

راهنمای آموزشی انگلیسی

سطح متوسط

Intermediate

Grades 9 & 10

Intermediate

Study Guide

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

1st Exam Session: Unit 7 (T2) – Going away	4
2nd Exam Session: Unit 8 (T2) – At home	9
3rd Exam Session: Unit 9 (T2) – Things Happen	16
4th Exam Session: Unit 10 (T2) – Communication	22
5th Exam Session: Unit 11 (T2) – Appearances	26
6th Exam Session: Unit 12 (T2) – Looking ahead	30
7th Exam Session - Unit 1 (T3) – The way we are	33
8th Exam Session - Unit 2 (T3) – The way we are	41
9th Exam Session - Unit 4 (T3) – wonders of the world	47
10th Exam Session - Unit 4 (T3) – wonders of the world	50
11th Exam Session - Unit 5 (T3) – wonders of the world	56
12th Exam Session - Unit 7 (T3) – Relationships	61
13th Exam Session - Unit 7 (T3) – Relationships	67
14th Exam Session - Unit 8 (T3) – What if?	78
Feedback and Contact	83

**1st Exam Session: Unit 7 (T2) – Going away
Study Guide –ALA – Grade 9 & 10**

Part 1: Vocabulary – Lesson A and B

<i>No</i>	<i>Word</i>	<i>Meaning</i>
1	Get ready	آماده شدن
2	Pack	بسته بندی کردن
3	Trip	سفر کردن
4	Near	نزدیک
5	Suitcase	چمدان
6	Still	هنوز
7	Flight	پرواز
8	Fly	پرواز کردن
9	Bargain	معامله خوب/ چانه زدن
10	Research	تحقیق
11	Relatives	اقوام/ خویشاوند
12	Exactly	دقیقا
13	Remember	به خاطر داشتن
14	Bathing suit	لباس شنا
15	Sandals	چپلی/ صندل
16	Towel	حوله
17	Brush	برس
18	Makeup	لوازم آرایشی
19	Insect repellent	دافع حشرات
20	Tent	خیمه
21	Sleeping bag	بستر خواب/ بیگ خواب
22	Scissors	قیچی
23	First-aid kit	وسایل کمک های اولیه
24	Pajamas	لباس خواب
25	Shampoo	شامپو

26	Hair dryer	مو خشک کن
27	Sunscreen	ضد آفتاب
28	Toothbrush	برس دندان
29	Toothpaste	خمیر دندان
30	Soap	صابون
31	Razor	تیغ صورت تراشی
32	Batteries	باتری
33	Flashlight	چراغ قوه

Part 2: Sentences – Lesson A and B

No	Sentence	Meaning
1	Are you all packed for your trip?	آیا برای سفر آماده اید؟
2	I need to go shopping to get a suitcase.	من باید برای خریدن چمدان به خرید بروم.
3	And I still have to go online to find a flight.	و من هنوز باید آنلاین دنبال پیدا کردن پرواز بگردم.
4	Is it easy to find cheap flights?	آیا پیدا کردن پرواز های ارزان آسان است؟
5	Well, it's not too hard to find a bargain.	خب, چانه زدن زیاد سخت نیست.
6	So why are you going exactly?	پس دقیقا چرا میروید؟
7	To see my relatives in there.	برای دیدن فامیل هایم در آنجا.
8	Sounds like a fun trip. Good luck.	سفر جالبی به نظر میرسد. موفق باشید.
9	Maybe you should take some insect repellent.	شاید باید کمی دفع کننده حشرات هم بگیری.
10	Don't forget to pack some spare batteries.	فراموش نکنی که چندتا باتری اضافه بگیری.
11	You could borrow your dad's hat.	میتوانی کلاه پدرت را قرض بگیری.
12	Did you say something? I can't hear you with my headphones on.	آیا کدام چیزی گفتی؟ نمیتوانم وقتی گوشکی در گوشم است بشنوم.

Part 3: Grammar – Lesson A and B**Infinitives for reasons;****Infinitives:**

- It is used for expressing reasons for doing something else.
- To + base verb → is called infinitive.

Examples:

- | | |
|---|--|
| 1. <i>I study to pass the exam.</i> | من سخت در میخوانم تا در امتحان کامیاب شوم. |
| 2. <i>She went to the market to buy some fruit.</i> | او به بازار رفت تا میوه بخرد. |
| 3. <i>I exercise to stay healthy.</i> | من ورزش میکنم تا صحتمند بمانم. |
| 4. <i>Why are you going to Puerto Rico?</i> | <i>To see my relatives.</i> |
| 5. <i>I need to go shopping to get a suitcase.</i> | من باید به خرید بروم تا یک چمدان بگیرم. |
| 6. <i>I have to go online to find a flight</i> | من باید آنلاین بگردم و یک پرواز پیدا کنم. |

It's + adjective + to ...

1. *Is it expensive to fly? → it's easy to find a cheap flight online.*
2. *It's easy to do.*
3. *It's hard to do*
4. *Is it easy to find bargains online?*

Part 4: Vocabulary – Lesson C and D

No	Word	Meaning
1	Idea	نظریه
2	Definitely	قطعا
3	Interesting	جالب/ جذاب
4	Unique	یکتا/ خاص
5	Experiences	تجربه ها
6	Unusual	غیر معمول
7	Trams	قطار های برقی
8	Cozy	دنج/ گرم و راحت/ کوچک
9	Memorabilia	یادگاری
10	Environmentally	سازگار با محیط زیست
11	Domes	گنبد/ طاق
12	Elegant	زیبا/ برازنده

	Manor	خانه بزرگ/ اشرافی
	Superb	با شکوه/ عالی
	Poke	سیخونک زدن/ (با نوک انگشت زدن)

Part 5: Reading Passage – Lesson D

Unique Hotel Experiences

Unique Hotel Experiences

1. Controversy Tram Hotel, The Netherlands

It's easy to see why this bed and breakfast is on our list of unusual places to stay. Don't worry – these old city trams are not going to take you anywhere. The owners got old trams from Germany and Holland and converted them into comfortable, cozy rooms with American, Italian, French, and Mexican themes. The owners sleep in an old double-decker bus from England and cook in French! It's definitely a place for people who like trains, planes, cars, and other transportation memorabilia.

2. EcoCamp, Chile

It's not hard to fall asleep at this environmentally friendly hotel in the heart of the Torres del Paine National Park. The scenery is amazing, as is the peace and quiet. Guests stay in comfortable and inviting domes similar to the homes of ancient native peoples. You should definitely take your hiking boots. In the daytime, guests can hike through the mountains and see guanacos (a type of llama) and other wildlife and then go back to the domes to relax and enjoy a delicious dinner in the evening.

3. Giraffe Manor, Nairobi

When we asked the owners of this African hotel, "what should we pack?" they said, "don't forget to bring a camera." It's good to know. From the elegant rooms of this beautiful manor you have superb views of the Ngong Hills. Not only that, but a herd of giraffes lives on the manor, and poke their heads through the bedroom windows. They even turn up at the breakfast table, too.

Unit 8 (T2) – At home

Part 6: Grammar – Lesson A

Order of adjectives; pronouns one and ones

Order of adjectives: When we use more than one adjective, they follow a specific order.

Usual adjective order:

Opinion – size – shape – color – nationality – material

Examples:

1. *They have a beautiful black leather cover.*
2. *I want those cute little round speakers.*
3. *I like the black cover.*
- .
- .
1. *I like the black cover. Which one do you like?*
2. *I like the blue one in the middle.*
3. *Those speakers are cool. Which ones do you like?*
4. *I like the silver ones on the left.*

Grammar – Lesson B

Whose – Possessive pronouns

Possessive Pronouns: They show ownership and replace a noun.

- **No noun after them**

Subject	Possessive Pronoun
<i>I</i>	<i>Mine</i>
<i>We</i>	<i>Ours</i>
<i>You</i>	<i>Yours</i>
<i>They</i>	<i>Theirs</i>
<i>He</i>	<i>His</i>
<i>She</i>	<i>Hers</i>
<i>It</i>	<i>Its</i>

Structure:

Subject + verb + possessive pronoun

Examples:

- | | |
|---------------------------------------|---------------------|
| 1. <i>Whose bathing suit is this?</i> | <i>It's mine.</i> |
| 2. <i>Whose jewelry is this?</i> | <i>It's hers.</i> |
| 3. <i>Whose clothes are these?</i> | <i>They're his.</i> |
| 4. <i>Whose pen is that?</i> | <i>It's mine.</i> |

**2nd Exam Session: Unit 8 (T2) – At home
Study Guide –Intermediate – Grade 9 & 10**

Part 1: Vocabulary List – Lesson A and B

<i>No</i>	<i>Word</i>	<i>Meaning</i>
1	Cleaning	پاک کاری
2	Stuff	وسایل/ چیزها
3	While	در حالیکه
4	Earrings	گوشواره ها
5	Awful	ترسناک
6	Weird	عجیب
7	Taste	مزه
8	Jewelry	جواهرات
9	Living room	اتاق نشیمن
10	Lamp	لامپ
11	End table	میز کوچک کناری
12	Cushions	پشتی/ بالشک کوچک
13	Armchair	چوکی دسته دار
14	Coffee table	میزه قهوه
15	Rug	قالیچه
16	Sofa	کوچ/ میل
17	Kitchen	آشپزخانه
18	Microwave	گرم کننده غذا
19	Cabinets	کابینت ها
20	Faucet	شیر آب
21	Stove	بخاری/ اجاق گاز
22	Oven	اجاق گاز/ فر
23	Dishwasher	ماشین ظرفشویی
24	Shower	دوش حمام
25	Bathroom	حمام
26	Curtains	پرده
27	Bedroom	اتاق خواب

28	Clock	ساعت دیواری
29	Nightstand	میز کنار تخت
30	Carpet	قالین
31	Dresser	کمد/ میز آرایش
32	Sink	سنگ دستشویی
33	Toilet	توالت/ مستراح
34	Bathtub	تشت/ وان حمام
35	Mirror	آینه
36	Room	اتاق
37	Tablet	تبلت
38	Leather	چرم
39	Prefer	ترجیح دادن
40	Cover	پوش

Part 2: Sentences – Lesson A and B

No	Sentence	Meaning
1	There's so much stuff in here. Are all these things really ours? I mean, whose bathing suit is this?	اینجا چیزهای زیادی هستند. آیا همه اینها واقعا از ما هستند؟ یعنی، خب این لباس شنا از کیست؟
2	She's storing some things here while she's away.	او وقتی که دور است چیزهایی را اینجا ذخیره میکند.
3	But those are yours. I bought them for you.	اما آنها از شما هستند. من برای شما خریدمشان.
4	I guess they are not so bad.	فکر نکنم آنها خیلی بد باشند.
5	I need a new cover for my tablet. Which one do you like?	من یک پوش جدید برای تبلت خود لازم دارم. شما کدامش را خوش دارید؟
6	I prefer the blue one in the middle.	من آن آبی که در وسط است را ترجیح میدهم.

