forgotten the meeting.*
  - She must be very happy.*
  - He must have left already; his car isn't here.*
  - She must be feeling nervous before the interview.*
  - Given the evidence, this must be the best solution.*
- 

**2. Can (Possibility/ Ability):**

- It suggests that something is possible or could happen.
- It is sometimes used to express ability, but for speculating we focus on possibility.

**Examples:**

- That can be true.*
  - It can be difficult to learn English.*
  - It can be risky to invest without research.*
  - He can be dangerous if you don't take care.*
- 

**3. Can't (strong negative guess):**

- We use it when something is impossible, based on evidence.

**Examples:**

- He can't have forgotten your birthday.*
- that can't be the right answer, I checked twice.*
- You can't have seen him yesterday; he was out of town.*
- It can't have happened yesterday; I was with her all day.*
- You can't be telling the truth; his story doesn't make sense.*

**4. Could (possibility/ less certain)**

- It suggests a possible situation, but not certain.
- It is often used in the past, but can also be general.

**Examples:**

- They could be at the library now.*
- That could have been the problem.*
- She could have taken the wrong train and be late.*
- You could be planning a surprise party for me.*

**5. May (Possibility/ Formal)**

- We use it when something is possible now or in the future.
- It is more formal than “might”.

**Examples:**

- I may arrive late.*
- You may be right.*
- He may have misunderstood your instructions.*
- We may find this book useful for our research.*
- There may be some delays due to the weather.*

**Part 3: Grammar – Lesson B****Adjectives ending in -ed and -ing**

- **Adjectives ending in -ed** can describe how you feel about someone or something.

**Examples:**

- I'm bored with my job.*
- I'm interested in astronomy.*
- I get annoyed with my sister.*
- I'm excited about my vacation.*
- I'm scared of spiders.*

- **Adjectives ending in -ing** can describe someone or something.

**Examples:**

- My job is very boring.*
- I think astronomy is interesting.*
- She does a lot of annoying things.*
- My vacation is going to be exciting.*
- I think spiders are scary.*

## Part 4: Vocabulary List – Lesson C and D

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Saxophone	sax	ساکسافون/ آله موسیقی بادی
2	Motivated	Excited	با انگیزه/ هیجانزده
3	Perform	Accomplish/ display	نمایش دادن/ اجرا کردن
4	Impression	Influence / impact	تاثیر
5	Revolutionary	Solstitial	انقلابی
6	Inspiring	Encouraging	مشوق/ دلگرم کننده
7	Disadvantaged	Deprived	محروم
8	Immersion	Plunging/ wash	غوطه وری/ فرو رفتن در آب
9	Participants	Contributor	شرکت کننده
10	Commit	Assign	سپردن
11	Conductor	Director/ guide	راهنما
12	Overcome	Defeat	غلبه کردن
13	Resilient	Recessive/ irrepressible	ارتجاعی/ مقاوم
14	Flourishing	Prosperous	سرسبز

**Part 5: Reading – Lesson D****Read and translate the passage below:****EL SISTEMA**

Venezuela has a revolutionary and inspiring music education program, which aims to improve the lives of disadvantaged children and their families. El Sistema – meaning “the system” – is a total- immersion program that brings children together to play music every day. Preschool children sit on their mothers’ knees to sing, play a real instrument, which is a thrilling experience for them. As soon as the children are good enough, they teach the younger ones. The program is highly successful. By high school, students are tackling some of the most difficult pieces of classical music. However, the program is demanding, and participants need to be committed; they practice after school every day and on weekends.

There are now some 500 or so orchestras throughout the country, some of which perform internationally. Many of the young musicians have even become professionals. El Sistema graduates include conductors of the Venice Opera and Los Angeles Philharmonic and Berlin Philharmonic’s youngest player ever. According to British conductor sir Simon Rattle, “There is nothing more important in the world of music than what is happening in Venezuela. “These young musicians must surely be motivating role models for other young people in their home country.

However, music wasn’t the primary goal when the program began in 1975 with just 11 students in a garage. El Sistema’s founder, Jose Antonio Abreu, was interested in “human development” or social action through music. Abreu ‘s slogan, “Tocar y Luchar,” (play and struggle) describes his hope that learning and playing music together helps children overcome academic, social, and economic obstacles. “if you put a violin in a child’s hands, that child will never hold a gun,” he is quoted as saying. Interestingly, 90 percent of the program’s funding comes from social service agencies rather than cultural organizations. Since 1975, El Sistema has made an amazing difference in many lives. two million graduates have become skilled musicians, and according to Abreu, they are resilient, flourishing citizens, as well. More than 25 countries, including the United States, Austria, and India, have since copied El Sistema’s groundbreaking model.

## Unit 12 (T3) – In the news

## Part 6: Vocabulary List – Lesson A and B

No	Word	Meaning	Meaning
1	Local	Native	محلی
2	Fortunately	Luckily	خوشبختانه
3	Hit	Beat	ضربه زدن
4	Disrupt	Distort	در هم گسیختن
5	Damage	Harm	خسارت رساندن
6	Severe	Intense	شدید
7	Thunderstorm	Electric storm	طوفان رعد و برق
8	Thunder	Thunderclap	رعد
9	Lighten	Reduce/ lessen	کاستن/ سبک کردن
10	Rescue	Save	نجات دادن
11	Floods	Overflow of water	سیل
12	Destroy	Ruin	خراب کردن
13	Catastrophic	Baleful	فاجعه انگیز
14	Wildfires	آتش سریع و پر قدرت	
15	Tornado	Storm/ cyclone	گردباد/ طوفان
16	Freak	Ambivalence	دمدمی مزاج
17	Hailstorm	طوفان یا رگبار تگرگ	
18	Earthquake	Temblor	زلزله
19	Struck	اصابت ضربه	
20	Gain	Get	بدست آوردن
21	Leap	Jump	پرش
22	Correspondent	Reporter	خبرنگار
23	Mission	Task	ماموریت/ وظیفه
24	Willingness	Readiness	تمایل
25	Objectively	عینی	
26	Multicultural	Of several cultures	چند فرهنگی
27	Multiethnic	Of several ethnic	چند قومی
28	Multireligious	Of many religions	چند دینی

29	Tolerance	Endurance	تحمل
30	Minimize	Decrease	کم کردن
31	Sensible	Reasonable /clear	معقول/ محسوس
32	Overnight	Nightly	شبانه

## Part 7: Writing – Basics of paragraph

### Paragraph:

#### Comparison paragraph:

- A comparison paragraph is a paragraph that explains the similarities or differences between two people, places, ideas, objects, or situations.

#### Structure of a Comparison Paragraph:

#### 1 Topic Sentence

*Introduces the two subjects and the main comparison idea.*

*Example: Online learning and traditional classroom learning have several important differences.*

#### 2 Supporting Sentences

*They explain the similarities, differences, examples, and details.*

*Example: Traditional classrooms allow direct interaction between teachers and students, while online classes offer more flexibility. In addition, online learning allows students to study from different locations.*

#### 3 Concluding sentence

*It summarizes the comparison.*

*Example: Although both methods are useful, each has its own advantages and disadvantages.*

#### Signal words for cause-and-effect paragraph:

Similarities	Differences
Similarly	However
Likewise	While
Both	On the other hand
Also	Unlike
In the same way	In contrast



**3<sup>rd</sup> Exam Session - Unit 12 (T3) – In the news**  
**Study Guide – Advanced – Grade 11 & 12**

**Part 1: Grammar – Lesson A and B**

**Simple Past Passive**

**Active voice:** In active voice, subject is the doer of an action.

*Ali ate the cake.*

**Passive voice:** In passive voice, subject is the receiver of the action.

*The cake was eaten (by Ali).*

**Why do we use passive voice?**

- When the person who did the action is unknown.
- When the doer is not important.
- When the doer is obvious.
- When the action is more important than the person who did it.
- When the result is more important.

**Simple past – Passive voice:**

**Structure:**

Subject + was/ were + past participle (3<sup>rd</sup> (v))

**Note:** When the doer of the action – the agent – is important, you can use “by” to introduce it.

**Examples:**

- |   |  |
|---|--|
| <p>1. <i>Ali cleaned the room.</i><br/><i>The room was cleaned.</i></p> <p>2. <i>She wrote a letter.</i><br/><i>A letter was written.</i></p> <p>3. <i>They built a house.</i><br/><i>A house was built (by them).</i></p> <p>4. <i>He fixed the car.</i><br/><i>The car was fixed.</i></p> <p>5. <i>The teacher explained the lesson.</i><br/><i>The lesson was explained (by the teacher).</i></p> <p>6. <i>We watched the movie.</i><br/><i>The movie was watched.</i></p> | <p>7. <i>She bought a bag.</i><br/><i>A bag was bought.</i></p> <p>8. <i>They finished the work.</i><br/><i>The work was finished.</i></p> <p>9. <i>He opened the door.</i><br/><i>The door was opened.</i></p> <p>10. <i>The police caught the thief.</i><br/><i>The thief was caught (by the police).</i></p> <p>11. <i>The emergency workers rescued three families.</i><br/><i>Three families were rescued by emergency workers.</i></p> |
|---|--|

## Unit 1 (T4) – Interesting Lives

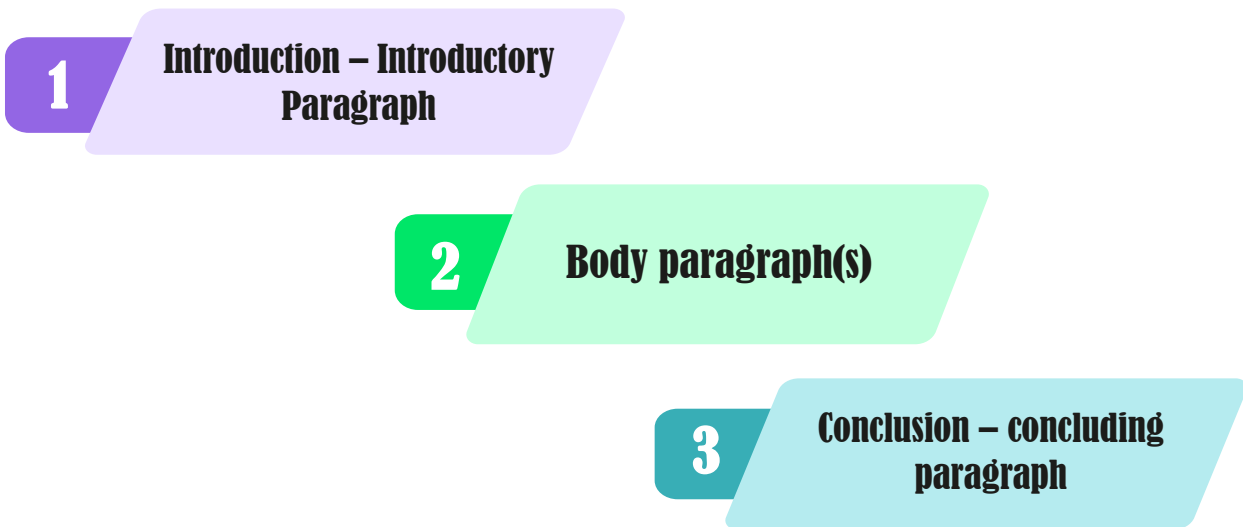
## Part 2: Vocabulary List – Lesson A, B, C, and D

No	Word	Meaning	Meaning
1	Interesting	Absorbing/ fun	سرگرم کننده/ جالب
2	Originally	Initially	در اصل/ اصلا
3	Visit	Meet	دیدن کردن از
4	Currently	Presently	در حال حاضر/ فعلا
5	Sculpture	Statue	مجسمه
6	Exhibition	Show	نمایش
7	Spend	Expend	مصرف کردن/ خرج کردن
8	Consider	Notice	ملاحظه کردن/ در نظر گرفتن
9	Lean	Rest on	تکیه زدن
10	Seem	Beseem	به نظر آمدن
11	Expect	Await	انتظار داشتن
12	Though	Although	اگرچه/ هر چند
13	Offer	Suggest/ propose	پیشنهاد کردن
14	Agree	Consent	موافقت کردن
15	Imagine	Fancy	تصور کردن
16	Trail	Sequence	دنباله/ سلسله
17	Stick	Adhere	چسبیدن
18	Bet	Gage	شرط بستن
19	Jog	Run slowly	آهسته دویدن
20	Candle	Taper	شمع
21	Realize	Find out/ understand	پی بردن/ درک کردن
22	Odd	Unusual/ exotic	عجیب
23	Against	Versus	در برابر
24	Tentative	Experimental	امتحانی
25	Amateur	Beginner/ unprofessional	آماتور/ تازه کار
26	Chef	Cook	سر آشپز
27	Capture	Take	گرفتن

28	Inspire	Stimulate/ motivate	الهام بخشیدن
29	Contestant	Racer	مسابقه دهنده
30	Discount	Reduce/ decrease	کاستن/ کاهش یافتن
31	Whip up	To make sth quickly	سرهم کردن/ سریع درست کردن
32	Culinary	For cooking	پختنی
33	Masterpiece	Feat	شاهکار
34	Solely	Lonely	به تنهایی
35	Stressful	Difficult	پر دغدغه/ تنش زا
36	Intense	Severe	شدید
37	Eyesight	Vision	بینایی
38	Diagnose	Distinguish	تشخیص دادن
39	Optic nerve	Optic tract	عصب بینایی
40	Attack	Strike/ rush	حمله
41	Autoimmune	خود ایمنی	
42	Vision	Sight	دید
43	Passion	Fervor	شور / شوق
44	Overcome	Defeat	غلبه کردن/ برتری یافتن
45	Obstacle	Barrier	مانع/ سد

