دو قدم تا آیلتس

مؤلف: حمید رضا صالحی

۱۳۹۵

سرشناسه	:	صالحی، حمیدرضا، ۱۳۷۴ -
عنوان و نام پدیدآور	:	دو قدم تا آیلتس/ تألیف حمیدرضا صالحی.
مشخصات نشر	:	تهران: آذرین مهر، ۱۳۹۵.
مشخصات ظاهری	:	۵۵۵ ص.: مصور،جدول، نمودار.
شابک	:	۹۷۸-۶۰۰-۷۷۰۷-۳۸-۸
وضعیت فهرست نویسی:		فیپا
یادداشت	:	واژه‌نامه.
موضوع	:	آزمون آیلتس -- راهنمای مطالعه
موضوع	:	آزمون بین‌المللی زبان انگلیسی -- راهنمای مطالعه
موضوع	:	زبان انگلیسی -- کتاب‌های درسی برای خارجیان
رده بندی کنگره	:	PE۱۱۲۸/ص۱۶د۹ ۱۳۹۵
رده بندی دیویی	:	۴۲۸/۰۰۷۶
شماره کتابشناسی ملی:		۴۱۷۱۶۹۶

*عنوان کتاب: دو قدم تا آیلتس
*مؤلف: حمیدرضا صالحی
*ناشر: آذرین مهر
*چاپ: دوم پاییز ۱۳۹۵
*شمارگان: ۱۰۰۰ نسخه
*چاپ و صحافی: ردنـــا - ۶۶۱۲۳۹۹۶
*صفحه‌آرایی و طراحی جلد: خدمات نرم افزاری ردنـــــا (راحله عبدالمالکی) - ۶۶۱۲۳۹۹۶
*قیمت: ۴۰۰,۰۰۰ ریال
*مشاوره جهت نشر: محمد روشن دل ۰۹۱۹۳۱۹۲۹۳۵

تقدیم به

خانواده معظم شهدا و ایثارگر

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مقدمه:

سپاس بی پایان پروردگار را که بنده را قادر ساخت تا ویرایش جدید کتاب «دو قدم تا آیلتس» را تهیه و منتشر کنم.
این کتاب منبع کاملی برای آزمون تافل می باشد و داوطلب را از مراجعه به دیگر منابع آیلتس بی نیاز می کند.
کتاب شامل هشت فصل گرامر از مبتدی تا فوق پیشرفته، لغات عمومی در دو سطح، لغات اختصاصی و افعال دو کلمه ای می باشد و در بخش مهارت ها ابتدا با آوردن درس نامه سپس به تمرین های درباره آن مهارت ها پرداخته شده است.

در نهایت برخودم لازم می دانم از تمامی عزیزانی که بنده را در تألیف و گردآوری این کتاب همراهی نموده اند، تشکر کنم مخصوصا جناب آقای محمد روشندل رئیس انتشارات مدیران برتر بدون کمک ها و حمایت ایشان تألیف این کتاب غیر ممکن بود. باعث افتخار بنده است که جهت مشاوره برای آزمون های آیلتس و تافل با شماره تماس ۰۹۱۹۹۹۳۰۷۹۴ با بنده در تماس باشید.

یا حق

» فصل اول

» اسم

اسم: اسم عبارت است از اشیا و اشخاص و حیوانات که به وسیله ی آن نامیده میشود همچنین آنها را می توان به شکل افعال و کارها دید مانند:

Players-pliers-mosque-turkey-friendship-beauty.....

» انواع اسم

۱-اسم عام

اسمی است که در میان اشیا و اشخاص و مکان عمومیت داشته باشد، مانند:

Boy-chair-cinema-pencil....*

۲-اسم خاص

اسمی است که نام مخصوص شخص و شی و محل مشخص می باشد، مانند:

IRAN-Ali...

۳-اسم جمع

اسمی است که در صورت مفرد است ولی در معنی به گروه و دسته دلالت دارد، مانند:

Band-chorus-staff-team...

۴-اسم معنی

اسم حالت عمل یا وضعیت را اسم معنی میگویند و حالت مجرد و انتزاعی دارد، مانند:

Peace-kidness-ignorance-pain...

-از نظر شمارش اسم به دو دسته تقسیم می شود.

اسامی قابل شمارش: اسامی قابل شمارش اسامی هستند که می توانیم آنها را بشماریم.

به عبارت دیگر اسامی هستند که هم شکل مفرد دارند هم شکل جمع و قبل از آنها می‌تواند a یاan قرار گیرد.

» نمونه تست

1) The most important development of the Neolithic age was not in the manufacture of several.....but in the production of food.

A)Tool B)a Tool C) Tools D) of Tools

جواب گزینه c زیرا several واحد شمارش جمع است.

اسامی غیر قابل شمارش: مانند یک نوع ماده و مفهوم که ما نتوانیم آنها رابشماریم، به عنوان مثال آب را نمی توانیم بشماریم.

تعریف دیگر: اسامی هستند که فقط شکل مفرد دارند وجمع بسته نمی شوند و با فعل مفرد به کارمی روند.

EX:oil-tea-milk-wood-glass-air-butter-bread-Japanise.....

» اسامی غیر قابل شمارش معروف مورد استفاده در آزمون تافل و آیلتس:

Access- accommodation- adulthood- advertising- advice- aid- anger- appluase- assistance- business -childhood- commerce- compassion- content- corruption- envy- ethics- failure- faith- fame - fiction- freedom- fruit- fuel- genetics- gossip gratitude- hospitality- inflation- juice- lava- live- stock- marble- nonsense- permission-vacism- recreation- rum- reliability- symmentry- timber- traffic-under- wear- validity-veal- vengeance- vitality- welfare- yeast- zinc

– نمونه جملات استفاده شده در آزمون تافل وآیلتس:

1) Zinc is important trace element ,especially for men.
2) If you do not add yeast to the dough, the bread won't rise.
3) A government's main responsibility is the welfare of its people.
4) There was a flash of lightning, and then a crack of thunder.
5) Don't forget to take plenty of underwear on the trip.
6) The officials checked the validity of everyones passport.
7) Is this floor really made of Italian marble?
8) Does the company provide accommodation for the workers?

اسامی زیر دارای یک معنی می باشند، اما یکی قابل شمارش و دیگری غیرقابل شمارش می باشد.

قابل شمارش	غیرقابل شمارش
Climate	Weather
Battery	Electricity
Bottle	Wine
Dollar	Money
Job	Work
Journey	Travel
Person	People
Report	Information
Song	Music
Suitcase	Luggage

Exp: California has a good climate.

نکته : اسامی غیر قابل شمارش با واحد شمارش مخصوص به خود جمع بسته می شوند.

اسامی زیر با piece جمع بسته می شوند.

Bread-advice-equipment- information –luggage-music-news-furniture

اسامی زیر نیز با واحد خاص خود به کار می روند.

A gust of wind
a clap of thunder
a bar of soap
a bar of chocolate

Ex1: A folk song is a piece of popular music.

Ex2: I ordered twelve pieces of bread.

۱- اگر به آخر بعضی ازاسامی S اضافه کنیم به جمع تبدیل میشود.

book	books
bag	bags

۲-اگراسم خود با(x-z-s-sh-ch) ختم شود در جمع es میگیرد و به صورت سیلاب جداگانه و به صورت (ایز)تلفظ میشود.

bus	buses
dish	dishes
buzz	buzzes
fox	foxes
church	churches

۳-اگر اسم به y ختم شود و قبل از آن حرف صدادار داشته باشیم ,آخر کلمه تغییری نمیکند و به آخر آن s اضافه میشود ولی اگر قبل از آن از حرف بی صدا استفاده کنیم آخر آن به ies ختم میشود.

lady	ladies
key	keys
boundary	boundaries

۴- اگر اسم مفرد به o ختم شود و قبل از آن از حرف صدادار استفاده کنیم در آخر آن s اضافه میشود ولی در غیراینصورت به آخر آن es اضافه میشود.

potato	potatoes
radio	radios

۵- بعضی از صفات با اضافه کردن حرف تعیین the تبدیل به جمع میشوند.

rich	the rich
young	the young
heathen	the heathen

۶- برخی اسامی تغییر صورت می دهند. مانند:

man	men
woman	women
tooth	teeth
foot	feet
goose	geese

۷- با تغییر en مانند:

ox	oxen
child	children

۸- با تبدیل is به es :

analysis	analyses
axis	axes
crisis	crises
diagnosis	diagnoses

۹- صورت جمع به a ختم می شود:

criterion	criteria
bacterium	bacteria

۱۰- تبدیل us به is:

alumnus	alumni
fungus	fungi

نکته : گاهی اوقات اسامی غیر قابل شمارش جمع بسته می شوند در این صورت منظور نویسنده یا گوینده«انواع مختلف آن‌ها و یا نوع خاصی» از آن ها می باشد.

Exp: This is one of the foods that my doctor has forbidden me to eat.

نکته : برای جمع اسم مرکب باید کلمه دوم جمع بسته شود، ولی کلمات woman,lord ,man از این قاعده مستثنا هستند.

woman-teacher	women-teachers
man-servant	men-servants
lord-justice	lords-justices

نکته : اگر اسم مرکب دارای حرف اضافه باشد فقط اسم اول جمع بسته می شود. مانند:

mother in law	mothers in law
son in law	sons in law
looker on	lookers on

» معرفه

معرفه : کلمات یا اصطلاحاتی هستند که تعداد و مقدار شی یا چیزی را مشخص می کند مانند:

a great deal of , any ,some , an , a,.....

اولین و ساده ترین معرفه a وan می باشد، این دو معرفه قبل از اسامی قابل شمارش مفرد نامعین به کار می روند.

An قبل ازاسامی می آید که با یکی ار صداهای a-e-i-o-u شروع شده باشد و a با بقیه صداها به کارمی رود.

Exp: A good chef must pay attention to his clerk's demands.

Exp: An international committee has ratified the resolution.

کاربردa و an هیچ ارتباطی به املای لغات ندارد فقط اولین صدای کلمه ملاک است. مانند:

an yoga - an M - a university - an orange

» کاربرد a

۱) قبل ازکلمه hair اگر به معنا ی تار مو باشد.

a hair - two hairs

۲) با برخی از بیماری‌ها .

a cold-a fever - a cough - a headache

۳) با برخی از اسامی که در ظاهر جمع هستند .

a gallows - a pains - an amends

۴) گاهی اوقات قبل از اسامی که نماینده گروه خود باشند .

a book is a close friend of a wise man.

Test : **An**(A) witness told reporters "dozens were killed and **wounded** (B) " and pictures circulating **on** (C) social media showed several bloodied bodies in the mosque amid **debris** (D).

گزینه witness. a با حرف بی صدا شروع می شود .

» کاربرد و تفاوت not , no , none , none of

none of و no ضمیراشاره هستنددرحالیکه none به عنوان ضمیر به کار می رود. هر سه منفی کننده هستند.

» کاربرد no

no را به طور مستقیم قبل از اسم به کار می بریم.

Exp: I've got no time to waste.

Exp: There are no people I recognize here.

» کاربرد none

از none به معنای not any, not one, not any به عنوان ضمیر استفاده میشود, جانشین اسامی قابل شمارش و غیر قابل شمارش می‌شوند همچنین در بعضی موارد به شکل فاعل و مفعول نیز به کار می‌روند.

Exp: My mother had two brothers , my father had none.

۲- none به عنوان فاعل هم می تواند با فعل جمع و هم با فعل مفرد به کار رود.

Exp: I'm always looking for inspiration , none ever comes.

Exp: She's always looking for ideas , none ever come.

نکته: از none به عنوان «هیچ کس» استفاده نمی کنیم.

Exp: They had a wonderful time and luckily no one was injured.

»کاربرد none of

none of + ضمیر / صفت اشاره / اسم

Exp : It doesn't matter , none of it was your fault.
Exp: None of his old friends knew what had happened to him.

نکته: درفرم رسمی بعد از none of از فعل مفرد استفاده می کنیم.

Exp: None of that surprises me.
Exp: None of the products have been tested on animals.

اشتباه رایج:

مستقیما بعد از none از اسم استفاده نمی کنیم, ازno یا none of استفاده میکنیم.

Exp: No children in my group caused me trouble. (None of the children...)

»کاربرد not

۱-اگر قبل از اسم معرف a, much, many به کاررود از not استفاده میکنیم.

Exp: Not suitable for children under ۱۵.
Exp: Not surprisingly, it was a tense match but eventually the more experienced Australians won.

۲-ازno و not قبل از اصطلاحات معروف نیز استفاده می کنیم.

no problem , no idea , no good , no chance , not worth
Exp: She had no idea what time they were arriving.
Exp: It's not worth taking a taxi , we can walk.
Exp: It's no good standing around watching , do something.

»کاربرد one

۱- اولین کاربرد one به عنوان شماره می باشد.

Exp: She will be one year old tomorrow.

۲- اگر one به عنوان ضمیر به کار رود به شکل one of در می آید.

(A): One of + اسم جمع + فعل مفرد

One of their daughters has just got married.

(B): One of + اسم جمع + ضمیر موصولی + فعل جمع

He is one of those men who like to drive fast.

او از جمله افرادی است که دوست دارد تند براند.

(C): One of the many + اسم جمع + ضمیر موصولی + فعل جمع

He is one of the many students who don't make use of this pattern.

او یکی از دانشجویان زیادی است که از این الگو استفاده نمی‌کند.

۳- برای دلالت بر زمان در آینده که هنوز تصمیم گیری نشده است. (آینده نامعلوم)

Exp: Why don't we meet for lunch one day next week?

۴- از one همچنین برای گفتن موقعیت مخصوصی در گذشته نیز استفاده می شود.

Exp: One night we stayed up talking until down.

۵- از one گاهی اوقات به معنای فقط نیز استفاده می شود.

Exp: I'm the one person you can rely on in an emergency.

»*کاربرد enough

۱- از enough قبل از اسم در نقش صفت می توان استفاده کرد.

Exp : Do you have enough money to pay for your fare?

به عنوان ضمیر نیز به کار می رود.

Exp: I need to go and get some more chairs. There aren't enough here.

نکته :قبل از ضمایر از enough of استفاده میکنیم.

We haven't eaten enough of your dinner , Jason.

۳- enough در نقش قید نیز به کار می رود که دو جایگاه رایج آن در مثال زیر است.

enough+اسم جمع/غیر قابل شمارش

(A): We have tickets enough.

(B) : I have time enough.

۴- بعد ازصفت نیز می توان از از enough استفاده کرد.

صفت+enough+infinitive with to

I have good enough information about art to recognize a masterpiece when I see one.

all به معنای «همه» بعد از آن هم می توان از اسم قابل شمارش و هم غیر قابل شمارش استفاده کرد.

Exp: All my friends are away at university.

Exp: All information about the new product is confidential.

۱)قبل و بعد از all از The استفاده نمیکنیم.

Exp: All children love stories. (Wrong: All the children love stories)

۲) همراه اصطلاحات زمانی که از all استفاده میشود از the استفاده نمیکنیم.

all day/all night/all winter

I spent all day looking for my car keys.

The party went on all night and some of neighbors complained.

» کاربرد all of

ضمیر موصولی / اسم اشاره / ضمیر مفعولی +all of

(A): I need to speak to all of you for a few minutes.

(B): We had to contact the insurance firm and the air line , all of which took a lot of time.

(C):All of this has to go out into the rubbish bin.

(D): All of the workers were given a pay - raise at the end of the year.

nearly و almost

به معنای تقریباً می باشد. به پیشرفت چیزی دلالت می کند وقتی که داریم یک چیزی را مقایسه یا اندازه گیری می کنیم از آنها استفاده میکنیم.

1) Don't give up! You are almost there.

2)It's time for bed , it's nearly 10 o'clock.

3) Nearly my friends were in the photograph.

نکته: قبل از کلماتی مانندهno , none , never , nobody , nothing از almost استفاده میکنیم.

1) Using this special software , you can find the history of almost any building.

2) She almost never raises her voice.

» کاربرد و تفاوت most of the, almost, all of the

هر دو به معنای«تقریباً همه» می باشند ولی درصد قاطعیت almost all بیشتر از most of می باشد، این دو هم می توانند با اسامی قابل شمارش و هم غیر قابل شمارش به کار روند.

نکته: اگر بعد از most اسم بیایدبه معنای the majority of میباشد.

Exp: She plays tennis most mornings.

Exp: Most tap water is drinkable.

نکته: قبل از اسامی جغرافیایی از most of استفاده میکنیم.

Exp: Most of England and Wales should be dry throughout the day.

Exp: most of the trees و یا most trees

نکته: در انگلیسی the most of نداریم یعنی نمی‌توانیم بگوییم the most of trees

» کاربرد و تفاوت a number of / the number of

فعل جمع + اسم جمع + A number of
فعل مفرد + اسم جمع + The number of

1) A number of people have turned out in the election.

2) The number of people has turned out in the election.

many و much

Many بیشتر در در سوال ها و جملات منفی به کار میرود به معنای«تعداد زیادی» قبل از اسامی قابل شمارش جمع به کار می رود.

1) Were there many children at the party?

2)I don't have many relatives , we are a small family.

در حالت مثبت معمولا از many استفاده نمیشود و به جای آن ازa lot of استفاده میشود ولی در متون رسمی می توان از many و many of استفاده کرد.

1) Many politicians have suffered at the hands of the popular press. (رسمی)

2)Many of his friends were shocked upon hearing of his sudden death. (رسمی)

3)There were a lot of people at the swimming pool this morning.

» کاربرد in as many

in as manyبه معنای «به همان تعداد» می باشد.

Exp: He doesn't seem to be very lucky in love , he has had three girl friends in as many month.

یعنی در سه ماه سه دوست دختر داشته

» کاربرد many a/an

many a به معنای «چه بسا ، چه بسیار» می باشد که طبق ساختار زیر به کار می رود.

many a + اسم مفرد + فعل مفرد

Exp: Many an animal has been perished due to lack of management.

» کاربرد much

بعد از much از اسامی غیرقابل شمارش استفاده میشود و بیشتر در جملات سوالی و منفی به کار می رود.

1) It was pouring with rain but there wasn't much rain.

2) Is there much unemployment in that area?

نکته: در جملات رسمی از much به جای a lot of و lots of استفاده میشود.

Exp: There is much concern about drug addiction in the US.

» کاربرد lots of و a lot of

بعد از هر دوی آن ها هم می توان اسم جمع و هم اسم غیر قابل شمارش استفاده کرد.

نکته: lots of از a lot of رسمی تر است.

That's a lot of money.

There weren't lots of choices.

» کاربرد some / any

۱) بیشتردر جملات مثبت و با اسامی قابل شمارش جمع و غیر قابل شمارش به کار می‌رود.

اسم غیر قابل شمارش/ اسم جمع + some

1) I have some information about the issue.
2) I have some books.

2) some در سوالاتی که سوال کننده انتظار جواب مثبت دارد به کار می رود.

Have you got some water? Yes, I've got some water.

3) اسم مفرد+some نیز به کار می رود که در این صورت نقش تاکیدی دارد.

I need some book to raise my knowledge in English.

» کاربرد any

any بیشتر در جملات سوالی و منفی به کار می رود.

اسم غیر قابل شمارش / اسم جمع / اسم مفرد + any

۱) از any قبل از اسم استفاده می کنیم تا مقدار کمیت ناشناخته و مبهم یا ماهیت نامحدود را بیان کنیم.

1) Did you bring any bread?
2) Mr. Johnson refused to answer any questions.

۲) وقتی منظور خاص و مشخص در کار نباشد از any استفاده میشود.

Exp: Any book will be useful

در اول جمله فقط با فاعل مفرد به کار میرود وبه فعل مفرد نیاز دارد.

Exp: Any applicant who is ready should have toefl certificate.

» گرامر ضمیر

ضمیر فاعلی:

از این ضمیر به عنوان جانشین اسم یا اصطلاحات اسمی استفاده میشود . ما از آنها استفاده میکنیم تا به شخص یا چیزی که قبلا مشخص شده اشاره کنیم.

این ضمایر عبارتند از:

I/ you /he /she /it /we /you /they

Peter complained to the chef about the meal, she wasn't very helpful so he spoke to the manager.

She= chef/he= peter

Where is the key? I can't find it.

It =key

نکته: از it به عنوان ضمیر خالی استفاده میشود،هنچنین به عنوان ضمیر ساختگی dummy subject -0 نیز استفاده میشود.

It is snowing

نکته: در تاکیدات از ضمیر فاعلی استفاده میشود .

Exp: It was he who has broken the window.

» ضمایر مفعولی

قبل از اینکه به تعریف ضمیر مفعولی بپردازیم افعال متعدی را تعریف میکنیم.

افعال متعدی:فعلی است که بعد از آن به مفعول نیاز داریم .

I saw Ali at Mellat Park.

توضیح: من علی را در پارک دیدم.چه کسی را در پارک دیدم؟علی را در پارک دیدم بنابراین see فعلی متعدی است.

» انواع ضمایر مفعولی

Me/ you/ him/ her/ it/ us/ you/ them

این ضمایر همانطور که از اسمشان معلوم است جانشین مفعول شده و همانند مفعول بعد از افعال متعدی و حروف اضافه به کار میرود.

Exp: She didn't like the way he spoke to her.