Part 3: Vocabulary list – Lesson C and D

No	Word	Meaning
1	Yet	تا هنوز/ تا حال
2	Ahead	پیشرو
3	Antique	عتیقه/ کهنه/ آنتیک
4	Chop	خرد کردن
5	Problem	مشکل
6	Habit	عادت
7	Disorganized	نامرتب/ بی نظم
8	Grocery	خورا بار فروشی
9	Organize	ترتیب کردن/ منظم کردن
10	Arrange	مرتب کردن
11	Cans	قوطی
12	Vegetables	سبزیجات
13	Sort	طبقه بندی کردن
14	Brand	برند/ استایل
15	Dirty	کثیف
16	Load	بار کردن
17	Rinse	با آب شستن
18	Iron	اتو کردن
19	Socks	جورابها
20	Roommate	هم اتاقی
21	Turn on	روشن کردن
22	Bedtime	وقت خواب

Part 4: Sentences – Lesson C and D

No	Sentence	Meaning
1	I bought you some flowers. Are the others here yet?	من برایتان کمی گل خریدم. آیا دیگرانش هنوز اینجا هستند؟
2	So just make yourself at home.	پس از خودتان پذیرایی کنید.
3	Do you mind if I look around?	اشکالی دارد اگر اطراف را ببینم؟

4	I love this antique table. It's beautiful.	من این میز آنتیک را دوست دارم. این قشنگ است.
5	I hate to ask this, but I'm running a bit late. Would you mind helping me in the kitchen?	من از اینکه این را بپرسم متنفرم اما کمی دیر شده. میشود کمی در آشپزخانه کمک کنم؟
6	Could you chop the onions?	آیا میتوانی پیاز هارا خرد کنی؟
7	No problem, I'm happy to help.	مشکلی نیست, خوشحالم که میتوانم کمک کنم.
8	Do you have an unusual home habit?	آیا شما یک عادت غیر عادی در خانه دارید؟
9	As soon as I come back from grocery shopping, I organize everything.	همان وقتی که از خرید مواد خوراکی برمیگردم, همه چیز را مرتب میکنم.
10	First, I arrange the cans so the vegetables are in one section and the canned fruit is in another section.	اول, جعبه ها را مرتب میکنم که سبزیجات در یک بخش و میوه جات در بخش دیگر جداگانه بسته بندی شده باشد.
11	I don't think it washes very well.	فکر نکنم که خیلی خوب بشورد.
12	Then, I take them out, I rinse them again to make sure they are clean! It drives my husband crazy.	بعد, آنها را بیرون کشیده و دوباره با آب میشویم تا مطمئن شوم که پاک شوند و این کار شوهرم را دیوانه میکند.
13	I even iron my socks. My roommate just stuffs hers in a drawer, but I like to fold everything, too.	من حتی جوراب هایم را اتو میکنم. هم اتاقی من همه وسایل خود را در یک کشو/ روک میگذارد اما من دوست دارم همه را مرتب تا کنم.

Unit 9 (T2) – Things happen

Part 5: Vocabulary List – Lesson A and B

No	Word	Meaning
1	Wrong	اشتباه/ غلط
2	Happen	اتفاق افتادن
3	Pay attention	توجه کردن
4	Boss	رئیس
5	Definitely	قطعا
6	Accidentally	اتفاقی
7	Delete	حذف کردن
8	Embarrassed	شرمنده/ خجالت زده
9	Hand	دست
10	Shoulder	شانه
11	Finger	انگشت
12	Elbow	آرنج
13	Back	پشت
14	Eye	چشم
15	Head	سر
16	Nose	بینی
17	Face	صورت
18	Neck	گردن
19	Thumb	انگشت شست
20	Wrist	مچ دست
21	Chest	سینه
22	Hip	ران پا
23	Knee	زانو
24	Ankle	قوزک پا
25	Toe	انگشت پا
26	Sprain	پیچ خوردن/ آسیب به مفاصل

Part 6: Sentences – Lesson A and B

No	Sentence	Meaning
1	I guess I wasn't paying attention, and I missed my stop.	فکر میکنم توجه نکردم و ایستگاه را از دست دادم.
2	It was half an hour late for a meeting with my new boss.	نیم ساعت برای یک ملاقات با رییس جدیدم دیر شده بود.
3	My friend accidentally deleted all my music files when she was using my computer.	دوستم زمانیکه از کمپیوترم استفاده میکرد، به طور اتفاقی تمامی فایل های موسیقی را حذف کرد.
4	She was downloading stuff from my phone, and something went wrong.	او در حال دانلود کردن چیزهایی از گوشی من بود و یک مشکلی پیش آمد.
5	A couple of days ago, a friend and I were trying to look cool in front of some girls at the mall.	چند روز پیش، من و دوستم در تلاش بودیم تا جلوی چند تا دختر که در مرکز خرید بودند خوب به نظر برسیم.
6	We weren't looking, and we walked right into a glass door. I was so embarrassed.	ما نگاه نمیکردیم و دقیقاً به در شیشه ای برخورد کردیم. من خیلی خجالت کشیدم.
7	I broke my arm.	من بازوی خود را شکستم.
8	I got a black eye.	چشمم کبود شده است.
9	I sprained my ankle.	مچ پای من پیچ خورده.
10	I was lucky I had my phone to call for help.	من خوش شانس بودم که تلفنم را داشتم تا برای کمک تماس بگیرم.

Part 7: Grammar – Lesson A and B

Past Continuous Tense

Past continuous tense: It shows an action that were happening at some clear time in the past.

- **Helping verb** → was/ were
- **Main verb** → 1st (v) + ing

Structures:

Subject + was/ were + 1st (v) + ing + object / complement. → +

Subject + was/ were + not + 1st (v) + ing + object / complement. → -

Was/ were + subject + 1st (v) + ing + object/ complement? → ?

Continue...**Examples:**

1. *I was going to school yesterday.*
I wasn't going to school yesterday.
Was I going to school yesterday?
2. *We were looking for some beautiful books.*
We weren't looking for some beautiful books.
Were we looking for some beautiful books?
3. *You were reading a book while I came in.*
You weren't reading a book while I came in.
Were you reading a book while I came in?
4. *They were talking fast.*
They weren't talking fast.
Were they talking fast?
5. *He was washing the dishes.*
He wasn't washing the dishes.
Was he washing the dishes?
6. *She was exercising.*
She wasn't exercising.
Was she exercising?
7. *It was raining badly.*
It wasn't raining badly.
Was it raining badly?

Reflexive pronouns: Are the pronouns that refer back to the subject.

Subject	Possessive Pronoun
<i>I</i>	<i>Myself</i>
<i>We</i>	<i>Ourselves</i>
<i>You</i>	<i>Yourself – yourselves</i>
<i>They</i>	<i>Themselves</i>
<i>He</i>	<i>himself</i>
<i>She</i>	<i>Herself</i>
<i>It</i>	<i>Itself</i>

Examples:

1. *I hurt myself.*
2. *They killed themselves.*
3. *You did it yourself.*
4. *We called ourselves.*
5. *He looked at himself in the mirror.*
6. *She enjoyed herself at the party.*
7. *They taught themselves English.*
8. *I helped myself.*

**3rd Exam Session: Unit 9 (T2) – Things Happen
Study Guide – Grade 9 & 10**

Part 1: Vocabulary List – Lesson C and D

<i>No</i>	<i>Word</i>	<i>Meaning</i>
1	Hilarious	خنده دار / مضحک
2	Carry	حمل کردن
3	Stuck	چسپیدن / گیر افتادن
4	Burn	سوختن
5	Pour	ریختن
6	Taste	مزه کردن
7	Curry	غذای هندی (کاری)
8	Chili pepper	مرچ تند
9	Bet	شرط بستن
10	Notice	ملاحظه کردن / فهمیدن
11	Occasionally	گاهگاهی
12	Sunset	غروب آفتاب
13	Decide	تصمیم گرفتن
14	Slip	لغزیدن
15	Sprain	پیچ خوردن
16	Apparently	به طور واضح / آشکارا
17	Disaster	مصیبت / دردسر
18	Afford	از عهده بر آمدن
19	Grumpy	بد خلق
20	Exchange	رد و بدل کردن
21	Advertisement	تبلیغات
22	Prescription	نسخه
23	Painkiller	دوای مسکن

Part 2: Sentences – Lesson C and D

No	Sentence	Meaning
1	He left me in the kitchen to watch the curry. Well, my phone rang and I got talking.	او مرا با گذاشت آشپزخانه تا مراقب کاری (غذا) باشم. خب تلفنم زنگ خورد و من مشغول صحبت کردن شدم.
2	And it all stuck to the bottom of the pan and burned.	و همه ش به ته دیگ چسبیده و سوخت.
3	I bet no one even noticed.	شرط میمانم که هیچ کس حتی متوجه نشد.
4	They drank a lot of water.	آنها آب زیادی نوشیدند.
5	I took a photo of an amazing sunset over a lake.	من عکسی از غروب شگفت انگیز که در بالای یک دریاچه بود گرفتم.
6	I slipped and dropped my cell phone in the water. I lost all my photos, and sprained my ankle.	لغزیدم و تلفنم افتاد در داخل آب. همه عکس های خود را از دست دادم و مچ پایم هم پیچ خورد.
8	We exchanged phone numbers, and the rest is history.	ما شماره های تماس رد و بدل کردیم و بعدش مشخص است دیگر.
9	He was out of work and needed a place to stay.	او وظیفه نداشت و جایی برای ماندن نیاز داشت.
10	Every cloud has a silver lining.	هیچ بدی بدون خوبی نیست. / هر شری خیری در پی دارد.
11	I was feeling really tired and grumpy.	من واقعا احساس خستگی و کلافگی داشتم.
12	It turned out that he was studying at the same college.	و معلوم شد که او در همان کالج درس میخواند.
13	I poured the curry into another pan and added some chili peppers. Then I hid the burnt pan under the sink.	کاری را به دیگ دیگر انداخته و کمی مرچ تند اضافه کردم. بعد ماهیتابه سوخته را زیر سینک پنهان کردم.

Unit 10 (T2) – Communication

Part 3: Grammar – Lesson A

Comparative adjectives

Comparative adjectives: They are used to compare two things, two people, and two places.

Structure:

Subject + be + comparative adjective + than + object/ complement.

Formation of comparatives:

Note: There are two types of comparative adjectives – regular and irregular; regular follows some specific rules but irregular doesn't have any specific rule.

1. For one syllable adjectives just add “er”.

Tall → *taller*

Fast → *faster*

Old → *older*

Note: If the adjective ends with the letter “y” and before “y” there is a consonant letter, change “y” to “i” and add “er”. In addition, if an adjective ends with a consonant letter and there is a vowel letter before that, double the consonant and add “er”.

Big → *bigger*

Happy → *happier*

2. For two or more than two syllables use “more + adjective”.

Beautiful → *more beautiful*

Interesting → *more interesting*

Personal → *more personal*

3. For irregular adjectives you need to just memorize them because they don't have any specific rule.

Good → *better*

Bad → *worse*

Far → *farther/ further*

Examples:

1. *He is taller than his friend.*
2. *This car is faster than that one.*
3. *Today is colder than yesterday.*
4. *His movie is more interesting than the last one.*
5. *She is more intelligent than her brother.*
6. *This book is more useful than that one.*
7. *This test is better than the previous one.*
8. *His condition is worse than yesterday.*
9. *My house is farther than yours.*
10. *This bag is bigger than that one.*

Grammar – Lesson B**More, less, fewer**

More/ Less/ Fewer: We use these to compare quantity (how much/ how many), not adjectives.

More: it is used with countable and uncountable nouns.

Examples:

- *I have more books than you.*
- *She has more money than me.*

Less: it is used with uncountable nouns.

Examples:

- *I drink less water than before.*
- *He has less time than me.*

Fewer: it is used with countable nouns.

Examples:

- *I have fewer friends than you.*
- *There are fewer cars than yesterday.*

Examples:

1. *I have more books than you.*
2. *She needs more time than before.*
3. *They bought more food than us.*
4. *He has more experience than his colleague.*
5. *I drink less water than before.*
6. *She has less money than her sister.*
7. *We have less time than yesterday.*
8. *There are fewer students than last year.*
9. *He made fewer mistakes than me.*
10. *We have fewer chairs than we need.*

Part 4: Vocabulary List – Lesson A and B

No	Word	Meaning
1	Meeting	جلسه
2	Business trip	سفر کاری
3	Convenient	راحت/ آسان
4	Away	دور
5	Reliable	قابل اعتماد
6	Real	حقیقی/ واقعی
7	Receptionist	پذیرش گر
8	Moment	لحظه
9	Leave	گذاشتن/ رها کردن
10	Wrong	اشتباه
11	Break up	جدا شدن (پایان دادن به رابطه)
12	Cut off	بریدن/ قطع کردن
13	Hold	نگه داشتن
14	Reach	رسیدن
15	Spend	گذرانیدن
16	Concert	کنسرت

Part 5: Sentences – Lesson A and B

No	Sentence	Meaning
1	How do you keep in touch with people?	چطور با دیگران ارتباط را حفظ میکنی؟
2	It's less expensive than a business trip and more convenient.	این ارزان تر و راحت تر است نسبت به یک سفر کاری.
3	I use my social network to keep in touch with friends.	من از شبکه های اجتماعی خود برای در تماس ماندن با دوستانم استفاده میکنم.
4	There's nothing worse than spam in your inbox.	هیچ چیزی بدتر از ایمیل های اسپم در صندوق ورودیت نیست.
5	Texting is a lot quicker and easier than calling.	پیام دادن خیلی آسانتر و سریعتر است نسبت به زنگ زدن.
6	They think it's better than the phone because they can see me.	آنها فکر میکنند که این بهتر از تلفن است چونکه آنها میتوانند مرا ببینند.