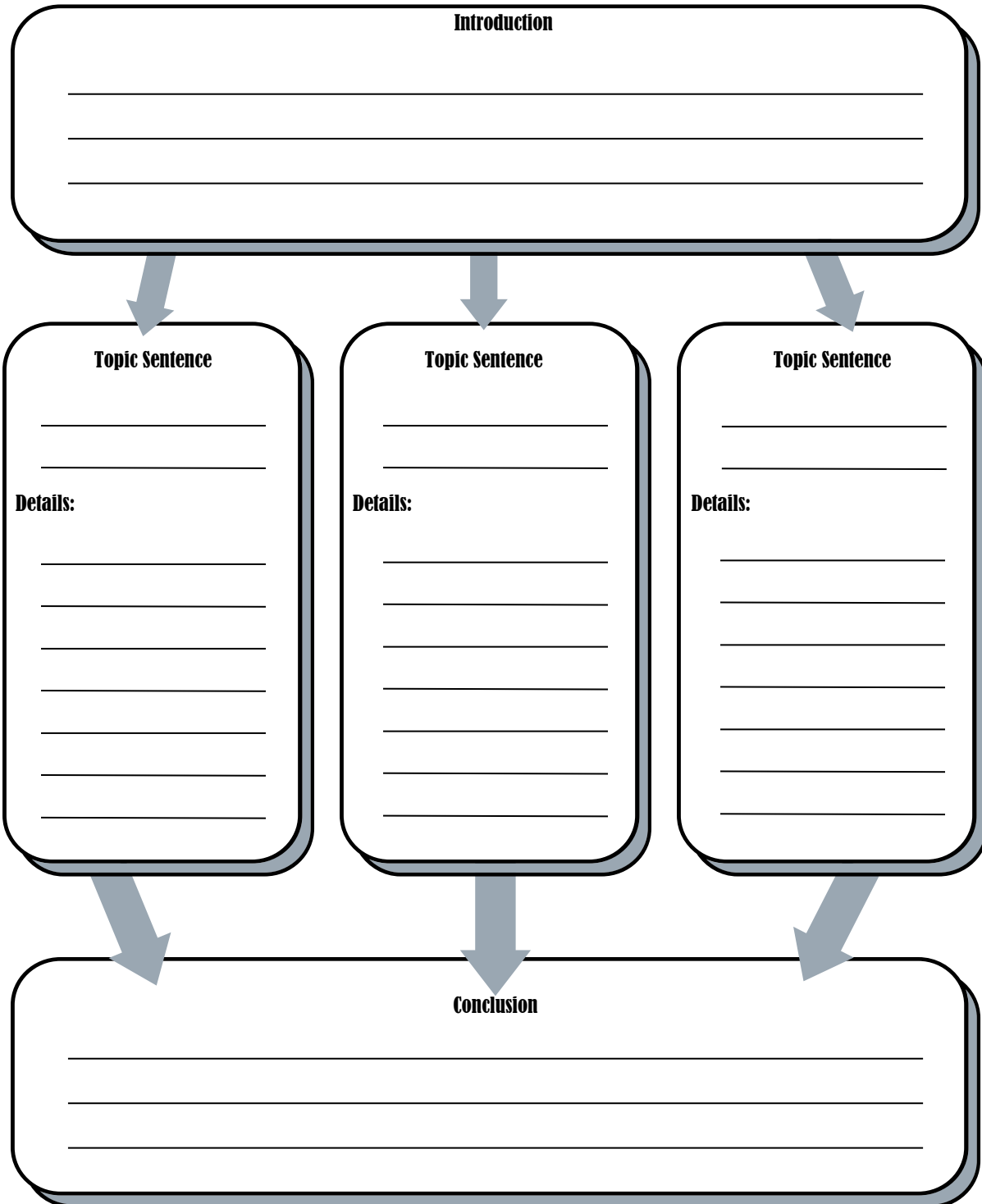
**Part 3: Writing – Essay writing****Basic structure of an essay;****What is an Essay?**

- Essay is a group of paragraphs discussing a single topic.
- Every kind of essay has the same core structure regardless of the kind of essay you are writing.

**Structure of an Essay:**

- *An essay looks like:*

# Essay Writing



**Introduction:**

The introduction is the first part of an essay. It tells the reader what the essay is about and often states the main idea or opinion.

- It introduces the topic
- States the main idea

**Example:**

**Topic:** why is reading important?

**Introduction:**

*“Reading is important because it helps people learn new things and think better.”*



**Introduces the topic**



**gives a reason**

**Body:**

The body is the main part of an essay. Here, you explain your ideas, give examples, and support your opinion.

- Each paragraph explains one main idea.
- At least 3 paragraphs.
- Use examples and details to make it clear.

**Example:**

**Body 1** → *Reading helps people learn new ideas<sup>[i]</sup>. For example, history books teach about the past.<sup>[ii]</sup> It also improves imagination and creativity.<sup>[iii]</sup>*

<sup>[i]</sup> *Main idea*

<sup>[ii]</sup> *Example*

<sup>[iii]</sup> *Detail*

**Conclusion:**

The conclusion is the last part of an essay. It summarizes the main points and gives a final opinion.

- Summarizes the essay.
- Restates the main idea.

**Example:**

**Conclusion** → *“In conclusion, reading is useful for everyone because it increases knowledge and creativity.”*

**Signal conclusion**

summary of main idea

**4<sup>th</sup> Exam Session - Unit 1 (T4) – Interesting Lives**  
**Study Guide – Advanced – Grade 11 & 12**

**Part 1: Grammar – Lesson A and B**

**Simple present tense**

**Definition:** It is used to show habitual actions, general facts, and daily activities.

**Helping verb** → Do and Does

**Do** = I, we, you, they, plural

**Does** = He, she, it, singular

**Main verb** → Base form of the verb – 1<sup>st</sup> (v)

**Structures:**

Subject + 1 <sup>st</sup> (v) + s/ es/ ies + object/ complement.	+
Subject + do/ does + not + 1 <sup>st</sup> (v) + object/ complement.	-
Do/ Does + subject + 1 <sup>st</sup> (v) + object/ complement?	?

**Note:** For third person singular (he, she, it), you must add (s, es, ies) to the verbs.

**Examples:**

1. *I do my homework every day.*  
*I don't do my homework every day.*  
*Do I do my homework every day?*
2. *They play soccer in the yard.*  
*They don't play soccer in the yard.*  
*Do they play soccer in the yard?*
3. *He washes the car.*  
*He doesn't wash the car.*  
*Does he wash the car?*

**Simple Past tense**

**Definition:** It shows an action which started and finished at some clear time in the past.

**Helping verb** → Did

**Main verb** → Past form of the verb – 2<sup>nd</sup> (v)

**Structures:**

Subject + 2 <sup>nd</sup> (v) + object/ complement.	+
Subject + did + not + 1 <sup>st</sup> (v) + object/ complement.	-
Did + subject + 1 <sup>st</sup> (v) + object/ complement?	?

**Note:** In negative and interrogative sentences the past form of the verb changes into first form of the verb.

**Examples:**

11. *I did my homework yesterday.*  
*I didn't do my homework yesterday.*  
*Did I do my homework yesterday?*
12. *They played soccer in the yard.*  
*They didn't play soccer in the yard.*  
*Did they play soccer in the yard?*
13. *He washed the car.*  
*He didn't wash the car.*  
*Did he wash the car?*

**Present perfect: زمان حال کامل یا ماضی قریب**

**Definition:** It shows an action that started and finished at unclear time in the past or in other words; it shows an action that happened in the past but the result is affecting the present time.

**Helping verb** → Have and Has

**Have** = I, we, you, they, plural

**Has** = He, she, it, singular

**Main verb** → Past participle – 3<sup>rd</sup> (v)

**Structures:**

Subject + have/ has + 3 <sup>rd</sup> (v) + object/ complement.	+
Subject + have/ has + not + 3 <sup>rd</sup> (v) + object/ complement.	-
Have/ Has + subject + 3 <sup>rd</sup> (v) + object/ complement?	?
Has/ have + not + subject + 3 <sup>rd</sup> (v) + object/ complement?	(-)? - informal

**Examples:**

4. *I have done my homework before you came.*  
*I haven't done my homework before you came.*  
*Have I done my homework before you came?*  
*Haven't I done my homework before you came?*
5. *They have played soccer.*  
*They haven't played soccer.*  
*Have they played soccer?*  
*Haven't they played soccer?*
6. *He has completed the task.*  
*He hasn't completed the task.*  
*Has he completed the task?*  
*hasn't he completed the task?*

**Present progressive:**

**Definition:** It shows an action that is happening or in progress at the time of speaking. This tense is used for ongoing actions or temporary situations.

**Helping verb** → Present to be verbs – Is, am, are

**Main verb** → Base form of the verb – 1<sup>st</sup> (v) + ing

**Structures:**

Subject + is/ am/ are + 1 <sup>st</sup> (v) + ing + object/ complement.	+
Subject + is/ am/ are + not + 1 <sup>st</sup> (v) + ing + object/ complement.	-
Is/ am/ are + subject + 1 <sup>st</sup> (v) + ing + object/ complement?	?

**Examples:**

1. *I am listening to a lot of Latin pop right now.*
2. *He is building an apartment here.*
3. *They are going to the mall.*

### Past progressive:

**Definition:** It shows an action that was happening or in progress at the time of speaking in the past.

**Helping verb** → Past to be verbs – was, were

**Main verb** → Base form of the verb – 1<sup>st</sup> (v) + ing

**Structures:**

Subject + was/ were + 1 <sup>st</sup> (v) + ing + object/ complement.	+
Subject + was/ were + not + 1 <sup>st</sup> (v) + ing + object/ complement.	-
Was/ were + subject + 1 <sup>st</sup> (v) + ing + object/ complement?	?

**Examples:**

4. *I was listening to a lot of Latin pop right now.*
5. *He was building an apartment here.*
6. *They were going to the mall.*

### Present perfect progressive:

**Definition:** It is used to describe an action that started in the past and is still continuing now, or has recently stopped but still has a visible result in the present. It can also be used for emphasizing duration.

**Helping verb** → Have been/ has been

**Main verb** → Base form of the verb – 1<sup>st</sup> (v) + ing

**Structures:**

Subject + have been/ has been + 1 <sup>st</sup> (v) + ing + object/ complement.	+
---	---

**Examples:**

1. *I have been living here for five years.*
2. *She has been talking on the phone since yesterday.*

## Exercises

## Exercise 1: Choose the correct answer option.

1. She usually \_\_\_ to school at 7 a.m.
  - a. goes
  - b. is going
  - c. has gone
  - d. went
2. Look! The children \_\_\_ in the yard.
  - a. play
  - b. are playing
  - c. have played
  - d. played
3. I \_\_\_ my homework already.
  - a. do
  - b. am doing
  - c. have done
  - d. did
4. They \_\_\_ for two hours.
  - a. wait
  - b. are waiting
  - c. have waited
  - d. have been waiting
5. We \_\_\_ to the park yesterday.
  - a. go
  - b. are going
  - c. have gone
  - d. went
6. He \_\_\_ English since 2021.
  - a. learns
  - b. is learning
  - c. has learned
  - d. learned
7. Listen! Someone \_\_\_ at the door.
  - a. knocks
  - b. is knocking
  - c. has knocked
  - d. knocked
8. I \_\_\_ TV every evening.
  - a. watch
  - b. am watching
  - c. have watched
  - d. watched
9. She \_\_\_ all day, so she is tired.
  - a. works
  - b. is working
  - c. has worked
  - d. has been working

Answer keys: b, c, b, b, c, b, c, b, c, b, c, b

## Exercise 2: Write the tense name.

1. *She is talking on the phone.* → \_\_\_\_\_
2. *I have finished my homework.* → \_\_\_\_\_
3. *They play football every Friday.* → \_\_\_\_\_
4. *He went to the market.* → \_\_\_\_\_
5. *We have been studying for hours.* → \_\_\_\_\_

## Gerund and Infinitive

**Gerund:** A gerund is a verb + -ing that acts like a noun.

## Examples:

1. *Running is fun.* → *Running* is a noun in here that is used as the subject
2. *I like dancing.* → *Dancing* is a noun in here that is used as the object.
3. *I enjoy reading.* → *Reading* is a noun in here that is used as the object.

**Infinitive:** An infinitive is to + base verb. It shows the reason or purpose and intention to do something.

**Examples:**

1. *I want to study.* → *To study* shows what I want (intention).
2. *He decided to leave.* → *To leave* shows his decision (intention).
3. *She travels to study.* → *To travel* shows why she wants to travel (purpose).