Exp: She is coming to visit us in September.

نکته: گاهی اوقات در محافل غیر رسمی از ضمایر مفعولی برای پاسخ کوتاه استفاده میشود.

Who ate all the biscuits?

Me غیررسمی

I did رسمی

نکته: در متون غیر رسمی از you به عنوان مفهوم عام برای مخاطب قرار دادن عامه ی مردم استفاده میشود.

Exp: You get a pension if you are a man over the age of 65 or a woman over 60.

نکته: ما معمولا برای خطاب قراردادن موسسات ،مقامات و گروهای مردمی از ضمیر they استفاده میکنیم.

Exp: They are opening a new motorway tomorrow.

»ضمایر ملکی

این ضمایر عبارت هستند از:

Mine/yours/his/hers/ours/yours/theirs

Exp: It is not maryams car .hers has a red color.

ضمایر ملکی در جمله بر مالکیت دلالت میکنند و به عنوان جانشین اسم به کار میروند.

»صفات ملکی

این صفات قبل از اسم به کار میروند. این صفات عبارت اند از :

My/your/his/her/its/our/your/their

Exp: Is that your scarf? It is very similar to mine.

Exp: That's not their house. Theirs has a red front door.

Exp: It was her faults not hers.

نکته it's : شکل خلاصه شده ی it is یا it has میباشد.

Exp: Can you hear that noise? Where do you think it's (it is) coming from?

نکته: از it's به عنوان ضمیر ملکی استفاده نمیکنیم.

Exp: Whose is this ball?

Mine

نکته: صفات ملکی به صورت تنها به کار نمیروند و به جای آن اسم مورد اشاره را تکرار میکنیم.

A: Whose ball is this?

B: The dogs. (not: it's)

»مالکیت همراه با of

ضمیر ملکی +of+اسم

Exp: A friend of mine told me that all of the tickets have already sold out.

Exp: Where is Martin?

He has gone to pick up a cousin of his at the station.

اشتباه رایج در بخش writing آزمون آیلتس و تافل:

همانطور که گفته شد بعد از حروف اضافه از ضمیر مفعولی استفاده میکنیم و of نیز حروف اضافه است ولی در ساختار فوق فقط از ضمیر ملکی استفاده میکنیم.

Exp: A neighbor of mine called late last night.

Not: A neighbor of me.

نکته: **each other** و **one another** به معنای همدیگر ضمیر متقابل میباشند.

نکته:کاربرد each other در متون رسمی از one another رایج تر است.

Exp: Rick and Gina never liked each other.

Exp: Everyone in the family gave each other presents.

نکته: ما از each others و one another's به عنوان صفت ملکی استفاده میکنیم.

Exp: Lisa and Kate hated each others' husbands.

»اشتباهات رایج

گاهی اوقات از us و ourselves به جای each other و one another استفاده میشود که کاملا غلط است.

اصطلاحات رایج تافل و آیلتس همراه با each other:

1) At each other's throats

این اصطلاح به معنای به شدت بحث کردن میباشد.

Exp: Those two are always at each other's throats.

2) Be in each other's pockets.

به معنای آویزان دیگران بودن میباشد.

I don't think it is healthy the way you two are always in each other's pockets.

نمونه سوالات تألیفی گرامر اسم و ضمیر

1) I have faced many ..... in my life, but none as difficult as this.

a) challenge b) challenges c) a challenge

2) Some of the best ..... I heard while I was a student was to take regular exercise during a day.

a) pieces of advice b) an advice c) advices

3) During the industrial revolutions farmers ..... their fields and went to work in mines.

a) left b) has left c) have left.

4) A dictionary is a wonderful source of ..... .

a) informations b) a information c) information

5) ..... Women earning master's Degrees has risen sharply in recent years.

a) The amount of b) The number of c) a number of

6) Although southern California is densely populated, ... live in the northern part of the state.

a) a little people b) a few the people c) few people

7) One hundred years ago cars all looked the same but these days come in lots of different .....

a) shape b) a shape c) shapes

8) I have ..... News about the accident.

a) alittle b) little c) few

9) One of the primary ..... of accidents in coal mines is the accumulation of gas.

a) a reason b) reasons c) reason

10) ..... Sleep each person needs depends on different factors.

a) The number of b) The few of c) The amount of

11) A: What shall we say about the furniture?

B: ..... very comfortable.

a) It is b) These are c) Those are

12)The department of foreign languages .....not located in the new building opposite the old one.

a) are b) do c) is

13) Methane is ..... Odorless burning gas and is the main ingredient of natural gas.

a) a b) an c) the

14) She likes to play ..... Piano.

a) a b) an c) The

15) We went swimming in the sea everyday while we were on ..... Holiday.

a) no article b) a c) an

16) She likes ..... same music as lan

a) a b) an c) the

17) Jonathan had soup and omelets for ..... Lunch.

a) a b) the c) no article

18) ..... of the energy used in our homes and factories is generated from gas.

a) The most b) most c) more

19) ..... People over 65 have frequent sleeping problems such as insomnia.

a) a large number of b) The number of c) The amount of

20) Despite the recent improvement in the economy, unemployment ..... to rise.

a) has continued b) have continued c) continue

21) The oldest university in the world is ..... AL-Azhar university in Cairo , Egypt:

a) a b) The c) No article

22) The large park in the middle of New York is Called ..... central park.

a) a b) The c) No article

23) Jason worked for computer company ..... Microsoft for five years before starting his own software company.

a) a b) The c) no article

24) The oldest glass in the world is from Egypt. It is in ..... British museum.

a) a b) The c) No article

25) Mary wants to get married in ..... St. Cuthbert's church.

a) a b) The c) No article

26) She goes to ..... School by bus.

He catches the Eight o'clock bus from outside his house.

a) a b) The c) No article

27) John was at ..... Home when I called. His wife said he was away on business.

a) a b) The c) No article

28) Harry was asleep in ..... Bed when the telephone rang.

a) a b) The c) No article

29) He was a fisher man. He used to spend months at ..... sea in the north Atlantic.

a) a b) an c) No article

پاسخنامه

۱- پاسخ: challenge قابل شمارش می باشد، از طرفی معرفه کننده آن many می باشد و many با اسامی قابل شمارش به کار می رود. بنابراین گزینه ی b پاسخ صحیح می باشد.

۲- پاسخ: همانطور که در درسنامه گفته شده است، advice غیرقابل شمارش می باشد و نمی توان آن را به شکل جمع نوشت بنابراین گزینه a پاسخ صحیح می باشد.

نکته: advice غیرقابل شمارش می باشد و برای تبدیل آن به جمع باید از واحد شمارش مخصوص خود یعنی piece of استفاده شود.

۳- پاسخ: از آنجایی که فاعل (farmers) جمع می باشد بنابراین به فعل جمع نیاز دارد بنابراین گزینه b حذف می شود. از طرفی زمان جمله معلوم می باشد یعنی During the industrial revolutions، بنابراین باید left باشد چون به گذشته ساده بر می گردد.

۴- پاسخ: همانطور که گفته شد information غیرقابل شمارش می باشد بنابر این نمی توان شکل آن را به جمع تغییر داد و قبل از آن نیز نمی توان از a/an استفاده کرد بنابراین پاسخ صحیح گزینه ی c می باشد.

۵- پاسخ: از آن جایی که فاعل جمله یعنی women می باشد و قابل شمارش، نمی توان از The amount of استفاده کرد زیرا The amount of حرف تعریف اسامی غیرقابل شمارش می باشد. از طرفی طبق فرمول می دانیم که :

The number of +اسم جمع+ فعل مفرد

A number of + اسم جمع+ فعل جمع

و همانطور که معلوم است فعل جمله has risen مفرد می باشد، بنابراین حرف تعریف مخصوص آن the number ofمی باشد. بنابراین گزینه ی b صحیح می باشد.

۶- پاسخ: people اسم جمع است لذا قبل از آن از اسامی معرفه کننده قابل شمارش استفاده می کنیم همانطور که می دانید دو حرف معرف few , little به معنای «کم و اندک» به صورت زیر به کار می روند.

few +اسم قابل شمارش

Little + اسم غیرقابل شمارش

بنابراین گزینه ی صحیح c یعنی few people می باشد.

۷- پاسخ: a lot of و lots of اصطلاحات کمی هستند که بعد از آن ها هم می توان از اسم قابل شمارش و هم غیر قابل شمارش استفاده کرد. به عبارت دیگر a lot of و lots of به جای much/ many در حالت مفعولی بیشتر به کار می رود. مانند مثال زیر:

I have much rice	I have a lot of rice
I have many books	I have a lots of books.

همانطور که می بینید در دو عبارت بالا a lot of \ lots of هم با اسامی غیرقابل شمارش و هم با اسامی قابل شمارش به کار می روند.
از طرفی در مثال بالا از lots of استفاده شده سریعاً نتیجه می گیریم که بعد از ان یا باید از اسم قابل شمارش جمع یا از اسم غیرقابل شمارش استفاده کنیم، در حالی که shape اسم قابل شمارش می باشد و شکل جمع آن به فرم shapes می باشد بنابراین پاسخ صحیح گزینه ی c می باشد.
۸- پاسخ: معمولاً گفته می شود که a little و a few جنبه ی مثبت دارند کمی از آن چیز را دارد ولی در کل راضی می باشد ولی هنگامی که اصلاً راضی نیست از few و little استفاده می کنیم.
به مثال زیر دقت کنید.

Exp: I'm unhappy person. I have few friends.

من آدم بدبختی هستم چون دوستان خیلی کمی دارم. (گوینده کاملاً ناراضی است.) بنابراین جواب گزینه‌ی این تست b می باشد.
۹- پاسخ: بعد از one of باید از اسم جمع استفاده شود.

one of + اسم جمع قابل شمارش + فعل مفرد

۱۰- پاسخ: همانطور که می دانید sleep غیرقابل شمارش می باشد بنابراین قبل از آن از حروف معرف غیرقابل شمارش استفاده می شود بنابراین با توجه به گزینه ها فقط می توان از The amount of به عنوان حرف تعریف استفاده کرد.
۱۱- پاسخ: همانطور که در متن درس گفته شده است furniture غیرقابل شمارش می باشد و اسامی غیرقابل شمارش با فاعل و فعل خودکه مفرد می باشد به کار می روند، بنابراین گزینه ی صحیح a می باشد.
۱۲- پاسخ : گزینه c
۱۳- پاسخ: باید an باشد، چون قبل از مصوت از an استفاده می شود. به عبارت دیگر قبل از کلماتی که خود آن ها صدای a-e-i-o-u را دهد باید از an استفاده کنیم.
تذکر: an را فقط قبل از کلماتی استفاده می کنیم که صدای a-e-i-o-u دهد، نه اینکه خود کلمات a-e-i-o-u را شامل شود. به عنوان مثال قبل از university نمی توان از an استفاده کرد زیرا صدای هیچکدام از مصوت ها را ندارد و قبل از آن در حالت مفرد از a استفاده می کنیم ولی قبل از حرف N از an استفاده می کنیم در حالی که با هیچ یک از مصوّت ها شروع نشده است ولی صدای اِی را دارد.
۱۴- پاسخ: گزینه ی c جواب صحیح می باشد. زیرا قبل از ابزار موسیقی از The استفاده می کنیم به طور کلی در موارد زیر از the استفاده می کنیم.

»کاربرد **the**

۱) وقتی گوینده و شنونده می دانند درباره ی چه کسی صحبت می کنیم، به عبارت دیگر فاعل یا مفعول معیّن شده باشد.

I bought a car yesterday. The car is red.

۲) قبل از بعضی از ملیّت ها

The British / The Chinese / The Japanese

۳) قبل از رودخانه ها

The Nile

۴) قبل از جزایر

The Philippines جزایر فیلیپین

۵) قبل از دریاها و اقیانوس‌ها

The pacific دریای آرام
The Black sea دریای سیاه

۱۵- پاسخ: گزینه ی a، زیرا قبل از holiday از هیچ حرف معرفه ای استفاده نمی شود یا به عبارت دیگر to be on holiday یک اصطلاح می باشد.

۱۶- پاسخ: گزینه ی c، زیرا as ..... the same یک اصطلاح می باشد.

۱۷- پاسخ : گزینه c، زیرا have sth for lunch اصطلاح می باشد و قبل از آن از حرف معرفی استفاده نمی شود.

۱۸- پاسخ: The قبل از most اضافی است و باید most یا most of the باشد.

۱۹- پاسخ: همانطور که معلوم است فاعل جمله people می باشد و جمع ، فعل جمله نیز جمع می باشد (have) . بنابراین نمی توان از The number of استفاده کنیم و تنها گزینه‌ی صحیح a می‌باشد.

۲۰- پاسخ: از آن جا که unemployment غیرقابل شمارش می باشد بنابراین فاعل آن نیز مفرد می باشد و گزینه ی a صحیح می باشد.

۲۱- پاسخ: قبل از اسامی مکان ها از the استفاده نمی کنیم. به عنوان مثال می گوئیم a street، a town و همچنین از a/an قبل از انسان و چیزهایی که به نحوی مشخص شده استفاده نمی کنیم.

۲۲- پاسخ: گزینه c جواب صحیح می باشد. به توضیح سؤال قبل مراجعه فرمائید!

۲۳- پاسخ: قبل از اسامی عام از هیچ معرفی استفاده نمی شود. بنابراین پاسخ صحیح گزینه یc می باشد.

۲۴- پاسخ: گزینه b جواب صحیح می باشد. به توضیحات درباره ی The مراجعه فرمائید.

۲۵- پاسخ: گزینه c می باشد. قبل از church از هیچ حرف معینی استفاده نمی شود.

۲۶- پاسخ: قبل از school از حروف معینی خاصی استفاده نمی کنیم.

۲۷- پاسخ: گزینه c می باشد. قبل از home از هیچ حروف معینی استفاده نمی کنیم.

۲۸- پاسخ: گزینه c می باشد. زیرا قبل از دو اصطلاح be in bed و go in bed از هیچ حرف معینی استفاده نمی شود.

۲۹- پاسخ: گزینه c می باشد. زیرا قبل ازدریا هیچ حرف معینی استفاده نمی شود.

گزینه ی غلط را علامت بزنید.

1) As a complication of useful details (A) , a weekly (B) magazine commends itself (C) in several respect. (D)

2) Through aquaculture, or fish farming, more than (A) 500 million tons of fish (B) are produced (C) each years. (D)

3) The legal system has much (A) safeguards to protect the right (B) of a dependant (C) to an impartial Jury (D).

4) The mystery book store was (A) largely (B) a phenomena (C) of the last decade (D).

5) Most (A) of the magnesium (B) used in the united states (C) comes from the (D) seawater.

6) Fruit (A) and vegetables (B) supply few (C) protein in relation to their weight and only a trace (D) of fat.

7) Electric telegraph (A) , invited in 1835 by Samuel (B) mores , was first (C) used (D) in 1844.

8) Esperanto (A) is an unique (B) language because it was created (C) by a (D) man called Ludwig.

9) Many newspaper (A) circulations (B) has (C) declined and the number (D) of readers is diminishing.

10) In the dry (A) season any fishes (B) barrow in the mud (C) and hibernate in a (D) large mud cocoon.

پاسخنامه

۱-پاسخ : گزینه یD . چون بعد از Several اسم جمع به کار می رود.
۲- پاسخ: گزینه D. بعد از each اسم مفرد به کار می رود.
۳- پاسخ: گزینه A. باید many باشد چون اسم بعد از آن قابل شمارش جمع است.
۴- پاسخ: گزینه C . به خاطر a قبل از آن باید phenomenon باشد یعنی شکل مفرد آن.
۶- پاسخ: گزینه C. زیرا protein غیرقابل شمارش می باشد و به جای few باید از little استفاده کنیم.
- پاسخ : گزینه D . the اضافی است. چون sea جنبه ی عام دارد.
۷- پاسخ: گزینه A. باید the داشته باشد چون بوسیله ی عبارت بعد از آن معرف و توصیف شده است.
۸- پاسخ گزینه B. باید A باشد چون اولین صدای بعد از آن صامت است.
۹- پاسخ: گزینه C. باید have باشد چون فاعل جمع است و با many آورده است.
۱۰- پاسخ :گزینهB. باید Fish باشد چون این کلمه جمع بسته نمی شود.

»ضمایر

گزینه ی مناسب را انتخاب کنید.

1) The old woman lived alone, with anyone to look after ..... .
a) him b) her c) she d) it

2) These two rings here on my little finger belonged to ..... grandmother.
a) mine b) me c) myself d) my

3) when the little boy grabbed the lizard , ... tail broke off in..... hand.
a) it's /his b) it/him c) its/his d) it's/he's

4) A baby learns the meaning of words as ---------- are spoken by others and later uses ..... In sentence.
a) it / them b) they / them
c) their / they d) they/ them selves.

5) Some of these clothes are ..... , and the rest of ..... belong to jack.
a) yours/it b) my/them c) mine/them d) hers/their

6) As for ..... , I prefer to let people makeup ..... Minds.
a) myself / each other's b) me/ their own
c) my/ theirs d) mine / one another/s
Exp: I Spent the money which was my own.

7) The solicitor wrote a letter to Ann and ..... In which he asked us if we could settle the matter between..... .
a) I/us b) me/ us c) me/ we d) mine/ our

8) They decided to buy the house because ..... location would allow..... to yet to work very easily.

a) its / them b) its/ their c) it / themselves d) they /us.

9) Our dog is of a very good breed as ..... is the offspring of two very champion dogs and inherited ..... features.

a) he/ them b) she / theirs c) that / his d) it / their

10) He was an only child, so he had to learn how to amuse..... .

a) himself b) him c) anybody d) each

11) Despite her father's complaints, she decided to live ..... In Canada.

a) herself b) of her own c) by herself d) her

12) The music in the house was so loud that everybody had to shout to make ..... Heard.

a) herself b) oneself c) themselves d) them

13) I have always wanted to meet you but we have had the chance to talk to ..... until now.

a) each other b) each other's c) themselves d) yours

14) When I first entered the manager's room, I thought he was talking to ..... but then I realized he was on the phone.

a) himself b) your selves c) themselves d) ourselves.

15) How could you do something like that!

You must be ashamed of ..... .

a) yourself b) themselves c) ourselves d) mine

16) Ozone has <u>his</u> (A) origin in a number of sources, <u>a prime</u> (B) one <u>being</u> (C) <u>the</u> (D) automobile engine.

17) Superman <u>made</u> (A) <u>their</u> (B) comic <u>debut</u> (C) in 1938 <u>in</u> (D) Action comics.

18) Commercial letters <u>of credit</u> (A) are often used to finance <u>export</u> (B) trade, but <u>them</u> (C) can have <u>other uses.</u> (D)

19) When children <u>experience</u> (A) <u>too much</u> (B) frustration, <u>its</u> (C) behavior <u>cease</u> (D) to integrated.

20) On March 1981 ,30, President Reagan <u>was shot</u> (A) <u>as</u> (B) <u>his</u> (C) was <u>leaving</u> (D) a Washington tel.

21) Although the destruction that it <u>causes</u> (A) is often terrible, cyclones <u>benefit</u> (B) a <u>much wider</u> (C) belt than <u>they</u> (D) devastate.

22) almost half of the pilgrims didn't survive theirs first winter in the new world.
A B C D

23) There was no indication from the senate that he would agree with the decision made
A B C D

in the house.

24) A baby learns the meaning of the words as they are spoken by others and later uses
A B C

him in sentences.
D

پاسخنامه

۱- پاسخ: گزینه b. زیرا فاعل جمله woman و مونث می باشد. بنابراین ضمیر بعد از آن باید مونث بیاید. از طرفی دیگر همانطور که می دانیم بعد از افعال متعدی و حروف اضافه از ضمایر مفعولی استفاده می کنیم.

۲- پاسخ: گزینه d می باشد. زیرا از صفات ملکی استفاده می شود. به طور کلی صفات ملکی چون قبل از اسم به کار می رود صفت نامیده می شوند. آن ها با تمامی اسامی به کار می روند. ولی اگر بعد از آن ها فعل بیاید، فعل باید تبدیل به اسم شود یعنی باید ing بگیرد.

my/your / his/ her/ its/ our/ your/ their + اسم /Gerund

Exp: He regretted their misunderstanding him.

۳- پاسخ: گزینه c. همانطور که گفته شد قبل از اسم از صفات ملکی استفاده می کنیم. فقط به این نکته باید توجه داشت که it's مخفف it is و It has می باشد و ارتباطی با its به عنوان صفت ملکی ندارد.

۴- پاسخ: گزینه b. ضمایر فاعلی که عبارت اند از: I/you/he/she/it/we/you/they به عنوان فاعل جانشین اسم می شوند بنابراین در جای خالی اوّل به فاعل یا ضمیر فاعلی نیاز دارد و از آن جایی که مرجع ضمیر words می باشد، ضمیر فاعلی مناسب آن they است. از طرفی دیگر در جای خالی دوّم به ضمیر مفعولی نیاز داریم، زیرا ضمیر بلافاصله بعد از فعل متعدی استفاده شده است.

نکته: فعل متعدی به فعلی گفته می شود که به سؤال چه کسی را و چه چیزی را پاسخ دهد و جواب سؤال مفعول جمله است.

من علی را در بغل گرفتم.