7	I guess it's a good way to keep in touch when I'm away to school.	فکر میکنم خوب است که وقتی از مکتب دور هستم باهم در ارتباط باشیم.
8	Well, for birthdays and things I still like to send a card.	خب, برای روزهای تولد و اینها من هنوزم دوست دارم که کارت بفرستم.
9	I know regular mail is slower and less reliable than email, but cards are more personal.	میفهمم که پست آهسته تر و کمتر قابل اعتماد است نسبت به ایمیل اما کارت ها شخصی تر هستند.

**4th Exam Session: Unit 10 (T2) – Communication
Study Guide – Grade 9 & 10**

Part 1: Vocabulary List – Lesson C and D

<i>No</i>	<i>Word</i>	<i>Meaning</i>
1	Fancy	تصور / خیال
2	Hold	نگه داشتن
3	Wedding	عروسی
4	Maid of honor	ساقدوش عروس (کلمه ایرانی) / همراه عروس
5	Honor	احترام / عزت
6	Kid	شوخی کردن / مسخره کردن
7	Article	مقاله
8	Championship	قهرمانی
9	Winner	برنده
10	Interest	علاقه / اشتیاق
11	Commonplace	عادی / معمولی
12	Abbreviations	مخفف / اختصار
13	Discreet	محتاط / خردمند
14	Overhear	از فاصله دور شنیدن
15	Downside	زیان / ضرر
16	Perhaps	شاید
17	Gripe	شکایت کردن / گله کردن
18	Encourage	تشویق کردن
19	Punctuation	نشانه گذاری
20	Realize	درک کردن / فهمیدن
21	Injury	آسیب / صدمه / زخم
22	Fortunately	خوشبختانه
23	Illegal	غیرقانونی
24	Warn	هشدار دادن
25	Advertisement	تبلیغات

Part 2: Sentences – Lesson C and D

No	Sentence	Meaning
1	Just a minute, I have got another call. Hold on a second.	فقط یک دقیقه، یک تماس دیگر دارم. یک لحظه گوشی را نگهدار.
2	So, what were you saying?	خب پس، چی میگفتی؟
3	Well, guess what? We are getting married.	خب، حدس بزن چیشده؟ ما عروسی/ ازدواج میکنیم.
4	Will you be my maid of honor?	آیا ساقدوش من میشوی؟/ آیا همراه من میشوی برای عروسی؟
5	An article on the internet recently caught my eye.	اخیرا یک مقاله در اینترنت توجهم را جلب کرده است.
6	That is certainly impressive.	قطعا تاثیر گذار است.
8	After all, texting is a commonplace activity these days.	در واقع/ در نهایت پیام دادن یک کار بسیار عادی است در این روزها.
9	It's also more discreet because no one can overhear your conversation.	همچنان این خیلی محترمانه است چونکه هیچکس نمیتواند مکالمه شما را بشنود.
10	Texting has its downsides too.	پیام دادن ضرر هایی هم دارد.
11	Fortunately, many countries are passing laws that make it illegal to text when you're behind the wheel of a car.	خوشبختانه، بسیاری از کشور ها قانون وضع میکنند که وقتی پشت فرمان موتر هستی، پیام دادن کاملا خلاف قانون است.
12	There is a good reason for all the interest in texting.	دلیل خوبی برای این همه علاقه به پیام دادن هست.
13	Texters gripe that they are getting more spam text than ever before.	پیام دهندگان شکایت میکنند که نسبت به گذشته پیام های اسپم بیشتری دریافت میکنند.
14	Many young people are sleeping less because they wake up in the night every time a text pops up on their phone.	بسیاری از جوانان کمتر میخوابند چونکه در طول شب هربار که یک پیام در تلفن شان ظاهر میشود، بیدار میشوند
15	According to research, about 75% of Americans send messages, and almost one third prefer to text rather than talk on their phone.	بر اساس تحقیقات، حدود 75 فیصد از آمریکایی ها پیامک میکنند و تقریبا یک سوم آنها ترجیح میدهند بجای صحبت کردن با تلفن، پیام بدهند.

Unit 11 (T2) – Appearances

Part 3: Grammar – Lesson A

Describing people; have got

“What does/ do look like?” – چه شکلی؟

→ When we use the question “what does/ do look like?”, we ask about the people’s physical appearances.

- **What + does/ do / subject + look like?**

Examples:

1. **What does she look like?**
→ *She is tall and skinny.*
2. **What does your teacher look like?**
→ *He is short and a bit overweight.*
3. **What do they look like?**
→ *They are medium height.*
4. **What does your best friend look like?**
→ *She is tall and slim, and she has blond hair.*
5. **What does your cat look like?**
→ *It has funny hair and bright color.*
6. **What do I look like?**
→ *You are so pretty and you have small black eyes.*
7. **What does your brother look like?**
→ *He is tall and thin. He has short black hair and brown eyes.*
8. **What does your sister look like?**
→ *She is short and beautiful. She has long straight hair.*
9. **What does your mom look like?**
→ *She is medium height. She has curly hair and wears glasses.*
10. **What does your father look like?**
→ *He is tall. He has a beard and short hair.*

Have got/ Has got:

- Have got and has got show ownership or possession.
- Have got/ Has got = Have

Structure:

- Have got (plural) – *I, we, you, they*
- Has got (singular) – *He, she, it*

Continue...

Examples:

1. *I have got some money.*
2. *I haven't got any money.*
3. *Have you got a pen?*
4. *Have they got a house?*
5. *Does she have curly hair?* *No, she's got straight hair.*
6. *Who's got curly hair?* *I do. I've got curly hair.*
7. *She's got long brown hair.*

Have / Has vs Have got/ Has got:

These structures are the same but with small differences that students may get confused.

- They have the same **meaning**:
I have a car. = I have got a car.
- Have and has are more formal and common in **American English** while have got and has got are more common in **British English**.
I have a car. → American
I have got a car. → British
- The next difference is in their **negative** and **interrogative** forms;
Have got/ Has got → Haven't got/ Hasn't got
Have/ has → Don't have/ Doesn't have

Examples:

1. *I have some money in my bag.*
I don't have some money in my bag.
Do I have some money in my bag?
2. *She has long hair.*
She doesn't have long hair.
Does she have long hair?
3. *They have got some money.*
They haven't got some money.
Have they got some money?
4. *She has got long hair.*
She hasn't got long hair.
Has she got long hair?

5th Exam Session: Unit 11 (T2) – Appearances
Study Guide –Intermediate – Grade 9

Part 1: Vocabulary List – Lesson A and B

<i>No</i>	<i>Word</i>	<i>Meaning</i>
1	Traits	ویژگی
2	Twin	دوقلو
3	Identical	همسان/ یکسان
4	Totally	در جمع
5	Serious	جدی
6	Curly	فرفری
7	Skinny	لاغر
8	Model	مدل
9	Features	ویژگی ها
10	Beard	ریش
11	Mustache	بروت
12	Pierced ears	گوش های سوراخ شده
13	Shaved head	سر تراشیده
14	Bald	کچل
15	Braces	ارتودنسی
16	Fingernail	ناخن
17	Ponytail	موهای دم اسبی
18	Freckles	کک و مک صورت/ خال
19	Cornrows	بافت ریز مو
20	Muscular	عضلانی
21	Braids	موی بافته/ چوئی
22	Spiked hair	موی سیخ سیخی

Part 2: Sentences – Lesson A and B

No	Sentence	Meaning
1	What does your sister look like?	خواهرت چطور به نظر میرسد؟
2	Do you look alike? I mean, are you identical twins?	آیا شما مثل هم هستید؟ یعنی آیا شما دوقلوی همسان هستید؟
3	We look totally different.	ما کاملاً متفاوت هستیم.
4	She takes after my dad.	او پشت پدرم رفته است.
5	Does she have curly and black hair like you?	آیا او هم موهای فر فری و سیاه مثل تو دارد؟
6	No, she's got straight blond hair and blue eyes. I mean, she is really skinny.	نه، او موهای بلوند صاف و چشم های آبی دارد. یعنی او خیلی لاغر است.
8	She sounds like a model.	او مثل مدل ها به نظر میرسد.
9	She has long fingernails.	او ناخن های دراز دارد.
10	He wears his hair in a ponytail.	او موهای خود را دم اسبی میبندد.
11	She wears braids.	او موهای خود را میبافد.
12	She has got freckles.	او خال و کک و مک دارد.

Part 3: Vocabulary List – Lesson C and D

No	Word	Meaning
1	Guy	مرد
2	Pocket	جیب
3	Cargo	بار
4	Fashions	استایل / سبک
5	Niece	خواهرزاده / برادرزاده
6	Brace	ارتودنسی دندان
7	Imagine	تصور کردن
8	Holes	سوراخ ها
9	Charms	دلربایی / فریبندگی
10	Frame	قاب

11	Bangs	موچتری/ چتری مو
12	Straight-legged	شلوار راسته
13	Flared	از جا در رفتن
14	Baggy	مدل شلوار بزرگ
15	Skinny jeans	شلوار تنگ/ چسپ
16	Latest	اخیر/ بعدی
17	Follow	دنبال کردن

Part 4: Reading Passage – Lesson D

Fashion Statements

A few days ago, I pointed out my twelve-year-old niece to a friend. “she is the one wearing braces – the pink ones.” I realized at that moment that braces are now a fashion statement. Can you imagine? But then, did you ever imagine that plastic shoes with holes in them would become so popular all those years ago? Or that you could buy little charms to wear on them?

But that’s the great thing about fashion. You’re never quite sure what’s going to become the “in” thing.

Take glasses. Big glasses came and went, and then everyone wanted designer glasses with a logo. Men wore glasses with heavy, black frames for a time. Then colored frames were the “in” thing, and soon people didn’t want frames at all. Glasses, too, became a fashion statement, and people wore them even if they didn’t need glasses.

Hairstyles are another great way to make a fashion statement. Men with ponytails, shaved heads, cornrows – they’ve all come and gone and come back into style again. Women’s hairstyles are long and straight one minute, and short and curly the next. Bangs are in. oh wait, no ... bangs are out.

Then of course, there are jeans. Straight-legged are the way to go, until everyone wears them flared. Some guys wear them baggy. Really baggy. Women, on the other hand, seem to prefer “skinny jeans.” Black jeans are in, and then everyone starts wearing white jeans, or pink jeans, or ... every other color.

Unit 12 (T2) – Looking Ahead**Part 5: Grammar – Lesson A****Future with *will*, *may*, and *might*****Future with *will*, *may*, and *might*:****Structure:**

Subject + may/ might/ will + base form of the verb

Will → sre future

May/ might → possible in the future.