**The verbs often followed by infinitives:**

Want	Learn
Decide	Need
Plan	Hope
Try	Travel

**Exercises**

**Exercise 1: Choose the correct answer option.**

1. She enjoys \_\_\_\_\_ in the morning.
  - a. *run*
  - b. *running*
  - c. *to run*
2. I decided \_\_\_\_\_ harder this year.
  - a. *study*
  - b. *studying*
  - c. *to study*
3. He is good at \_\_\_\_\_ English.
  - a. *speak*
  - b. *speaking*
  - c. *to speak*
4. They want \_\_\_\_\_ a new house.
  - a. *buy*
  - b. *buying*
  - c. *to buy*
5. We avoided \_\_\_\_\_ to him.
  - a. *talk*
  - b. *talking*
  - c. *to talk*
6. I hope \_\_\_\_\_ you soon.
  - a. *see*
  - b. *seeing*
  - c. *to see*
7. She finished \_\_\_\_\_ her homework.
  - a. *do*
  - b. *doing*
  - c. *to do*
8. He plans \_\_\_\_\_ abroad.
  - a. *go*
  - b. *going*
  - c. *to go*
9. I am interested in \_\_\_\_\_ new things.
  - a. *learn*
  - b. *learning*
  - c. *to learn*
10. They agreed \_\_\_\_\_ early.
  - a. *leave*
  - b. *leaving*
  - c. *to leave*

## Unit 2 (T4) – Personal tastes

## Part 2: Vocabulary List – Lesson A, B, C &amp; D

No	Word	Meaning	Meaning
1	Makeover	Assign	واگذار کردن
2	Pleased	Glad/ delighted	خرسند/ خوشحال
3	Scurfy	Nitrous	شوره دار
4	Pastels	Light and pale color	رنگ ملایم و روشن
5	Outwear	Outer clothing	لباس بیرونی
6	Footwear	Shoes	کفش
7	Accessories	Ornaments	زیورآلات
8	Striped	Stripy/ lined	راه راه/ خط دار
9	Complain	Grumble	شکایت کردن
10	Carry	Hold /take	حمل کردن
11	Worry	Concern	نگرانی کردن/ نگران بودن
12	Fabulous	Fantastic	فوقالعاده
13	Appropriate	Proper/ suitable	مناسب
14	Lifestyle	Way of life	سبک زندگی
15	Impress	Influence	تحت تاثیر قرار دادن
16	Outfit	Clothes/ set	لباس کامل/ ست لباس
17	Suit	Fit/ match	مناسب بودن
18	Fabrics	Materials/ textiles	پارچه
19	Silk	ابریشم	
20	Slim	Thin/ slender	لاغر/ باریک
21	Muscular	Strong	عضلانی
22	Closet	Cupboard	کمد لباس/ الماری
23	Stain	Spot	لکه
24	Consignment	Delivery/ shipment	امانت برای فروش
25	Capris	Cropped pants	شلوار کوتاه/ شلوارک

## Part 3: Writing – Essay writing

### Basic structure of an essay;

#### Introduction:

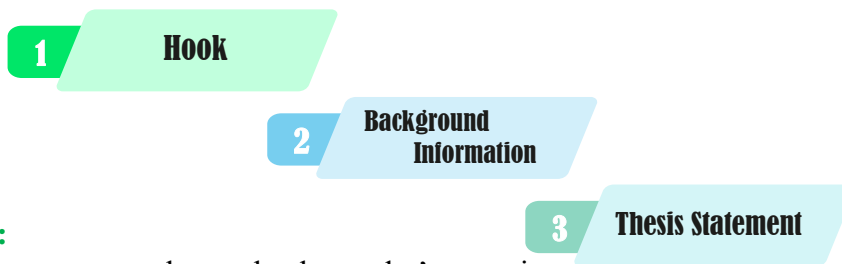
The introduction is the first part of an essay. It tells the reader what the essay is about and often states the main idea or opinion.

- It introduces the topic
- States the main idea

s

#### Structure of an Introduction:

- A good introduction usually has 3 parts.



#### Hook:

The first sentence that grabs the reader's attention.

#### A hook can be:

- Surprising fact or statistics
  - ➔ According to the World Health Organization, 1 in 4 adults do not get enough exercise.
- Interesting question
  - ➔ Does exercise only improve health if it's difficult?
- Wise quote
  - ➔ Reading is to the mind what exercise is to the body, according to Joseph Addison.
- Contradiction
  - ➔ People think strenuous exercise is better for them than easy exercise – but almost no one does a strenuous routine twice.
- Why the topic is important
  - ➔ People need exercise to stay healthy.

#### Background Information:

Background information should help your reader understand what you are going to write or it gives more information about the topic.

#### It can be:

- Statistics or facts
  - ➔ A vigorous 30-minutes walk raises your heart rate and burns over 100 calories.
- Definition
  - ➔ Vigorous exercise is physical activity that raises the heart rate and speeds up breathing.

- Positive or negative opinions
  - ➔ Many people view walking as too easy to improve health or help weight loss.
- History
  - ➔ Historically, people walked as a form of transportation. By 1900, walking was an Olympic event.
- Detail, examples, evidence ...

### Thesis Statement:

The thesis is the main idea of the whole essay.

### Examples:

- ➔ *Everyone should eat lots of vegetables for vitamins, minerals, and fiber.*
- ➔ *Getting a driver's license requires a few steps, including to learn rules.*
- ➔ *The human brain has three main parts, including the cerebrum, cerebellum, and brain stem.*
- ➔ *The character Romeo is driven by devotion to his family, friends, and Juliet.*



### Introduction paragraph Sample

*In today's world, social media plays a significant role in people's daily lives. It has changed the way individuals communicate, share information, and interact with others across the globe. In my opinion, social media is beneficial because it helps people stay connected and provides access to a wide range of information.*"

- Hook
- Background info
- Thesis

*Education is a fundamental element of personal and social development. It provides individuals with knowledge, skills, and opportunities for a better future. Moreover, education contributes to economic growth and social stability. For these reasons, education is considered one of the most essential pillars of society.*"

- Hook
- Background info
- Thesis

5<sup>th</sup> Exam Session – Unit 2 (T4) – Interesting Lives  
Study Guide – Advanced – Grade 11 & 12

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**Part 1: Grammar – Lesson A and B**

**Comparison with (not) as ... as;**

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You can make comparisons with (not) as ... as with adjectives, nouns, and adverbs.

**Adjectives;** as + adjective + as

**Examples:**

1. *The pants are just **as comfortable as** my jeans. (They are the same.)*
2. *The pants are not **as comfortable as** my jeans. (They are less comfortable.)*
3. *I don't look **as scruffy as** I did. (I was scruffier before.)*

**Nouns;**

**Examples:**

1. *She depends **as little time as possible** on her makeup.*
2. *She doesn't wear **as many bright colors as** she should.*
3. *He doesn't pay **as much attention** to his appearance **as** he should.*

**Adverb;**

**Examples:**

1. *I tried **as hard as** I could to find the right style for her.*
  2. *I don't like short hair **as much as** long hair.*
-

## Unit 3 (T4) – World Cultures

## Part 2: Vocabulary List – Lesson A, B, C &amp; D

No	Word	Meaning	Meaning
1	Cultures	Traditions/ lifestyle	تمدن/ فرهنگ
2	Miss	Lose	از دست دادن/ گم کردن
3	Typical	Normal	معمولی/ عادی
4	Delicious	Luscious	خوشمزه
5	Locally	In a particular place	به صورت محلی
6	Festival	Holiday/ carnival	جشنواره
7	Traditional	Common	مرسوم
8	Hollow	Empty/ absurd	پوچ/ توخالی
9	Manners	Treatment	رفتار
10	Bargain	Transaction/ dealing	معامله
11	Weird	Strange	عجیب
12	Honestly	Truly/ really	صادقانه
13	Proverbs	Saying/ maxim	ضرب المثل
14	Wisdom	Doctrine/ knowledge	خرد/ حکمت
15	Dilemma	Difficult situation/ clutch	وضع دشوار
16	Aptly	Appropriately	به درستی
17	Sum up	Summarize	خلاصه کردن
18	Metaphor	Trope/ simile	استعاره/ تشبیه
19	Fonder	Interested/ fond	علاقمند/ شیفته
20	Visualize	Imagine	تجسم کردن/ تصور کردن
21	Catchy	Adsorbent/ absorbing	جاذب/ گیرنده/ جذب کننده
22	Contradictory	Inconsistent/ contrary	متناقض/ مخالف
23	Universal	Global	جهانی
24	Deceptive	Glamorous/ charming	فریبنده

**Reading: Lesson D**

Read and translate the passage below:

**Proverbs; The wisdom that blinds us together**

*Proverbs exist in every language and culture and are a way of passing down folk wisdom, or “common sense”, from generation to generation. Who doesn’t remember a time when they were struggling with a problem or dilemma, and someone quoted a proverb that aptly summed up or explained the situation? “All’s fair in love and war” describes the injustice that is often encountered in a romantic relationship and may help some of us accept it. “Absence makes the heart grow fonder” is meant to give hope when a loved one is far away. When that same relationship is brought to an end by distance, we hear, “Out of sight, out of mind.”*

*Proverbs have lasted for thousands of years, probably because they’re so memorable. Some are short and concise, like “Practice makes perfect” and “Haste makes waste,” while others use a poetic language such as metaphor, repetition, and rhymes. The metaphor “Out of the frying pan and into the fire” is easy to visualize when you are faced with a difficult situation that just got even worse. The repetition of the consonant “t” makes it easy to remember “It takes two to tango.” The rhyme “When the cat’s away, the mice will play” comes to mind as soon as the boss leaves on vacation, and the repetition of the structure in “Once bitten, twice shy” makes this an extremely catchy phrase.*

*Some scholars who study proverbs look for examples that are unique to a particular culture as a key to understanding cultural differences. Others focus on the proverbs that appear in almost every language as a way of defining a common wisdom that binds all humans together.*

### Part 3: Writing – Essay writing

#### Basic structure of an essay;

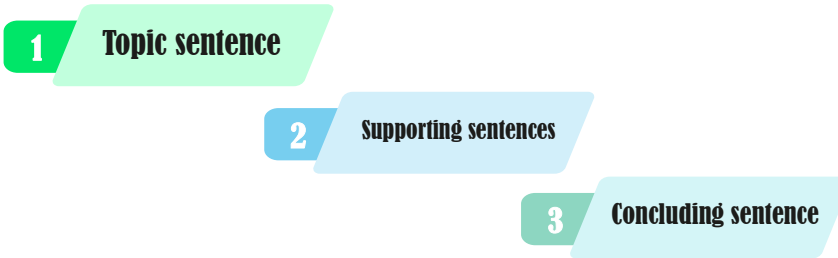
##### Body paragraph:

The body paragraph is the second part of an essay that develops one main idea from the thesis.

- It gives more information about the thesis statement written in introduction paragraph.
- An essay must have at least 3 body paragraphs.
- It contains explanation, detail, and examples.
- Each body paragraph must have a right structure of a paragraph that are; topic sentence, supporting sentences, and concluding sentence.

**Structure of body paragraph:**

- A good body paragraph usually includes 3 parts:



**A body paragraph must have:**

- **Unity:**  
Unity in a paragraph means that all the sentences written in the paragraph have to focus on one single main idea; each paragraph one main idea.
- **Coherence:**  
If a paragraph has coherence, it means that the sentences are logically connected and flow smoothly.
- **Development:**  
Development in a paragraph means that the idea is completely explained and there are enough details, examples, and reasons.

**Here are some common signal words that connects the ideas in the paragraph:**

Adding ideas	Reasons	Examples	Result	Contrast
Also	Due to	For example	As a result	On the other hand
In addition	Because	For instance	Therefore	Although
Furthermore	Since	Such as	Thus	However
Moreover		Like	So	But



**Essay Sample**

**Education**

Education is very important in everyone’s life It helps people learn new skills, gain knowledge, and prepare for the future. In my opinion, education is essential because it **improves personal development** and creates **better opportunities in life**.

One important benefit of education is that it helps people gain knowledge and develop thinking skills (TS). In school, students learn subjects such as science, mathematics, and languages (SS). For example, these subjects help students understand how the world works and improve their problem-solving ability (D). As a result, educated people can make better decisions in life (CS).

Another benefit of education is that it improves communication and social skills (TS). Students learn how to work in groups, share ideas, and communicate with others (SS). For instance, group activities in class help students learn teamwork and respect different opinions (D). Therefore, education helps people become more confident in social situations (CS).

Education is also important because it provides better job opportunities in the future (TS). People with good education can find skilled jobs and build successful careers (SS). For example, many companies prefer workers who have degrees and strong knowledge (D). As a result, education helps improve a person's financial situation and quality of life (CS).

In conclusion, education plays a very important role in people's lives. It helps individuals gain knowledge, improve social skills, and achieve better job opportunities. For these reasons, education is essential for personal growth and building a successful future.

- *1<sup>st</sup> main point*
- *2<sup>nd</sup> main point*
- *3<sup>rd</sup> main point*
- **TS → Topic sentence**
  
- **SS → Supporting sentence**
- **CS → Concluding sentence**
- **D → Detail**

**6<sup>th</sup> Exam Session – Unit 3 (T4) – World cultures  
Study Guide – Advanced – Grade 11 & 12**

**Part 1: Grammar – Lesson A and B**

**Simple present passive**

**Active voice:** When subject is the doer of the action.

**Passive voice:** When object is the doer of the action.

*Use the passive when the “doer” of the action is not known or not important.*

**Rules of changing Active to Passive:**

1. We change the place of subject with object.
2. Subjective pronouns are changed to objective pronouns.
3. First and second forms of the verbs are changed to third form.
4. We use “by” after third form of the verb (*If the doer of the action is important, you can introduce it with “by”.*)

**Simple present passive:**

**Helping verbs** → is/ am/ are

**Main verb** → Third form of the verb (past participle)

**Structure:**

Object + helping verb + past participle (3<sup>rd</sup> (v)) + (by + subject.)