من چه کسی را در بغل گرفتم؟ (مفعول) علی

محمد ماشین را خراب کرد.

محمد چه چیزی را خراب کرد؟ (مفعول) ماشین

۵- پاسخ: گزینه c . زیرا در جایگاه اول باید از ضمیر ملکی استفاده کنیم و در حالت کلی ضمایر ملکی عبارت هستند از:

Mine/ yours/ his/ hers/ ours/ yours/ theirs

ضمایر ملکی که بر مالکیت دلالت دارند به عنوان جانشین اسم تنها به کار می روند یعنی برخلاف صفات ملکی با اسم به کار نمی روند.

Mine=my clothes

در جایگاه دوّم همانطور که گفته شده است بعد از حروف اضافه از ضمیر مفعولی استفاده می کنیم.

۶- پاسخ: گزینه B .در جایگاه اول چون حروف اضافه ی for آورده است. بنابراین بعد از آن از ضمیر مفعولی استفاده می کنیم. گاهی اوقات برای تأکید بر مالکیت از ساختاراسم+own + صفت ملکی استفاده می کنیم.

Exp: I carried my own bay.

کیف خود را حمل کردم

۷- پاسخ: گزینه B. در هر دو جایگاه باید از ضمایر مفعولی استفاده کنیم.

۸- پاسخ: گزینه A. زیرا location اسم می باشد بنابراین قبل از آن باید از صفات ملکی استفاده کنیم. و همچنین در جایگاه دوم باید از ضمایر مفعولی استفاده کنیم زیرا allow فعل متعدی می باشد.

۹- پاسخ: گزینه D. زیرا در جمع ضمیر اول dog می باشد. بنابراین از ضمیر فاعلی it استفاده می کنیم و در جایگاه دوم از صفات ملکی استفاده می کنیم زیرا failures اسم می باشد و قبل از اسم صفت به کار می رود.

۱۰- پاسخ: گزینه A. ضمایر انعکاسی مفعول جمله هستند و جای مفعول به کار می روند یعنی بعد از فعل متعدی و حروف اضافه به کار می روند. این ضمایر به فاعل جمله بر می گردند و طبق ساختار زیر به کار می روند.

Exp: I washed myself.

Exp: you can see the difference for yourselves.

Exp: He served himself in the cafeteria.

ضمایر تاکیدی : ضمایر تأکیدی بعد از فاعل و یا در آخر جمله به کار می روند و بر این واقعیّت که عمل توسط خود فاعل انجام شده تأکید دارد.

۱) - فاعل + ضمیری تأکیدی + فعل + ...

۲) - فاعل + فعل + ... + ضمیر تأکیدی

Exp: I myself believe that the proposal is good.

Exp: I wrote the letter myself.

نکته: ضمیر تاکیدی + by به معنای alone (به تنهایی) می باشد.

Ali did the homework by himself = Ali did the homework alone.

۱۱- پاسخ: گزینهC. همانطور که در تست قبل گفته شده ، ضمیر تاکیدی +by به معنای «تنها» می باشد.

۱۲- پاسخ: گزینه C. چون مرجع ضمیر آن every body می باشد و به معنای همه می باشد.

۱۳- پاسخ: گزینه A..دقت کنید که each other و one another به معنای «یکدیگر، همدیگر» ضمیر متقابل نامیده می شود که به صورت زیر به کار می رود.

فاعل + فعل متعدی + ضمیر متقابل + ...

Exp: my sister and I visit each other about once a week.

نکته: each other's و one another's صفات ملکی می باشند و قبل از اسم و جراند (ing+فعل) به کار می روند.

۱۴- پاسخ: گزینه A می باشد.

۱۵- پاسخ: گزینه ی A .

۱۶- پاسخ : گزینه ی . A باید its باشد چون مرجع آن ozone است.

۱۷- پاسخ: گزینه B . باید his باشد چون در جمع آن superman مفرد است.

۱۸- پاسخ: گزینه ی C. باید They باشد. چون قبل از فعل کمکی، ضمیر فاعلی می آید.

۱۹- پاسخ: گزینه ی C . باید their باشد چون مرجع آن children می باشد.

۲۰- پاسخ: گزینه ی C . باید he باشد. چون قبل از فعل، ضمیر فاعلی به کار می رود.

۲۱- پاسخ: گزینه ی A. باید they cause باشد. چون مرجع آن cyclones می باشد.

۲۲- پاسخ: گزینه ی C. باید their باشد چون بعد از آن عبارت اسمی آورده است.

۲۳- پاسخ: گزینه ی C . باید it باشد چون مرجع آن the senate است.

۲۴- پاسخ: گزینه D .باید them باشد چون مرجع آن the meanings of words می باشد.

» فصل دوم

»گرامر فعل

زمان افعال: یکی از مهم ترین بخش ها در گرامر تافل و آیلتس کاربرد زمان افعال می باشد بی‌شک بدون توجه درست به این بخش نمی توان انتظار نمره‌ی خوب در بخش speaking و writing را داشت.

»زمان های حال

۱- زمان حال ساده: این زمان دلالت بر عملی می کند که برای بیان واقعیّت ها، عادت ها، داستان، گزارش دادن، عکس العمل های سریع و ... به کار می رود.

Exp: There is always a Holiday on the last Monday in August in the US.

(بیان واقعیت)

Exp: I read every night before I go to sleep. (بیان عادت ها)

Exp: you read the questions first and then you write down your answers in the box.

(بیان دستورالعمل)

Exp: Beckham fouls Cahill (بیان گزارش)

Exp: Do you think that meat is ok to read ? It doesn't smell very good(دستورالعمل سریع)

ساختار این دستور مطابق شکل زیر می باشند.

Affirmative : فاعل + فعل ساده + (مفعول) + (every زمان)
Negative: فاعل + do/does + not + فعل ساده
Question: Do/ Does + فاعل + فعل ساده

Exp: Does he sing?

Exp: spiders don't frighten me.

نکته: اگر فاعل he/ she/ it و یا اسم مفرد باشد فعل باید ies/ es/ s بگیرید.

Exp: SARA does what he wants. No one tells him what to do.

نکته: بعد از حروف ربط زیر اگر فعلی در آینده دلالت کند به جای آینده از حال ساده استفاده می شود.

When / before / as soon as/ if / whether

Exp: I will call when. I get there.

Exp: Don't for get to ring before you go.

نکته: برای عناوین اصلی روزنامه از حال ساده استفاده می کنیم.

Exp: Man rescues child from lake.

نکته: قیود تکرار usually/ always/ often/ sometimes با این زمان به کار می‌روند. محل کاربرد آن ها **قبل از فعل اصلی** می باشد.

Exp: He usually goes to school by bus.

طریقه‌ی مجهول کردن حال ساده: در حالت کلی جمله ی معلوم بر فاعل تاکید دارد در حالی که جمله ی مجهول بر مفعول تاکید دارد.

نکته: جمله هایی که در آن ها افعال متعدی (افعالی که به مفعول نیاز دارد) وجود داشته باشند را می توان به جمله ی مجهول تبدیل کرد. مثلاً break فعل متعدی می باشد زیرا به مفعول نیاز دارد.

» زمان حال مجهول

Am / is/ are + p.p

Exp: Five million people watch the show every week. (ساختار معلوم)

Exp: The show is watched by five million people every week (ساختار مجهول)

Exp: Am I invited too?

Exp: one or two types of insect are found in Britain.

۲- زمان حال استمراری: این زمان دلالت بر عملی می کند که در حال حاضر در حال انجام شدن هستند.

Affirmative : فاعل + am / is/ are / + فعل + ing

A: what time is dinner?

B: I' am cooking now so it will be ready in about half an hour.

نکته: از این زمان نیز می توان برای بیان عادت استفاده کرد ولی بر موقت بودن عادت تاکید می کند در حالی که در زمان حال ساده برای ثابت بودن عادت دلالت می کند.

Exp: I 'm not drinking much coffee these days, Im trying to cut down.

نکته: از این زمان می توان برای نشان دادن یک تغییر آهسته استفاده کرد.

Exp: They are building a new stand at the football ground.

نکته: از این زمان می توان برای تصمیماتی که قبلاً گرفته شده و در آینده قرار است انجام شود استفاده کرد.

Exp: we are moving to London in July.

Exp: Aren't you playing tennis on Saturday?

مثال‌های بیشتر

Exp: I 'm constantly spilling things.

Exp: recent evidence suggests that economic situation is improving.

Exp: she is working a lot in London at the moment.

Exp: who is looking after the children while you are here?

نکته: قیود زیر بیشتر با این زمان به کار می روند.

Right Now/ at the moment / at present

»طریقه ی مجهول کردن حال استمراری:

مفعول+ am / is / are +being + p.p

Exp: Am I being recorded?

Exp: we are already being served.

Exp: The evidences are being examined by the committee members.

Exp: The letter is being typed by the secretary.

۳- زمان حال کامل: این زمان دلالت برعملی می کند که در زمان نامعینی در گذشته عمل کامل شده است.

فاعل: ساختار+ has / have+ p.p

Exp: I have thought about buying a Laptop

نکته: با افعال taste / smell/ hear حال کامل استفاده می شود.

Exp: Have you heard the news?

نکته: زمان حال کامل بیشتر با قیود yet / for / since/ still/ already به کار می رود.

a Already): بیشتر در جملات مثبت به کار می رود

Exp: I have already read it.

b Yet) : بیشتر در آخر جملات منفی و سوالی به کار می رود.

Exp: I haven't decided yet.

c For) : بر طول زمان دلالت می کند.

Exp: John has lived in the same house for five years.

d Since): بر مبدأ یا شروع زمان دلالت می کند.

Exp: I have learned English since 1982

»کاربرد **yet / already / still**

فاعل+ has/ have + not+ p.p + yet

Exp: I haven't spoken to Henry about the car yet

فاعل+ still + has / have + not+ p.p

Exp: I still haven't finished.

Exp: I still haven't found my passport.

فاعل+ has / have + already + p. p

Exp: we have already written our reports.

نکته: yet در ساختار دیگر به کار می رود.

فاعل +has / have + yet + to مصدربا

Exp: John hasn't learnt the material yet = John has yet to learn the material.

»طریقه ی مجهول کردن حال کامل

مفعول+ has / have + been+ p.p

Exp: He has been hurt.

Exp: Haven't they been asked to the wedding?

Exp: The holiday hasn't been paid for yet.

۴- زمان حال کامل استمراری: این زمان دلالت بر عملی می کند که در گذشته شروع شده، در حال ادامه دارد و در آینده نیز ادامه خواهد یافت.

فاعل + has / have + been+ فعل + Ing

Exp: I have been writing the essay.

Exp: I have been thinking about buying a new laptop for awhile but I haven't decided which one to buy yet.

نکته: گاهی اوقات از حال کامل به جای حال کامل استمراری می توان استفاده کرد.

I have lived here for 20 years = I have been living here for 20 years.

نکته: این زمان حالت مجهول ندارد یعنی نمی توان گفت.

The house has been being renovated for almost a year.

و به جای آن می گوییم:

They have been renovating the house for almost a year.

»زمان های گذشته:

۱) زمان گذشته ساده: این زمان دلالت بر عملی می کند که در **مقطع خاصی** در زمان گذشته کامل شده است.

از نشانه های این زمان استفاده از قیود زمان همراه با last year و yesterday وthree weeks ago می باشد.

Exp: Did you watch that film yesterday?

Exp: He left at the end of November.

نکته: گاهی اوقات از زمان گذشته ساده برای مواقعی استفاده می کنیم که هیچ اصطلاح زمانی در جمله وجود ندارد ولی زمانی اتفاق می افتد که ما موقع آن را می دانیم.

Exp: Leonardo Deviance painted the moralist.

توضیح : ما از اطلاعات عمومی خود می دانیم که چند صد سال پیش نقاشی را کشیده است.

گذشته ساده و ترتیب: وقتی در گذشته یک عمل بعد از عمل دیگری انجام می شود اگر ترتیب گفتن آن‌ها را عوض کنیم توالی آن ها نیز عوض می شود.

Exp: I turned off the light and got in to bed.

توضیح: اول برق را خاموش کردم و بعد به رختخواب رفتم.

Exp: I got into bed and turned off the light.

توضیح: اول به رختخواب رفتم بعد از آن برق را خاموش کردم.

مفعول + فعل گذشته ساده + فاعل = ساختار مثبت
فعل ساده +not + did فاعل = ساختار منفی
فعل ساده + فاعل + Did = ساختار سؤالی

Exp: Did he go to the beach?

»طریقه مجهول کردن ماضی ساده

مفعول + was / were + p. p

Exp: He reported the story in yesterday's paper معلوم

Exp: The story was reported in yesterday's paper. مجهول

Exp: We didn't know what was in the boxes. They weren't labeled.

۲- زمان گذشته استمراری: بر عملی دلالت می کند که در ز مان معینی در گذشته به طور مستمر در حال انجام شدن بوده است.

A: where was Ali last night?

B: I'm not sure. I think he was visiting his family.

فاعل= ساختار مثبت was / were+ + فعل + ing
فاعل + was / were not + فعل +Ing = ساختار منفی
فعل + فاعل + was/ were + فعل +Ing = ساختار سؤالی

نکته: وقتی که در گذشته یک عمل از عمل دیگر کم اهمیت تر است از گذشته استمراری استفاده می کنیم.

Exp: Lisa was cycling to school when she saw the accident.

عمل اصلی دیدن تصادف بود که از دوچرخه سواری مهم تر است.

نکته: برای بیان دلیلی در گذشته از گذشته استمراری استفاده می کنیم.

Exp: I didn't make the meeting last week. I was travelling to Rome.

نکته: قیود متداولی که با این زمان به کار می روند عبارت اند از :

Always / constantly / forever

Exp: she was forever losing her keys.

Exp: my boss was constantly phoning me in my last Job. I hated it.

Exp: we were always spending so much time in traffic.

نکته: زمان گذشته استمراری بر عملی که در گذشته در حال انجام شدن بوده که توسط عمل دیگری قطع

شده است نیز دلالت می کند و از while و when استفاده می شود فقط باید توجه داشت که بعد از while فقط از زمان استمراری استفاده می شود.

When + فاعل ۱ + گذشته ساده + فاعل ۲ + گذشته استمراری

When Ali went shopping, Maryam was washing was washing dishes.

while +فاعل ۱ + گذشته استمراری + فاعل ۲ + گذشته استمراری / گذشته ساده

While Ali was watching TV, Mahsa went shopping.

»گذشته استمراری مجهول

مفعول + Was / were + being + p.p

Exp: They were being watched carefully.
Exp: was she being examined?

۳- زمان گذشته کامل (ماضی بعید)

این زمان دلالت بر عملی می کند که قبل از عملی دیگر در گذشته کامل و انجام شده است.

ساختار مثبت : فاعل + had + p.p
ساختار منفی : فاعل + had +not + p.p
ساختار سوالی : Had+ فاعل + p.p

Exp: I had been to five countries in Europe by 2001.
Exp: I 'm very happy working as an engineer but I had wanted to be an actor I was younger.

نکته: در تبدیل نقل و قول های مستقیم به غیر مستقیم، زمان گذشته ساده و حال کامل تبدیل به ماضی بعید می شود.

1) No one told me that the shop had closed.
2) I Phoned Zahra and she said the kids had a day off school so she had taken them ice- skating.

»ماضی بعید مجهول:

مفعول+had + been + p.p

Exp: an important discovery had been made
Exp: Had he been injured in the war?

۴-زمان گذشته کامل استمراری (ماضی بعید استمراری)

این زمان دلالت بر عملی می‌کند که قبل از عمل دیگری در گذشته به طور طولانی و مستمر انجام شده است.

فاعل+Had +been+gerund

Exp: he had been living at this house before he moved here.

»زمان های آینده

۱) آینده ساده: این زمان دلالت بر عملی می کند که قرار است در زمان معینی در آینده انجام شود. از نشانه های این زمان استفاده از shall و will می باشد.

فعل ساده + will / shall+فاعل : ساختار مثبت

فعل ساده + not +will/ shall + فاعل : ساختار منفی

فعل ساده + فاعل + will / shall : ساختار سوالی

نکته: از shall و will برای پیش بینی آینده استفاده می شود.

Exp: There will be strong winds tomorrow in the south of the country.

Exp: we shall need an extra bedroom when the new baby arrives.

نکته: از shall و will برای تصمیمات و پیشنهادات نیز استفاده می شود.

Exp: A: which size do you want? Medium or large?

B: I will have large. (تصمیم)

Exp: I shall contact you again when I have further information.

نکته: هنگامی که از ضمایر فاعلی I و We استفاده می شود در متون رسمی می توان از shall به جای will استفاده کرد.

Exp: we shall never forget the holiday we had in IRAN.

نکته: Shall we, shall I جنبه ی اصطلاحی دارند و بر «کسب اجازه» دلالت می کنند.

Exp: It's getting late. Shall we go home?

Exp: shall I invite them to the party?

یکی دیگر از علائمی که در زمان آینده دلالت می کند استفاده از going to می باشد که طبق ساختار زیر به کار می رود.

فاعل + be + going to + فعل ساده

Exp: I' am going to take a few exams at the end of the year.

»کاربرد Be go to

۱) بیان هدف: از این زمان برای بیان تصمیماتی که قبلاً برای آینده گرفته شده است استفاده می کنیم.

Exp: I 'm going to look for a new place to live next month.

۲) پیش بینی های محتمل: از این زمان برای بیان پیش بینی هایی که بر اساس مدارکی که در اختیار داریم استفاده می کنیم.

Exp: Look out! He is going to break that glass.

Exp: It's going to snow again soon.

۳) **دستورات:** از این زمان برای بیان دستور به شخص دیگری نیز استفاده می کنیم.

Exp: you are going to pick up all of those toys right now. This room is a mess.

نکته: در متون غیررسمی به جای going to از gonna استفاده می شود.

Exp: one day I'm gonna be a star.

»تفاوت going to وwill

فرق will و be going to در این است که will در « قصد در آینده » و be going to بر « قصد قبلی» دلالت می کند.

Exp: she is going to be a professional dancer when she grows up. (قصد قبلی)

Exp: There is some body at the door. I will go and open it.

نکته: اصطلاحاتی وجود دارند که اگر با افعال اصلی به کار روند به آینده نزدیک دلالت می کنند که این اصطلاحات از قبیل زیر می باشد.

a) **اصطلاح فعل ساده + be about to** به معنای « در شرف» می باشد.

Exp: The ferry is about to leave.

نکته: **about to** معمولاً با قید تکرار **Just** استفاده می شود.

Exp: we are Just about to set off for a walk.

نکته: همراه با **be about to** به هیچ وجه از قید زمان استفاده نمی کنیم و در صورت استفاده باید از حال ساده استفاده کنیم.

Exp: Hurry up, please. The coach is about to leave.

Exp: Harry up, please. The coach leaves in five minutes.

b) اصطلاح **be on the point of + فعل + ing** نیز به معنای « در شرف » می باشند.

Exp: I was on the point of leaving my Job but then I got promoted so I changed my mind.

c) **فعل ساده + be due to** برای انجام کار از قبل برنامه ریزی شده استفاده می شود.

Exp: The visitors are due to arrive at the factory at 30 :10

۲)**زمان آینده استمراری:** این زمان دلالت بر عملی می کند که در مقایسه با عمل دیگری در آینده به طور مستمر ادامه خواهد داشت.

ساختار مثبت: فاعل + shall / will + be + فعل + Ing
ساختار منفی: فاعل + shall / will + not+ be + فعل + Ing
ساختار سؤالی : will/ shall + فاعل + be + فعل + Ing

Exp: This time Next week, I will be taking photographs with my new camera.

Exp: Next week they will be flying Australia from Saudi Arabia.

Exp: she will not be working on Tuesday.

Exp: unfortunately, we won't be attending the wedding. (قید زمان + by)

۳) **زمان آینده کامل:** این زمان بر عملی دلالت می کند که قرار است در مقطع خاصی در آینده کامل شود.

فاعل: ساختار اول + will+ have + p.p + (by + قید زمان)
ساختار دوم : (by + قید زمان) + فاعل + Wil + have + p.p
ساختار منفی: فاعل + Will not+ have + p.p
ساختار سؤالی : will+ فاعل + Have + p.p

Exp: Do you think she will have seen the doctor by four O'clock?
Exp: Next month my parents will have been together for thirty years.
Exp: I think they will have got there by six O'clock.
Exp: won't she have retired by the end of the year?

۴) زمان آینده کامل استمراری: این زمان دلالت بر عملی می کند که تا زمان معینی در آینده انجام شده و همچنین درآینده نیز ادامه خواهد یافت.

فاعل + will + have + been+ فعل+ing +(by + زمان)

Exp: In September the head teacher will have been teaching at the school for 20 years.
Exp: In November, she will have been living in France for a year.
Exp: I will have been studying English for three years by the end of this course.

»زمان‌های آینده در گذشته

۱)زمان آینده در گذشته ساده: اگر ۲ عمل را در نظر بگیریم که هر ۲ در گذشته انجام شده اند ولی یکی نسبت به دیگری تأخر داشته باشد از این زمان استفاده می کنیم.