Examples:

1. *I will finish my homework.*
2. *She will call you later.*
3. *They will travel next month.*
4. *I may go to the market.*
5. *He may come today.*
6. *We may watch a movie tonight.*
7. *I might study this evening.*
8. *She might join us.*
9. *They might visit their friends.*

6th Exam Session: Unit 12 (T2) – Looking ahead
Study Guide –Intermediate – Grade 9

Part 1: Vocabulary List – Lesson A and B

<i>No</i>	<i>Word</i>	<i>Meaning</i>
1	Promotion	ارتقا/ ترفیع
2	Retire	بازنشسته شدن
3	Sales representative	نماینده فروشات
4	Dentist	داکتر دندان
5	Carpenter	نچار
6	Paramedic	امدادگر صحتی/ کمک رسان طبي
7	Receptionist	مسئول پذیرش
8	Plumber	لوله کش
9	Architect	معمار/ سازنده
10	Electrician	برقی
11	Assistant	منشی/ دستیار

Part 2: Vocabulary List – Lesson C and D

<i>No</i>	<i>Word</i>	<i>Meaning</i>
1	Looking forward	چشم انتظار بودن
2	Sound	به نظر رسیدن
3	Remind	یادآوری کردن
4	Either	این و آن/ هریک از دوتا
5	Speed	سرعت
6	Afford	از عهده برآمدن
7	Pick up	برداشتن/ بلند شدن
8	Gas	تیل
9	Smartphones	گوشی هوشمند
10	Tablets	تبلت
11	<u>Thinner</u>	باریکتر

12	Lighter	سبکتر
13	Carry	انتقال دادن
14	Gadgets	ابزار
15	Prototypes	نمونه اولیه
16	Shelves	طاقچه
17	Goggles	چشم گرداندن/ گشتن
18	Entertainment	سرگرمی
19	Sightseeing	تماشا/ سیر
20	Stream	جریان
21	Private	شخصی
22	Spaceships	سفینه فضایی
23	Meantime	در ضمن/ ضمنا
24	Elevator	بالابر/ لفت
25	Mirror	آینه
26	Features	ویژگی ها
27	Tap	آهسته ضربه زدن

Part 3: Sentences – Lesson C and D

No	Sentence	Meaning
1	I'm really looking forward to the barbecue this weekend.	من واقعا منتظر کباب این آخر هفته هستم.
2	I won't forget the drinks this time, either.	این بار نوشیدنی ها را هم فراموش نمیکنم.
3	We don't want to run out of gas again.	ما نمیخواهیم دوباره تیل ما تمام شود.
4	But, we only ran out of gas that one time.	اما ما فقط همان یکبار تیل تمام کردیم.
5	Scientists are testing prototypes at the moment, though it may be some time before they're actually on store shelves.	دانشمندان در حال حاضر نمونه های اولیه را آزمایش میکنند اما امکان دارد مدتی طول بکشد تا واقعا به بازار بیایند.
6	These goggles will act like a computer screen and display information and entertainment from the internet.	این عینک ها مثل یک صفحه کمپیوتر کار میکنند و معلومات و سرگرمی را از اینترنت نمایش میدهند.
8	So, when you are sightseeing, you'll be able to see information about famous building in front of you.	پس، وقتی که گردش میکنید میتوانید معلومات درباره ساختمان های معروفی که در مقابل شما هستند ببینید.

9	You might not be able to take a trip into space right now, but in the near future, we may all have access to the outer atmosphere.	شاید فعلا نتوانید به فضا سفر کنید اما در آینده نزدیک ممکن است که همه ما به لایه های بیرونی فضا دسترسی داشته باشیم.
---	--	--

Unit 1 (T3) – The way we are

Part 4:

Grammar –

Lesson A

Adjectives vs. manner adverbs

Adjectives: They describe a noun.

Structure:

- Adjective + noun
- Be + adjective

Examples:

1. *She is a fantastic teacher for us.*
2. *They were really shy and uncomfortable.*
3. *That nice book is mine.*
4. *Those old materials over there are his.*
5. *Sina seems to be a good boy.*
6. *Ali is great.*

Manner Adverbs: They describe how an action happens.

Structure:

- Verb + adverb

Examples:

1. *She speaks slowly.*
2. *I wait patiently in lines.*
3. *He doesn't sing very well.*
4. *She drives carefully.*
5. *I hate it when I don't have time to do a job properly.*
6. *I get mad easily in bad traffic.*

Grammar – Lesson B

Adverbs before adjectives and adverbs: some adverb come before adjectives or other adverbs to make them stornger or weaker.

Structure:

- Adverb + adjective
- Adverb + adverb

Examples:

1. *She's incredibly talented.*
2. *She's extremely generous.*
3. *He's a relly cool guy.*
4. *We get along very well.*
5. *He's pretty easygoing.*
6. *He's completely honest.*
7. *She's totally reliable.*

Part 1: Vocabulary List – Lesson A and B

No	Word	Meaning
1	Hurry	عجله داشتن
2	Walk down	به سمت پایین رفتن
3	Enjoy	لذت بردن
4	Quickly	سریعا
5	Slowly	به طور آهسته
6	Miss	از دست دادن
7	Attend	حضور یافتن
8	Event	مناسبت/ اتفاق
9	Recklessly	با بی پروایی
10	Honk the horn	آرنگ زدن/ بوق زدن
11	Delay	به تعویق افتادن
12	Seriously	جدا/ جدی
13	Impatient	بی صبر/ عجول
14	Complain	شکایت کردن
15	Counter	پیشخوان/ میز تسویه حساب
16	Patiently	با صبرانه
17	Interrupt	قطع کردن/ میان حرف کسی پریدن
18	Quietly	به گونه ای آرام
19	Strongly	به شدت/ به طور قوی
20	Stressed	تحت فشار
21	Assignment	کارخانگی
22	Tight	نزدیک
23	Deadline	آخرین مهلت
24	Properly	به درستی/ به طور درست
25	Personality	شخصیت (کلی)
26	Character	شخصیت (اخلاق یا رفتار)
27	Admire	تحسین کردن
28	Incredibly	به طرز باور نکردنی/ فوق العاده
29	Talented	با استعداد

30	Creative	خلاق
31	Sense of humor	شوخی طبیعی
32	Disorganized	نامرتب
33	Forget	فراموش کردن
34	Absolutely	قطعا
35	Competitive	اهل رقابت
36	Arrogant	خودخواه/ متکبر
37	Outgoing	اجتماعی/ برونگرا
38	Unfriendly	کم محبت/ غیر دوستانه
39	Shy	خجالتی
40	Easygoing	آسان گیر/ راحت طلب
41	Laid-back	خونسرد
42	Practical	واقع بین/ عمل گرا
43	Honest	صادق
44	Helpful	مفید
45	Generous	بخشنده
46	Selfish	خود محور/ خود خواه
47	Reliable	قابل اعتماد

Part 2: Vocabulary List – Lesson C and D

No	Word	Meaning
1	Waste	ضایع کردن
2	Get along	کنار آمدن
3	Seem	به نظر رسیدن
4	Smile	لبخند
5	Disturb	مزاحمت کردن
6	Drive crazy	دیوانه کردن
7	Pleasant	خوشحال
8	Criticize	انتقاد کردن
9	At least	حداقل
10	Major	رشته تحصیلی

11	Dream	رویا دیدن
12	Raise	بزرگ شدن
13	Culture	فرهنگ
14	Inherit	به ارث بردن
15	Conscious	آگاه
16	Impeccable	بی عیب و نقص
17	Fluently	روان
18	Adventurous	پر ماجرا
19	Volunteer	داوطلب
20	Disadvantaged	محروم
21	Reward	پاداش دادن
22	Down-to-earth	واقع بین
23	Environmentalist	طرفدار حفظ منابع طبیعی
24	Recipes	دستور العمل
25	Diverse	متنوع/ مختلف
26	Introverted	درونگرا
27	Opportunities	فرصت ها

Unit 2 (T3) – Experiences

Part 3: Vocabulary List – Lesson A and B

No	Word	Meaning	Meaning
1	Experience	Experiment	تجربه
2	Secret	Mystery	راز
3	Dream	Fantasize about	خواب دیدن
4	Actor	Performer	بازیگر (مرد)
5	Formal	Official	رسمی
6	Training	Teaching	تعلیم/ آموزش
7	Sailing	Shipping	کشتی رانی
8	Sailboat	Windjammer	کشتی بادبانی
9	Enough	Adequate	کافی
10	Surf	موج سواری	
11	Travel	Trip	سفر کردن
12	Unusual	Strange	غیر معمول
13	Scary	Terrible	ترسناک
14	Raft	قایق ساده چوبی	
15	Luckily	Fortunately	خوشبختانه
16	Pull	Drag	کشیدن
17	Enter	Get into/ join	وارد شدن
18	Talent	Flair	استعداد
19	Contest	Match	مسابقه

Part 4: Grammar – Lesson A

Present Perfect Tense

Definition: It is used to describe the actions that happened in the past but are connected to the present.

Helping verb → Have / Has

Main verb → 3rd (v)

Structures:

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

Examples:

1. *She has solved the problem.* → (And now there is no problem)
She hasn't solved the problem.
Has she solved the problem?
2. *I have done my homework before you arrive.* →(And now I don't have
homework)
I haven't done my homework before you arrive.
Have I done my homework before you arrive?
3. *We have selected all the items.* →(Now all the items are selected)
We haven't selected all the items.
Have we selected all the items?
4. *You have completed the tasks.* → (Now the tasks are completed)
You haven't completed the tasks.
Have you completed the tasks?
5. *They have seen me there.*
They haven't seen me there.
Have they seen me there?
6. *He has done his homework.*
He hasn't done his homework.
Has he done his homework?
7. *It has broken the cup.*
It hasn't broken the cup.
Has it broken the cup?

Part 5: Grammar – Lesson B**Present perfect vs simple past****Simple past:**

- *Something started and finished in the past.*
- *The time is important.*
- *What happened?*

Present perfect:

- *Something that happened in the past but is important now.*
- *The time isn't mentioned.*

- *What is the result now?*

Part 6: Writing – Basics of paragraph

Paragraph:

Definition: A paragraph is a group of sentences that talk about one main idea.

- A paragraph must have only one main idea.
- All sentences in the paragraph must be connected to the topic sentence.

Structure of a paragraph:

1

Topic sentence

2

Supporting sentences

3

Concluding sentences

- *A paragraph looks like:*

PARAGRAPH STRUCTURE

The diagram illustrates the structure of a paragraph with the following components:

- Topic Sentence:** A large rectangular box at the top.
- Supporting Sentence 1:** A rectangular box on the left side of the middle row.
- Supporting Sentence 2:** A rectangular box in the middle of the middle row.
- Supporting Sentence 3:** A rectangular box on the right side of the middle row.
- Summarising Sentence:** A large rectangular box at the bottom.

Decorative elements include a red desk lamp on the left, pushpins on the right, and starburst symbols in the corners.

Topic Sentence:

Topic sentence is the first sentence in a paragraph that tells its main idea.

- It is often the first sentence in a paragraph.
- It says what the paragraph is going to be about.

Topic Sentence

1. *Topic*
2. *Controlling idea*

Example:

Topic: My Best Friend

Topic sentence:

“My best friend is very kind and helpful.”

↓
topic

↓
controlling idea

Supporting sentences:

Supporting sentences are the sentences that explain the topic sentence.

- They are going to support the main idea mentioned in the topic sentence.
- They can be reasons, examples, or details.
- By using reasons, examples, or details the supporting sentences will give more information about the topic sentence.
- There should be at least 3 sentences as supporting sentences.

Example:**Supporting sentence 1:**

“He always helps me with my homework.”

Supporting sentence 2:

“For example, he explains difficult lessons to me.”

Supporting sentence 3:

“He is also kind to everyone.”

Concluding sentence:

The last sentence in a paragraph that summarizes the idea of finishes the paragraph.

Example:**Concluding sentence:**

“Therefore, because of these reasons, he is a great friend.”