**Examples:**

1. *They love their teacher.  
Their teacher is loved by them.*
2. *I sing a song.  
A song is sung.*
3. *Does she follow him?  
Is he followed by her?*
4. *She builds a building.  
A building is built by her.*

## Unit 4 (T4) – Socializing

## Part 2: Vocabulary List – Lesson A, B, C &amp; D

No	Word	Meaning	Meaning
1	Suppose	Assume	فرض کردن
2	Get off	پایین شدن (موتر)	
3	Get over	Recover/ overcome	از سر گذراندن/ غلبه کردن
4	Solitude	Loneliness	تنهایی
5	Firmly	Tightly	به گونه ای محکم
6	Bias	Impress	تحت تاثیر قرار دادن
7	Extrovert	Outgoing person	بیرون گرا
8	Tend	Will/ be inclined	تمایل داشتن/ خواستن
9	Introvert	درونگرا	
10	Prove	Affirm/ evidence	ثابت کردن
11	Discrimination	Prejudice	تبعیض
12	Dominant	Outstanding/ prevailing	غالب/ برجسته
13	Disrespected	Offense/ insolence	بی احترامی
14	Assumption	Guess/ doubt	فرض/ گمان
15	Suffer	undergo	رنج بردن/ تحمل کردن
16	Retain	Hold/ maintain	نگه داشتن/ حفظ کردن

**Part 3: Reading – Lesson D**

Read and translate the passage below:

**Social style**

**S**olitude matters. And for some people, it is the air they breathe. Susan Cain, author of *Quiet: The power of introverts in a world that can't stop thinking*, firmly believes this to be true. She also believes that introverts struggle in our society because of the deep bias against them. She says that “our most important institutions, our schools and our workplaces, they are designed mostly for extroverts, and for extroverts’ need for lots of stimulation.

According to Cain, introverts are sensitive to overstimulation and tend to enjoy quiet, contemplative environments. They think before they speak and are usually good listeners. In contrast, extroverts tend to be socially confident and quick on their feet.

Unfortunately for introverts, modern professional and academic settings are not planned with them in mind. People are expected to behave like extroverts – chatty, confident, and charismatic. Cain emphasized that this proves difficult for those who identify as introverts – nearly half of all.

Americans – and they regularly face discrimination when they fail to act like their more outgoing counterparts.

In the competitive world we live in, Cain explains, there is pressure to stand out in a crowd. There is an expectation that being dominant will lead to success. As a result of this “Extrovert Ideal,” workplaces and classrooms nowadays are often uncomfortable for introverts, who are frequently left feeling overlooked or disrespected. Collaborative brainstorming sessions are the norm. Talkers are considered smarter. Workers with strong “people skills” are praised, and “open plan” offices are common. While the assumption that extroverts have better ideas or make better leaders are simply not true, introverts’ valuable contributions are nevertheless likely to go unnoticed.

Furthermore, Cain contends that workplace innovation and productivity suffer when extroverts are valued more than introverts. In fact, research indicates that brainstorming in groups results in lower quality ideas, whereas there is a strong link between solitude and creativity, and make it difficult to retain good employees. “Our most important institutions are designed for extroverts. We have a waste of talent,” says Cain.

Ultimately, Cain believes our society can learn a great deal from introverts. “It’s a very powerful thing to be quiet and collect your thoughts.”

**Part 4: Grammar – Lesson A****Past Continuous Tense**

- **The Past Continuous Tense (also known as Past Progressive Tense)** is used to describe actions or events that were happening at a specific moment in the past. It is often used to emphasize that something was in progress at a particular time or to set the scene in a narrative.

**Structure of Past Continuous Tense**

Subject + was/were + base verb + -ing + object/ complement.

Subject + was/were + not + base verb + -ing + object/ complement.

Was/Were + subject + base verb + -ing + object/ complement?

1. She was cleaning the kitchen.
  - She was not cleaning the kitchen.
  - Was she cleaning the kitchen?
2. They were painting the kitchen walls.
  - They were not painting the kitchen walls.
  - Were they painting the kitchen walls?
3. I was organizing the kitchen shelves.
  - I was not organizing the kitchen shelves.
  - Was I organizing the kitchen shelves?
4. He was fixing the kitchen sink.
  - He was not fixing the kitchen sink.
  - Was he fixing the kitchen sink?
5. We were decorating the kitchen for the party.
  - We were not decorating the kitchen for the party.
  - Were we decorating the kitchen for the party?

**Part 5: Writing – Essay writing****Basic structure of an essay;****Concluding paragraph:**

The concluding paragraph is the final paragraph of an essay.

- It summarizes the main ideas.
- Restates the thesis in different words.
- Give a final thought or opinion.
- It finishes the essay clearly and effectively.

**Structure of concluding paragraph:**

- A good concluding paragraph usually includes these 3 parts:



- **Summary:** *the summary of all the main points and essay.*
- **Restatement of the thesis:** *rewriting the main idea or thesis statement of the essay using different words.*
- **Final thought:** *give a final opinion, recommendation, advice, or general statement.*

### Common signals in concluding paragraph;

Signals
In conclusion
To sum up,
Overall
To conclude
In summary



### Essay Sample

#### Education

Education is very important in everyone's life. It helps people learn new skills, gain knowledge, and prepare for the future. In my opinion, education is essential because it improves personal development and creates better opportunities in life.

One important benefit of education is that it helps people gain knowledge and develop thinking skills (TS). In school, students learn subjects such as science, mathematics, and languages (SS). For example, these subjects help students understand how the world works and improve their problem-solving ability (D). As a result, educated people can make better decisions in life (CS).

Another benefit of education is that it improves communication and social skills (TS). Students learn how to work in groups, share ideas, and communicate with others (SS). For instance, group activities in class help students learn teamwork and respect different opinions (D). Therefore, education helps people become more confident in social situations (CS).

Education is also important because it provides better job opportunities in the future (TS). People with good education can find skilled jobs and build successful careers (SS). For example, many companies prefer workers who have degrees and strong knowledge (D). As a result, education helps improve a person's financial situation and quality of life (CS).

**In conclusion, education plays a very important role in people's lives. It helps individuals gain knowledge, improve social skills, and achieve better job opportunities. For these reasons, education is essential for personal growth and building a successful future.**

**7<sup>th</sup> Exam Session - Unit 5 (T4) – Law and order  
Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A, B, C & D**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Majority	Larger part	اکثریت
2	Regulation	Adjustment/ arrangement	تنظیم
3	Restricted	Surrounded/ limited	محصور/ محدود
4	Crime	Guilt/ felony	جرم
5	Punishment	Penalty	مجازات
6	Penalty	Compensation/ punishment	مجازات/ تاوان
7	Jaywalking	Crossing a street illegally	عبور غیر مجاز/ عبور غیر قانونی از سرک
8	Vandal	Hooligan	اوباش/ خرابکار
9	Arrest	Detain/ jail	دستگیر کردن/ بازداشتن
10	Convict	Find guilty/ condemn	متهم کردن/ محکوم کردن
11	Shoplifter	Burglar	دزد/ دزد دکان
12	Commit	Consign	سپردن
13	Vandalism	Brutality	وحشیگری/ خرابگری
14	Captive	Prisoner/ jailed	محبوس/ اسیر

**Part 2: Reading – Lesson D**

Read and translate the passage below:

**Social style***Is your smartphone too smart for your own good?*

**G**one are the days when a cell phone just made calls. We use our smartphones to text, take and post photos online, access email and social networks, get directions, check prices in stores, find nearby restaurants, and even find nearby friends. However, the risks smartphones pose can be underestimated. The truth is that smartphones are a bit too smart when it comes to gathering and sharing our personal information, such as location, contacts, messages, photos, and even financial data. Obviously, laws can be passed to protect us against invasions of privacy, but lawmakers simply haven't kept up with changes in technology. Why should anyone be concerned?

First of all, smartphone service providers typically save information about who you call, what messages you send, where you are, and much more. They often share this information with third parties, such as marketers who want to know your location, friends, and personal tastes. Ask your provider how to "opt out" of this part of contract. Also, if you don't want your phone to keep track of your location, turn off this feature.

Second, your smartphones apps may be quietly collecting your private data. Perhaps this shouldn't be allowed, but it is. So before you download a new app, read the privacy statement. If it collects information that it doesn't really need, you probably shouldn't download it.

Third, think twice before you use the Wi-Fi in a coffeehouse as there's always a chance that someone will use illegal "malware" to spy on your private data, such as your bank account details. To avoid getting hacked, don't use public Wi-Fi to access sensitive personal information.

Finally, think about what would happen if your phone got stolen. Unless you have good password protection, your personal and financial data could be accessed immediately. Choose a password that can't easily be guessed. Also, don't let your smartphone remember your other passwords. Have every website request your password each time you access it. In addition, you can use programs that allow you to erase all the data from your phone if it's lost or stolen. Ask your service provider for information.

Laws may need to be passed to ensure smartphone privacy, but in the meantime, it's up to you to "outsmart" your smartphone.

### Part 3: Grammar – Lesson A and B

#### The passive of modal verbs

##### Modal verbs:

- Modal verbs are helping verbs such as: *can, could, may, might, should, must, will, and would*. They are used to show ability, possibility, permission, advice, and obligation.

##### Structure:

Modal + be + past participle (3<sup>rd</sup> (v))

##### Examples:

- i. *They can solve the problem.*  
*The problem can be solved.*
- ii. *She should finish the work.*  
*The work should be finished.*
- iii. *People must follow the rules.*  
*The rules must be followed.*
- iv. *They may invite him.*  
*He may be invited.*
- v. *We will complete the project.*  
*The project will be completed.*
- vi. *Can the problem be solved?*
- vii. *Should this report be submitted today?*
- viii. *Will the project be completed soon?*
- ix. *The package will be delivered tomorrow.*
- x. *Safety rules must be obeyed.*
- xi. *The meeting may be canceled.*
- xii. *The room can be cleaned easily.*
- xiii. *Homework should be completed on time.*

### Part 4: Writing – Essay writing

#### How to write an Essay?

Writing an essay is not simply putting ideas on paper. A strong essay is written through a clear and organized process. Good writers usually follow several steps to develop their ideas, organize information, and improve clarity.

##### Writing Process:

The writing process is a series of steps writers follow before, during, and after writing an essay.

**Prewriting****1**

Before writing, you should understand the topic, brainstorm, and have an outline of what you have in your mind. Here, you prepare your ideas and organize them.

**First Draft****2**

First draft is the writer's first complete version of the essay. Here, you should write your ideas freely without paying attention to mistakes and organization. Just write everything comes to your mind!

**Revising****3**

Revising stage is for improving the content and its organization. You should check the clarity, coherence, and unity of your paragraphs. You may rewrite sentences, reorganize the paragraphs, and improve your explanations. Revising is about organizing sentences.

**Editing****4**

Editing focuses on language accuracy or grammatical mistakes, spelling, punctuation, and capitalization. Editing is about the grammatical mistakes

**Final Draft****5**

The final draft is the corrected and well-organized copy the essay that will be given to your teacher.