ساختار مثبت اول : فاعل + would / should + فعل ساده
ساختار مثبت دوم : فاعل + was / were + going to + فعل ساده

Exp :knew Maryam would make dinner

عمل درست کردن غذا نسبت به عمل دانستن تأخر دارد ولی هر ۲ عمل درگذشته انجام شده اند به عبارت دیگر عمل درست کردن غذا نسبت به عمل دانستن در آینده اتفاق افتاده است ولی هر ۲ عمل در گذشته انجام شده است.

He promised he would send a postcard from Egypt. Exp:
I told you he was going to come to the party. Exp:
Exp: I had a feeling that the vacation was going to be a disaster.

۲) زمان آینده در گذشته استمراری: این زمان همانند زمان قبل است با این تفاوت که بر استمرار عمل دوم دلالت می کند.

فاعل + Would / should+ be+ verb+ ing

Exp: He told me that she would be playing game that night.

۳) زمان آینده در گذشته کامل: این زمان دلالت بر عملی می کند بعد از عمل اول و قبل از لحظه معینی در گذشته تمام و کامل می شود.

ساختار مثبت: فاعل+ would / should +have + p.p

Exp: He told me that he would have studied whole materials by the Following day.

۴) زمان آینده در گذشته کامل استمراری: این زمان همانند زمان آینده در گذشته کامل است با این تفاوت که بر استمرار عمل دوم دلالت می کند.

Exp: He said that he would have been in the conference by four o'clock.

فاعل + + would + have + been فعل + Ing

»نکات تکمیلی درباره ی مجهول

نکته ۱: برای مجهول کردن با افعال کمکی از قاعده ی زیر استفاده می کنیم.

مفعول + فعل کمکی+ be + p.p

Exp: peter can build a house (معلوم)

Exp: A house can be built by peter.

نکته ۲: اگر بخواهیم بر انجام دهنده ی عمل تأکید کنیم از حروف اضافه by استفاده می کنیم.

Exp: She was attacked by a dangerous dog.

Exp: The money was stolen by her husband.

نکته ۳: گاهی اوقات می توان از مفعول غیرمستقیم به عنوان فاعل جمله ی مجهول استفاده کرد.

Exp : I gave him a book for his birthday (معلوم)

Exp: He was given a book for his birthday Exp :Someone sent her a cheque for a thousand and Euros(مجهول)

Exp: She was sent a cheque for thousand Euros.(معلوم)

نکته ۴: بعد از افعال زیر اگر حالت مجهول به کار روند از مصدر با to استفاده می شود.

Suppose / expect / ask / schedule/ allow / tell

مفعول + مشتقات be + p.p + to+ be

Exp: John has been asked to make a speech at the meeting.

Exp: You are supposed to wear a uniform.
Exp: The meeting is scheduled to start at 7

نکته ۵: وقتی بعضی از افعال ۲ مفعول دارند، از هر ۲ مفعول می توان به عنوان فاعل جمله مجهول استفاده کرد.

Exp: Her mother gave each child a present (معلوم)
Exp: A present was given to each child (مجهول)
Exp: Each child was given a present (مجهول)

نکته ۶: گاهی اوقات وقتی انجام دهنده ی کار مهم نیست از It و there به عنوان فاعل جمله مجهول استفاده می کند.

Exp: It has been estimated that in Tanzania one elephant in three is orphan.
Exp: There were no comments given about the proposal.

»اشتباهات رایج در **speaking** و **writing** تافل و آیلتس

۱) با افعال لازم ، جمله ی مجهول نمی‌سازیم.

مثال : She died Not : she was died

۲) از be+ born زمانی استفاده می کنیم که بخواهیم درباره ی تولد کسی صحبت کنیم.

Exp: she was born at home.
Not: she is born at home. (غلط)

نمونه تست بخش فعل

زمان حال

1) Every time he ..... To the market he buys as much fruit us he can.
a) Went b) goes c) has gone d) is going

2) He will begin his new Job as soon as he ..... Home.
a) Return b) will return c) returns d) is going to return

3) Elena will be excited when she ..... that she is accepted to study in New York.
a) Will hear b) hears c) hear d) is going to hear

4) They ..... a new house at the corner of the road now.
a) Were building b) have built c) had built d) are building

5) From this graph we can see that the economy .....at the moment.
a) Improves b) improve c) improved d) is improving

6) I'm busy right now, I ..... an application form for a new Job.
a) am filling in b) filled in c) fill in d) will fill in

7) My tutor ..... me for a tutorial every Monday.

a) Sees b) see c) is seeing d) saw

8) In my country we..... on the right hand side of the road.

a) are driving b) drove c) drive d) drives.

9) John ..... very hard at the moment. I ..... he'll pass his exams.

a) Doesn't study / don't think b) isn't studying / don't think

c) Isn't studying / am not thinking d) doesn't study/ am not thinking

10) The chart shows the percentage of British adults who ..... the Internet since 1995.

a) are using b) use c) have used d) uses

11) The percentage of men who have ever used the Internet ..... to %60 in 2005

a) Has risen b) have risen c) rises d) rose

12) However, British women have overtaken British men in Internet usage ..... 2005.

a) Since b) for c) yet d) already

13) The kind aunt has been looking after the child ..... 1969.

a) Since b) for c) already d) yet.

14) She ..... The meal when we arrived so we were able to start eating.

a) already prepares b) had already prepared

c) already prepared d) has already prepared.

15) I ..... at the restaurant for three years.

a) have been working b) worked

c) work d) shall working

16) They ..... soccer for several hours, so now they are exhausted.

a) have been playing b) have played c) played d) play

17) Your daughter has ..... returned home, you don't have to worry anymore.

a) Just b) never c) already d) yet

پاسخنامه

۱-پاسخ: گزینه B. زمان حال ساده معمولاً بر عملی دلالت می کند که به طور منظم طبق عادت یا وظیفه، همیشه انجام می شود. همچنین این زمان برای بیان وقایع طبیعی، قوانین علمی، مقررات و توضیحات نیز به کار می رود.

Exp: The sunrises from the East. (قانون طبیعی)

Exp: water freezes at zero centigrade. (قانون علمی)

نکته: قید زمان +every بیشتر با این زمان به کار می رود.

۲- پاسخ: گزینه C. بعد از حرف ربط و ضمایر موصولی زیر:

After / as / as soon as/ before / if / since / till/ unless/ until / when / when ever

اگر فعلی بر آینده دلالت کند، به جای آینده از حال ساده استفاده می شود.

Exp: When you arrive, I will tell you the matter

۳- پاسخ: گزینه B. با توجه به نکته ی تست قبل.

۴- پاسخ: گزینه D. با توجه به قید جمله که now می باشد از زمان حال استمراری استفاده می کنیم. در حالت کلی زمان حال استمراری دلالت بر عملی می کند که در حال حاضر در حال انجام شدن است و طبق ساختار زیر به کار می رود.

فاعل: ساختار + am/ is/ are + فعل + Ing

Exp: John is driving at the moment.

نکته: این زمان بر آینده نزدیک نیز دلالت می کند.

Exp: George is leaving for France tomorrow.

۵- پاسخ: گزینه D. At the moment قید مربوط به حال استمراری می باشد.

نکته: قیود زیر بیشتر با زمان حال استمراری به کار می روند.

right now/ at the moment / for the time being (عجالتا) /at present

۶- پاسخ: گزینه A با توجه به قید زمان right now از حال استمراری استفاده می کنیم.

۷- پاسخ: گزینه A. با توجه به قیدevery و منطق جمله که هر دوشنبه می باشد (بر عادت دلالت می کند) از حال ساده استفاده می‌کنیم.

۸- پاسخ: گزینه یC. زمانی که بر قانون دلالت می کند حال ساده می باشد.

۹- پاسخ: گزینه یB. چون جمله ی اول قید آن at the moment می باشد و این قید در زمان حال استمراری به کار می رود.

۱۰- پاسخ: گزینه یC . زمان جمله حال کامل می باشد.

حال کامل: این زمان دلالت بر عملی می کند که می خواهیم بین گذشته و حال رابطه برقرار کنیم.

دلالت بر عملی می کند که در زمان نامعینی در گذشته شروع شده و هنوز تا زمان حال ادامه دارد.

Exp: I have collected plenty of information.

در زمان نامعلومی در گذشته مقداری اطلاعات جمع آوری کرده ام و در حال حاضر در حال استفاده از آن ها می باشم.

۱۱- پاسخ: گزینه D . چون عمل در زمان معینی در گذشته کامل و انجام شده است.
۱۲- پاسخ: گزینه A .زمان حال کامل بیشتر با قیود since / for/ already و yet به کار می روند.

۱- for بر طول زمان دلالت می کند.

Exp: I have been learning English for five years.

۲- since بر مبدأ و یا شروع زمان دلالت می کند.

Exp: I have learnt English since 1982.

۳- yet بیشتر در آخر جملات منفی و سؤالی به کار می رود.

Exp: I haven't seen him yet.

۴- already در جملات مثبت و معمولاً بعد از have و has به کار می رود.

Exp: I have already bought it.

۱۳- پاسخ: گزینه A . چون در مبدأ یا شروع انجام کار (مراقبت کردن) دلالت می کند بنابراین از since استفاده می کنیم.
۱۴- پاسخ: گزینه D. در حالت کلی already در جملات مثبت و yet در جملات منفی طبق ساختار زیر مورد استفاده قرار می گیرد.

فاعل + Has / have + already + p.p
فاعل + Has / have + not + p.p + ... + yet

I have already written the book.

ترجمه: من قبلاً کتاب را نوشته ام.

I haven't written the book yet.

ترجمه: من هنوز کتاب را ننوشته ام.
نکته: yet در ساختار دیگر نیز به کار می رود.

فاعل + has / have + yet + to مصدر با

John hasn't learnt the material yet= John has yet to learn the material

جان هنوز مطلب را یاد نگرفته است- جان هنوز باید مطلب را یاد بگیرد.
۱۵-پاسخ: گزینه A .از زمان حال کامل استمراری استفاده می کنیم. ابتدا به چند نمونه مثال از این زمان دقت فرمایید.

Exp: She has been teaching English for three years.
Exp: Her grandmother has been talking for three hours.
Exp: How long has Dan been driving?
Exp: Have you been watching me?

اگر به مثال های بالا توجه کنید خواهید دید که ساختار مثبت و سؤالی فوق به شکل زیر می باشد.

ing +فعل + been + has/ have + فاعل + ساختار مثبت

Ing + فعل + been + فاعل has/ have + : ساختار سؤالی

نکته: از زمان حال کامل استمراری برای بیان مقاصد زیر استفاده می کنیم.

۱) برای بیان مدت زمان انجام یک کار

Exp: I have been reading for the past two weeks.

ولی از حال کامل بیشتر برای تعداد دفعات کاری استفاده می کنیم.

Exp: I have read the article three times.

۲- بر ماهیت خود عمل تأکید می کند و نتیجه اهمیت ندارد در حالی که در زمان حال کامل نتیجه و تکمیل عمل نیز مورد نظر است.

Exp: I have been writing essay.

بر ماهیت نوشتن مقاله تأکید می کنیم و اطلاعی نداریم که آیا نوشتن مقاله تکمیل شده است یا خیر.

Exp: I have written my essay.

مقاله ام را نوشته ام. می دانیم که نوشتن مقاله تکمیل شده است ولی زمان آن را نمی دانیم.

توضیح بیشتر: فرض کنید مادری از بچه ی خود سؤال مقابل را می پرسد.

What have you been doing?

این بدان معنا است که " چه کار داشتی می کردی؟" و مادر فقط علاقه دارد که بداند فرزندش چه کاری انجام داده است که مثلاً کثیف شده است، و مادر این سؤال را می پرسد تا ببیند کاری که انجام داده است و باعث کثیفی فرزند خود شده است چه بوده است.

حال فرض کنید پسری پنجره ی خانه ی خود را شکانده است مادر می رسد از فرزند خود می پرسد که what have you done ? و این بدان معناست که چی کار کردی!!؟ پنجره شکسته است و مادر بیشتر علاقه مند به بررسی نتیجه کار یعنی شکستن پنجره است.

به چندین سؤال از حال کامل استمراری توجه کنید.

1) Has she been running much recently?

2) Has it been raining?

3) Has he been working today?

4) Where has she been working?

5) Hare you been studying English for a long time?

16) They ..... soccer for several hours.

a) have been playing b) willplay c) played d) play.

پاسخ): گزینه ی a . چون فقط با ماهیت عمل سروکار داریم و چون از for استفاده شده است باید از حال کامل استمراری استفاده کنیم.

ساختار مثبت : فاعل + has / have + been + gerund

۱۶- پاسخ: گزینه .B چون نتیجه کار هم در جمله آمده است بنابراین از حال کامل استفاده می کنیم.

۱۷- پاسخ: گزینه Just .A به معنای " همین الآن" می باشد و دلالت بر عملی می کند که اخیراً انجام شده است.

Exp: I have just done my home work.
Exp: The guests have just arrived.
Exp: The cat has just caught a bird.

تمرین:جاهای خالی را باsince و یا for پرکنید.

1) 2010
2) ..... four hours
3) ..... along time
4) ..... I met her.
5) ..... a week
6) ..... six years.
7) ..... my wedding
8) ..... Ten minutes.
9) ..... yesterday.
10) ..... centuries.
11) ..... A decade
12) ..... you were born
13) ..... I met you
14) ..... The day we argued
15) ..... Seven hours.

پاسخ:

1) Since	2) for	3) for	4) since	5) for
6) for	7) since	8) for	9) since	10) for
11) for	12) since	13) since	14) since	15) for

جاهای خالی را با زمان حال کامل و یا حال کامل استمراری پرکنید.

1. I ..... (not / do) the housework yet.
2. They ..... (study) very hard recently.
3. She ..... (promise) to help many times.
4. He ..... (clean) the kitchen. Everything is sparkling clean.
5. She ..... (write) her essay and .....
6. He ..... (see) the film 'The King's Speech' about six times.
7. We ..... (paint) our living room. I think it looks a lot better.
8. She .....(take) French lessons lately.
9. It .....(not / rain) for three hours! Only about one hour.
10. Lucy ..... (already / leave).
11. How many times ..... (you / visit) Scotland?
12. I ..... (call) John for hours and hours and he hasn't Answered. I'm really angry with him!
13. I ..... (be) in London for three years.
14. We ..... (know) James for ages.
15. It's really smelly in here. .....(somebody / smoke)?
16. How much petrol ..... (she / buy)?

17. She ..... (eat) chocolate all morning, so she feels sick.
18. I ..... (paint) my house all day, but it's not finished yet.
19. Julie ..... (be) at the office since 6 am.
20. The writer ..... (deserve) for this award

Answers:

1. I haven't done the housework yet.
2. They have been studying very hard recently.
3. She has promised to help many times.
4. He has cleaned the kitchen. Everything is sparkling clean.
5. She has written her essay and has sent it to her professor.
6. He has seen the film 'The King's Speech' about six times.
7. We have painted our living room. I think it looks a lot better.
8. She has been taking French lessons lately.
9. It hasn't been raining for three hours! Only about one hour.
10. Lucy has already left.
11. How many times have you visited Scotland?
12. I've been calling John for hours and hours and he hasn't answered. I'm really angry with him!
13. I've been in London for three years.
14. We have known James for ages.
15. It's really smelly in here. Has somebody been smoking?
16. How much petrol has she bought?
17. She has been eating chocolate all morning, so she feels sick.
18. I've been painting my house all day, but it's not finished yet.
19. Julie has been at the office since 6 am.
20. The writer has deserved this award for a long time.

زمان گذشته

1) A few weeks ago a woman ..... to report a robbery at her house.
a) Called b) has called c) have called d)is calling.
2) Before Europeans came to North America, there ..... No horses living here.
a) Was b) been c) were d) are
3) They ..... the lemonade much sooner than the water.
a) drank b) had drunk c) was drinking d) have drunk
4) After he had written the letter, he ..... himself.
a) has shot b) shot c) shooting d) will shoot

5) The Jacket I ..... In 1969 is still quite smart.

a) buy b) bought c) have bought d) would buy

6) He ..... a book from the library over a week ago.

a) Has borrowed b) borrowed c) is borrowing d) borrows

7) The war ended in 1943, and India..... her independence in 1947.

a) has gained b) gained c) gains d) had gained

8) Last year he ..... the exam paper half an hour before anyone else.

a) Finishes b) is finishing c) has finished. d) Finished

9) ..... at 30 o' clock this afternoon ?

a) Was it still raining b) did it still in

c) Has is still rained d) Is it still raining

10) When the teacher ..... the exam papers, it became clear to him that several students had cheated.

a) Had been correcting b) is correcting

c) Has been correcting d) was correcting

11) I ..... At the corner last night when I heard my dog bark.

a) have stood b) was standing c) stand d) is standing

12) While the police ..... For him, the read thieves got away.

a) Were searching b) had searched c) searched d) searches.

13) John got home late because he ..... to the shop on the way home from work.

a) Went b) gone c) had gone d) go

14) They ..... arrangements without my knowledge before.

a) Had made b) were making c) make d) will make

15) By six o' clock last night we ..... our work.

a) finish b) are finishing c) had finished d) have finished.

16) She ..... the meal when we arrive so we were able to start eating.

a) Already prepares b) had already prepared.

c) Already prepared d) has already prepared.

17) They ..... everything by the time the meeting was over.

a) had agreed on b) have agreed on c) agreed on d) was agreeing on

18) The professor ..... the materials before he ..... the quiz.

a) had reviewed / had given b) reviewed / gave

c) had reviewed / gave d) reviewed / had given

19) Her hands smelt of polish because she ..... the floor.

a) Has recently been polishing b) is recently polishing
c) Had recently been polishing d) recently polishes

20) When I got to my office yesterday, my secretary ..... emails for 2.hours.
a) had sent b) have sent c) sent d) had been sending

21) The manager woke suddenly and realized that he ..... On the floor.
a) is sleeping b) had been sleeping c) slept d)has slept

22) He told his wife that he ..... about shoes, ships and cabbages the night before.
a) dreams b) is dreaming
c) had been dreaming d) has dreamed

پاسخنامه

۱- پاسخ: گزینه A. از زمان گذشته ساده استفاده می کنیم، در حالت کلی موقعی از این زمان استفاده می کنیم که عملی در مقطع خاصی از زمان گذشته شروع شده و خاتمه می یابد.

۲- پاسخ: گزینه C . اولاً با توجه به معنی جمله می بینیم که زمان گذشته مورد بحث است و ثانیاً با توجه به مشخص بودن زمان جمله از were استفاده می کنیم.

۳- پاسخ: با توجه به منطق جمله گزینه a صحیح است. همانطور که می بینید در این جمله زمان خاصی ذکر نشده است در حالی که از زمان گذشته ساده استفاده کرده ایم. گاهی اوقات هیچ نیازی نیست که درزمان گذشته ساده زمان را ذکر کنیم، زیرا شنونده خودش مرجع زمان را می داند، برای درک بیشتر به مثال زیر توجه کنید.

Exp: How did the burglar break in without anybody hearing him?

همانطوری که می بینید در سؤال بالا از زمان گذشته ساده استفاده شده است در حالی که زمان دقیق در آن ذکر نشده است ولی گوینده وقتی این سؤال را می پرسد از منطق سؤال بر می آید که گوینده قبلاً در زمان وقوع سرقت قرار گرفته بوده است!

۴- پاسخ: گزینه A. با توجه به ساختار زیر از زمان گذشته ساده استفاده می کنیم.

ماضی ساده + فاعل \ ماضی بعید + فاعل +after
ماضی بعید + فاعل \ گذشته ساده + فاعل +before

۵- پاسخ: گزینه B. با توجه به منطق و معنی جمله از زمان گذشته ساده استفاده می کنیم.

۶- پاسخ: گزینهB. **زمان + ago** بر ماضی ساده دلالت می کند.

۷- پاسخ: گزینه B زمان و تاریخ جمله گذشته ساده را نشان می دهد.

۸- پاسخ: گزینه D . Last year نشانه ی ماضی ساده می باشد.

۹- پاسخ: گزینه A. چون قید زمان گذشته و عمل باریدن هم معمولاً استمرار دارد. در حالت کلی ساختار گذشته استمراری به شکل زیر می باشد.

فاعل : ساختار مثبت + Was / were + فعل + Ing
فاعل : ساختار منفی + was / were not + فعل + Ing
ساختار سؤالی : was/ were + فاعل + فعل + Ing

Exp: Henry was eating a snack at midnight last night.

Exp: The weather was becoming very cold yesterday.

۱۰- پاسخ: گزینه D. از زمان گذشته استمراری استفاده می کنیم.

نکته: یکی دیگر از کاربردهای زمان گذشته استمراری به شکل زیر است.

اگر عملی در گذشته در حال انجام شدن بوده که توسط عمل دیگری قطع شده است (interrupt) ، در این صورت از فرمول زیر استفاده می کنیم.

گذشته ساده / استمراری + فاعل (۲) +گذشته استمراری / گذشته ساده + فاعل (۱) + when

گذشته ساده / استمراری + فاعل۲ +when + گذشته ساده / استمراری + فاعل (۱)

Exp: Ali was walking to class when he lost his mobile phone.

Exp: She was playing card when her mother came.

Exp: When Mary came home, her husband was cooking dinner

Exp: Mark was driving on Main Street when his car broke down.