**8th Exam Session - Unit 2 (T3) – The way we are
Study Guide – ALB – Grade 9 & 10**

Part 1: Vocabulary List – Lesson C and D

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Lately	Recently	اخیرا / به تازگی
2	Neat	Clean/ tidy	مرتب/ تمیز
3	Prefer	Like better	ترجیح دادن
4	Arrive	Get	رسیدن
5	Expect	Await	انتظار داشتن
6	Ruins	Disintegration	خرابی/ از هم پاشیدگی
7	Rough	Harsh	خشن
8	Leak	Infiltrate	نشت کردن/ تراوش کردن
9	Underneath	Under	در زیر
10	Extremely	Very	به شدت
11	Happily	Cheerfully	با خوشحالی
12	Traditional	Common	عام/ مرسوم
13	Dish	Meal	غذا

Unit 3 (T3) – wonders of the world

Part 2: Vocabulary List – Lesson A and B

No	Word	Meaning	Meaning
1	Wonder	Surprise/ marvel	حیرت / شگفتی
2	Human	Person	شخص
3	Knowledge	Science	علم/ دانش
4	Cover	coverage	پوشش
5	Seats	Chair	چوکی / سیت
6	Nearly	Almost	تقریباً
7	Suspension	Stop/ pendency	تعطیل / توقف
8	Serve	Obey/ work for	خدمت کردن / پیشخدمتی کردن
9	Popular	famous	مشهور / بنام
10	Tourists	Visitor/ explorer	جهانگرد / گردشگر
11	Natural	Normal/ inherent	طبیعی / ذاتی
12	River	Stream/ flow	رودخانه
13	Deep	Profound	عمیق
14	Large	Great/ big	بزرگ / وسیع
15	Active	Energetic	فعال
16	Probably	Maybe	شاید / احتمالاً
17	Erupt	Irrupt/ explode	منفجر شدن / فوران کردن

Part 3: Grammar – Lesson A

Superlatives

Superlative adjectives:

- ➔ Superlative adjectives compare a person, thing, and place with a group of people, places, and things.
- ➔ It shows that one thing is the most/ the best/ the worst in a group.

Structures:

- The + adjective + est
- The most + adjective

Rules of forming superlatives:

1. For short adjectives – one or two syllables – add “est”.

The + adjective + est

Tall → tallest

Short → shortest

Small → smallest

2. If the adjective ends in “e” – add “st”.

Large → largest

Simple → simplest

3. If the adjective ends with a “consonant + vowel + consonant”, double the last letter and add “est”.

Big → biggest

4. If the adjective ends in “y” and a consonant before it, change “y” to “i” and add “est”.

Happy → happiest

Funny → funniest

5. For long adjectives – more than two syllables – use “the most”

The most + adjective

Beautiful → the most beautiful

Expensive → the most expensive

Note: As mentioned in the previous sessions, we have two kinds of adjectives – **regular and irregular** – for irregular adjectives, you need to memorize them.

Good – the best

Bad – the worst

Far – the farthest/ the furthest

Some comparative and superlative adjectives:

Adjective	Comparative	Superlative
<i>Good</i>	<i>Better</i>	<i>The best</i>
<i>Bad</i>	<i>Worse</i>	<i>The worst</i>
<i>Big</i>	<i>Bigger</i>	<i>The biggest</i>
<i>Small</i>	<i>Smaller</i>	<i>The smallest</i>
<i>Tall</i>	<i>Taller</i>	<i>The tallest</i>
<i>Short</i>	<i>Shorter</i>	<i>The shortest</i>
<i>Fast</i>	<i>Faster</i>	<i>The fastest</i>
<i>Slow</i>	<i>Slower</i>	<i>The slowest</i>
<i>Hot</i>	<i>Hotter</i>	<i>The hottest</i>
<i>Cold</i>	<i>Colder</i>	<i>The coldest</i>
<i>Happy</i>	<i>Happier</i>	<i>The happiest</i>
<i>Easy</i>	<i>Easier</i>	<i>The easiest</i>
<i>Busy</i>	<i>Busier</i>	<i>The busiest</i>
<i>Heavy</i>	<i>Heavier</i>	<i>The heaviest</i>
<i>Beautiful</i>	<i>More beautiful</i>	<i>The most beautiful</i>
<i>Expensive</i>	<i>More expensive</i>	<i>The most expensive</i>
<i>Interesting</i>	<i>More interesting</i>	<i>The most interesting</i>
<i>Difficult</i>	<i>More difficult</i>	<i>The most difficult</i>
<i>Important</i>	<i>More important</i>	<i>The most important</i>
<i>Far</i>	<i>Farther/further</i>	<i>The farthest/the furthest</i>

Examples:

1. *She is the tallest girl in the class.*
2. *This is the easiest question in the exam.*
3. *He is the fastest runner on the team.*
4. *That was the funniest movie I have ever seen.*
5. *This is the most interesting book in the library.*
6. *Today is the hottest day of the year.*
7. *He is the smartest student in our school.*
8. *This is the most expensive phone in the shop.*
9. *She is the kindest person I know.*
10. *That was the worst experience of my life.*
11. *This is the best restaurant in the city.*
12. *He is the strongest player on the team.*
13. *This road is the longest in the country.*
14. *She is the most beautiful girl at the party.*
15. *This is the coldest place I have visited.*
16. *He is the laziest student in the class.*
17. *That was the most difficult exam this year.*
18. *This is the cleanest room in the house.*
19. *She is the happiest person today.*
20. *This is the oldest building in the town.*

Part 4: Grammar – Lesson A**Questions with *How* + Adjective**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. <i>How old are you?</i>
→ <i>I am 15 years old.</i> 2. <i>How tall are you?</i>
→ <i>I am 160 cm tall.</i> 3. <i>How big is your house?</i>
→ <i>It is very big.</i> 4. <i>How fast is the car?</i>
→ <i>It is very fast.</i> 5. <i>How far is your school?</i>
→ <i>It is about 2 kilometers away.</i> 6. <i>How heavy is your bag?</i>
→ <i>It is 5 kilograms.</i> 7. <i>How long is the movie?</i>
→ <i>It is 2 hours long.</i> 8. <i>How short is that pencil?</i>
→ <i>It is very short.</i> 9. <i>How cold is the weather?</i>
→ <i>It is very cold.</i> 10. <i>How hot is it today?</i>
→ <i>It is very hot.</i> | <ol style="list-style-type: none"> 11. <i>How easy is this exercise?</i>
→ <i>It is very easy.</i> 12. <i>How difficult is the test?</i>
→ <i>It is quite difficult.</i> 13. <i>How interesting is the book?</i>
→ <i>It is very interesting.</i> 14. <i>How busy are you today?</i>
→ <i>I am very busy.</i> 15. <i>How happy are they?</i>
→ <i>They are very happy.</i> 16. <i>How strong is he?</i>
→ <i>He is very strong.</i> 17. <i>How weak is the signal?</i>
→ <i>It is very weak.</i> 18. <i>How clean is your room?</i>
→ <i>It is very clean.</i> 19. <i>How expensive is this phone?</i>
→ <i>It is very expensive.</i> 20. <i>How cheap is that product?</i>
→ <i>It is very cheap.</i> |
|---|--|

Part 5: Writing – Basics of paragraph**Paragraph:****Supporting sentences:**

- Supporting sentences are the sentences that develop, justify, and strengthen the topic sentence by providing logical reasons, specific examples, and clear explanations.

Types of supporting sentences:

- Reason
Example: “It helps students understand difficult subjects.”
- Specific example:
Example: “For instance, online videos can explain topics step by step.”
- Explanation
Examples: “this makes learning easier and more effective for students.”
- Result/effect
Examples: “as a result, students can achieve better academic performance.”

**paragraph Sample**

Topic sentence: “Technology is an essential tool in modern education.”

Paragraph:

“Technology is an essential tool in modern education because it improves the learning process. For instance, students can use online platforms to access lessons and educational videos. This allows them to study at their own pace and review difficult topics easily. As a result, technology helps students learn more effectively and achieve better results.”

- **Supporting sentences**
- **Topic sentence**

**9th Exam Session - Unit 4 (T3) – wonders of the world
Study Guide – Intermediate – Grade 9 & 10**

Part 1: Vocabulary List – Lesson A and B

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Gripe	Grumble	گله کردن/ نق زدن
2	Drama	Play	نمایش
3	Law	Rule	قانون
4	Pressure	Stress	فشار
5	Embarrassing	Shameful	شرم آور
6	Own	Have	داشتن
7	Spouses	Couple	زوج
8	Remote	Distant	دور
9	Irritating	Annoying	آزاردهنده
10	Backseat driver	Interferer	دخالت کننده
11	Speed	Hasten	سرعت بخشیدن
12	Limit	Bound/ range	محدوده/ حد
13	Memories	Memoirs	خاطره ها
14	Tease	Make fun of/ mock	اذیت کردن
15	Niece	Daughter of one's brother or sister	خواهرزاده
16	Nephew	Son of one's brother or sister	برادرزاده
17	Gigantic	Huge/ tremendous	غول پیکر/ بزرگ
18	Extended	Enlarged	زیاد شده/ وسعت یافته
19	Blended	Mixed	مخلوط
20	Divorce	End a marriage/ separate	طلاق دادن
21	Married	Coupled/ wed	متاهل

Part 2: Grammar – Lesson A**Let/ make / help/ have/ get/ want/ ask / tell****Let / make / help / have / + object + verb****Examples:**

1. *My parents won't let me stay out late.*
2. *They make me come home before 10:00.*
3. *My kids never help me clean the house.*
4. *I have them do their homework before dinner.*

Get/ want / ask/ tell + object + to + verb**Examples:**

1. *I can't get them to clean up their rooms.*
2. *My parents want me to study law.*
3. *I have to ask them to drive me everywhere.*
4. *My wife is always telling me to slow down.*

Part 3: Writing – Basics of paragraph**Paragraph:****Concluding (closing) sentence:**

- ➔ A concluding or closing sentence is the last sentence of a paragraph that often:
 - Summarizes the paragraph
 - Gives a final information or idea
 - Closes the paragraph clearly
- ➔ A good concluding sentence closes the paragraph. Sometimes it tells the reader the main idea again.

Note: *Concluding sentences are important in long paragraphs. Sometimes, concluding sentences are not necessary in short paragraphs.*

<i>Result</i>	<i>Summary</i>	<i>Idea – final thought</i>
As a result,	In conclusion,	Overall,
Therefore,	In summary,	For these reasons,
Thus	To sum up,	As I see
So,	Finally,	



paragraph Sample

Technology is very useful for students because it helps them learn more effectively. For example, students can use online videos to understand difficult lessons. This makes learning easier and more interesting. As a result, students can improve their academic performance. Overall, technology is an important tool for education.

- **Concluding sentence**
- **Topic sentence**

Practice: Complete each paragraph with the correct concluding sentence below.

- a. *For these reasons, exercise is essential for maintaining good health.*
- b. *I like sports very much.*
- c. *Happiness is different for everyone.*
- d. *Therefor, happiness plays an important role in a person's life.*
- e. *So, I believe I am a dedicated and reliable person.*
- f. *My favorite subject is English.*
- g. *Overall, my daily routine helps me achieve my goals.*

P1: Happiness is something that everyone wants in life. It can come from spending time with family, achieving goals, or helping others. For example, many people feel happy when they succeed in their studies or careers. It also improves mental well-being and creates a positive attitude.”

P2: “I am a hardworking and responsible person. I always try to complete my tasks on time and do my best in everything I do. For example, I study regularly and help my classmates when they have problems. I also try to improve my skills every day.”

P3: My daily routine is well organized and helps me manage my time effectively. I wake up early, attend my classes, and complete my homework on time. For example, I usually study in the evening to review my lessons. This routine helps me stay focused and productive.”

P4: Exercise is an important part of a healthy lifestyle. It helps people stay physically fit and improves their energy levels. For example, regular activities like running or walking can strengthen the body. It also reduces stress and improves mental health.”

P5: Exercise is an important part of a healthy lifestyle. It helps people stay physically fit and improves their energy levels. For example, regular activities like running or walking can strengthen the body. It also reduces stress and improves mental health.”