**8<sup>th</sup> Exam Session - Unit 6 (T4) – Strange events**  
**Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A, B, C & D**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Coincidence	Chance/ accident	تصادف
2	Husband-to-be	شوهر آینده	
3	Sticks	Piece of wood	تکه چوب
4	Outback	Unsettled remote place	حای دور افتاده
5	Turn out	Come out/ clear	معلوم شدن/ از کار در آمدن
6	Superstitions	myth	موهومات
7	Crow	Corvus	کلاغ/ زاغ
8	Float	Swim/ levitate	شناور شدن/ روی آب ایستادن
9	Soulmate	Mistress/ sweetheart	دلبر
10	Disappear	Vanish	ناپدید شدن
11	Sweep	Broom	جاروب کردن
12	Pearls	Nacre	مروارید
13	Recur	Round/ repeat	دور زدن/ تکرار شدن
14	Pleasant	Nice/ happy	خوش/ خوب
15	Reunite	Unite again	اتحاد دوباره
16	Insist	Persist	پافشاری کردن
17	Adopt	Affiliate	به سرپرستی گرفتن
18	Dumbfounded	Astonished	مات و مبهوت
19	Determined	Resolute/ decided	مصمم
20	Unimaginable	Unconceivable	غیر قابل تصو
21	Avoid	Prevent	جلوگیری کردن
22	Aware	Informed	مطلع/ باخبر
23	Nightmare	Mare	کابوس
24	Upsetting	Disruption	ناراحت کننده

**Part 2: Reading – Lesson D**

Read and translate the passage below:

**SEPARATED at birth, then happily REUNITED**

*Like many identical twins, Mary Holmes and Elaine Logan are extremely close. They talk on the phone several times a week, and they spend holidays and vacations together. They're so close, in fact, that it's amazing to think that they didn't even meet until they were 30 years old.*

*Mary and Elaine were born in England after World War II. Their mother, who was renting a small room in a house, was unable to look after the girls. Another renter in the house, soldier named Patrick Logan, adored the little girls, and with his wife, decided to adopt one of them – Elaine. The second twin, Mary, was adopted by another family from the Logans' hometown, the Blacks, on the condition that the two girls would never meet.*

*Nevertheless, the twin became aware of each other early on. When Mary Black was five, she saw a poster of some local school children. One of the children looked exactly like her. Mary thought it was a photo of herself. In fact, it was her twin sister, but her mother offered to explanation. Then, some years later during a doctor's visit, a little girl in the waiting room insisted on calling her "Elaine." Mary's parents decided it was time to tell Mary that she was adopted and that she had a twin sister in the same town. However, Mary's mother was still determined that Mary would never meet her twin.*

*Around the same time, Elaine Logan's mother pointed out a girl across the street one day. She explained that it was Elaine's sister, but that Elaine couldn't talk to her because the girl's mother wouldn't allow it. Elaine already knew she was adopted, but she was dumbfounded to find out she had a sister!*

*Mary decided not to contact her sister until she was 21 years old to avoid hurting her mother. However, at age 21, Mary got married and moved to Singapore. She still hadn't contacted her sister. Coincidentally, just three months later, Mary got word from a friend that her sister had tried to find her. Elaine had gone to the office where Mary had worked, but after learning that Mary was now in Singapore, she left discouraged, and didn't even ask for Mary's address.*

*Several years later, after moving back to the UK, Mary figured out a way to contact Elaine. The two sisters spoke on the phone soon after and hit it off immediately. When they finally met, it was as if they had known each other all their lives.*

*By now, well over 30 years have passed, and it seems unimaginable that Mary and Elaine spent their first 30 years in totally separate worlds.*

**Part 3: Grammar – Lesson A and B****The past perfect:**

**Definition:** It is used to describe an action that happened before another action in the past.

**Helping verb** → Had

**Main verb** → Past participle – 3<sup>rd</sup> (v)

**Structures:**

Subject + had + 3 <sup>rd</sup> (v) + object/ complement.	+
Subject + had + not + 3 <sup>rd</sup> (v) + object/ complement.	-
Had + subject + 3 <sup>rd</sup> (v) + object/ complement?	?
Has/ have + not + subject + 3 <sup>rd</sup> (v) + object/ complement?	(-)? - informal

**Examples:**

**1. She had finished her homework before class.**

*She hadn't finished her homework before class.*

*Had she finished her homework before class?*

**2. They had visited the museum before they moved away.**

*They hadn't visited the museum before they moved away.*

*Had they visited the museum before they moved away?*

**3. You had seen that movie before last night.**

*You hadn't seen that movie before last night.*

*Had you seen that movie before last night?*

**4. I had understood the lesson before the test.**

*I hadn't understood the lesson before the test.*

*Had I understood the lesson before the test?*

**5. He had locked the door before leaving.**

*He hadn't locked the door before leaving.*

*Had he locked the door before leaving?*

**6. We had met each other before the competition.**

*We hadn't met each other before the competition.*

*Had we met each other before the competition?*

**7. The children had fallen asleep before the guests arrived.**

*The children hadn't fallen asleep before the guests arrived.*

*Had the children fallen asleep before the guests arrived?*

**8. *She had written the report by the deadline.***

*She hadn't written the report by the deadline.*

*Had she written the report by the deadline?*

**9. *They had prepared for the exam earlier.***

*They hadn't prepared for the exam earlier.*

*Had they prepared for the exam earlier?*

**10. *The bus had left before I reached the station.***

*The bus hadn't left before I reached the station.*

*Had the bus left before I reached the station?*

## Part 4: Writing – Essay writing

### Kinds of Essays

An essay is a piece of academic writing that presents ideas in an organized way. Different essays have different purposes. Some essays explain, some describe, some compare, and others try to persuade the reader.

**The most common kinds of essays are:**

#### Descriptive Essay

1

A descriptive essay describes a person, place, an object, an experience, or a feeling using detailed and vivid language.

#### Narrative Essay

2

A narrative essay tells a story or describes an experience.

#### Opinion Essay

3

An opinion essay presents the writer's personal opinion about a topic and supports it with reasons and examples.

**Compare and Contrast  
Essay****4**

This essay explains the similarities and differences between two subjects.

**Cause and Effect Essay****5**

A cause-and-effect essay explains why something happens or what happens as a result.

**Argumentative Essay****6**

An argumentative essay presents a strong argument about a topic using evidence and reasoning.

**Process Essay****7**

A process essay explains how to do something or how something works step by step.

**9<sup>th</sup> Exam Session - Unit 7 (T4) – Problem solving  
Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A, B, C & D**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Dry cleaner	خشکشویی	
2	Optometrist	Optician	عینک ساز
3	Copy shop	محل چاپ و کاپی / فوتوکاپی	
4	Interior	Internal/ inner	داخلی/ درونی
5	Repair	Fix	تعمیر کردن
6	Flood	Drown/ overflow	غرق کردن/ سیل گرفتن
7	Damage	Harm/ hurt	خسارت زدن/ ضرر رساندن
8	Fortune	Chance/ luck	شانس
9	Drip	Trickle/ drop	چکیدن
10	Huge	Massive	کلان/ وسیع
11	Pros	جوانب مثبت	
12	Cons	جوانب منفی	
13	Concentrate	Focus	متمرکز کردن
14	Neuroscientist	Scientist who studies the brain	عصب شناس
15	Temporal	Temporary	موقتی
16	Inspiration	Revelation	الهام
17	Lobe	Hanging	آویز
18	Burst	Explosion	انفجار

**Part 2: Reading – Lesson D**

Read and translate the passage below:

**Thinking outside the box**

*Daily life presents us with a huge variety of problems, many of which seem to have no ready or easy solutions. From deciding which apartment to rent to figuring out how to tackle an assignment at school or work, or even handling relationships, day in and day out we have to find ways of solving our problems. Techniques like brainstorming, mind mapping, or listing the pros and cons of different options take an analytical approach and involve “left-brain” thinking. While these techniques can be successful and lead to solutions, good problem solvers tend to switch between this analytical thinking and a more creative and emotional approach.*

*However, recent research into the brain’s behavior while problem solving suggests that traditional techniques for solving problems – concentrating on a task and focusing on finding a solution – may not be the most effective after all. What might be more significant is simply inspiration – that sudden “aha” moment when the solution to a problem appears.*

*Neuroscientist Mark Beeman’s studies into brain activity show that inspiration happens in the brain’s right temporal lobe – an area that isn’t associated with concentration at all. It’s an area of the brain that’s responsible for facial recognition, connecting memories, and understanding language. Brain imaging scans show a constant low frequency activity in this area, indicating that it’s always quietly working in the background of our minds. Beeman suggests that when you’re not focused on a particular task, for example when you’re relaxing before bed or taking a walk, the constant brain, “chatter” quiets and temporal lobe can make connections between distant, unrelated memories. Less than two seconds before inspiration hits, there’s a burst of high frequency activity, and eureka! You have a solution.*

*Now that scientists know where problem solving happens, they’re beginning to understand how to improve it. In tests, people solved more puzzles after watching funny videos than after watching boring or scary movies. This is probably because the people who were watching the funny videos were more relaxed, thus allowing the temporal lobe to perform more effectively.*

*People were also more likely to solve the puzzles in an “aha” moment than by analysis, Beeman suggests this is because when people are happy, their brains notice a wider range of information.*

*The conclusion seems to be that if you want to solve a problem, don’t focus on it. Let your brain be quiet and the answer might arrive in a sudden flash of inspiration. Now try solving the problems in the box again. Aha – did it work?*

### Part 3: Grammar – Lesson A

#### Causative verbs:

The **causative form** in English grammar is used to show that someone causes or arranges for someone else to do an action, rather than doing the action themselves. It is a structure that helps express the idea of having something done or making something happen. The causative form is typically formed using the verbs "**have**," "**get**," or "**make**," followed by the base form of the verb (the action).

#### Main Causative Verbs

1. **Have** (causing someone to do something)
2. **Get** (causing someone to do something, often used informally)
3. **Make** (forcing or compelling someone to do something)
4. **Let** (allowing someone to do something)

#### • "Have" in the Causative Form

When we use "**have**" in the causative form, it implies that someone arranges for someone else to do something for them.

- |  |
|--|
| <ul style="list-style-type: none"> <li>• <b>Structure:</b> Subject + have + object + past participle (verb in 3rd form)</li> </ul> |
|--|

- **Example:**

- "I had my car washed." (I arranged for someone to wash my car.)
- "She had her house cleaned." (She arranged for someone to clean her house.)

- **"Get" in the Causative Form**

The verb "**get**" is similar to "have," but it often implies that the subject persuades or convinces someone to do something. It's more informal and can sometimes express effort or difficulty in getting something done.

- |   |
|---|
| <ul style="list-style-type: none"> <li>• <b>Structure:</b> Subject + get + object + to + base verb</li> </ul> |
|---|

- **Example:**

- "I got my brother to help me with my homework." (I persuaded my brother to help me.)
- "She got the workers to finish the project early." (She convinced the workers to finish the project.)

- **"Make" in the Causative Form**

"**Make**" is used when someone forces or compels someone else to do something. It's a stronger verb compared to "have" and "get."

- |  |
|--|
| <ul style="list-style-type: none"> <li>• <b>Structure:</b> Subject + make + object + base verb (no "to" after "make")</li> </ul> |
|--|

**Example:**

- "The teacher made the students write an essay." (The teacher forced the students to write an essay.)
- "His parents made him apologize." (His parents forced him to apologize.)

- **"Let" in the Causative Form**

**"Let"** is used when someone allows or gives permission for someone else to do something. It's a more passive causative verb.

- **Structure:** Subject + let + object + base verb

- **Example:**

- "My parents let me go to the party." (My parents allowed me to go to the party.)
- "She let her children play outside." (She allowed her children to play outside.)

**Exercises:****Exercise 1: Fill in the Blanks with the Correct Causative Verb ("have," "get," "make," or "let")**

1. I \_\_\_\_\_ my car repaired yesterday because it broke down.
2. She \_\_\_\_\_ her brother do her homework for her.
3. The manager \_\_\_\_\_ the employees attend the training session.
4. I \_\_\_\_\_ my friend borrow my book for the weekend.
5. We \_\_\_\_\_ our house painted last summer.
6. He \_\_\_\_\_ his children stay up late to finish the project.
7. I \_\_\_\_\_ the technician fix the computer yesterday.
8. They \_\_\_\_\_ the workers clean the office after the meeting.

**Exercise 2: Choose the Correct Causative Verb ("have," "get," "make," or "let")**

1. The teacher \_\_\_\_\_ the students write an essay for homework.  
a) made                      b) got                      c) let
2. I \_\_\_\_\_ my hair cut at the salon yesterday.  
a) had                      b) made                      c) got
3. She \_\_\_\_\_ her children play outside after school.  
a) made                      b) got                      c) let
4. We \_\_\_\_\_ the plumber fix the leak in the bathroom.  
a) made                      b) had                      c) let
5. He \_\_\_\_\_ his friend lend him some money for the trip.  
a) made                      b) got                      c) had

## Part 4: Writing – Essay writing

### Descriptive Essay:

A descriptive essay provides a detailed sensory description of something. Like narrative essays, they allow you to be more creative than most academic writing, but they are more tightly focused than narrative essays. You might describe a specific place or object, rather than telling a whole story.

The structure of a descriptive essay:

#### 1 Introduction

*It introduces the subject, creates a dominant impression, and set the tone.*

#### 2 Body paragraphs

*The body paragraphs contain the main description and the writer must explain details about; appearance, atmosphere, sounds, smells, feelings, and emotions.*

Organizational patterns:

- *Spatial order (left to right, near to far)*
- *Sensory order (sight → sound → smell)*
- *Emotional order (first impression → deeper feeling)*

#### 3 Conclusion

*The conclusion summarizes the description, restates the main impression, and leaves a final feeling.*

### Model Descriptive Essay

#### A Place I Will Never Forget

##### Introduction

The marketplace in my hometown is a place that remains vivid in my memory. It is crowded, noisy, and alive with color.

##### Body Paragraph 1

Visually, the market is overwhelming. Stalls overflow with bright fruits, worn fabrics, and handmade tools. Narrow paths force people to walk slowly, brushing past one another.

##### Body Paragraph 2

Sounds fill the air constantly. Vendors shout prices, children laugh, and the hum of conversation never stops. Even moments of silence are brief.

**Body Paragraph 3**

The smell of spices and fresh bread defines the space. Warm air carries mixed aromas that make the market both comforting and intense.

**Conclusion**

Together, these details create a place full of energy and life. The market is not simply a location but an experience that leaves a lasting impression.

**Sensory language:**

Sense	Examples
Sight	dim light, narrow street
Sound	distant footsteps
Smell	fresh bread, dust
Touch	rough surface
Emotion	uneasy silence

**Exercise 1:**

**Identify which sense dominates each sentence (Sight, Sound, Smell, Touch, Emotion):**

- The air smelled of freshly baked bread and damp earth.
- The narrow alley was dimly lit and shadowy.
- My heart raced as I entered the silent room.
- The wooden floor creaked with every step.
- The sunlight glinted off the wet cobblestones.