اگر ۲ عمل در زمان گذشته به طور همزمان انجام شده باشند، در اینصورت از فرمول زیر استفاده می‌کنیم.

گذشته استمراری + فاعل ۲ + while + گذشته استمراری + فاعل (۱)

گذشته استمراری + فاعل ۲+ گذشته استمراری + فاعل (۱) + while

Exp: While Ali was playing football, maryam was watching TV.

Maryam was watching TV, while Ali was playing football.

۱۱- پاسخ: گزینه B. با توجه به ساختار دکر شده در مثال قبل!

۱۲- پاسخ: گزینه A. در حالت کلی می توان گفت بعد از when هم می توان از گذشته ساده و استمراری استفاده کرد ولی بعد از while فقط می توان از گذشته استمراری استفاده کرد.

۱۳- پاسخ: گزینه C. از زمان گذشته ی کامل استفاده می کنیم. در حالت کلی این زمان دلالت بر عملی می کند که قبل از عمل دیگری در گذشته شروع و کامل شده است.

فاعل: ساختار مثبت + Had + p.p

p.p+ فاعل + Had : ساختار سؤالی

۱۴- پاسخ: گزینه .A اینجا before بر ماضی بعید دلالت می کند.

۱۵- پاسخ: گزینه C . **قید زمان گذشته + by** بر ماضی بعید دلالت می کند.

۱۶- پاسخ:گزینه B قبل ازاینکه واردشویم غذادرست شده است .بنابراین ازماضی بعید استفاده کنیم.

۱۷- پاسخ: گزینه A .چون **زمان گذشته+ by** بر ماضی بعید دلالت می کند.

۱۸- پاسخ: گزینه C . زیرا با توجه به ساختار زیر رفتار می کنیم.

گذشته ساده + فاعل + before + ماضی بعید + فاعل

ماضی بعید + فعل + گذشته ساده + فاعل +before

Exp: Before John went to sleep, he had called his family.

The doctor had examined the patient thoroughly before he prescribed medication.

۱۹-پاسخ: گزینه C .چون فعل اول در گذشته است فعل دوم که قبل از آن انجام شده باید به صورت ماضی بعید باشد و عمل براق کردن (polish) معمولاً استمرار دارد. در حالت کلی زمان ماضی بعید استمراری دلالت بر عملی می کند که قبل از عمل دیگری در گذشته به طور طولانی و مستمر انجام شده است.

فاعل: ساختار مثبت + had + been + فعل +Ing

ساختار سؤالی : had+ فاعل +been + فعل + Ing

Exp: I had been waiting at the street before he came

۲۰- پاسخ: گزینه D. در این جا قاعده دقیقاً مانند مقایسه ی حال کامل ساده و استمراری است. برای صحبت کردن درباره ی اعمال و حالاتی که به مدت طولانی ادامه داشته است. معمولاً از شکل ماضی کامل ساده استفاده می کنیم و شکل استمراری آن را زمانی استفاده می کنیم که کمتر طول کشیده و موقتی هستند.

اگر تأکید گوینده بر عملی باشد که انجام شده، یعنی آن عمل چه بوده و یا چه مدت طول کشیده است، شکل استمراری به کار می رود، اما اگر تأکید بر نتیجه عمل باشد که چه تعداد و یا چه مقدار کار انجام شده است، از شکل ساده استفاده می شود.

Exp: I have been writing letters since morning.

(تاکید بر عمل نامه نوشتن)

Exp: I have written three letters since morning.

(تاکید بر تعداد نامه ها)

Exp::when I got to my office yesterday , my secretary had sent 10 e-mails .

(تاکید بر تعداد ایمیل ها)

۲۱- پاسخ: گزینه B. چون عمل خوابیدن قبل از عمل بیدار شدن انجام شده است. بنابراین ماضی بعید است.

۲۲- پاسخ: گزینه ی C.

تمرین: با توجه به کلمات زیر، جاهای خالی را با استفاده از زمان های گذشته ساده، گذشته کامل و گذشته کامل استراری پر کنید.

Be / buy/ decide / develop / discuss/ feel/ like make / phone/ run/ start/ stay/ take/ visit/ wait/ work.

1) She ..... as a waitress for five years when he met him.

2) The lecture ..... By the time they got there.

3) In the super market he ..... all the ingredients he needed and then went home to make her birthday cake.

4) Holly did very well in her exam, which was a shock because she ..... (never) on exam before.

5) They went on a big tour of Britain. First they ..... in London for a few days. Then they ..... Cambridge, York, and Edinburgh, and then Bath. They ..... to bath before, but they .....it so much that they ..... to go back again.
6) Scientists announced the launch of new drug last week. They .....it for five years.
7) By the time I got to the meeting they ..... (already) the important issues and they..... The big decisions without me. I ..... From my mobile to tell them the rain was late and I ..... annoyed that they..... (not) for me.
8) I looked terrible when I saw Joe last night because I ..... For over an hour and I was exhausted.

پاسخ:

1) had been working 2) had started 3) bought
4) had never taken 5) stayed / visited / had been/ had liked had decided.
6) had been develop ping 7) had already discussed / had made/ had phoned / felt / had not waited 8) had been running.

زمان آینده

1) A: what are you doing this week, John?
B: I ..... Anew play tomorrow at the Royal court.
a) Shall see b) will see c) am going to see d) see
2) A: The Telephone is ringing and I am washing the dishes.
B: I ..... it.
a) Will answer b) am going to answer c) answer d) answered
3) I ..... your money back next week.
a) will pay b) am going to pay c) am paying d) about to pay
مثال : I won't tell anyone what happened. I promise.
4) My final exams begin next month, so I ..... all next week.
a) Will study b) am going to study
c) Will be studying d) am studying
5) Please don't call me tomorrow afternoon.
..... for my exam then.
a) I will be studying b) I will study
c) I am going to study d) I am studying
6) A: ..... your computer today?
B: No, You can have it.
a) Will you use b) Are you going to use.

c) Will you be using d) Are you using

7) By the twenty – first century, the computer ..... A necessity in every home.

a) became b) be coming

c) Has become d) will have become.

8) By 4 o' clock, I ..... the room for four hours.

a) will have painted b) will paint

c) will have been painting d) am painting

9) Finish washing the cups and then your mother ..... them.

a) Will dry b) dries c) will have dried d) dried

10) She ..... address next Saturday.

a) doesn't make b) hasn't made

c) is not going to make d) not going to make

11) Wake him in an hour; he ..... for ten years by then.

a) would be sleeping b) will have been sleeping

c) will be sleeping d) has been sleeping

12) When I move out of this house at the end of this month, I ..... here for twenty years exactly.

a) shall have been living b) have been living

c) shall live d) have lived

13) The world ..... a lot by 1999.

a) is changing b) changes

c) will have changed d) has changed

14) I hope I ..... a great deal by the end of this year.

a) learned b) learning

c) will have learnt d) would have learnt

15) By the time we get there, they ..... all their home work.

a) have done b) will do c) will have done d) would have done.

16) When you visit them tomorrow, they ..... that you are coming.

a) will already have heard b) are already hearing

c) will already hear. d) have already heard.

17) I expect this home ..... when I die.

a) is still standing b) will still have stood

c) will still be standing d) still stands

18) The bomb will kill them all , and the guard ..... dead on the floor when you there.

a) will be lying b) will have lain c) is lying d) lay

19) How long ..... Here by the end of next years?

a) will you work b) are you working

c) You will have worked d) will you have been working

پاسخنامه

۱- پاسخ: گزینه C. برای بیان آینده قطعی از ساختار زیر استفاده می کنیم.

فاعل + am/ is/ are + فعل + Ing

I am going to study English next month.

این زمان دلالت بر عملی می کند که در آینده بسیار نزدیک با تصیم و اراده قوی انجام خواهد شد و مقدمات عمل نیز فراهم شده است.

Exp: I am going to shave my face

می خواهم صورتم را اصلاح کنم.

(مقدمات اصلاح صورت فراهم شده است).

۲- پاسخ: گزینهA. از will در موارد زیر استفاده می کنیم.

۱- صحبت راجع به واقعیات در زمان آینده که بیانگر قصد و اراده یا کارهای برنامه ریزی شده نباشد.

Exp: I will be 30 next month.

۲- هرگاه در همان لحظه ای که صحبت می کنیم تصمیم به انجام کاری بگیریم و نه با قصد و تصمیم قبلی:

Exp: There is somebody at the door. I will go and open it.

(بدون قصد قبلی)

۳- پاسخ: گزینه A . برای قول دادن در زمان آینده از will استفاده می کنیم.

۴-پاسخ: گزینهC . از زمان آینده ی استمراری استفاده می کنیم، این زمان دلالت بر عملی می کند که در آینده انجام خواهد شد و مدتی طول خواهد کشید و ساختار آن به شکل زیر می باشد.

ساختار مثبت: فاعل + will / shall+ be + فعل + Ing

ساختار سؤالی : will+ فاعل + be + فعل +Ing

۵- پاسخ: گزینه A. این زمان همچنان دلالت بر عملی می کند که در لحظه ی معینی در آینده در حال انجام آن خواهیم بود.

۶- پاسخ: گزینه C. برای پرسیدن درباره ی برنامه های که اشخاص دارند، به خصوص زمانی که چیزی را می خواهیم و یا می خواهیم کسی کاری را برایمان انجام دهد.

۷- پاسخ: گزینه D. از زمان آینده کامل استفاده می کنیم. از این زمان برای بیان عمل یا حالتی در آینده دلالت می کند

که آن عمل در مقطع خاصی از آینده کامل خواهد شد.

(By قید زمان همراه) + فاعل + will + have + p.p

از قید های معروف این زمان ؛ next year و قید زمان +by until , before then, می‌باشد.

By the end of September, I will have worked in this company for six years.

تا پایان سپتامبر شش سال خواهد بود که در این شرکت کار می کنم. یعنی مدت زمان شش سال در آینده کامل خواهد شد.

۸- پاسخ: گزینه .C از زمان آینده کامل استمراری استفاده می کنیم. در حالت کلی این زمان بر عملی می کند که تا زمان معینی در آینده انجام شده، یا قبل از عمل دیگری در آینده کامل گردیده است، و همچنین در آینده نیز ادامه خواهد یافت.

دقت کنید عمل رنگ کردن تا ساعت ۴ می شود ۴ ساعت ولی بعد از ساعت ۴ نیز ادامه خواهد داشت به عنوان مثال اگر تصور کنیم الان ساعت ۲ است تا ساعت ۴ بعدازظهر، چهار ساعت است که دارم رنگ می کنم ولی باز هم بعد از ساعت ۴ رنگ کردن ادامه پیدا خواهد کرد.

۹- پاسخ: گزینه A. چون فعل اول امری است فعل باید با فاعل جداگانه بیاید و به صورت آینده باشد.

۱۰- پاسخ: گزینه C .چون قید جمله آینده next می باشد.

۱۱- پاسخ: گزینه B. قید زمان + by نشان زمان آینده کامل و آینده کامل استمراری می باشد.

۱۲- پاسخ: گزینه A چون جمله قید آینده دارد و همچنین دارای « طول زمان +for » می باشد، زمان آینده کامل استمراری صحیح است.

۱۳- پاسخ: گزینه .C زمان + by از نشانه های زمان آینده کامل است.

۱۴- پاسخ: گزینه C. قید زمان +by از نشانه های آینده کامل است.

ترجمه: امیدوارم تا پایان سال چیزهای زیادی یاد بگیرم.

۱۵- پاسخ: گزینه C .قید زمان+ by نشانه ی آینده کامل است.

۱۶- پاسخ: گزینه A .زمان جمله بر آینده دلالت می کند و همچنین عمل «شنیدن» قرار است در آینده کامل شود.

۱۷- پاسخ: گزینه C . در این جمله « when I die » قیدی است که در زمان آینده دلالت می کند. فعل stand هم در «توضیحات» معمولاً به شکل استمراری به کار می رود.

۱۸- پاسخ: گزینه A. زمان جمله آینده است و قبل از عملی در آینده (رسیدن) عمل دیگری شروع شده است و ادامه دارد.

۱۹- پاسخ: گزینه D زیرا قید زمان+ by نشانه ی آینده ی کامل و آینده ی کامل استمراری می باشد.

تمرین : با استفاده از افعال زیر جاهای خالی را با آینده کامل و یا حال کامل استمراری پر کنید.

Run/ work/ stare / run / finish/ improve / paint/ land/ cover / go

1) The man ..... for six hours without taking a break to be able to finish the Job today by five.

2) The plane ..... by the time we arrive at air port in this slow traffic.

3) Don't worry. You and I ..... most of the distance by noon.
4) Our family ..... this business for three hundred years now.
5) Hopefully we ..... The construction work before the end of this month.
6) I am aching all over. I ..... The whole flat on my own.
7) The machines ..... for the whole day. Don't you agree with me that we should ask them to stop at least for hour?
8) David and Sarah are planning to set off in the afternoon. I hope the weather conditions ..... by then.
9) My family and I haven't been able to go anywhere because of the rain that ..... On for at least three days.
10) I have noticed that those two men ..... At us ever since we came here.

پاسخ:

1) have been working 2) will have landed
3) will have covered 4) has been running
5) will have finished 6) have been painting
7) have been running 8) will have improved
9) has been going 10) have been staring

زمان مجهول

1) When archeologists discovered the ruins of the Olympic stadium, interest in the games .....
a) Was renewed b) were renewed
c) They were renewed d) renewed
2) The ancient Olympic games ..... As amateur contests, but in time became professional.
a) begun b) began c) beginning d) they begun
3) After more than 1500 years. Athens ..... for the site of the first modern Olympics.
a) were chosen b) was chosen c) is chosen d) chosen
4) Wining first place in an event was the only glory in the ancient games because second and third places ..... .
a) did not recognize b) are recognized
c) was not recognized d) were not recognized
5) The Olympic torch ..... throughout the games and is then extinguished at the closing ceremony.
a) Burning b) is burned c) burned d) bums

6) The rebuilding of the Inca capital Cuzco was ..... in the 1460 s.

a) begun b) beginning c) begun d) begin

7) The healthful properties of fiber have ..... for years.

a) Known b) be knowing c) knew d) been known

8) Most of the patients visit ..... to physician assistants in the recent years all around the world.

a) Have been made b) was made

c) Will have been made d) have made

9) No clinical studies ..... in this child disease research so far.

a) had completed b) have been completed

c) had to complete d) will be completed

10) The government confirms that the tasks ..... with great success.

a) have maintained b) are maintaining

c) have been maintained d) maintained

11) With this comprehensive international report, the country's position in the regional and global arena ..... with measurable criteria.

a) Will be identified b) is going to identity

c) is to identify d) identifies.

12) The critics say that the review ..... as a book in English and in many other languages.

a) Can be published b) can publish

c) Publish d) published

13) New legislation ..... In congress but it ..... by many.

a) Was introduced / was not accepted

b) Introduced / didn't accept

c) Will be introduced / isn't accepted

d) Is introduced / won't accept

14) These differences between two photo graphs ..... with the help of Photo shop.

a) Should remove b) must have removed

c) have to remove d) could have been removed

پاسخنامه

۱- پاسخ: گزینه A. قسمت آخر جمله مجهول است، interest مفعول است. در حالت کلی اگر زمان جمله گذشته ساده باشد، جمله به طریق زیر مجهول می شود.

مفعول + Was/ were +p.p

Exp: many houses were destroyed by intensive storm.

۲- پاسخ: گزینه B زمان جمله گذشته ساده است و معلوم نیز می باشد.

۳- پاسخ: گزینهB جمله مجهول است. و Athens مفعول آن می باشد.

۴- پاسخ: گزی‌نه D جمله وار قیدی آخر جمله مجهول است. و second and third مفعول آن است.

-5 پاسخ: گزینه D. جمله معلوم است و زمان آن حال ساده است.

-6 پاسخ: گزینه A جمله ی مجهول است و مفعول آن the rebuilding می باشد.

-7 پاسخ: گزینه D به خاطر for که بر طول زمان دلالت می کند، زمان جمله باید حال کامل باشد.

-8 پاسخ: گزینه A. با توجه به قید جمله در می یابیم که زمان جمله حال کامل می باشد.

از طرفی برای مجهول کردن حال کامل از ساختار زیر استفاده می کنیم.

مفعول + has / have + been + p.p

Exp: In many books have been written about success.

۹- پاسخ: گزینه B.

۱۰- پاسخ: گزینه C. قسمت مجهول جمله بر زمان گذشته دلالت می کند و چون زمان نامعلوم است بنابراین حال کامل است.

۱۱- پاسخ: گزینه A. برای مجهول کردن زمان آینده از ساختار زیر استفاده می کنیم.

مفعول + will / going to + be+ p.p

۱۲- پاسخ: گزینه A. برای مجهول کردن با افعال کمکی از ساختار زیر کمک می گیریم.

مفعول + فعل کمکی + be+ p.p

۱۳- پاسخ: گزینه A از زمان مجهول گذشته ساده استفاده می کنیم.

۱۴- پاسخ: گزینه D. برای مجهول کردن زمان آینده در گذشته ی کامل از ساختار زیر استفاده می کنیم.

مفعول+ have + been +p.p

(ساختار معلوم)

مثال : some body (فاعل) should (فعل کمکی) have called (p. p) the president (مفعول) this morning

مجهول : the president (مفعول) should (فعل کمکی) have been called this morning.

تمرین: جاهای خالی زیر را با زمان های مناسب پر کنید.

1) For a long time people ..... the giant panda was a type of raccoon. (think)

2) At the beginning of the experiment, the chemicals ..... in the beaker. (Place)
3) In medieval times the earth ..... to be flat. (Believe)
4) Up until now students ..... To wear what they want, but the new teacher has decided to introduce a uniform. (Allow)
5) I can't drive you to the airport because my car ..... tomorrow. (service)
6) Next year the new theater..... by some of Britain's biggest acting stars. (open)
7) It ..... that the president will resign due to the recent revelations. (expect).
8) Chocolate ..... from the bean of the cacao tree. (make).
9) This report ..... that there is corruption thorough out the company. (claim)
10) Several students ..... to have cheated in their exams. (know).
11) People need ..... To use public transport if we want tore duce our carbon emissions (encourage)
12) I went on holiday because I really needed ..... a break. (take)

پاسخ تمرین ها:

1) thought	2) are / were placed	3) was believed
4) have been allowed	5) is being serviced	6) will be opened
7) is expected	8) is made	9) claims
10) are known	11) encouraging (to be encouraged)	
12) to take		

» فصل سوم

»افعال کمکی

در این قسمت میخواهیم به انواع مختلف فعل بپردازیم ,بعضی ازهمکاران معتقدند که ابتدا باید این قسمت گفته شودوسپس قسمت زمان ها ولی بنده معتقدم این روندبه تسهیل یادگیری داوطلب کمک بهتری میکند.

فعل: کلمه ای است که برای توصیف یک عمل و حالت به کار می رود. مانند:

ask- hate- fail

»انواع فعل

۱) فعل ترکیبی (compound verbs) :

افعالی هستند که از ترکیب دو کلمه ساخته می شوند. اولین کلمه معمولاً یک اسم، صفت و یا یک حرف اضافه است و دومین کلمه فعل است.

1) (noun + verb) = hand – wash

2) (adJ+ verb)= high light

3) (preposition+ verb) = overcome

Exp: sorry , I was day dreaming , what did you say?

Exp: The airline upgraded me to business class?

۲) افعال اصلی (mainverbs):

این افعال، افعالی هستند که معنایی مرتبط با عمل و حالت و اتفاق دارند. اغلب افعال در انگلیسی افعال اصلی هستند.

Exp: we **went** home straight after the snow

Exp: she **reported** all the details of the incident to the boss yesterday.

Exp: he **goes** to school by bus everyday.

۳) فعل معین Linking verbs :

افعالی هستند که بعد از آن ها از مفعول استفاده نمی شود، آن ها با اصطلاحاتی استفاده میشود که اطلاعاتی اضافه درباره ی فاعل می دهد. این افعال عبارت اند از:

Appear / feel / look / seem / sound / be/ get / remain/ smell / taste become

1) After appeared at the window. It was John.

2) He is a cousin of mine. (عبارت اسمی)

3) This coot feels good (عبارت وصفی)

4) She remained outside while her sister went into the hospital (عبارت قیدی)

4) Auxiliary verb (فعل کمکی)

این افعال قبل از افعال اصلی به کار می روند که ۳ عدد می باشند.

Be / do / have

1) be : برای استمرار و حالت مجهول به کار می رود.

1) I 'am watching TV. (استمرار)

2) The leg was broken. (مجهول)

2) do : برای حالت پرسشی و منفی و تأکیدی به کار می رود.

1) Does she live in Tehran? (سؤالی)

2) They don't know about the matter. (منفی)

3) I do enjoy your driving. (تاکیدی)

3) have : برای کامل شدن زمان استفاده می شود.

1) Have you ever seen Ali?

2) She had been eating lunch before he came to the home.

3) maryam hasn't prepared herself for the exams.

5) افعال modal : این افعال خود به ۲ دسته تقسیم می شود:

1- core modals

2- semi-modal

نکته: افعال **modal** افعال ناقصی هستند که همراه فعل اصلی به کار می روند و به معنای آن ها چیزی می افزایند.