**10th Exam Session - Unit 4 (T3) – wonders of the world
Study Guide – Intermediate – Grade 9 & 10**

Part 1: Vocabulary List – Lesson C and D

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Same	Like/ identical	یکسان
2	Definitely	Absolutely	قطعا
3	Burned out	Drained	خسته گی شدید
4	Nearby	Near	نزدیک
5	Ring	Hoop	انگشتر
6	Siblings	Sib	خواهر و برادر
7	take turn	To take a turn	نوبتی انجام دادن
8	Leftover	Residue	پس مانده غذا
9	Chop	Grind	خرد کردن
10	Pretend	Feign	وانمود کردن
11	Rivalry	Competition	هم چشمی/ رقابت
12	Kick	Spurn	لگد زدن
13	Intervene	Interfere	مداخله کردن

Unit 5 (T3) – Food Choices

Part 2: Vocabulary List – Lesson A and B

No	Word	Meaning	Meaning
1	Choice	Selection	انتخاب
2	Healthy	Safe and sound/ well	سالم/ سلامت
3	Slices	Cut/ section	برش
4	Mustard	Coward	خردل
5	Margarine	Oleo	کره گیاهی
6	Frozen	Frosty	یخ زده
7	Taste	Flavor	طعم/ مزه
8	Grilled	Roasted over a fire	برپانی شده
9	Steamed	Cooked in steam	بخار داده شده
10	Boiled	Poached/ bubbled	آب پز شده/ جوشانده شده
11	Baked	ripe	پخته
12	Pickled	Soured/ souse	ترشی انداختن
13	Roast	Fry/ barbecue	سرخ کردن (غذا)
14	Barbecued	Roasted	کبابی
15	Raw	Crude/ green	خام/ نارس
16	Smoked	دودی (بوی دود گرفته)	
17	Fried	Cooked in oil	سرخ شده
18	Order	Indent	سفارش دادن

Part 3: Grammar – Lesson A

Talking about quantities of food

Few/ Very few/ Fewer

They are used with countable nouns (things you can count: book, students, apples).

Few: It means almost none.

Examples:

- *Few students understand the lesson.* → almost no students understand.

Very few: stronger than “few”

Examples:

- *Very few people came to the event.*

Fewer: It is used to compare numbers.

Examples:

- *There are fewer cars today than yesterday.*

A little/ Very little/ Less/ Not much

They are used with uncountable nouns (things you cannot count: water, time, money)

A little: It means “some”.

Example:

- *I have a little money.* → enough for something

Very little: It means almost none.

Example:

- *She has very little time.*

Less: It is used to compare amounts. → Less + uncountable

Example:

- *I drink less water than before.*

Not much: It is used for small amount.

Example:

- *There isn't much sugar in the tea.*

Many: It is used with countable nouns (for a large number).

Example:

- *I drink less water than before.*

Examples:

1. *Few students passed the exam*
2. *Very few shops are open at night.*
3. *Few books are interesting in that library.*
4. *Very few people understand this topic.*
5. *There are fewer cars on the road today.*
6. *She has fewer friends than her sister.*
7. *I have a little money left.*
8. *There is very little water in the bottle.*
9. *I eat less rice these days.*
10. *She spends less time on social media now.*
11. *There isn't much milk in the fridge.*
12. *I don't have much time today.*
13. *Many students like English.*
14. *There are many trees in the park.*

Exercise**Choose the correct answer**

1. There are ___ students in the classroom today.
A) *much*
B) *many*
C) *little*
2. She has ___ money left, so she can buy lunch.
A) *a little*
B) *few*
C) *fewer*
3. ___ people understand this problem.
A) *Very little*
B) *Very few*
C) *Much*
4. I drink ___ water than before.
A) *fewer*
B) *less*
C) *many*
5. There is ___ sugar in my tea. It tastes bitter.
A) *few*
B) *very little*
C) *many*
6. He has ___ friends than me.
A) *less*
B) *fewer*
C) *little*
7. We have ___ time. Hurry up!
A) *very little*
B) *few*
C) *many*
8. There are ___ apples in the basket. Almost none.
A) *a little*
B) *few*
C) *much*
9. I don't have ___ time today.
A) *many*
B) *much*
C) *few*
10. ___ students passed the exam. (a large number)
A) *Few*
B) *Many*
C) *Little*
11. There is ___ milk in the fridge.
A) *not much*
B) *fewer*
C) *many*

Part 4: Writing – Basics of paragraph**Paragraph:****Types of paragraphs:**

- ➔ Descriptive paragraph:
 - Describes a person, place, thing, or an idea.
- ➔ Narrative paragraph:
 - It tells a story of an event.
- ➔ Opinion paragraph:
 - In this paragraph, you give your opinion with reasons.
- ➔ Cause and effect paragraph:
 - It explains why something happens and what are its results.
- ➔ Comparison paragraph:
 - It compares two things, people, ideas, or places.

**11th Exam Session - Unit 5 (T3) – wonders of the world
Study Guide – Intermediate – Grade 9 & 10**

Part 1: Vocabulary List – Lesson C and D

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Crackers	یک نوع شیرینی/ کلوچه	
2	Whichever	Any one	هر کدام
3	Trouble	Disturbance	مزاحمت/ سختی
4	Snack	خوراکی مختصر	
5	Steam	Vapor	بخار/ دم دادن
6	Variety	Diversity	تنوع
7	Scramble	Bout/ effort	تقلا
8	Wrap	Put up	بسته بندی کردن
9	Flavor	Taste	مزه/ طعم
10	Particularly	Exclusively	منحصرا/ مشخصا
11	Tasty	Yummy	خوشمزه
12	Treat	Behave	رفتار کردن

Unit 6 (T3) – Managing Life

Part 2: Vocabulary List – Lesson A and B

No	Word	Meaning	Meaning
1	Afterwards	Then/ next	بعد/ سپس
2	Mention	Imply/ mingle	ذکر کردن/ اشاره کردن
3	Reservation	Store/ booking	ذخیره
4	Volunteer	Candidate	داوطلب
5	Excuses	Pretense/ reason	بهانه/ عذر
6	Enough	Adequate	کافی
7	Impression	Influence	تاثیر
8	Effort	Work/ attempt	سعی/ تلاش
9	Mistake	Fault / error	اشتباه/ خطا
10	Sense	Feeling	حس
11	Appointment	Meeting	قرار ملاقات
12	Decision	Intention/ determination	تصمیم/ عزم
13	Coach	Teacher/ mentor	مربی
14	Assertive	Confident/ decisive	قاطع/ ادعا کننده
15	Multitasking	عملکرد چند تکلیفی	
16	Various	Different	مختلف
17	Client	Customer	مشتری
18	Embarrassing	Shameful	خجالت آور
19	Lead	Conduct/ direct	هدایت کردن
20	Switch	Change	تبدیل کردن
21	Interrupt	Cut off	حرف دیگری را قطع کردن
22	Drop	Unleash/ throw	انداختن/ رها کردن
23	Inefficient	Incompetent	بی کفایت
24	Relief	Comfort	تسکین
25	Resist	Oppose	مقاومت کردن
26	Deadline	Time limit	ضرب الاجل
27	Distractions	Confusion	گیجی

Part 3: Reading – Lesson D**The Art (and Science) of Doing Less and Achieving More****Multitasking: An Effective Solution?**

With the introduction of various technologies into our everyday lives, multitasking has become a normal feature of our busy days. Doing more tasks ought to mean that we get more done. But does it really? Take this example from a typical day at my job.

Last week during a meeting, I decided to send a quick email to a client. A minute later, I had to send another email with the attachment I had forgotten. In my third email to him, I had to apologize for sending the wrong attachment. When I eventually focused on the meeting, I realized someone was asking me a question, but because I wasn't paying attention, I couldn't answer it and I had to ask him to repeat it. Embarrassing.

Sound familiar? Don't worry – you're not alone. Research shows that when we multitask, we are actually playing a trick on ourselves. We think we're doing more, but actually we're not. In fact, multitasking can lead to a 40 percent drop in productivity. Researchers say that we don't really multitask at all; we "switch-task", and when we switch from one to another, we are simply interrupting ourselves to do something else.

An Alternative Approach

I did some thinking about all of this and decided to do some research for myself. For one week, I would make an effort not to multitask. During that week, I discovered two surprising things.

First, I made great progress on challenging projects. I stayed with each project when it got hard, and it really made a difference. Now, I no longer avoid tough assignments, I don't get distracted by other things, and I finish one job before I go on to another – even if the job is driving me crazy.

Second, my stress levels dropped dramatically. Research shows that multitasking isn't just inefficient, it's stressful, and I found that was true. It was actually a relief to finish one thing before going on to the next. So how can we change our multitasking ways?

Part 4: Grammar – Lesson A and B

Talking about the future; *Will/ be going to*

- Use **will** when you decide to do something as you are speaking.
- Use **will** or **be going to** for factual information or predictions based on what you know.
- Use the present continuous or **be going to (not will)** for decisions you've made and fixed plans.
- Use the simple present for **schedules**.

Examples:

1. *I will just by my apartment to get changed and then I'll come right over to meet you. (NOT I come right over...)*
2. *You are going to be out of town, but you'll be back Friday?*
3. *My boss is going to make us work late Friday.*
4. *Our project won't be finished on time.*
5. *I'm meeting Anna after my kickboxing class.*
6. *We are going to have dinner together.*
7. *I'm not doing anything tonight.*
8. *I have my kickboxing class tomorrow. It starts at 7:00.*

Had better

Had better: It is used to give strong advice, warning, or recommendations. It means it is a good idea to do something, often because there may be a problem if you don't.

Structure:

Subject + had better + base verb

Examples:

1. *You'd better do something quickly.*
2. *I'd better not add anything to my schedule.*
3. *you had better leave now.*
4. *she had better call her mother.*

Part 4: Writing – Basics of paragraph

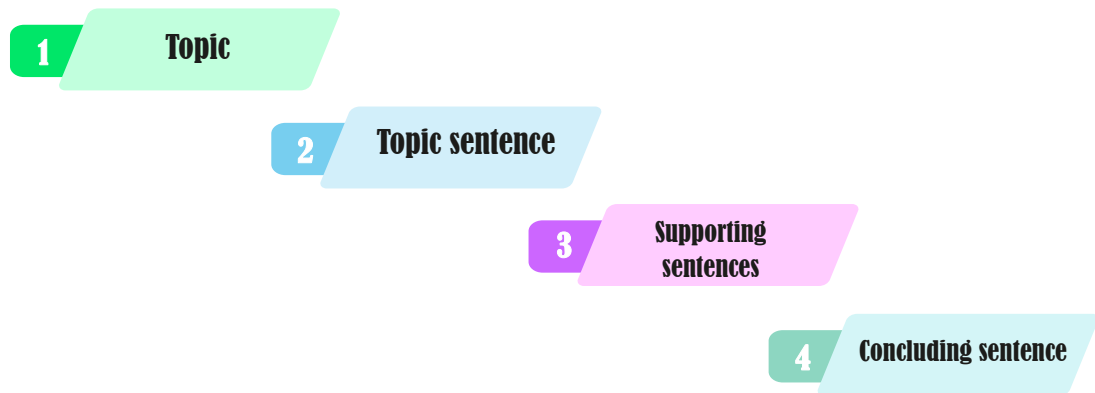
Paragraph:

Outline:

- An outline is a simple plan that organizes your ideas before writing a paragraph.
- It helps the writer to arrange the paragraph better.

- Before writing the full paragraph, you first arrange your ideas step by step.

A paragraph outline usually includes:



Outline Example

Topic:

- Education

Topic Sentence:

- Education is important for personal and social development.

Supporting Idea 1:

- gives knowledge and skills

Example:

- students learn science and languages

Supporting Idea 2:

- creates better job opportunities

Example:

- educated people can find better careers

Closing Idea:

- education helps people build a successful future

Education

“Education is important for personal and social development. It gives people knowledge and important skills for life. For example, students learn subjects such as science and languages in school. In addition, education creates better job opportunities and helps people build successful careers. Therefore, education plays a key role in creating a better future.”