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## Descriptive essay example

*On Sunday afternoons I like to spend my time in the garden behind my house. The garden is narrow but long, a corridor of green extending from the back of the house, and I sit on a lawn chair at the far end to read and relax. I am in my small peaceful paradise: the shade of the tree, the feel of the grass on my feet, the gentle activity of the fish in the pond beside me.*

*My cat crosses the garden nimbly and leaps onto the fence to survey it from above. From his perch he can watch over his little kingdom and keep an eye on the neighbors. He does this until the barking of next door's dog scares him from his post and he bolts for the cat flap to govern from the safety of the kitchen.*

*With that, I am left alone with the fish, whose whole world is the pond by my feet. The fish explore the pond every day as if for the first time, prodding and inspecting every stone. I sometimes feel the same about sitting here in the garden; I know the place better than anyone, but whenever I return, I still feel compelled to pay attention to all its details and novelties—a new bird perched in the tree, the growth of the grass, and the movement of the insects it shelters...*

*Sitting out in the garden, I feel serene. I feel at home. And yet I always feel there is more to discover. The bounds of my garden may be small, but there is a whole world contained within it, and it is one I will never get tired of inhabiting.*

**10<sup>th</sup> Exam Session - Unit 8 (T4) – Behavior  
Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A, B, C & D**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Yell	Shout	فریاد زدن / جیغ زدن
2	Hung up	End a telephone conversation	به صحبت تلفنی خاتمه دادن / قطع کردن
3	Temper	Nature/ character	خوی / طبع
4	Emotional	Passionate/ sentimental	عاطفی / احساساتی
5	Intelligence	Intellect/ understanding	فهم / هوش
6	Aggressive	Assertive/ bold	پرخاشگر / سلطه جو
7	Aggression	Hostility	خصومت / عداوت
8	Ashamed	Embarrassed	شرمنده
9	Determination	Decision	تصمیم
10	Depressed	Sad/ gloomy	غمگین / افسرده
11	Sympathetic	Compassionate	دلسوز
12	Sensitive	Susceptible	حساس
13	Flexible	Pliable/ soft	انعطاف پذیر / نرم
14	Grief	Sadness/ distress	اندوه / غم
15	Rude	Harsh/ impolite	خشن / بی ادب
16	Preoccupied	Involved/ busy	گرفتار / پرمشغله
17	Hesitate	Be unsure/ pause	تامل کردن / مردد بودن
18	Admit	Accept	پذیرفتن
19	Offend	Tease/ annoy	اذیت کردن / رنجاندن
20	Unpleasant	Unfavorable	نامطلوب / ناخوشایند
21	Consequences	Outcomes	عواقب

## Part 2: Grammar – Lesson A

### Modals in English:

Modals are auxiliary (helping) verbs that express ability, necessity, permission, possibility, or obligation. **Complex modals** refer to **modal verbs combined with perfect, progressive, or passive structures**, creating more nuanced meanings.

#### Modal + Perfect Infinitive (have + past participle)

Modal + Have + Past Participle	Meaning	Example
<b>Must have + past participle</b>	Strong certainty about the past	<i>He must have forgotten the meeting. (I'm sure he forgot.)</i>
<b>Can't have / Couldn't have + past participle</b>	Strong impossibility in the past	<i>She can't have seen him. (It's impossible she saw him.)</i>
<b>May have / Might have + past participle</b>	Possibility in the past	<i>They might have missed the train. (It's possible they missed it.)</i>
<b>Could have + past participle</b>	Past Possibility or missed opportunity	<i>I could have won the race, but I was too slow.</i>
<b>Should have / Ought to have + past participle</b>	Regret or criticism of past action	<i>You should have studied harder. (But you didn't.)</i>
<b>Would have + past participle</b>	Hypothetical situations in the past	<i>I would have called you, but I lost my phone.</i>

#### Examples:

- 1. She must have left her keys at school.*
- 2. They might have forgotten about the appointment.*
- 3. You should have told me the truth earlier.*
- 4. He could have become a great musician.*
- 5. We would have visited you, but we were busy.*
- 6. The students can't have finished the exam already.*
- 7. I may have seen that movie before.*
- 8. She ought to have apologized for her behavior.*
- 9. He couldn't have broken the window because he wasn't home.*
- 10. I would have helped you if I had known about the problem.*

## Part 3: Writing – Essay writing

### Narrative Essay:

- ➔ A narrative essay is one that tells a story. This is usually a story about a personal experience you had, but it may also be an imaginative exploration of something you have not experienced.
- ➔ Narrative essays test your ability to build up a narrative in an engaging, well-structured way. They are much more personal and creative than other kinds of academic writing. Writing a personal statement for an application requires the same skills as a narrative essay.
- ➔ A narrative essay isn't strictly divided into introduction, body, and conclusion, but it should still begin by setting up the narrative and finish by expressing the point of the story—what you learned from your experience, or why it made an impression on you.

#### The structure of a narrative essay:

1

#### Introduction

- *Introduce setting and situation*
- *Hook the reader (a vivid action, a surprising statement, a short dialogue)*
- *Suggest the theme or lesson*

*Example: The moment the lights went out, I realized how unprepared I truly was.*

2

#### Body paragraphs

- *Exposition (background)*
- *Rising action*
- *Climax*
- *Falling action*

*Each paragraph should move the story forward, add detail or tension, and maintain logical time order*

3

#### Conclusion

*The conclusion should resolve the conflict, reflect on the experience, and explain what was learned or changed.*

*Example: That experience taught me that failure is not an end, but a beginning.*



**Model Narrative Essay**

**Introduction**

I still remember the morning I failed my driving test. The air felt unusually heavy, and my confidence disappeared the moment I sat behind the wheel.

**Body Paragraph 1**

Before the test began, I had convinced myself that success was guaranteed. I had practiced for months and ignored the possibility of failure. However, as the examiner gave instructions, my hands began to shake.

**Body Paragraph 2**

Halfway through the test, I made a simple but serious mistake. I had not checked the mirror before turning. The examiner calmly asked me to stop the car, and I immediately knew the result.

**Body Paragraph 3**

After the test, disappointment overwhelmed me. Yet, as the day passed, I realized that failure had revealed my weaknesses and forced me to improve.

**Conclusion**

That experience reshaped my understanding of success. I learned that growth often begins with mistakes and honest self-reflection.

**Essential narrative grammar:**

Tense	Use	Example
Past simple	Main events	I entered the room
Past continuous	Background actions	I was waiting nervously.
Past perfect	Earlier past	I had forgotten my notes.

**Exercise 1:**

**Describe a memorable experience that taught you an important lesson.**

1. describe what happened.
2. Explain how you felt at the time.
3. Explain what you learned from the experience.

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**Narrative essay example**

*Since elementary school, I have always favored subjects like science and math over the humanities. My instinct was always to think of these subjects as more solid and serious than classes like English. If there was no right answer, I thought, why bother? But recently I had an experience that taught me my academic interests are more flexible than I had thought: I took my first philosophy class.*

*Before I entered the classroom, I was skeptical. I waited outside with the other students and wondered what exactly philosophy would involve—I really had no idea. I imagined something pretty abstract: long, stilted conversations pondering the meaning of life. But what I got was something quite different.*

*A young man in jeans, Mr. Jones— “but you can call me Rob”—was far from the white haired, buttoned-up old man I had half-expected. And rather than pulling us into pedantic arguments about obscure philosophical points, Rob engaged us on our level. To talk free will, we looked at our own choices. To talk ethics, we looked at dilemmas we had faced ourselves. By the end of class, I’d discovered that questions with no right answer can turn out to be the most interesting ones.*

*The experience has taught me to look at things a little more “philosophically”—and not just because it was a philosophy class! I learned that if I let go of my preconceptions, I can actually get a lot out of subjects I was previously dismissive of. The class taught me—in more ways than one—to look at things with an open mind.*

**11<sup>th</sup> Exam Session - Unit 9 (T4) – Material world**  
**Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A, B, C & D**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Inventory	Bill of goods/ list	فهرست/ صورت کالا
2	Accumulated	Dense/ compressed	متراکم/ جمع شده
3	Sheepskin	Fur coat	پوست گوسفند
4	Conceptual	Perceptual/ imaginary	تصوری/ ادراکی
5	Granulate	Grain	دانه دانه کردن
6	Bury	Inter	دفن کردن
7	Budget	Financial plan	بودجه
8	Allowance	Pension/ pocket money	مستمری/ خرجی
9	Debt	Debit	قرض
10	Apparently	Seemingly	ظاهراً
11	Cluttering	Faze	درهم ریختن
12	Overflow	Rise/ overfull	طغیان کردن
13	Belong	Depend/ be owned by	تعلق داشتن/ وابسته بودن
14	Donate	Give/ remit	بخشیدن/ اهدا کردن
15	Recycle	Reuse	بازیافت کردن
16	Crammed	Squeeze/ cram	چپاندن
17	Enormous	Massive	عظیم/ بزرگ
18	Attach	Append	ضمیمه کردن

**Part 2: Grammar – Lesson A****Direct and Indirect speech:**

**Speech:** A dialogue or a talk between two people is called speech.

**Kinds of speech:**

1. Direct speech
2. Indirect speech

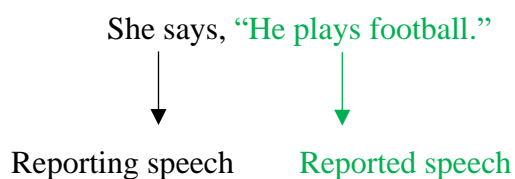
**Direct speech:** In direct speech, we convey the message of the speaker in his own real words without any change to another person.

**Indirect speech:** In indirect speech, we convey the message of the speaker in our own words to another person.

Direct speech	Indirect speech
She says, “I will join you.”	She says that she will join you.
He will say, “ I am your nephew.”	He will say that he is my nephew.
They say, “we play football.”	They say that they play football.
She says to me, “ I am ill.”	She says to me that she is ill.
Sir Ahmadi says, “we practice on students.”	Sir Ahmadi says that they practice on students.
Ali says, “He is crazy.”	Ali says that he is crazy.
Farid will say, “I am fine.”	Farid will say that he is fine.

**Components of speech:**

- Reporting speech
- Reportes speech

**The rules of changing direct speech into indirect speech:**

**For converting direct speech into indirect speech, we use the following basic changes.**

1. Remove inverted commas and comma.
2. Use “that” after reporting verb.
3. In the first word in reported speech, change the capital letter into small letter.
4. Change the pronoun, helping verb and auxiliary verb according to reporting verb.

**Examples:**

<i>He says, "I am very brave."</i>	Direct speech
➔ <i>He says that he is brave.</i>	Indirect speech
<i>She says, "I am working hard."</i>	Direct speech
➔ <i>She says that she is working hard.</i>	Indirect speech
<i>Ali says, "I am reading the small book."</i>	Direct speech
➔ <i>Ali says that he is reading the small book.</i>	Indirect speech

**Note:** "Told" and "Said" are not different in meaning, but they differ in usage: "Said" needs "to" with an object, but "Told" does not need an object.

- ➔ *She said, "She is cooking dinner."*  
*She said that she was cooking dinner.*
- ➔ *He said to me, "We were beating them."*  
 (1) *He said to me that they were beating them.*  
 (2) *He told me that they were beating them.*
- ➔ *Sima said to her, "He is a very rich person."*  
 (1) *Sima said to her that he was a very rich person.*  
 (2) *Sima told her that she was a very rich person.*
- ➔ *He said to me, "I will assist you."*  
 (1) *He said to me that he would assist me.*  
 (2) *He told me that he would assist me.*

**Persons**

**Pronouns are divided into three persons.**

1. **First person**
2. **Second person**
3. **Third person**

**First person**

**Definition:** The person who is speaking is called first person.  
 (I, We)

- Ex: I am giving money to a random person.*  
*I am the greatest fighter in the world.*  
*We are having a good plan to leave here.*  
*We have already done all the tasks.*

Second person

**Definition:** The one who is listening or the listener is called second person.

(Thou, You)

**Note:** The word “Thou” is used for God in the holy Quran/Bible or in the poems of youth.

**Examples:**

- You are escaping from the war.*  
*You were getting the car washed.*
- You are eating popcorn.*  
*You are cleaning the room.*

Third person

**Definition:** The one whom we are talking about is called third person.

(He, She, They)

**Examples:**

- She is a very good girl.*  
*He was our teacher.*
- Ex: They were deceiving us.*  
*He is brave.*

The table of persons

Person	Subject	Object	Possessive pronoun	Possessive Adjective	Reflexive Pronoun
1 <sup>st</sup> Person Singular	<i>I</i>	<i>Me</i>	<i>Mine</i>	<i>My</i>	<i>Myself</i>
1 <sup>st</sup> Person Plural	<i>We</i>	<i>Us</i>	<i>Ours</i>	<i>Our</i>	<i>Ourselves</i>
2 <sup>nd</sup> Person Singular + Plural	<i>You</i>	<i>You</i>	<i>Yours</i>	<i>Your</i>	<i>Yourself/ yourselves</i>
3 <sup>rd</sup> Person Singular	<i>He</i>	<i>Him</i>	<i>His</i>	<i>His</i>	<i>Himself</i>
3 <sup>rd</sup> Person Singular	<i>She</i>	<i>Her</i>	<i>Hers</i>	<i>Her</i>	<i>Herself</i>
3 <sup>rd</sup> Person Plural	<i>They</i>	<i>Them</i>	<i>Theirs</i>	<i>Their</i>	<i>Themselves</i>

### The rules of changing pronouns

**In converting direct speech to indirect speech, the pronouns will change based on the following ways.**

1. In reported speech, the first person changes according to the subject of reporting speech.
2. The second person in reported speech changes according to the object in reporting speech.
3. In reported speech, the third person does not change.