این افعال عبارت اند:

A) core modals

Can / could / may / might / will / shall / would / should / must

بعد از این افعال، فعل اصلی به صورت ساده به کار می رود.

Exp: I must ring the tax office

Exp: They might visit us.

Exp: Can we participate in this meeting?

Exp: Everybody should wash their hands before serve food

نکته: از can برای بیان اجازه ، توانایی و واقعیت های عمومی استفاده می شود.

1) Students can use calculators. (اجازه)

2) I can sing one song in polish. (توانایی)

3) Fireworks can frighten pets. (واقعیت)

نکته: ساختار « **فعل ساده+ فعل کمکی**» در زمان حال آینده دلالت می کند، جهت دلالت در زمان گذشته باید از این ساختار استفاده شود.

فاعل + Could / should / might / must / + have + p.p

۱) **Must+ have + p.p** بر نتیجه گیری منطقی در گذشته دلالت می کند.

Exp: The streets are wet, it must have rained yesterday.

Exp: mycar doesn't work, you must have had accident.

۲) از **can not + have + p.p** در حالت منفی به جای ساختار بالا استفاده می شود.

A: Roy must have made a lot of money.

B: He can't have done.

3) **should + have +p.p** بر عمل مثبت و مطلوبی که باید در گذشته انجام می شده اما انجام نشده و یا عمل نامطلوبی که نباید انجام می شده اما انجام شده دلالت دارد.

Exp: you should have invited your friend

Exp: you shouldn't have quarreled in the street.

4) **might + have +p.p** بر بیان امکان انجام عملی در گذشته دلالت می کند.

Exp: He didn't ring me. He might have gone on a trip.

5) **could+ have + p.p** بر بیان داشتن «توانایی » انجام کاری در گذشته دلالت می کند.

Exp: when you were abroad you could have learnt English.

نکته: **must + be+ gerund , must + be +صفت** بر بیان «احتمال » دلالت می کند.

1) He must be delighted now.

2) my friend must be calling now.

B) **افعال semi- modal :** این افعال عبارت اند از: **Need / dare / ought to / used to**

نکته: فعل need هم فعل اصلی است و هم فعل کمکی می باشند. اگر فاعل فعل need شخص باشد بعد از آن از مصدر با to استفاده می شوند. و اگر شخص نباشد جراند و یا به صورت فعل مجهول به کار می رود.

مصدر با to + need + فاعل (شخص)

Exp: He will need to drive alone.

فاعل شی + Need + gerund
فاعل شی+ Need + to be+ p.p

Exp: The grass needs cutting

Exp: The grass needs to be cut

Need به عنوان فعل کمکی: need در حالت کمکی s سوم شخص نمی گیرد و فقط در حالت منفی و سؤالی به کار می رود.

ساختار منفی : need + not + فعل ساده

Exp: He need not go there.

ساختار سؤالی : +need فاعل + فعل ساده

Exp: Need he go there?

»کاربرد فعل dare

۱) به صورت فعل اصلی

مصدر با dare + to

Exp: He dares to say He doesn't know.

نکته : **dare** به صورت فعل کمکی

فعل اصلی + dare

Exp: I dare not talk to him

Exp: He dare say I am wrong.

»Ought to

Ought to به معنای «**باید و شاید، بایستی**» یک فعل semi- modal است. زیرا در بعضی اوقات شبیه افعال کمکی و در بعضی اوقات نیز شبیه فعل اصلی است.

به عنوان مثال برخلاف افعال modal همراه با to ولی همانند افعال modal برای فعل تغییری در آن ایجاد نمی شود.

Exp: I ought to phone my parents.

Exp: It ought to be easy now.

نکته: بعد از ought to از افعال کمکی دیگری نمی توان استفاده کرد.

Exp: medicine ought to be free

Not (medicine ought to became free)

Exp: We ought not to have ordered so much food.

نکته: حالت منفی **ought to** زیاد رایج نمی باشند. بهتر است به جای آن از **shouldn't** استفاده کرد.

Exp: you shouldn't speak to your father like that.

»Used to

فعل ساده + used to بر « عادتی که در گذشته» وجود داشته اما بعداً از بین رفته است و یا عملی که در گذشته انجام می شده اما اکنون ترک شده است دلالت می کند.

Exp: He used to be the mayor of Tehran.

Exp: He used to play football for the local team. But he is too old now.

حالت منفی: Didn't + use / used + to

Exp: I didn't use to be so crowded in the Shops as it is now a days.

Exp: I didn't used to like broccoli when I was younger.

نکته: در متون رسمی می توان از **used not to** استفاده کرد.

Exp: She used not to live as poorly as she does now.

حالت سؤالی : did+ فاعل + Used to

Exp: I think we met once , a couple of years ago, did you use to work with John?

نکته : be used to+ gerund بر «عادت داشتن» دلالت می کند.

Exp: He was a sales man , so he was used to travelling up and down the country.

نکته: get + used to + gerund بر «عادت کردن» دلالت می کند.

Exp: university is very different than school, but don't worry, you will get used to it

تا به حال به معرفی انواع فعل ها پرداختیم حال به صورت فعل دوم خواهیم پرداخت بعد از افعال زیر فعل به صورت ing دار به کار می رود.

Admit / appreciate / avoid / complete / consider / delay / deny/ discuss/ dislike / enjoy/ fancy/ feel like/ finish/ give up/ imagine / involve/ keep/ mention/ miss/ mind/ postpone / practice/ quit/ recall/ recommend/ regret/ risk/ stop/ suggest / tolerate / understand.

Exp: I always enjoy playing

Exp: we haven't finished eating yet.

Exp: she keeps changing her mind about the wedding.

نکته: بعد از حروف اضافه از فعل **ing** دار استفاده می کنیم.

Approve of/ be better off / think about/ keep on

Exp: We are not looking forward to going back to school.

نکتـــه: بعضی از افعال مانند **imagine / involve/ mind/ miss/ put off/ risk can't stand/ dislike** می توانند با یک فاعل جدید قبل ازفعل **ing** دار به کار روند و اگر فاعل به صورت ضمیر بکار رود از ضمایر مفعولی استفاده می کنیم.

Exp: We just couldn't imagine **Gerry** singing in public.

Exp: I do not want to risk **him** losing his job.

نکتـــه: اسم یا ضمیر قبل از **gerund** باید به صورت ملکی باشد (یعنی یا به صورت صفت ملکی باشند و یا s مالکیت داشته باشد) و یا به عبارت دیگر بعد از صفت ملکی و s مالکیت، می توان از جراند به عنوان اسم استفاده کرد.

جراند + صورت ملکی + فعل + فاعل

Exp: we object to their calling at this hour.

Exp: He regrets her leaving.

بعد از افعال زیر فعل به صورت مصدر با to به کار می رود.

Afford / agree/ arrange / ask / begin/ choose / continue / decide / demand / fail / forget/ hesitate/ hate / help/ hope/ intend/ learn/ like/ love/ manage / mean/ need/ offer/ plan/ prefer / pretend/ remember/ seem/ start/ try/ want

Exp: I cannot afford to go on holiday
Exp: It began to rain.
Exp: She hopes to go university next year.

نکته: بعد از افعال زیر هم فعل به صورت ing و هم به صورت مصدر با to کار می رود.

Hate / like / love / prefer / go on / need / remember / try/ mean/ regret / stop/ want

Exp: I didn't mean to make you cry.

نمی خواستم گریه تو رادر بیارم.

Exp: Working in London means to leave home at 7.
Exp: I love cooking persian food.
Exp: I like to drink Juice in the morning.
Exp: She hates cleaning her room.
Exp: I hate to be the only person to disagree.

نکته: افعال Hate / like / love/ prefer هنگامی که با would و یا should استفاده می شوند با مصدر با to استفاده می شوند.

Exp: She would like to get a Job nearer home.

»افعال کمکی

1) He ..... french and Italian.
a) could speak b) coulds speak
c) could speaks d) coulds speaks
2) The police ..... find out that they could speak French and Italian.
a) was able to b) might c) were able to d) shall
3) "People sometimes do funny things" the meaning of this sentence is close to:
a) people can do funny things.
b) people are able to do funny things.
c) people may to funny things.
d) people shall do funny things.
4) I got bad grade on my math test.
I ..... better than that.
a) should have done. B) must have done
c) might have done d) can't have done
5) Fortunately, I ..... working alone otherwise I would have got really bored at the night shift.
a) Was supposed to b) was to c) was used to d) would
6) I don't think it was a good idea to intervene, instead, you ..... your child to

abandon the habit of thumb – sucking gradually, all by himself.

a) could have allowed b) must have allowed

c) should have allowed d) had allowed

7)after the voyaging ship was wrecked during a storm at sea ,

unfortunately, only two of the man on board ..... Swim to the small island nearby.

a) might b) were supposed to c) could d) were able to

8) I don't know why she didn't ask me how to do it as I ..... her.

a) must have helped b) could have helped.

c) should have helped d) could help

9) martin ..... my tennis racket without asking my permission. I got really angry with him.

a) needn't have taken. b) must not have taken

c) shouldn't have taken d) might not have taken.

10) I don't know why peter is so late, do you think he ..... late coming here?

a) may get b) must have tot c) might have got d) could get

11) many immigrants now agree that they ..... their traditions when they first settled in America.

a) shouldn't have given up b) don't have to give up

c) might not have given up d) needn't give up

12) Although working conditions .....in many occupations in the past few years, one can never be safe, particularly in places with higher risk occupations.

a) might improved. b) can't have improved

c) may have improved d) needn't have improved

13) a good supervisor ..... with people who attempt too much than with those who try too little.

a) Shouldn’t work b) would rather work

c) Can’t work d) might work

14) If you want to get a good night's sleep, you ..... any tea or coffee in the evenings.

a) don't have to drink b) mustn't drink

c) could drink d) would rather drink

15) Road conditions ..... much in the last fifteen years, since the government hasn't invested anything to renew the roads.

a) Must have improved b) needn't have improved

c) didn’t need to improve d) can't have improved

پاسخنامه

۱-پاسخ: گزینه A افعال modal افعالی مانند:

Can / could / may / might / must / will / would / shall / should / ought to / need

هستند که در باره ی توانایی، ا حتمال و ضروریت بحث می کنند.

بعد از افعال modal، از فعل ساده استفاده می شود و حتی در حالتی که از ضمایر he she / it استفاده می کنیم هم خود فعل modal و هم فعل بعد از آن **بدون S** می آیند.

۲- پاسخ: گزینه C برای صحبت کردن در باره ی توانایی انجام کار از افعالmodal

Managed to / can / could/ able to

استفاده میشودو با توجه به police ، فعل جمله باید به صورت جمع باشد.

۳- پاسخ: گزینه A. یکی از کاربردهای can در جمله به معنای «گاهی اوقات» می باشد.

۴- پاسخ: گزینه A برای عمل مثبت و مطلوبی که باید در گذشته انجام می شده اما نشده و یا عمل نامطلوبی که نباید انجام می شده اما انجام شده از ساختار زیر استفاده می کنیم.

Should + have + p.p

Exp: you should have washed the dishes.

تو باید ظرف ها را می شستی. (اما نشسته ای)

۵- پاسخ: گزینه C برای عادتی که در گذشته وجود داشته است اما بعداً از بین رفته است، یا عملی که در گذشته انجام می شده اما اکنون ترک شده است از ساختار زیر استفاده می کنیم.

»فعل ساده + used to

Exp: I used to smoke cigarettes

۶- پاسخ: گزینه A. برای بیان «توانایی و یا موقعیّت» انجام کاری در گذشته از ساختار زیر استفاده می کنیم.

Could + have + p. p

Exp: When you were abroad you could have learnt English.

وقتی خارج بودی می تونستی انگلیسی یاد بگیری. (این موقعیت را داشتی)

۷- پاسخ: گزینه D. برای بیان انجام توانایی کاری در گذشته از was / were able to استفاده می کنیم.

نکته: could را اکثراً در مواقعی به کار می بریم که توانایی انجام کاری را داشته ایم ولی انجام نداده ایم.

۸- پاسخ: گزینه B. زیرا بر توانایی انجام کاری در گذشته دلالت می کند که رخ نداده است.

۹- پاسخ: گزینه C. زیرا دلالت بر عمل نامطلوبی می کند که نباید انجام می شده است، ولی انجام شده است. در رابطه با گزینه یb باید گفت که **must+have+p.p** در حالت منفی باید به **can't+ have+ p. p** تبدیل شود.

»افعال modal تأکیدی:

افعال **must / have to / have got to / need to** برای بیان الزام و ضروریات به کار می روند.

Exp: You have to get a work permit before you go.

Exp:You will need to allow a bit of extra time to get over Jet lag.

نکته۱: در زبان محاوره ای **Have to** از **must** رایج تر است ولی در نوشتار فرقی ندارند و از هر دو تای آن ها استفاده می شود.

نکته۲: **Have got to** بیشتر در صحبت کردن رایج است و در نوشتار کم تر مورد استفاده قرار می گیرد.

Exp: I have got to find somewhere to live quite quickly.

نکته۳: از **must** فقط در زمان حال استفاده می شود و برای بیان اجبار در گذشته و آینده از **have to/ need** to استفاده می کنیم.

Exp: You will have to learn some grammars.

Wrong: you will must learn some grammars.

Exp:You had to get up really early to catch the ferry to work.

نکته ۴: از **ought to , must** در جملات سؤالی استفاده نمی کنیم.

What sort of things do you need to know?

Not: what sort of things must.

نکته ۵: از ۳ ساختار زیر برای بیان عدم اجبار یا ضروری بودن کاری در گذشته استفاده می کنیم.

Need + not + have + p.p
Did +not + need + to
Did + not + have + to

Exp: We didn't have to worry about work permits when I was there

Exp: I needn't have bothered to get a work permit

نکته: بین ۲ عبارت زیر از نظر مفهوم فرق وجود دارد.

Exp: John picked me up for the station so I didn't need to get a taxi home.

مفهوم : چون ضروری نبود بنابراین تاکسی نگرفت.

Exp: I needn't have got a taxi because John's flat was not far from the station.

مفهوم: در حالی که لازم نبود تاکسی بگیریم ولی تاکسی گرفتیم.

۱۰- پاسخ: گزینه C

۱۱- پاسخ: گزینه A چون همانطور که گفته شده است این ساختار زمانی استفاده می شود که عمل نامطلوبی نباید انجام می شده است ولی شده است.

۱۲- پاسخ: گزینه C. با توجه به معنای جمله فقط گزینه ی c می تواند درست باشد.

۱۳- پاسخ: گزینه B. اصطلاح would rather هم شبیه به فعل کمکی است که بر « ترجیح دادن» دلالت می کند و طبق ساختار زیر به کار می رود.

فاعل + would rather + فعل ساده

۱۴- پاسخ: گزینه B. بین mustn't و needn't / don't have to/ don't need to فرق اساسی وجود دارد.

هنگامی که از mustn't استفاده می کنیم منظورمان این است که اجازه انجام کاری را نداریم.

You mustn't wait here.

نباید این جا منتظر بمانی (اجازه نداری این جا وایسی)

You don't have to wait.

احتیاجی نداری که صبر کنی.

۱۵- پاسخ: گزینه‌ی d .

must + have + p. p حالت منفی **can not + have + p. p** می باشد.

تمرین

در هر یک از جملات زیر، زیر کلمات درست خط بکشید.

1) If you can't find the information at the library, try to look / looking on the Internet.
2) she studied medicine at university and went on to become / becoming a surgeon.
3) look at mum's car ! It definitely needs to clean / cleaning.
4) I will never forget to fall/ falling off that swing when I was a child.
5) I was really nervous about the interview, and although I tried not to worry / not worrying, I was awake most of the night.
6) The new government needs to take /taking notice of the opinions of the people.
7) Economists predict that house prices will go on to rise/ rising for at least another year.
8) We weren't able to see the concert because Tasman forgot to bring/ bringing the tickets.
9) I like feeding / to feed animals.
10) They made us handle / to handle all kinds of animals including spiders and snakes.

پاسخ :

1) to look	2) be coming	3) to clean	4) to fall
5) to worry	6) to take	7) to sing	8) to bring
9) feeding / to feed		10) handle	

نکته: همانطور که در سؤال ۹ دیدید بعداز like هم از مصدر با to و هم از gerund استفاده می شود، درحالت کلی می توان گفت بعد از افعال زیر هم از مصدر با to و هم از gerund استفاده می شود.

Attempt / begin/ bother / continue / hate / like /love / prefer / start

Exp: I have started to work at a pet shop

نکته ۲: بعد از افعال Feel / hear / help / let / make / notice / see/ watch ازمفعول و مصدر بدونto استفاده می شود.

مصدر بدون to + مفعول + افعال بالا

Exp: They let us take it slowly.

تذکر: اگر make در حالت مجهول استفاده شود بعد از آن از مصدر با to استفاده می کنیم.

Exp: I was made to handle all kinds of animals.

تمرین: گزینه صحیح را انتخاب کنید.

1) The authorities permitted woman ..... in track and field events in 1928 winter games.

a) to take part b) taking part c) take part d) taken part

2) Because of a lack of snow, three thousand Austrain soldiers were hired ..... In snow for the ski trails in 1964.

a) bringing b) to bring c) bringing d) to be brought

3) In ancient Greece it was agreed .....wars for the Olympic games.

a) to stop b) stopping c) stop d) to be stopped

4) Women were not allowed ... in more than three events in 1932.

a) participating b) to participate c) participate d) participated

5) The Roman Emperor ordered the Games ..... In A.D 394.

a) stopping b) to stop c) stop d) stopped

6) The two world wars prevented the Olympics from ..... Place.

a) taking b) to take c) take d) taken

7) By the time a baby has reached his first birthday, he should , without the help of an adult, ... sit up or even stand up.

a) to be able to b) able to c) to be able d) be able to

8) The theory of continental Drift assumes that there ..... long- term climate changes in many years during the past.

a) must have been b) must be c) must have d) must

9) The general public ..... a large number of computers now , because prices are beginning to decrease.

a) must buy b) must have bought

c) must be buying d) must buying

پاسخنامه

۱-پاسخ : گزینه یa

۲- پاسخ: گزینه یb . بعد از hire مصدر با to می آید.

۳- پاسخ: گزینه یa . بعد از agree مصدر با to می آید.

۴- پاسخ: گزینه ی b.

۵- پاسخ : گزینه ی b. بعد از order مصدر با to می آید.

۶- پاسخ: گزینه ی a.

۷- پاسخ: گزینه یd . بعد از فعل کمکی should فعل اصلی باید به صورت ساده باشد.

۸- پاسخ: گزینه یa. چون اولاً به زمان گذشته بر می گردد و ثانیاً احتمال مورد نظر است.

۹- پاسخ:گزینه c

» فصل چهارم

»گرامر صفت وقید

قید: از قیدها برای بیان اطلاعات بیشتر در مورد فعل و صفت و قیود دیگر استفاده می کنیم.

در حالت کلی قیدها به چند دسته تقسیم می شوند که مهم ترین آن ها عبارت اند از:

1) قید زمان: این قید بر زمان انجام شدن عملی دلالت میکند که در جواب **when** می آید مهم ترین آن ها عبارت اند از:

Already / lately / still / tomorrow/ early/ now/ soon/ yesterday/ finally/ recently / today/ yet.

Exp: Have you seen Ali today

I went to the cinema on my own recently

نکته: قیود زمان معمولاً در آخر جمله یا گاهی اوقات بعد از فعل اصلی به کار می رود.

Exp: I am going to visit my friends tomorrow

نکته: some time به معنای « یک روزی، یک وقتی» قید زمان می باشد.

Exp: I will visit my friends sometime.

نکته: once به معنای « زمانی، یک روزی» بر وقوع فعل در زمان گذشته دلالت می کند و معمولاً در اول جمله طبق فرمول زیر به کار می رود.

once + اسم/ فاعل + فعل +...

Exp: once a sales man, pete has been promoted to district manager.

۲) قید مکان: این قید بر مکان انجام شدن عملی دلالت می کند و در جواب سؤال **where** می آید.

Exp: There was somebody standing nearby

Exp: Is your scurf there?

Exp: you go upstairs and do your homework.

نکته: این قیدها همانند قید زمان بعد از فعل اصلی و در آخر جمله به کار می رود.

۳) قید حالت (manner verb): قید حالت فعل را توصیف می کند، و در جواب سوال How می آید.

نکته: قید حالت معمولاً با اضافه کردن ly به صفت ساخته می شود. همانند:

Accurately / beautifully / expertly / quickly / badly/ loudly

Exp: she spoke very loudly

Exp: we waited anxiously by the phone

Exp: we walked up the stairs very carefully

»قیود حالت استثناء

قیود fast / right/ wrong / light / straight/ late / hard نمی تواند ly بگیرند و شکل صفت و قید آن ها یکی است.

Exp: Driving fast is dangerous

(قید)

Exp: Is that the right time?

(صفت)

Exp: The builder never does anything right

(قید)

۴) قید تکرار: این قید بر دفعات انجام شدن عملی دلالت می کند و در جواب **How often** می آید.

این قیود عبارت اند از:

Always/ frequently/ never / usually/ rarely/ often/ sometimes

Exp: we usually go to Mashhad for holidays.