12th Exam Session - Unit 7 (T3) – Relationships
Study Guide – Intermediate – Grade 9 & 10

Part 1: Vocabulary List – Lesson A and B

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Oldest	Elderly	مسن/ پیر
2	Grow up	Get older	بزرگ شدن
3	Totally	Completely	کاملا
4	Trust	Believe	باور داشتن
5	Guy	Man/ boy	پسر/ مرد
6	Convenient	Comfortable	راحت
7	Across	Throughout	سراسر/ بسوی
8	Wedding	Marriage ceremony	عروسی/ مراسم ازدواج
9	Roommate	Flat mate	هم اتاقی
10	Introduce	Make known	معرفی کردن
11	Clean	Neat	تمیز/ مرتب
12	Close	Near	نزدیک
13	Occasionally	Sometimes	گاهگاهی
14	Sweetheart	Darling/ dear	عزیز(م)/ محبوب
15	Divorce	Annulment	طلاق دادن/ طلاق
16	Turn out	End up	معلوم شدن
17	Hung out	Spend time	معاشرت کردن/ وقت گذراندن با دوستان
18	Get along	Get on	با هم خوب کنار آمدن
19	Going out	Dating/ going outside	ملاقات اجتماعی/ بیرون رفتن
20	Settle down	Calm down	آرام گرفتن/ ازدواج کردن
21	Seem	Appear	به نظر رسیدن
22	Immediately	Instantly	فورا
23	Work out	Succeed	نتیجه دادن
24	Move away	Relocate	نقل مکان کردن
25	Break up	End/ split up	جدا شدن
26	Come back	Return	برگشتن
27	Flow back	Revert	بازگشتن(خاطره)

Part 2: Grammar – Lesson A and B

Phrasal Verbs

Phrasal Verb: A phrasal verb = verb + preposition (or adverb) → together, they make a new meaning

Example:

- Go out
- Turn out
- Get up
- Look after
- Get along
- Go away
- Work out
- Break up

_ Steve and Anna ***grew up*** in the same town.

_ Anna ***went away*** to college.

_ Things didn't ***work out***, so they decided to break up.

Relative Clauses:

They begin with who, that, and which. They give information about people or things.

1. **Who** = *used for people*
2. **Which** = *used for things*
3. **That** = *used for people and things*

Examples:

- Nina is an interesting woman **who/ that** sits across from me.
- Jen talks about the things (**that**) she's doing.
- Charlie is someone (**who/ that**) I can trust.

Subject Relative Clause: The relative pronoun (who/ which/ that) is the subject of the verb.

Structure:

Noun + who/ which/ that + verb

Example:

- **The boy who plays football is my friend.**
→ *Who = the boy (subject)*
- **The dog that barks is loud.**
→ *That = the dog (subject)*

Object Relative Clause: The relative pronoun (who/ which/ that) is the Object of the verb.

Structure:

Noun + who/ which/ that + Subject + verb

Example:

- **The boy who I know is kind.**
→ *I = subject, who = object*
- **The book that I read is interesting.**
→ *I = subject, that = object*

Exercises:

Exercise 1: Combine each pair of sentences using relative clauses. More than one answer may be possible.

1. *The girl is my sister. She is singing.*

2. *I know the boy. He is very kind.*

3. *The dog is scary. It is barking.*

4. *I read the book. It is interesting.*

5. *The teacher is nice. She teaches us.*

Practice 2: Choose → Subject or Object Relative Clause

- | | Subject | Object |
|--|--------------------------|--------------------------|
| 1. <i>The boy who is running is fast.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <i>The girl who I like is kind.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <i>The book that is on the table is mine.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <i>The movie that we watched was fun.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <i>The man who works here is friendly.</i> | <input type="checkbox"/> | <input type="checkbox"/> |

Practice 3: Fill in the blanks using (that, who)

1. The boy _____ plays football is my friend.
2. The book _____ I read is interesting.
3. The woman _____ is talking is my teacher.
4. The car _____ we bought is new.
5. The girl _____ sings well is famous.

Part 3: Reading – Lesson D**Online is the way to go!**

According to new research, people looking for romance need look no further than their laptops. Recent studies reveal that 17 percent of marriages are the result of an initial online encounter – making this the second most common way of meeting a potential partner, after meeting through friends.

Surveys show that more than one-third of singles looking for a partner have used an online dating site. Furthermore, one out of every five new relationships starts online. Although the results of online dating surveys may vary, the evidence points to the increasingly important role the relationships internet is playing in helping single people find romance.

The social stigma that was attached to online dating in the past is fast disappearing as dating goes increasingly digital. These days, most people know someone who has tried online dating, so people are less afraid to talk about it or to try it. Online dating, it appears, has entered the mainstream.

But why is this? Experts say there are several factors that contribute to the popularity of online dating. Changes in lifestyle, geographic mobility, and the rise in social networking are largely responsible for changing how people meet potential partners. These days, people typically delay marriage as they concentrate on their careers, work longer and longer hours, and live farther away from family and childhood friends who might otherwise provide contacts with eligible partners. Instead, they turn to their tablets.

So, has the internet fundamentally changed how people date? According to Greg Blatt, former CEO of a popular dating website, the answer is no. “This is just meeting,” Blatt says. “It’s no different meeting on a dating website than it is meeting a party, or at a restaurant, or on a subway... Once you’ve met, it’s real life; you either fall for each other, or you don’t. You either have a great romance, or you don’t.”

“Computers are not taking the place of romance,” he says. “They’re just another way to put yourself in a position to meet somebody with a chance for romance.”

Part 4: Writing – Basics of paragraph

Paragraph:

Descriptive paragraph:

- A descriptive paragraph is a type of paragraph that describes a person, place, object, or experience in detail so the reader can imagine it clearly.

Example:

My village is a peaceful place. The green fields stretch far into the horizon. Birds sing in the morning, and the wind carries the scent of fresh flowers. At sunset, the sky turns orange and pink. Everything in the village feels calm and beautiful.

Structure of a Descriptive Paragraph:

1 Topic Sentence

Introduces what you will describe

2 Supporting Sentences

Use vivid sensory details (sight, sound, smell, touch, taste)

3 Concluding sentence

Wraps up or gives an overall impression

- Use specific and sensory details
- Use adjectives and imagery
- Use present or past tense, but be consistent
- Avoid general words like nice, good, bad
- Focus on one subject or moment



My Neighborhood

My neighborhood is quiet and peaceful. The streets are clean, and there are many trees and small parks. In the morning, birds can be heard singing, which creates a relaxing atmosphere. People in the neighborhood are friendly and respectful. For these reasons, I enjoy living there.”

13th Exam Session - Unit 7 (T3) – Relationships
Study Guide – Intermediate – Grade 9 & 10

Part 1: Vocabulary List – Lesson C and D

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Odd	Strange	عجیب و غریب
2	Mailbox	Post	صندوق پستی
3	Strange	Odd/ weird	عجیب و غریب
4	Borrow	Loan	قرض کردن
5	Probably	Maybe	شاید
6	Lonely	Alone	تنها
7	Ignore	Relinquish	نادیده گرفتن
8	Though	Although/ but	اما/ اگرچه
9	Soften	Loosen	نرم کردن
10	Initial	First/ elementary	نخست/ ابتدایی
11	Encounter	Face	روبرو شدن
12	Furthermore	In addition	بعلاوه
13	Increasingly	More and more	به طور فزاینده
14	Romance	Love story	داستان عاشقانه/ رمان
15	Stigma	Slur	لکه ننگ
16	Eligible	Qualified	واجد شرایط
17	Appear	Emerge	پدیدار شدن
18	Mainstream	Normal	مسیر اصلی
19	Concentrate	Focus	تمرکز کردن
20	Career	Occupation	شغل
21	Fundamentally	Essentially	اساسا

Unit 8 (T3) – What if?

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

<i>No</i>	<i>Word</i>	<i>Meaning</i>	<i>Meaning</i>
1	Rent	Fare	کرایه
2	Tiny	Small/ little	کوچک/ ریز
3	Afford	Cope/ pay for	از عهده برآمدن
4	Stuff	Thing/ object	چیز
5	Holiday	Vacation	رخصتی
6	Exciting	Stimulating	مهیج/ هیجان انگیز
7	Dilemmas	Clutch	وضع دشوار
8	Accidentally	By chance	به طور تصادفی
9	Spill	Small/ crumb	خرده
10	Borrow	Loan	قرض کردن
11	Apologize	Excuse/ pardon	عذرخواهی کردن
12	Remind	Recall	بیاد آوردن/ یادآوری کردن
13	Awesome	Amazing	عالی
14	Regret	Rue	پشیمانی
15	Laid-back	Relaxed	خونسرد/ آرام
16	Imaginary	Fanciful	خیالی/ تصویری
17	Unimportant	Insignificant	بی اهمیت
18	Generous	Merciful	بخشنده
19	Especially	Particularly	به خصوص
20	Barefoot	Shoeless	پابرهنه
21	Toes	Toenail	ناخن انگشت پا
22	Sunrise	Sun-up/ east	طلوع آفتاب
23	Sunset	Sundown/ evening	مغرب/ غروب آفتاب
24	Enjoyable	Delightful/ terrific	لذت بخش
25	Destination	Goal/ fate	سرنوشت/ مقصد

Part 3: Grammar – Lesson A and B**Wishes and Imaginary situations or events****Wished for the present or future**

Wish + past form of the verb

Examples:

1. *I wish I **had** more free time.*
(I don't have enough free time.)
2. *She wishes she **were** taller.*
(She is not tall.)
3. *We wish we **lived** in London.*
(We do not live there.)
4. *I wish I **knew** the answer.*
(I do not know it.)
5. *I wish I **weren't** so busy with my work.*
(I'm very busy with my work.)
6. *We wish we **could** afford to move.*
(we can't afford to move.)

Imaginary situations or events in the present of future:

If + past form of the verb... would (could) + verb

Examples:

1. *If I had more free time, I'd/ I would go kayaking.*
(I don't have enough free time, so I don't go kayaking.)
2. *If she lived closer, she would be able to help out.*
(she lives very far away, so she isn't able to help out.)
3. *If I were less busy, I could go away on the weekends.*
(I'm very busy with my work, so I can't go away on the weekends.)
4. *If we could afford to move, we wouldn't live in this tiny place.*
(We can't afford to move, so we live in this tiny place.)

Imaginary or unreal situation:

Imaginary or unreal situation:

- An imaginary or unreal situation is a situation that is impossible, hypothetical, not true, or unlikely to happen.
- For forming imaginary or unreal situations, conditional sentences are used.

Conditional Sentences:

1. *Zero conditional sentences*
2. *First conditional sentences*
3. *Second conditional sentences*
4. *Third conditional sentences*

Zero conditional sentences: The Zero Conditional is used to talk about general truths, facts, or situations that are always true when the condition is met.

- It refers to situations that are universally or scientifically true and can be seen as cause and effect.
- These sentences are often used for habits, rules, or laws of nature.

The Zero Conditional consists of two parts:

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

Structure:

If + present verb
“If you heat water...”

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

Structure:

Present verb
“It boils.”

Structure of zero conditional sentence: If + simple present, simple present

“If you heat the water, it boils”



Note: In zero conditional sentences, both parts (if-clause and main clause) are in the simple present tense.

Examples:

1. *If you heat water, it boils.*
2. *If it rains, the ground gets wet.*
3. *If people eat too much, they gain weight.*
4. *If you mix red and blue, you get purple.*
5. *If ice melts, it becomes water.*
6. *If she studies hard, she gets good grades.*
7. *If the light is red, cars stop.*
8. *If you do not water plants, they die.*

First conditional sentences: The First Conditional shows the situations that are possible or likely to happen in the future if a certain condition is met or it is used to talk about the possible future result if the condition happens.

The First Conditional consists of two parts:

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

Structure:

If + base verb (present verb)

“If it rains...”

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

Structure:

Will + base verb (present verb)

“... I will take an umbrella.”