### The rules of changing tenses

**If we convert direct speech to indirect speech, the tenses will change according to the following ways:**

1. If the tense in reporting speech is simple present or simple future tense, the reported speech does not change; it can be in future, present or past tense.
2. If the tense in reporting speech is simple past, change the reported speech according to the following ways:
  - (1) The simple present tense changes to simple past tense.
  - (2) The present continuous tense changes to past continuous tense.
  - (3) The present perfect tense changes to past perfect tense.
  - (4) The present perfect continuous tense changes to past perfect continuous tense.
  - (5) The simple past tense changes to past perfect tense.
  - (6) The past continuous tense changes to past perfect continuous tense.
  - (7) The past perfect and past perfect continuous tenses do not change.
  - (8) In all future tenses “Shall” changes to “Should” and “Will” changes to “Would”.

### Examples:

1. *She says, “I love you.”*  
→ *She says that she loves me.*
2. *He will say, “I do not interfere.”*  
→ *He will say that he does not interfere.*
3. *She says, “I took admission in the university.”*  
→ *She says that she took admission in the university.*
4. *They said, “We say Amen.”*  
→ *They said that they said “Amen.”*
5. *We said, “They have done their homework.”*  
→ *We said that they had done their homework.*
6. *He said, “I have been working here.”*  
→ *He said that he had been working there.*
7. *Ali said, “He has been fighting a lot.”*  
→ *Ali said that he had been fighting a lot.*
8. *She said, “I was collecting the information.”*

- *She said that she had been collecting the information.*
9. Sama said, “We were making a cake.”  
→ *Sama said that they had been making a cake.*
10. They said, “We had gone there three times.”  
→ *They said that they had gone there thrice.*
11. Sina said, “We had been cleaning the hall.”  
→ *Sina said that they had been cleaning the hall.*
12. The doctor said, “You will be okay.”  
→ *Doctor said that I would be okay.*
13. She said, “I will be working hard.”  
→ *She said that she would be working hard.*
14. My teacher said, “I will be answering the question.”  
→ *My teacher said that he would be answering the question.*
15. Reza said, “I will have been supporting you.”  
→ *Reza said that he would have been supporting me.*
16. He said, “I will have been playing games.”  
→ *He said that he would have been playing games.*

**Note: General fact does not change even if the reporting speech is in the past.**

17. He said, “The earth moves.”  
→ *He said that the earth moves.*
18. Scientists said, “The moon revolves around the earth.”  
→ *Scientists said that the moon revolves around the earth.*
19. The doctor said, “The hearth pumps blood around the body.”  
→ *The doctor said that the hearth pumps blood around the body.*

### *The rules of changing “Here and Now words”*

**While converting direct speech into indirect, the following words will change in the following ways.**

1. “This” changes into.....that/ the.
2. “These” changes into .....those.
3. “Now” changes into.....then/ right away.
4. “Tomorrow” changes into.....the next day/ the following day/ the coming day.
5. “The day after tomorrow” changes into.....in two days’ time.
6. “yesterday” changes into.....the previous day/ the last day/ the day before.
7. “The day before yesterday” changes into....two days before.
8. “Today” changes into.....that day.
9. “Tonight” changes into.....that night.
10. “Last night” changes into.....the previous night/ the last night/ the night before.
11. “Here” changes into.....there.

### Part 3: Writing – Essay writing

#### Expository Essay:

- An expository essay provides a clear, focused explanation of a topic. It doesn't require an original argument, just a balanced and well-organized view of the topic.
- Expository essays test your familiarity with a topic and your ability to organize and convey information. They are commonly assigned at high school or in exam questions at college level.
- The introduction of an expository essay states your topic and provides some general background, the body presents the details, and the conclusion summarizes the information presented.

#### The structure of an expository essay:

##### 1 Introduction

- *Introduce the topic*
- *Provides background information*
- *Shows a clear expository thesis*

*Example: Climate change is a global phenomenon that results from industrial emissions, deforestation, and increased energy consumption.*

##### 2 Body paragraphs

- *Each body paragraph explains one aspect of the topic.*
- *Paragraphs are ordered like → topic sentence – evidence/ explanation – example – concluding sentence*

##### 3 Conclusion

*The conclusion restates the thesis, summarizes main points, and provides final thought.*



#### Expository essay example paragraph

*The invention of the printing press in 1440 changed this situation dramatically. Johannes Gutenberg, who had worked as a goldsmith, used his knowledge of metals in the design of the press. He made his type from an alloy of lead, tin, and antimony, whose durability allowed for the reliable production of high-quality books. This new technology allowed texts to be reproduced and disseminated on a much larger scale than was previously possible. The Gutenberg Bible appeared in the 1450s, and a large number of printing presses sprang up*

*across the continent in the following decades. Gutenberg’s invention rapidly transformed cultural production in Europe; among other things, it would lead to the Protestant Reformation.*

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**MODEL EXPOSITORY ESSAY Topic: How Does Climate Change Affect Agriculture?****Introduction**

Climate change has become one of the most influential global challenges of the twenty-first century. It affects natural systems in multiple ways, particularly agriculture. Climate change influences agricultural productivity through rising temperatures, altered rainfall patterns, and increased frequency of extreme weather events.

**Body Paragraph 1**

One major effect of climate change on agriculture is rising temperature. Higher temperatures increase evaporation rates and reduce soil moisture, making it difficult for crops to grow. For example, prolonged heat waves have been linked to reduced wheat and corn yields in many regions.

**Body Paragraph 2**

Changes in rainfall patterns also disrupt farming systems. Some areas experience severe droughts, while others suffer from excessive flooding. As a result, farmers struggle to predict planting and harvesting seasons, leading to economic instability.

**Body Paragraph 3**

Additionally, extreme weather events such as storms and frosts damage crops and infrastructure. These events not only reduce food supply but also increase production **costs**.

**Conclusion**

In conclusion, climate change significantly affects agriculture by altering temperature, rainfall, and weather stability. Understanding these effects is essential for developing sustainable farming strategies in the future.

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**12<sup>th</sup> Exam Session - Unit 10 (T4) – Fame  
Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A, B, C & D**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Fame	Reputation/ popularity	شهرت
2	Remarkable	Significant	قابل توجه
3	Tenor	صدای زیر مردانه	
4	Ovation	شادی و سرور عمومی	
5	Release	publish	منتشر کردن
6	Contest	Match/ competition	مسابقه
7	Headline	Title/ heading	عنوان
8	Career	Occupation	شغل
9	Tough	Difficult	سخت
10	Former	Prior/ previous	سابق/ پیشین
11	Achieve	Get/ attain	به دست آوردن/ دست یافتن
12	Stardom	ستارگی/ ستاره سینما بودن	
13	Glamorous	Deceptive/ witching	فریبنده/ مسحور کننده
14	Premier	Superior/ prime	برتر/ نخستین
15	Barely	Hardly	به سختی
16	Series	Serial	سریال
17	Certainly	Surely	قطعا
18	Ambitions	Wish/ aspiration	جاه طلبی/ آرزو
19	Maturity	Adulthood	بلوغ
20	Cope	Tackle/ afford	از عهده برآمدن
21	Extraordinary	Supernatural/ abnormal	فوق العاده/ غیر عادی
22	Consider	Remark	ملاحظه کردن
23	Admit	Accept	تایید کردن
24	Performance	Show/ play	نمایش/ اجرا

## Part 2: Grammar – Lesson A

### Conditional sentences:

#### Third conditional sentences:

- The Third Conditional is used to show a hypothetical situation in the past and its possible outcome.
- It is used to talk about things that didn't happen in the past, but if they had happened, there could have been a different result.
- It is used to express regret about things we wish had been different in the past.

#### The Third Conditional consists of two parts:

1. **If clause:** It is the conditions – it describes the conditions or situation.

##### Structure:

2. **Main clause:** It is the result – it describes the result or consequences, effects, or results of the condition.

##### Structure:

*Structure of third conditional sentence: If + past perfect, would have + past participle (3<sup>rd</sup>)*

“If I had studied harder, I would have passed the exam.”



#### Example:

1. *If I had woken up earlier, I would have caught the bus.*
2. *If she had asked me, I might have helped her.*
3. *If we had gone to the party, we would have met Jane.*
4. *If they had listened to my advice, they wouldn't have made that mistake.*
5. *If I had known about the delay, I would have waited longer.*  
(Implying regret for not knowing earlier.)

#### Tag question:

A tag question is a short question added to the end of a statement. It is used to confirm information, check if something is true, and encourage agreement or disagreement.

1. It's amazing, isn't it?
2. That was a dumb thing to do, wasn't it?
3. She won the talent show, didn't she?
4. He's dropped out of sight, hasn't he?
5. That wasn't too smart, was it?
6. His career hasn't taken off, has it?
7. She didn't have connections, did she?

### Part 3: Writing – Essay writing

#### Argumentative Essay:

- ✍ An argumentative essay presents an extended, evidence-based argument. It requires a strong thesis statement—a clearly defined stance on your topic. Your aim is to convince the reader of your thesis using evidence (such as quotations) and analysis.
- ✍ Argumentative essays test your ability to research and present your own position on a topic. This is the most common type of essay at college level—most papers you write will involve some kind of argumentation.

#### The structure of an argumentative essay:

##### 1 Introduction

- *In introduction, mention your topic and thesis statement.*

##### 2 Body paragraphs

- *The evidence and arguments.*

##### 3 Conclusion

- *Summarize your argument and emphasize its importance.*



#### Argumentative essay example paragraph

*A common frustration for teachers is students' use of Wikipedia as a source in their writing. Its prevalence among students is not exaggerated; a survey found that the vast majority of the students surveyed used Wikipedia (Head & Eisenberg, 2010). An article in The Guardian stresses a common objection to its use: "a reliance on Wikipedia can discourage students from engaging with genuine academic writing" (Comer, 2013). Teachers are clearly not mistaken in viewing Wikipedia usage as ubiquitous among their students; but the claim that it discourages engagement with academic sources requires further investigation. This point is treated as self-evident by many teachers, but Wikipedia itself explicitly encourages students to look into other sources. Its articles often provide references to academic publications and include warning notes where citations are missing; the site's own guidelines for research make clear that it should be used as a starting point, emphasizing that users should always "read the references and check whether they really do support what the article says" ("Wikipedia: Researching with Wikipedia," 2020). Indeed, for many students, Wikipedia is their first encounter with the concepts of citation and referencing. The use of Wikipedia therefore has a positive side that merits deeper consideration than it often receives.*

**Model argumentative essay:**

**Should schools ban mobile phones?**

**Introduction**

In today’s digital age, smartphones have become ubiquitous in students’ lives. While they offer educational benefits, their presence in classrooms distracts learners and hinders academic achievement. Therefore, schools should enforce a complete ban on mobile phones during school hours to improve focus, reduce cyberbullying, and enhance face-to face communication.

**Body Paragraph 1**

Smartphones interrupt learning by drawing students’ attention away from lessons. According to a 2024 study, students check their phones over 150 times per day during class. This constant distraction decreases retention and engagement. Although some claim phones are useful for research, supervised classroom use of computers and tablets can replace this need.

**Body Paragraph 2**

Moreover, unrestricted phone use fuels anxiety and peer pressure. Data from mental health surveys reveal that excessive social media correlates with rising teen depression rates. Removing phones allows students to build resilience and form healthier offline relationships.

**Body Paragraph 3**

Critics argue that phones help connect students with parents during emergencies. However, designated school phones and office systems provide reliable communication without replacing productivity with personal screen time.

**Conclusion**

In conclusion, banning mobile phones during school hours will promote concentration, protect mental health, and encourage genuine interactions. Schools must adopt this policy to cultivate a more focused and supportive learning environment.

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**Exercise: Rewrite the following topic into a thesis statement:**

**Topic:** Should college education be free?

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**Write a strong topic sentence for each reason:**

1. Free college reduces inequality.
2. Governments can’t afford it.
3. Free college improves the workforce.

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**13<sup>th</sup> Exam Session - Unit 11 (T4) – Trends**  
**Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A, B, C & D**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Trend	Tendency/ fashion	گرایش/ مد
2	Society	Community	جامعه
3	Obsessed	Sunk	غرق
4	Obesity	Fatness	چاقی
5	Unemployment	Inaction	بیکاری
6	Spread	Outspread	گسترش یافتن
7	Available	Accessible	در دسترس
8	Congestion	Density	تراکم
9	Monorail	ترن آویزان	
10	Recruit	Hire	نیروی تازه استخدام کردن
11	Matter	Importance	اهمیت
12	Overwhelming	Very large	خیلی زیاد
13	Interruptions	Discontinuity	انقطاع
14	Arduous	Demanding/ hard	دشوار/ سخت
15	Manuscripts	Inscription	نوشته/ نسخه اصلی
16	Accumulate	Stack	انباشتن
17	Pile	Stack/ heap	توده/ کپه
18	Cosmetic	Decorative	زینتی
19	Promote	Cultivate/ Boost	ترویج کردن/ ترقی دادن
20	Emerge	Appear	پدیدار شدن

**Part 2: Reading – Lesson D****Read and translate the passage below:****The internet – the new pathway to success**

Years ago, the path to success in the world of entertainment seemed long and arduous. Aspiring artists often waited years before being noticed by the public. There were endless stories of actors waiting tables in Hollywood hoping to get discovered; of writers sending off hundreds of manuscripts to publishers only to accumulate a pile of rejection letters; of singers working for next to nothing in small clubs as they waited to get signed by a record company. Nowadays, however, instead of depending on big media companies to decide their future, more and more artists are following the trend of displaying their talents online – often with spectacular results.