نکته: قیود تکرار never و seldom و rarely خود منفی کننده هستند و فقط در جملات مثبت به کار می روند.

Exp: she never attends in the ceremony.

.نکته: قیود تکرار معمولاً قبل از فعل اصلی و یا در اول جمله و یا بعد از فعل کمکی به کار می‌روند

Exp: Sometimes I come here

Exp: He is always on time

۵)قید کیمیت: این قیود بر کمیت (quantity) و مقدار دلالت می کند و رایج ترین آن هاعبارت اند از:

Absolutely / enough/ perfectly / somewhat/ too/ totally/ utterly/ very/ lots / highly/ almost/ extremely / pretty

Exp: she was quite surprised they come

Exp: she will be staying a bit longer

نکته: از این قیود بیشتر در جواب How much استفاده می شود.

نکته: از ۲ قید surprisingly و personally در بیرون از جمله استفاده می‌کنیم یعنی بین دو کاما استفاده می‌کنیم و معمولاً داوطلبان در writing به اشتباه آن ها را در درون جمله استفاده می کنند.

Exp: The electric car, surprisingly, doesn›t really offer any advantages over petrol cars

Exp: personally, I think the show was great.

نکته: از ۳ قید however و then و consequently برای ارتباط بین ۲ جمله استفاده می کنیم. (linking adverbs)

Exp: The sun will be shining in France

Exp: However, heavy rain is expected in Spain

Exp: I left my home in the morning then I went to pick up John at his house.

Exp: We talked unit early hours and consequently I over slept the next morning.

صفت: کلمه ای است که اسم را توصیف می کند. شکل معمول استفاده از صفت در جملات مانند شکل زیر می باشد.

اسم جمع / اسم مفرد + صفت مفرد

Exp: a yellow book

نکته مهم: در زبان انگلیسی صفت هرگز جمع بسته نمی شود امّا استثناً sports به عنوان صفت همیشه به صورت جمع به کار می رود.

Sports complex * sports magazine

»جایگاه صفت و نوع آن ها

A) با اعداد و کلماتی همانند Next / first / last از الگوی زیر پیروی می کند.

اسم + صفت + اعداد + first / next

Exp: Special offer on the last three remaining so far.

Exp: There used to be two big fields here when I was young

Exp: I don't have to work for the next four days.

Exp: That is the second large study on unemployment this year

B) صفات در جه ای: این صفات که بر میزان درجه ی اهمیت یک اسم دلالت می کنند عبارت اند از:

Absolute / complete / perfect / proper / pure/ real/ sheer / true / utter

Exp: That's an absolute lie; I didn't use your car when you were away

Exp: Ali has always been a true friend to me

c) بعضی از صفاتی که بر زمان دلالت می کند نیز قبل از اسم به کار می روند. همانند:

Former / present/ future / early/ late/

Exp: Her former husband had bought the house but she liked it never

Exp: This is a church from the early Romanesque period

D) بعد از اسم: بعضی از صفات ed دار را بعد از اسم استفاده می کنیم.

Exp: Most of the issues motioned in the documentary are not very important

Exp: The difference in percentages is clear from the illustrations shown.

E) صفاتی که بعد از **be** و افعال ربطی به کار می روند.

۱) صفاتی که پیشوند **a** دارند همانند:

Afloat / afraid/ akin/ alike/ alive / alone/ ashamed/ asleep/
aboard/ ablaze

Exp:Katie was awake at the time

Exp: People were asleep in the bedroom.

Exp:The passengers were all aboard when they heard the loud any.

Exp:The cinema was ablaze for many hours and it took many Firemen to put out the fire.

Exp: It is very strange to see a wolf that is alone.

۳) صفاتی که بر سلامتی و حالت روحی دلالت می کنند همانند:

ill / well / unable / small / gad / content / bleeding

Exp: I feel ill

Exp: She is not well

F) کلمات واصطلاحات رایجی که قبل و بعد از صفت به کار می روند.

۱) مصدر با to +enough +صفت

Exp: I am strong enough to face the difficulties

۲) صفت + قید تکرار

Exp: He had lost his usually calm attitude and become very nervous

G) کاربرد صفت با Such / as / too/ so

۱) that + صفت +So

Exp: The waves were so high that they went on to the street

۲) مصدر با to+ صفت + too برای بیان افراط و تفریط به کار می رود.

Exp: The waves are too high to go sailing

۳) as + صفت + as

Exp: The waves are as high as the wall in the winter

۴) اسم مفرد + صفت + an/ a + such

Exp: It was such a hot food that we couldn›t eat

H) کاربرد How با صفت

How+ صفت + فعل + اسم (سؤالی)
How+ صفت + عبارت اسمی / اسم + فعل (تعجبی)

How high are the waves? (سؤالی)

How high the waves are! (تعجبی)

»صفت فاعلی و صفت مفعولی

«**Ing+ فعل**» به عنوان صفت فاعلی و «**ed + فعل**» به عنوان صفت مفعولی در زبان انگلیسی رایج است. این بدان معنا است که صفت فاعلی به اسم بعد از خود جنبه فاعلی و صفت مفعولی به اسم جمع از خود جنبه مفعولی می دهد.

Exp: There is a fascinating movie at the cinema

Exp: We have ordered a mixed salad

Exp: I was shocked when he confessed

»کاربرد **as /so** همراه صفت

as+ صفت + as / so

Exp: I haven’t seen a man as tall as him before.

Exp: You won’t often find a room so small as him before.

»ترتیب صفات

اسم + جنس+ ملیت + رنگ + اندازه + صفت کلی + تعداد + صفت ملکی

Exp: This is his/ (صفت ملکی) old/ (صفت کلی) large/ اندازه black/ رنگ (Italian)/ ملیت (leather)/ جنس (over coasts)/ (اسم)

نمونه تست های صفت وقید

1) The boy hung ..... tightly to the balloon.
a) tight b) tightly c) The tight d) tighten
2) They were seated at a ..... table.
a) largely b) large c) The large d) larger
3) The production manager quietly requested a ..... report of the terrible incident.
a) Complete b) the complete
c) Completely d) the most complete.
4) The united nation has submitted its ..... report.
a) Year b) the year c) yearly d) a year
5) Sales of coffee showed a ..... Increase between 200 4 and 2006.
a) Slight b) slighter c) the slightest d) slightly
6) The domestic car market showed an ..... growth of 50% for the consecutive years from 2001 to 2003.
a) Impressive b) impressively
c) More impressive d) the impressive
7) There was a ..... Climb in house prices during the first half of the year.
a) Steep b) steeply c) steeper d) the steep
8) Everyone was ..... By the time I arrived home.
a) Sleeping b) asleep c) sleep d) the sleep
9) My friend brought the ..... Lobster to my house and expected me to cook it.
a) Live b) alive c) lives d) a float
10) Work hard on your research if you want to make your trip ..... And ..... .
a) Enjoyable / reward ably b) enjoy / rewarding
c) Enjoyable / rewarding d) enjoy/ reward ably
11) The mosques in particular are very ..... .
a) Beauty b) beautifully c) beautiful d) beautifulness.

12) If one is suffering from illness, one may still feel very ..... .

a) badly b) bad c) worsely d) worser

13) I was ..... To see the extra ordinary range of patterns.

a) fascinating b) fascinated

c) fascinate d) more fascinate

14) The woman put the ..... car back in the garage.

a) The clean b) cleaned c) cleaning d) clean

15) He cannot afford to take long vacations to exotic places because he is a ..... Man.

a) worked b) working c) work d) worker

16) I was really ..... When I opened my present because it was just what I want.

a) Please b) pleasing c) pleased d) the please

17) Martin's excellent exam results were very ..... as he had hardly had time to study,

a) excite b) excited c) exciting d) the excite

18) The Jungle was full of strange noises and I felt ..... During the whole trip

a) frightened b) frightening c) fright d) frighten

19) This is her ..... .

a) Old black small Roman cotton skirt.

b) Black old small Roman cotton skirt.

c) Small old lack Roman cotton skirt.

d) Old small lack Roman cotton skirt.

20) Sales of coffee increased ..... between 2004 and 2006.

a) Slight b) slightly c) slighter d) the slight

21) A symbol of the ancient competition, the Olympic flame bums ..... throughout the games.

a) In a continuous way b) continuous

c) Continuously d) continual

22) The world population grew ..... between 1950 and 2005.

a) rapid b) in rapid way c) rapidly d) the rapid

23) The number of British households suing their own shopping bays when shopping fell ..... between 1965 and 2005.

a) slow b) in a slow way c) slowly d) the slow

24) Antibiotics relieve chronic diseases ..... .

a) fast b) fastly c) in a fast way d) the fast way

25) When a woman becomes pregnant ..... in life, she encounters additional risks in delivering a healthy baby.

a) lately b) lateness c) latest d) late

26) The Olympics is ..... The most exciting sports event in the sports calendar.

a) always b) hardly c) rapidly d) slowly

27) Which sentence is true?

a) She doesn't never attend in the meetings.

b) she never attend in the meetings.

c) she never attends in the meetings.

d) she doesn't seldom attend in the meetings.

28) Because of his hearing loss, he ..... hears me when I speak.

a) rarely b) seldom c) hardly d) never

29) ..... on clear days one can see the snow cap of mount Rainier from Seattle.

a) sometime b) some c) sometimes d) some of time

پاسخنامه

۱-پاسخ: گزینه b. جمله به قید حالت نیاز دارد. در حالت کلی صفت اسم و یا ضمیر را توصیف می کند، اما قید حالت، فعل، صفت و یا قید دیگری را توصیف می کند.

Exp: she has a $\underset{\text{صفت}}{\text{beautiful}}$ $\underset{\text{اسم}}{\text{car}}$,

(نحوه رانندگی توسط slowly توصیف می شود).

Exp: she $\underset{\text{فعل}}{\text{drives}}$ $\underset{\text{قید حالت}}{\text{slowly}}$.

در حالت کلی قید حالت در جواب سؤال How می آید. قیود حالت معمولاً با اضافه کردن ly به آخر صفات ساخته می شوند و معمولاً بعد از فعل و یا مفعول به کار می روند.

قید حالت = ly + صفت

۲- پاسخ: گزینه b . از صفت استفاده می کنیم چون اسم (table) را توصیف می کند.

۳- پاسخ: گزینه a. چون report اسم و قبل از اسم و یا ضمیر از صفت برای توصیف آن استفاده می کنیم.

۴- پاسخ: گزینه c. برای توصیف اسم و یا ضمیر از صفت استفاده می کنیم. بعضی از اسامی ly می‌گیرند و تبدیل به صفت می شوند.

تعدادی از آن ها عبارت اند از:

صفت = ly + اسم

Weekly / lonely / lively / kindly / monthly / manly / lovely / early / daily / likely / northerly / nightly / hourly / friendly

۵- پاسخ: گزینه a. increase در این جا در جایگاه اسم به کار رفته است (افزایش). و قبل از شام از صفت استفاده می کنیم.

۶- پاسخ: گزینهa. چون در این جا growth به معنای «رشد» می باشد و قبل از اسم، صفت استفاده می شود.

۷- پاسخ: گزینه climb. a در این جا در اسم مکان «صعود» استفاده شده است و قبل از اسم از صفت استفاده می کنیم.

۸- پاسخ: گزینه b. بیشتر صفات قبل از اسم به کار می روند. اما صفاتی وجود دارند که قبل از اسم به کار نمی روند بلکه باید آن ها را بعد از be و یا افعال ربطی به کار برد.

Exp: Are you going to be alone in the house tonight?

Exp: According to the report, the president was shot by lone gunman.

صفاتی که بعد از be و افعال ربطی به کار می‌روند	صفاتی که قبل از اسم به کار می روند
A float	Floating
Afraid	frightening
Akin	Similar
Alike	Like
Alive	Live / living
Alone	Lone
small	little

۹- پاسخ: گزینه a. با توجه به جدول سؤال قبل می بینیم که صفاتی که قبل از اسم استفاده می شود live و یا living می باشد که با توجه به گزینه های موجود، گزینه ی A صحیح می باشد.

۱۰- پاسخ: گزینه c. بعد از افعال make / find / keep اگر مفعول بیاید، بعد از آن ها از صفت استفاده می کنیم.

find / make / keep+مفعول + صفت

Exp: I found the insects rather frightening.

۱۱- پاسخ: گزینه c. بعد از افعال حسی (ربطی) زیر، صفت به کار می رود.

Appear / feel / look / prove / seem / smell / sound taste+ صفت

Exp: They always seem pleased to see you.

۱۲- پاسخ: گزینه b. بعد از feel صفت به کار می رود.

۱۳- پاسخ: گزینه b. اکثر اوقات با اضافه نمودن ing و یا ed – به آخر بیشتر افعال می توان صفت ساخت.

۱) ing + فعل، صفت فاعلی نامیده می شود و به اسم بعد از خود جنبه ی فاعلی می دهد.

۲) ed + فعل، صفت مفعولی نامیده می شود و به اسم بعد از خود جنبه ی مفعولی می دهد.

Exp:The students thought that it was an interesting assignment

در این مثال**assignment**، جنبه ی فاعلی دارد بنابراین از **interesting** به جای **interested** استفاده می شود.

Exp: For lunch at the restaurant she ordered a mixed salad

در این مثال از mixed به جای mixing استفاده شده است، زیرا سالاد در این جا جنبه ی مفعولی دارد.

۱۴- پاسخ: گزینه b. چون car، در اینجا جنبه ی مفعولی دارد بنابراین از cleaned به جای cleaning استفاده شده است.

۱۵- پاسخ: گزینه b. چون قبل از اسم به صفت نیاز داریم. بنابراین جواب یا worked و یاworking می باشد، در این جمله ی man حالت فاعلی دارد.

۱۶- پاسخ: گزینه c. چون در اینجا please جنبه ی مفعولی دارد.

۱۷- پاسخ: گزینه c. در این جا صفت جنبه ی فاعلی دارد زیرا در حال توصیف results می باشد که جنبه فاعلی دارد.

۱۸- پاسخ: گزینه a. زیرا در این جا صفت جنبه ی مفعولی دارد.

۱۹- پاسخ: گزینه d. ترتیب صفات به صورت زیر می باشد.

جنس + ملیت + رنگ + اندازه + صفت کلی + تعداد + صفت ملکی

Exp: A beautiful old round table

Exp: Small mountain villages.

Exp: A beautiful Turkish carpet.

۲۰- پاسخ: گزینه b. در این جا به قید حالت احتیاج داریم تا فعل را توصیف کنیم. در حالت کلی هم می دانیم که از ترکیب صفت و ly قید حالت ساخته می شود.

۲۱- پاسخ: گزینه c. نیاز به قید حالت دارد چون که فعل burn توصیف شده است.

۲۲- پاسخ: گزینه c. قید حالت نیاز داریم چون داریم فعل را توصیف می کنیم.

۲۳- پاسخ: گزینه c. چون در حال توصیف fell می باشد، و fell فعل می باشد.

۲۴- پاسخ: گزینه a. ۳ قید hard و late و fast استثناً ly نمی گیرند ، یعنی شکل صفت و قید آنان یکی است.

۲۵- پاسخ: گزینه d. با توجه به تست قبل

۲۶- پاسخ: گزینه a. با توجه به معنی جمله و جایگاه قید تکرار از always استفاده می کنیم.

قید تکرار: قیود تکرار بر دفعات انجام شدن عملی دلالت می کند و در جوابhow often می آیند. این قیود عبارت اند از :

Always / frequently / generally / never / occasionally / often / rarely / seldom / sometimes / usually

ساختار:

$$\begin{cases} \text{فعل اصلی} + \text{قید تکرار} + \text{فاعل} - 1 \\ \text{فعل اصلی} + \text{قید تکرار} + \text{فعل کمکی}/be + \text{فاعل} - 2 \end{cases}$$

Exp: Many of the club members are seldom at the meeting.

۲۷- پاسخ: گزینه c. قیود تکرار never و seldom و rarely خود منفی کننده هستند و فقط در جملات مثبت به کار می روند. از طرفی دیگر فاعل جمله ضمایر it / she / he باشد s سوّم شخص هرگز حذف نمی شود.

۲۸- پاسخ گزینه c. قیود کمی barely و hardly و scarcely با قیود تکرار rarely و seldom و never فرق دارد.

هر ۶ تای این قیود به معنای « به ندرت و خیلی کم» می باشند ۳ قید اوّل بر «کمیت، مقدار و اندازه کم» دلالت می کند (how much) اما سه قید دوّم بر «تکرار کم» دلالت می کند (how often) .

در این مثال کمیت مدنظر است نه تکرار، زیرا بیان می کند مقدار شنوایی (کمیّت) کم است.

معنی: به علت ضعف شنوایی، بندرت حرف های مرا می شنود.

۲۹- پاسخ: گزینه c.

Some times به معنای «گاهی اوقات» قید تکرار می باشد و معمولاً در اول جمله و یا قبل از فعل اصلی به کار می رود. اما some time به معنای « یک روزی، یک زمانی » قید زمان آینده نامعین می باشد و در آخر .جمله و یا بعد از فعل اصلی می آید.

Exp: My Family will call me long distance some time.

خانواده ام روزی به من تلفن راه دور خواهند زد.

» فصل پنجم

»مقایسه

در حالت کلی در زبان انگلیسی۴ نوع مقایسه داریم:

۱)مقایسه بین دو چیز، دو شخص و یا دو گروه که به آن حالت تفضیلی می‌گوییم. (Comparative)

۲)مقایسه بین یک چیز با چند چیز دیگر، یک شخص یا چند شخص دیگر، یک گروه با گروهی دیگر که در این صورت به آن مقایسه «عالی» می‌گویند. (Superlative)

۳)دو مقوله‌ی «همانند و مشابه» هستند.

۴)بین دو مقوله «تفاوت» وجود دارد.

»صفات تفضیلی

برای مقایسه‌ی دو چیز و یا دو شخص و یا بیشتر از صفات تفضیلی استفاده می‌کنیم.

در حالت تفضیلی صفاتی که دارای بیش از دو سیلاب هستند more و یا less می‌گیرند اما صفات تک سیلابی به آخر آنها er اضافه می‌شود. همچنین صفات دوسیلابی که به y ختم می‌شود، هنگام گرفتن er، y تبدیل به I می‌شود.

نکته: استفاده از than برای مقایسه ضروری است.

Exp: younger runners will always be faster than older runners.

همان طور که می‌بینید در مثال بالا از صفت تفضیلی استفاده شده است. چون برای مقایسه‌ی یک گروه با گروه دیگری استفاده شده است و به وضوح استفاده از than بعد از fast ضروری است.

.Exp: BMW is nicer than Peykan

همان طور که می‌بینید مقایسه‌ی بین دو ماشین انجام شده است، بنابرای از صفت تفضیلی استفاده می‌کنیم.

Exp: Rezazadeh is fatter than Ali karimi.

همان طور که می‌بینید مقایسه بین دو شخص انجام شده است، بنابراین از صفت تفضیلی استفاده می‌کنیم. از طرفی چون صفت fat، صفتی است که انتهای آن به حرف صدادار ختم می‌شود، پس آخرین کلمه تکرار می‌شود.

Exp: I'm much fitter than I was last year.

Exp: An essay test is easier than an objective test.

ترجمه: امتحان تشریحی آسان‌تر از امتحان تستی است.

همان طور که می‌بینید مقایسه بین دو چیز انجام شده است بنابراین از صفت تفضیلی استفاده می‌کنیم. از طرفی easy صفت دو سیلابی است که به y ختم می‌شود بنابراین y از انتهای آن حذف و به جای y، ier به انتهای آن اضافه می‌شود.

Easy ------ > eas + ier -------> easier

Happy----->happ + ier------->happier

Exp: This house is more beautiful than the previous one.

همان طور که می‌بینیدمقایسه بین دو خانه انجام شده است و beautiful صفت ۳ بخشی است بنابراین از قاعده (صفت + more) استفاده می‌کنیم.

برای جمع‌بندی قواعد در حالت تفضیلی به جدول زیر دقت کنید.

حالت تفضیلی	صفت
Harder <------- + er + صفت	hard: تک سیلابی
Nicer :r + صفت	nice – e تک سیلابی ختم به
Fatter. آخرین حرف دوباره نوشته شده و er اضافه می‌شود	fat: تک سیلابی ختم به حرف صدادار
Happier. Y حذف و ier اضافه می‌شود	(happy) y ۲ سیلابی ختم به
More beautiful = صفت + less/more	beautiful دو یا بیش از چند سیلاب مانند

»صفات عالی

صفات عالی برای مقایسه یک چیز یا یک شخص با دیگر انواع گروه خود به کار می‌رود.

اگر صفت مورد نظر دو یا چند بخشی باشد، **most** و اگر تک سیلابی باشد، **est** می‌گیرد. تمام قواعدی که در مثالهای بالا گفتیم، در این جا نیز صادق است با این تفاوت که به جای more از most و به جای er از est استفاده می‌کنیم.

Exp: The Olympics is probably the most exciting sports event in the sports calendar.

المپیک احتمالا یکی از هیجان‌انگیزترین رویدادهای ورزشی است که در تقویم ورزشی است.

Exp: This is the least important book that I have ever read.

این یکی از کم اهمیت‌ترین کتاب‌هایی است که من تاکنون خوانده‌ام.