Structure of first conditional sentence: *If + present verb, will + simple present*

“If it rains, I will take an umbrella.”



If clause



Main clause

Note: *In first conditional sentences, the if clause is in simple present and result clause or main clause is in the future.*

Example:

1. *If you study, you will pass the exam.*
2. *If you **eat** too much, you **will feel** sick.*
3. *If they **arrive** early, they **will get** good seats.*
4. *If I **have** time, I **will help** you.*
5. *If we **leave** now, we **will catch** the train.*
6. *If she **doesn't study**, she **won't pass** the exam.*

7. *Will you help me if I ask you?*
8. *Will he finish the work if I give him more time?*
9. *If I pass the test, I will celebrate with my friends.*
10. *If we don't hurry, we will miss the bus.*
11. *If you help me, I will finish the project faster.*
12. *If it gets too hot, we will go swimming.*
13. *If she asks for my opinion, I will give her some advice.*

Second conditional sentences: The Second Conditional is used to talk about hypothetical or unreal situations in the present or future.

- It describes situation that are unlikely to happen or impossible.

The Second Conditional consists of two parts:

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

Structure of second conditional sentence: If + simple past, would + present verb

“If I had a million dollars, I would travel around the world.”



Note: In the second conditional, we often use “were” instead of “was” for all subjects (I, you, he, she, etc.), especially in formal or standard English. This is called the subjunctive mood.

Example:

1. *If I were rich, I would travel the world. → (not=I was)*
2. *If I won the lottery, I would buy a house.*
3. *If I knew her better, I could give her advice.*
4. *If he studied harder, he might pass the test.*
5. *If she tried harder, she might not fail.*

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:

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

Structure:

4. **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 (3rd)

“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.)

Exercise:

Third conditional:

Exercise 1: Fill in the blanks with the correct form of the verb in the Third Conditional.

1. If I _____ (study) harder, I _____ (pass) the exam.
2. If she _____ (leave) earlier, she _____ (catch) the train.
3. If we _____ (know) about the party, we _____ (attend).
4. If he _____ (tell) me the truth, I _____ (help) him.
5. If they _____ (not miss) the bus, they _____ (arrive) on time.
6. If I _____ (not forget) her birthday, I _____ (buy) a present.
7. If you _____ (ask) me, I _____ (give) you the information.
8. If they _____ (not argue), they _____ (get) along better.

Exercise 2: Rewrite the following sentences using the Third Conditional.

1. I didn't go to the concert because I didn't know about it.
 - If I _____, I _____.
2. She didn't pass the interview because she didn't prepare well.
 - If she _____, she _____.

3. He didn't apologize for his mistake, so she was angry.
 - If he _____, she _____.
 4. We didn't finish the project on time because we didn't work together.
 - If we _____, we _____.
 5. I didn't travel to Paris last summer because I couldn't afford it.
 - If I _____, I _____.
-

Second conditional**Exercise 3: Choose the Correct Answer**

1. **If I ___ rich, I would travel around the world.**
 - A) Am
 - B) Were
 - C) will be
 - D) was
2. **If she studied harder, she ___ better grades.**
 - A) Gets
 - B) Got
 - C) would get
 - D) will get
3. **If we had more time, we ___ another project.**
 - A) would start
 - B) started
 - C) Start
 - D) will start
4. **If he ___ taller, he would play basketball professionally.**
 - A) Is
 - B) Were
 - C) will be
 - D) has been
6. **If they lived near the beach, they ___ swimming every day.**
 - A) Go
 - B) Went
 - C) would go
 - D) will go

b,c,a,b,c

Exercise 4: Correct the mistakes.

1. If I will have money, I would buy a laptop.
2. If she were more careful, she will avoid mistakes.
3. If they studied harder, they would passed the test.
4. If he was rich, he would travel everywhere.
5. If we would leave early, we would arrive on time.

Zero and First conditionals:**Exercise 5: Choose the correct answer.**

1. **If people _____ enough sleep, they feel tired.**
 - A) *do not get*
 - B) *will not get*
 - C) *did not get*
 - D) *would not get*
2. **If you heat ice, it _____.**
 - A) *Melted*
 - B) *Melts*
 - C) *Will melt*
 - D) *Would melt*
3. **Plants die if they _____ enough water.**
 - A) *Do not receive*
 - B) *Will not receive*
 - C) *Would not receive*
 - D) *Did not receive*
4. **If it rains, the ground _____ wet.**
 - A) *Become*
 - B) *Becomes*
 - C) *Became*
 - D) *Will become*
5. **If people exercise regularly, they _____ healthier.**
 - A) *Become*
 - B) *Became*
 - C) *Will become*
 - D) *Would become*
6. **If I study tonight, I _____ ready for the test tomorrow.**
 - A) *Am*
 - B) *Was*
 - C) *Will be*
 - D) *Would be*
7. **If she arrives early, we _____ dinner together.**
 - A) *Have*
 - B) *Had*
 - C) *Will have*
 - D) *Would have*
8. **If they do not hurry, they _____ the bus.**
 - A) *Miss*
 - B) *Missed*
 - C) *Will miss*
 - D) *Would miss*
9. **If it rains tomorrow, we _____ at home.**
 - A) *Stay*
 - B) *Stayed*
 - C) *Will stay*
 - D) *Would stay*

10. If he works hard, he ___ successful.

- A) Becomes
- B) Became
- C) Will become
- D) Would become

Part 4: Writing – Basics of paragraph

Paragraph:

Narrative paragraph:

- A narrative paragraph is a paragraph that tells a story or describes an event or experience.
- It describes what happened, when it happened, where it happened, who was involved, and how it happened, often including the writer's feeling or reflections.

The purpose of a narrative paragraph is to:

- Tell a story
- Entertain, inform, or teach a lesson
- Sharing experience

Structure of a Narrative Paragraph:

1 Topic Sentence

Introduces the story who, where, when, or what happened

Example: Last summer, I experienced one of the scariest moments of my life.

2 Supporting Sentences

Describe the sequence of events with details, actions, and emotions

Example: While hiking alone in the mountains, I suddenly realized I had lost the trail.

3 Concluding sentence

Shows the result, lesson, or reflection

Example: That day taught me the importance of preparation and staying calm in difficult situations.

Common order (chronological order)

1. **Beginning:** Introduce characters, setting, and situation
2. **Middle:** Present the main events, conflict, or problem
3. **End:** Show how it ended or what was learned

**14th Exam Session - Unit 8 (T3) – What if?
Study Guide – Intermediate – Grade 9 & 10**

Part 1: Reading – Lesson D

IF I COULD LIVE MY LIFE OVER

If I could change the past and live my life over, I'd do a lot of things differently. I'd be more laid-back – I'd worry less about small or imaginary problems and maybe a little more about things that really matter. I'd complain less about unimportant things. I'd slow down and take each day as it comes. I'd be more patient with people.

I'd stop being afraid of making mistakes and make an effort to try new things. I'd learn to scuba dive and speak a new language. I'd do things I enjoyed, even if I wasn't good at them, like playing the piano. I'd continue with my lessons and wouldn't give up because I wasn't all that good. I would enjoy what I could do and not worry about what I couldn't do. Yes, I'd still be competitive – I wouldn't want to change that – but I wouldn't get upset if I didn't win.

I'd try to make a difference in people's lives, I'd be more generous – with my money and especially my time. Maybe do more volunteer work, I'd spend more time listening to the stories that older people have to tell without looking at my watch and thinking about the other things I could be doing. I'd get to know my neighbors and offer to help those I knew needed help or who had problems. I would ask people on the bus, "what's wrong?" if they seemed upset.

If I could change the last few years, I'd find more time to share long and laughter-filled meals with friends or family and spend less time shut away with my computer, working. I'd be more considerate. I'd spend more handwritten thank-you notes and tell people what they mean to me. I would be completely reliable, someone that everyone can count on.

If I had another chance, I wouldn't read so much about celebrities' lives. I mean, who cares? I'd spend less time in malls and more time in parks, flying a kite, or watching the birds. I'd clean the house less and read more. I'd walk barefoot on beaches and feel the sand between my toes and the sun on my face. I'd spend a summer on a Greek island, see the Pyramids in Egypt, climb a mountain in Africa, watch more sunrises and sunsets.

Life is an incredibly enjoyable trip, but it's also incredibly short. Next time around, I'd focus more on the journey and less on the destination. You'll arrive sooner than you think.

Unit 9 (T3) – Tech Savvy

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

No	Word	Meaning	Meaning
1	Tech savvy	someone who is skilled at using technology	ماهر در استفاده از تکنالوژی
2	Support	Help/ assistance	کمک/ پشتیبانی
3	Cord	String/ rope	ریسمان/ سیم
4	Freeze up	Glaciate	یخ زدن
5	Virus	ویروس	
6	Wireless	Radio/ radiotelegraph	رادیو/ تلگراف بی سیم
7	Identify	Recognize	شناسایی کردن
8	Theft	Robbery/ stealing	سرقت/ دزدی
9	Register	Record/ list	ثبت کردن
10	Victim	Sacrifice/ hunt	قربانی
11	Scam	Deception	کلاهبرداری
12	Overseas	Abroad	خارج
13	Urgently	Crucially/ immediately	فوری
14	Illegal	Unlawful/ illicit	غیر قانونی/ غیر مجاز
15	Savvy	Astute/ clever	زیرک/ دانا

Part 3: Grammar – Lesson A and B

Noun clauses:

Noun clause:

- A **noun clause** is a dependent clause that functions like a noun in a sentence.
- These clauses act as nouns and can function as the subject, object, or complement in a sentence.
- Common introductory words: **what, that, how, who, whether, why.**

Example:

1. “I know that she is honest.”

that she is honest = noun clause

It works as the object of the verb *know*.

A noun clause usually begins with:

- *that*
- *what*
- *who*
- *whom*
- *whose*
- *which*
- *where*
- *when*
- *why*
- *how*
- *whether*
- *if*

Types of noun clauses:

1. noun clause as subject
2. noun clause as object

Noun clause – Subject:

- The noun clause acts as the subject of the sentence.

Examples:

1. What he said was surprising. → “What he said” (noun clause as subject)
2. Why she left remains a mystery. → “why she left” (noun clause as subject)
3. How they solved the problem is impressive. → “How they solved the problem” (noun clause as subject)

Noun clause – Object:

- The noun clause receives the action of the verb.

Examples:

1. I don't know what the problem is. → “What the problem is” (noun clause – object)
2. I have no idea which site I used. → “Which site I used.” (Noun clause – object)
3. I have no idea why it's doing that.
4. I know that he is busy.
5. She explained why she was late.
6. We understand what you mean.

Questions with noun clauses:

- When a noun clause comes inside a question, **the noun clause still uses statement word order, not question word order.**

Structure:

Question word/ auxiliary + subject + verb + noun clause

Examples:

1. *Do you know where she lives? → correct*
Do you know where does she live? → Incorrect
2. *Can you tell me why he left? → correct*
Can you tell me why did he leave? → Incorrect
3. *Is she saying what she believes? → correct*
Is she saying what does she believe? → Incorrect
4. *Do you know what the problem is?*
5. *Can you remember which site you used?*
6. *Do you know what we should do?*
7. *Do you have any idea why it's doing that?*

Part 4: Writing – Basics of paragraph**Paragraph:****Narrative 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:

4. **I believe**
5. **I think**
6. **In my opinion**
7. **I strongly believe**
8. **In my idea**
9. **As I see**

.

.



Example

“I believe education is one of the most important parts of life. It helps people gain knowledge, improve their skills, and prepare for the future. For example, students learn communication, critical thinking, and problem-solving abilities in school. In addition, education creates better job opportunities and improves living standards. For these reasons, education is essential for personal and social development.”

Exercise:

Write an opinion paragraph about the topic below:

Topic: social media

Guidelines:

- 1 opinion sentence
- 2 supporting reasons
- 1 example
- 1 closing sentence

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.

- **Email:** ebrahimi55@gmail.com
- **Phone/WhatsApp:** +93 764754032