Pop star Justin Bieber is perhaps the best-known Internet success story. This self-taught musician was a fifteen-year-old Canadian high school student whose only claim to fame was a second-place prize in a local talent show. When his mother began posting videos of Justin singing on the Internet, he became an “overnight sensation.” Within months he was signing a contract with a major record label, and his first full-length album, *My World 2.0*, hit the charts around the world.

A growing number of novelists are gaining recognition on the Internet, too. That’s where Darcie Chan self-published her first novel as an e-book even though it was rejected by ten publishers and more than a hundred literary agents. The novel, *The Mill River Recluse*, sold 400,000 copies in its first year. As a result of that success, Chan is now being courted by major publishers and even by movie studios.

A different sort of fame has been achieved by Michelle Phan, who got her start with online video tutorials on beauty and cosmetics. Within a few years, she had over 200 videos to her credit, and more than one billion Internet views. She has now been hired by a major cosmetics company to promote their products online.

Clearly, because of the Internet, talented people are increasingly less dependent on the power of the publishing, music, and movie industries. Of course, most stories of Internet success are much more modest. When a video of a cat playing the piano or a child singing opera goes viral, the fame doesn’t last very long. As the artist Andy Warhol famously predicted in 1968: “In the future, everyone will be world-famous for 15 minutes.” It’s a prediction that certainly appears to be coming true. Who knows who or what trend will emerge in the next 15 minutes? Your guess is as good as mine.

**Part 3: Grammar – Lesson A****The passive of present continuous and present perfect:**

The explanation about active and passive voices are already mentioned, so if you face any problem in understanding, check and review previous sessions.

**Passive of present continuous:**

Structure:

Object + am/is/are + being + past participle + by + subject

**Example:**

1. *The teacher is checking the papers.*  
→ *The papers are being checked by the teacher.*
2. *The workers are repairing the road.*  
→ *The road is being repaired by the workers.*
3. *She is washing the clothes.*  
→ *The clothes are being washed by her.*
4. *The manager is interviewing the applicants.*  
→ *The applicants are being interviewed by the manager.*
5. *They are building a new library.*  
→ *A new library is being built by them.*
6. *The chef is preparing the food.*  
→ *The food is being prepared by the chef.*
7. *The police are questioning the suspect.*  
→ *The suspect is being questioned by the police.*
8. *The students are decorating the classroom.*  
→ *The classroom is being decorated by the students.*
9. *He is cleaning the windows.*  
→ *The windows are being cleaned by him.*
10. *The company is launching a new product.*  
→ *A new product is being launched by the company.*

**Passive of present perfect:**

Structure:

Object + have/ has + been + past participle + by + subject

**Examples:**

1. She has completed the assignment.  
→ The assignment has been completed by her.
2. They have invited the guests.  
→ The guests have been invited by them.
3. The police have arrested the thief.  
→ The thief has been arrested by the police.

4. He has written a report.  
→ A report has been written by him.
  5. The workers have finished the project.  
→ The project has been finished by the workers.
  6. The school has announced the results.  
→ The results have been announced by the school.
  7. They have cleaned the rooms.  
→ The rooms have been cleaned by them.
  8. The doctor has examined the patient.  
→ The patient has been examined by the doctor.
  9. We have solved the problem.  
→ The problem has been solved by us.
  10. The committee has approved the plan.  
→ The plan has been approved by the committee.
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## Part 4: Writing Section

### Punctuation:

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#### What is a full stop?

✎ A full stop, also known as a period, is chiefly used to end a sentence. It is mostly used at the end of declarative sentences and imperative sentences. A full stop marks a longer pause than a comma and a semicolon. Furthermore, it marks the end of a thought and the beginning of another.

#### A full stop is used,

- To mark the end of a sentence, primarily
  - To mark the end of commands, instructions, orders and requests
  - After short forms and abbreviations
  - After an initial
  - At the end of a sentence containing an indirect question
  - In website URLs and email addresses
- 

#### What are quotation marks?

✎ Quotation marks, also called speech marks, are one of the punctuation marks in English which can be used to quote the exact words of the speaker in a sentence and also to indicate names, titles and so on. The Oxford Learner’s Dictionary defines ‘quotation marks’ as “a pair of marks ( ‘ ’ ) or ( “ ” ) placed around a word, sentence, etc. to show that it is what somebody said or wrote, that it is a title or that you are using it in an unusual way.” According to the Cambridge Dictionary, quotation marks are defined as “the symbols “ ” or ‘ ’ that are put around a word or phrase to show that someone else has written or said it”.

**Types of quotation marks:**

1. Single quotation mark
2. Double quotation marks

**Single Quotation Marks:**

☞ Single quotation marks, also called ‘inverted commas’, are mainly used to quote names, book titles, movie titles, characters and specific terms that are given more importance than usual.

*I have watched the movie ‘sunrising’.*

**Double Quotation Marks:**

☞ Double quotation marks are chiefly used to quote something someone said in their exact words, as in direct speech. They can also be used to cite something that is written or said by another person or author.

*My mom said, “I have to go to the park.”*

**What is an Apostrophe?**

☞ An **apostrophe** is a punctuation mark used mainly for showing possession or showing missing letters in contractions.

1. Apostrophe for Possession:  
We use an apostrophe to show that something belongs to someone or something.

**Structures:**

Singular noun

**noun + 's**

- Ali's book
- The girl's bag
- The teacher's office

**It means:**

- the book belongs to Ali
- the bag belongs to the girl
- The students' classroom
- The teachers' meeting

**Plural noun ending in “s”****noun + 's****It means:**

- the classroom of the students
- the meeting of the teachers

**14<sup>th</sup> Exam Session - Unit 12 (T4) – Careers  
Study Guide – Advanced – Grade 11 & 12**

**Part 1: Vocabulary List – Lesson A, B, C & D**

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Counselor	Consultant	مشاور
2	Offer	Suggest	پیشنهاد کردن
3	Communication	Relationship	ارتباط
4	Journalism	The press	روزنامه نگاری
5	Editor	ویرایشگر	
6	Psychiatric	psychiatry	مربوط به روانشناسی / روانی
7	Pediatrician	Pediatrist	داکتر متخصص اطفال
8	Industry	Craft	صنعت
9	Civil	Civic	مدنی
10	Interpreter	Translator	مترجم
11	Analyst	تحلیلگر	
12	Arena	Field	عرصه
13	Sibling	Sib	برادر یا خواهر
14	Candidate	Volunteer/ applicant	داوطلب/ نامزد
15	Reveal	Disclose	فاش کردن
16	Teammate	Colleague	همگروه
17	Articulate	Eloquent	سخنور/ ماهر در صحبت
18	Concrete	Real/ adherent	واقعی/ بهم چسبیده
19	Retrieve	Regain/ recover	باز یافتن
20	Stump	Root	ریشه

**Part 2: Reading – Lesson D**

Read and translate the passage below:

### Job interviews

#### **Ace that Interview!**

*Tough Questions, Great Answers*

Nothing can trip you up during an interview like an unexpected or difficult question. Whether you're applying for an internship, trying to get into college, or interviewing for a new job, here are a few questions that might stump you — along with the kinds of answers interviewers like to hear.

#### **“Tell me about yourself.”**

Be ready to describe what makes you special as an individual. “What I don't want to hear is your life history,” explains Dennis B., Director of Admissions at a major university. “I don't care how many siblings you have or where you were born. I want to know what makes you special. I want to hear how well you project yourself, if you're articulate, and to hear your reasons for applying to do this course of study.” The same applies at a job interview. Be concise and give concrete examples: “The main thing you should know about me is that while I was in college, I had a side job retrieving lost data from computers. I set up and marketed the business myself. I had 80 customers in the first year.”

#### **“What draws you to this line of work?”**

Know what you're getting yourself into. “Publishing is a tough profession,” says Tracy P., Editorial Director at a publishing house in New York City. “Unfortunately, some people want to get into it for the wrong reasons. Many candidates mention how much they love books and reading. However, that doesn't necessarily mean that editing or the business side of publishing is a good profession for you. You might be better suited to teaching, for example. If someone doesn't understand the profession, the chances are they won't be a good fit for this type of work.” In other words, show that you understand what the job involves in your response to the question and give an example of how you have acquired the relevant skills: “One skill you need to work in publishing is attention to detail. I worked on the college magazine and edited articles ...”

#### **“Tell me about a time you made a serious mistake. How did you handle it?”**

“Many of our candidates get hired right after they graduate from college, before they've had a chance to get much work experience,” notes Anita M., head of recruiting at a Fortune 500 financial company. “The reason I ask this question is that it's a tough question for everybody, and now a person answers is very revealing. It's important that people admit when they've made a mistake, rather than blame others. What I'm saying is that I expect candidates to be honest, and I look for signs that they've learned from the mistake.” So, don't say you have never really made a mistake. Instead, try something along these lines: “One thing I did while I was working on a project in college was let down my team. I didn't complete my part of the project on time. I apologized. I also explained to the professor it was my fault and asked for an extension. Then I made it up to my teammates by working all weekend to finish the project. It taught me how to manage my time and not leave things until the last minute.”

#### **Remember:**

Speak clearly and at a normal pace of conversation. Don't rush your words because you're nervous. Be calm and speak with confidence.

**Part 3: Grammar – Lesson A****Future continuous and future perfect:****Future continuous tense:**

The Future Continuous Tense is used to describe actions or events that will be in progress at a particular point in the future. It emphasizes the idea that something will be happening at a specific time or over a period of time in the future.

**Helping verb** → Will be/ Shall be

**Main verb** → 1<sup>st</sup> (v) + ing

**Structure:**

Subject + will be/ shall be + base verb (1<sup>st</sup> (v)) + ing + object/ complement.

**Example:**

1. *I will be studying at 8 o'clock tonight.*
2. *She will be cooking dinner when we arrive.*
3. *They will be playing football tomorrow afternoon.*
4. *We will be traveling to Kabul next week.*
5. *He will be sleeping at midnight.*
6. *The teacher will be teaching the new lesson tomorrow.*
7. *My friends will be waiting for me at the station.*
8. *The children will be watching television in the evening.*
9. *You will be working on the project next month.*
10. *The birds will be flying over the mountains at sunrise.*

**Future perfect:**

The future perfect **tense** is used for an action that will be completed before a certain time in the future.

**Helping verb** → Will have/ Shall have

**Main verb** → 3<sup>rd</sup> (v) – past participle

**Structure:**

Subject + will have/ shall have + past participle (3<sup>rd</sup>) + object/ complement.

**Examples:**

1. I will have completed my assignment by tonight.
2. She will have left the office before 6 PM.
3. They will have built the bridge by next year.
4. We will have finished the exam by noon.
5. He will have learned English by the end of the course.
6. The train will have arrived before sunset.

7. The students will have submitted their projects by Monday.
  8. You will have received the message by tomorrow.
  9. The workers will have repaired the road by next week.
  10. My brother will have graduated from university by 2027.
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## Part 4: Writing Section

### Punctuation:

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#### Comma

✂ **A comma is a commonly used punctuation mark that is used to separate two words, phrases or clauses in a sentence. It can also be used in a list to mention different items or articles.**

- *The basic function of a comma is to separate nouns (subjects/objects) in a sentence.*
- *A comma can be used to separate phrases or even to separate a phrase and a clause.*
- *A comma can be used to separate a main clause from a subordinate clause.*
- *A comma can be used before a coordinating conjunction and after a conjunctive adverb in a compound sentence.*

#### Examples:

1. I bought apples, oranges, bananas, and grapes.
  2. She studies English, math, and science.
  3. We visited Kabul, Herat, and Mazar-i-Sharif.
  4. After dinner, we watched a movie.
  5. In the morning, he goes jogging.
  6. Yes, I understand the lesson.
  7. Ali, Sara, and Jamal are classmates.
  8. After lunch, we went shopping.
  9. She was sick, so she stayed home.
  10. My uncle, a doctor, works in Kabul.
  11. I need pens, notebooks, and paper.
  12. Yes, I can help you.
  13. The baby was crying, but nobody heard him.
  14. On Friday, we will travel to Bamyan.
  15. Kabul, Afghanistan, is my hometown.
  16. He opened the door, entered the room, and sat quietly.
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**This chapter is primarily based on the Touchstone textbook series as the main reference source.**

### **Feedback and Contact**

If you find any mistakes or would like to share suggestions for improvement, I would be very grateful to hear from you.

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