Exp: The blue whale is the largest known animal reaching alength of more than one hundred feet.

نهنگ نیلی بزرگترین جانور شناخته شده است که طول آن به بیش از یکصد پا می‌رسد.

Exp: The most important theorem of all in plane geometry is the Pythagorean theorem.

مهم‌ترین قضیه در هندسه مسطح همان قضیه فیثاغورث می‌باشد.

نکته: همان طور که در درسنامه ذکر شده است برای صفات قاعده‌ای وجود دارد. برای تبدیل شدن به صفات عالی و تفضیلی، ولی بعضی از صفات وجود دارند که قاعده ندارد. صفات زیر در حالت تفضیلی و عالی بی‌قاعده می‌باشند

صفت عالی		صفت تفضیلی		صفت ساده	
worst	بدترین	worse	بدتر	bad	بد
nether most	زیرترین	nether	زیرتر	beneath	زیر
farthest	دورترین	farther	دورتر	far	دور
farthest	بیشترین	farther	بیشتر	far	دور، خیلی

صفت ساده		صفت تفضیلی		صفت عالی	
fore	پیشین، جلو	former	سابق، اولی	foremost	اولین
good	خوب	better	بهتر	best	بهترین
hind	عقبی	hinder	عقب تر	hindmost	عقب ترین
in	در	inner	داخلی تر	innermost	داخلی ترین
late	دیر	later	دیرتر	latest	دیرترین
little	کم	less	کمتر	least	کمترین
many	زیاد	more	بیشتر	most	بیشترین
old	پیر / کهنه	Elder/older	مسن‌تر / بزرگ‌تر	Oldest / oldest	مسن‌ترین /بزرگترین
out	بیرون	outer	بیرونی /خارجی	outmost	بیرونی ترین
up	بالا	upper	بالاتر	uppermost	بالاترین

Exp: In fact, this is the least important information that I have read about the subject.

Exp: The best apples are grown in Damavand in Iran

Exp: It is a long walk From here to the station, farther than I thought.

نکته: **last** به معنای «**آخرین**» می‌باشد به طوری که بعد از آن چیز دیگری وجود ندارد. Latest به معنای «**تازه‌ترین، جدیدترین و آخرین**» می‌باشد.

Exp: This is your last chance — این آخرین شانس تو است.

Exp: This is his latest book — این آخرین (جدیدترین) کتابش است.

نکته: older و oldest را می‌توان هم با اشخاص و هم با اشیاء به کار برد اما older و oldest مخصوص انسان است و معمولاً در مورد اعضای یک خانواده به کار می‌رود.

Exp: John is my elder brother — او جان برادر بزرگتر من است.

Exp: He is my eldest brother — او بزرگترین برادر من است.

Exp: He is older than I am — او از من مسن تر است.

Exp: That church is the oldest building in the town. — آن کلیسا قدیمی‌ترین ساختمان در شهر است

نکته: وقتی به دو اسم اشاره می‌کنیم، the former به اولی و the latter به دومی برمی‌گردد.

Exp: John and mary are students, the former is active but the latter is lazy.

نکته: صفات زیر در حالت تفضیلی به جای than، to می‌گیرند.

Exterior	بیرونی تر	posterior	عقب تر
Inferior	پست تر	prior	قبل
Junior	کوچک تر	senior	ارشد، اصلی
major	اصلی	superior	برتر
minor	فرعی		

Exp: The main house is exterior to the small building

خانه ی اصلی بیرونی تر از ساختمان کوچک است.

Exp: These products are inferior to those we bought last year.

این محصولات پست تر (بی کیفیت‌تر) از آن محصولاتی است که پارسال خریده‌ایم.

Exp: I object to being told what to do by someone. Junior to me.

من به اینکه کوچک‌تر از خودم بهم گفته می‌شود چه کار کنم اعتراض می‌کنم.

Exp: Sugar is major to tea for diabetes.

شکر مهم‌تر از چای برای ابتلا به دیابت است.

Exp: You were posterior to me at the queue.

شما در صف از من عقب‌تر بودید.

Exp: This car is superior to that one.

این ماشین برتر از آن دیگری است.

»ساختار تفضیلی دوگانه

گاهی اوقات برای نشان دادن رابطه‌ی علت و معلول و یا اینکه دو چیز در زمان یکسان با هم تغییر می‌کنند از ساختار تفضیلی دوگانه طبق قاعده‌ی زیر استفاده می‌کنند.

the + صفت تفضیلی + (فعل + فاعل) + the + صفت تفضیلی + (فعل + فاعل)

Exp: The sooner, the better هرچه زودتر، بهتر

Exp: It would seem that the longer athletes keep competing the greater their chance of setting new records are.

به نظر می‌آید که هرچه بیشتر ورزشکاران مبارزه کنند شانس آنها برای رکورد زدن افزایش پیدا می‌کند.

Exp: The more you study during the semester, the less you have to study the week before exams.

هرچه بیشتر در طول ترم درس بخوانی، در عوض هفته قبل از امتحان مجبور نیستی زیاد درس بخوانی.

»هم سنخ‌ها با that / those

مقایسه باید منطقی باشد مثلا کتابخانه یک داشگاه را با کتابخانه دانشگاه دیگر مقایسه کنیم نه خود آن دانشگاه. بنابراین اسم دوم و یا ضمیر آن حتما باید تکرار شود. البته استفاده از ضمیر برای جلوگیری از تکرار بهتر است. در حالت کلی از

ضمیر that of برای اسامی مفرد و از ضمیر those of برای اسامی جمع، درحالت قیدی (مکانی) نیز that in, at, ... برای اسامی مفرد و از those in, at, ... برای اسامی جمع استفاده می‌شود.

Exp: Football in the us is different from that in other countries.

فوتبال در ایالات متحده با فوتبال دیگر کشورها فرق دارد. (فوتبال با فوتبال مقایسه شده است) (چون مکان بزرگ مورد نظر است از حرف اضافه in استفاده می کنیم).

Exp: The rules are different from those of soccer.

قوانین فوتبال معمولی با قوانین فوتبال آمریکایی فرق دارد. (قوانین با قوانین مقایسه شده است). (چون مالکیت مورد نظر است از حرف اضافه of استفاده شده است).

»مقایسه دو هم جنس همراه با حالت تفضیلی

گاهی اوقات مقایسه دو هم جنس با حالت تفضیلی انجام می‌شود که در این صورت باید طبق فرمول‌های زیر به کار رود.

اسم مفرد + فعل + تفضیلی + than + that +(of+.....)

Exp: The color of lake superior is bluer than the color of lake Huran.

رنگ دریاچه‌ی بالایی آبی‌تر از رنگ دریاچه‌ی هوران است.

حال می‌توان جمله‌ی بالا را به شکل زیر بازنویسی کرد.

Exp: The color of lake superior is bluer than that of lake Huran.

همان طور که می‌بینید that of جایگزین the color شده است و از تکرار اسم جلوگیری کرده است.

Exp: The population of New york is greater than the population of Santiago.

جمعیت نیویورک بیشتر از جمعیت سن دیگو می‌باشد. حال می‌توان جمله‌ی بالا را به شکل زیر بازنویسی کرد.

Exp: The population of Newyork is greater than that of Santiago.

همانطور که می‌بینید that of جایگزین population شده است و از تکرار اسم جلوگیری می‌کند.

Exp: The height of this tree is greater than the height of that tree.

ارتفاع این درخت از ارتفاع آن درخت بلندتر است. حال می توان جمله‌ی بالا را به شکل زیر بازنویسی کرد.

Exp: The height of this tree is greater them that of that tree.

همان طور که می‌بینید that of جایگزین The height شده است و از تکرار آن جلوگیری می‌کند.

فرمول دوم از these of استفاده می‌کنیم که به اسم جمع برمی‌گردد طبقه ساختار زیر به کار می‌رود.

اسم جمع + فعل جمع + تفضیلی+ than + those + (of +...)

Exp: Us Oil reserves are more than Russia Oil reserves.

ذخیره های نفت آمریکا از ذخیره های نفت روسیه بیشتر هستند. حال می‌توان جمله‌ی بالا را به شکل زیر بازنویسی کرد:

Exp: Us Oil reserves are more than those of Oil reserves.

همان طور که می‌بینید those of جایگزین oil reserves شده است و از تکرار آن جلوگیری می‌کند.

Exp: The prices are higher than those at a discount store.

قیمت‌های اینجا بالاتر از قیمت‌های یک فروشگاه تعاونی است.

»صفات تساوی یا همپایه (comparison of nouns)

در شرایطی که بخواهیم عدم تفاوت ۲ چیز یا شخص را مورد مقایسه قرار دهیم از ترکیب‌های زیر استفاده می‌کنیم.

۱) بیان تشابه یا the same و the same و as + اسم + the same

۲) این سه اصطلاح به «تشابه» دلالت می‌کند و طبق ۴ ساختار زیر به کار می‌روند.

اسم دوّم+ the same as + فعل + اسم اول
The same + فعل + اسم دوم + and + اسم اول
The same + فعل + اسم جمع
فاعل + as + اسم + The same + فعل + فاعل

Exp: My mother has The same car as my father

Exp: I think that your sister is The same as mina.

Exp: This computer is The same as that one.

Exp: I want to buy a pair of shoes the same style as these I'm wearing.

Exp: Although we often use speed and velocity interchangeably, in a technical sense, speed is not always The same as velocity.

Exp: When two products are basically the same, advertising can influence the public's choice.

۳) بیان تشابه دقیق با ساختار as.....as

برای بیان تشابه و یا همانند دقیق نیز می‌توان از ساختار as.....as استفاده کرد.

As + قید حالت / صفت + as

بعضی از صفات کیفی که با as.....as به کار می‌روند، عبارت هستند از:

Big / cheap / cold / hard / heavy / old / short / small / tall

Exp: My car is as old a yours.

Exp: In 2005, our team was as successful as in 2003.

Exp: Older athletes are as likely to achieve their peak fitness as younger athletes.

Exp: He car run as fast as the others in his team.

Exp: Although name was not popularized until the middle ages, engineering is as old as civilization.

Exp: Despite its smaller size, the Indian ocean is as deep as the Attantic ocean.

۴) بیان تشابه ها با similar / similar to

این ۲ اصطلاح دارای یک معنا هستند و طبق فرمول‌های زیر به کار می‌روند.

اسم دوّم + similar to + فعل ربطی یا to be + اسم اول
Similar + فعل ربطی یا to be + اسم دوّم + and + اسم اول
Similar + فعل ربطی یا to be + اسم جمع

Exp: Ali's sense of humor is similar to his brother.

Exp: The Mountain on this side was not glass, but made of a stone similar to granite.

Exp: Thiers confessions are similar.

Exp: The vegetation in temperate zones all around the world is similar.

Exp: The medical problems of parents and their children tend to be very similar because of the here dietary nature of many diseases.

Exp: The stereo that I would really like to have and the one on display are similar.

۵)بیان تشابه با like / alike

این ۲ اصطلاح نیز بر«مشابهت و همانندی» دلالت می‌کند و طبق فرمول‌های زیر به کار می روند.

اسم دوّم + like + فعل ربطی و be + اسم اول
aLike + فعل ربطی و be + اسم دوّم + and + اسم اول
alike + فعل ربطی و be + اسم جمع

Exp: All women aren't alike.

Exp: This car is like that one.

Exp: This car and that car are alike.

Exp: Although they are smaller, chipmunks are like most other ground squired.

علیرغم اینکه سنجاب های راه راه کوچک تر می‌باشند اما شبیه بیشتر سنجابهای زمینی دیگر هستند.

Exp: The first living structures to appear on earth thousands of years ago were like viruses.

Exp: The houses all looked alike.

Exp: He used to have a car like mine.

»بیان تفاوت با different / different from

هر ۲ به یک معنا هستند اما کاربردشان متفاوت است.

اسم دوم + different from + فعل ربطی / be + اسم
Different + فعل ربطی / be + اسم دوم + and + اسم
Different + فعل ربطی / be + اسم جمع

Exp: Needless to say, my idea of a perfect holiday might be different from that of other people.
Exp: Women are different from men., but it is time to say farewell to the politics of difference.
Exp: This car and that car are different
Exp: Their cars are different.

»مقایسه کمیت با اصطلاحات کمی

کمیت را می‌توان با استفاده از اصطلاحات و ساختار زیر مقایسه کرد.

فاعل + فعل + (مفعول) + half, twice, three times etc+as+ much/many+as

Exp: Fresh fruit costs three times as much as canned fruit.

قیمت میوه تازه ۳ برابر میوه کنسرو شده است.

Exp: John has cakes three times as many as I do.

جان ۳ برابر من کیک دارد.

Exp: I bought coffee as much as she did.

من به اندازه او قهوه خریدم.

Exp: I wish I had money as much as he does.

ای کاش من به اندازه او پول داشتم.

Exp: I have books three times as many as he does.

۳ برابر او کتاب دارم.

.Exp: He Has money as much as you do

او به اندازه تو پول دارد.

Exp: He sells rice ten times as much as you do.

او ده برابر تو برنج می‌فروشد.

Exp: Tehran's dust is eight times as much as clean cities do.

گرد و غبار تهران هشت برابر شهرهای تمیز است.

نکته: ساختارهای فوق گاهی اوقات نیز به صورت زیر درمی‌آیند.

فاعل + فعل + twice/half +as + many/much+ اسم +as

Exp: In 2004 china won nearly twice as many as silver medals as the US.

در سال ۲۰۰۴ چین تقریبا ۲ برابر آمریکا مدال نفره برد.

جمله ی بالا را می‌توان به شکل زیر نیز بازنویسی کرد.

Exp: : In 2004 china won silver medals twice as many as the us did.
Exp: I have money twice as much as he does = I have twice as much money as he does.
Exp: I have cars as many as he does = I have as many cars as he does.

»ساختار مقایسه‌ای بدون استفاده از **than**:

در حالت تفضیلی می‌توان ۲ اسم را با هم بدون استفاده از than، مقایسه کرد که در این صورت حتما باید از اصطلاح of the two استفاده شود.

اسم جمع + of the two + صفت تفضیلی + the + فعل مفرد + فاعل
صفت تفضیلی + the + فعل مفرد + فاعل + اسم جمع + of the two

Exp: Harves is The smarter of the two boys.

از بین این دو پسر بچه، هاروی زرنگ تر است.

Exp: Of the pieces of cake, this piece is more delicious.

از بین این ۲ قطعه کیک، این قطعه خوشمزه‌تر است.

»استفاده از **much** و **far** در مقایسات

با استفاده از far و much می‌توان در مقایسات تأکید کرد و این کار را می توان طبق ساختارهای زیر به کار برد.

ضمیر/اسم + than + صفت + much/far + فعل + فاعل

Exp: Ali is Far/much richer than I am.

علی خیلی از من پولدارتر است.

اسم / ضمیر + than + صفت + much/far + more + فعل + فاعل

Exp: Today’s Athletes are much more professional than in the past.

ورزشکاران امروزه خیلی حرفه‌ای تر از قبل هستند.

1. The speed of light is .....the speed of sound.

A. faster B. much faster than

C. the fastest D. as fast

2. The use of details is .....method of developing a controlling idea, and almost all students employ this method.

A. more common B. common

C. most common D. the most common

3. .....in Stevenson's landscape, the more vitality and character the paintings seem to posses.

A. The brushwork is loose B. The looser brushwork

C. The loose brushwork D. The looser the brushwork is

4. Certa int ype (A) of snakes have been known (B) to survive fasts (C) more as (D) a year long.

5. The grizzly bear, which (A) can grow up to eight feet (B) tall, has been called (C) amore (D) dangerous animal of North America.

6. Climate, soil type, and availabili ty (A) of water are (B) the most critical factors than (C) selecting the best (D) type of grass for a lawn.

7. Peter Abelard, a log ician and theo log ian (A), was the (B) controversialest (C) teacher of his age (D).

8. Protein molecules are (D) the most (B) complex, than (C) the moleculs of (D) carbohydrates.

9. amore (D) used (B) natural fiber (C) of all is (D) cotton,

پاسخنامه

۱-پاسخ: B جمله نیاز به صفت تفضیلی همراه با than دارد.

۲- پاسخ: D فقط D ساختار کامل صفت عالی را دارا می‌باشد.

معنی: استفاده از جزئیات، رایج‌ترین شیوه بسط یک مفهوم کلی (در نکارش) می‌باشد و تقریباً تمام دانشجویان از این روش استفاده می‌کنند.

۳- پاسخ: D ساختار تفضیلی دوگانه مدنظر است چون بعد از کاما ساختار تفضیلی به کار رفته است:

فعل + فاعل + تفضیلی + فعل + فاعل + تفضیلی

معنی: هرجا استفاده از قلم مو در مناظر ترسیم شده است استیونسون کمتر انجام شده، آن تابلوها ظاهراً دارای سرزندگی و هویت بیشتری هستند.

۴- پاسخ D باید than باشد چون ساختار تفضیلی است.

پ: ترجمه: معروف است که بعضی از انواع مارها می‌توانند بیش از یک سال بدون غذا طی کنند.

۵- پاسخ D باید the most باشد چون صفت عالی لازم است.

معنی: خرس گریزلی که قدش می‌تواند به هشت پا برسد خطرناک‌ترین حیوان آمریکای شمالی نامیده شده است.

۶. پاسخ C than با صفت عالی به کار نمی‌رود باید in باشد.

۷. الف: پاسخ C باید the most controversial باشد، چون این صفت est نمی‌گیرد.

۸- پاسخ B به خاطر than باید more باشد.

۹: پاسخ A باید the most widely باشد، چون قبل از of all حالت عالی به کار می‌رود.

» فصل ششم

»مطابقت فعل و فاعل و مطابقت فعل با فعل

۱) مطابقت فاعل و فعل: بین فاعل و فعل باید مطابقت وجود داشته باشد یعنی فاعل مفرد، فعل مفرد، و فاعل جمع، فعل جمع نیاز دارد. اگر فاعل عبارت اسمی باشد معمولا اولین اسم ملاک قرار می‌گیرد.

Exp: Group of tissues, each with its own function, make up the oranges in the human body.

توضیح: چون فاعل جمع است نیاز به فعل جمع دارد. بنابراین نمی‌توان به جای فعل جمع به عنوان مثال از makes up استفاده کرد.

نکته:بعد از اسامی جمع زیر هم فعل مفرد و هم فعل جمع به کار می‌رود. اگر منظور تک تک اعضای یکی از این گروه‌های زیر باشد، فعل جمع به کار میرود ولی اگر به عنوان یک واحد کلی مدنظر باشد از فعل مفرد استفاده می‌شود.

Army	ارتش	Faculty	هیأت علمی
Audience	حضار	Family	خانواده
Band	دسته، گروه	Government	دولت
Chorus	گروه سرود	group	گروه
Class	کلاس	jury	هیأت منصفه
Club	باشگاه	Majority	اکثریت
Committee	کمیته	Orchestra	گروه ارکستر
Congress	مجلس	Organization	سازمان
Crowd	جمعیت	Police	پلیس
Series	مجموعه	Public	جمع
Team	تیم	Variety	گونه، نوع

نکته: People همیشه به فعل جمع نیاز دارد.

Exp: People are usually different

Exp: The army is recapturing the town from the rebels.

(منظور ارتش به عنوان یک واحد کلی است)

Exp: The army were called out to enforce the curfew.

(در این مثال منظور تک تک اعضای ارتش می‌باشند.)

Exp: The band were invited to the scene to play.

(منظور تک تک اعضای گروه می‌باشد.)

Exp: The Exp band is playing familiar tune which entices every one clapping along

(منظور گروه به عنوان واحد کلی می‌باشد و تک تک اعضای گروه منظور نیست).

Exp: The committee has met, and it has, rejected the proposal.

Exp: The family was elated by the news

Exp: The crowd was wild with excitement

Exp: Congress has initiated new plan to combat inflation

نکته: با واحد شمارش حیوانات، فعل مفرد به کار می‌رود.

Flock of birds / sheep / goats	یک گله گوسفند / یک دسته پرنده / یک گله بز
Herd of cattle / elephant	یک گله دام / یک گله فیل
Pack of dogs / wolf	یک گروه یا گله سگ / یک گروه یا گله گرگ
Pride of lion	یک گله شیر
School of fish	یک دسته ماهی

The Flock of birds is circling overhead

The Herd of cattle is breaking away.

A School of fish is being attacked by sharks

نکته: اسامی جمعی که دلالت بر زمان، پول و اندازه‌گیری می‌کنند، به عنوان یک واحد محسوب می‌شوند و با فعل مفرد به کار می‌روند.

Exp: Twenty five dollars is too much to pay for that shirt

Exp: Fifty minutes isn't enough time to finish this test

Exp: Two miles is too much to run in one day

کاربرد وجه وصفی فاعلی و وجه وصفی مفعولی در اول جمله به دو نکته درباره‌ی کاربرد فعل در اول جمله به صورت فوق باید مورد توجه قرار گیرد.

۱- بعد از وجه وصفی فاعلی و یا مفعولی، باید اسم یا فاعل مرجع مربوطه بلافاصله بعد از کاما به کار رود، در غیر این صورت ارتباط بین فعل و فاعل اصلی آن، مبهم می‌گردد.

۲- بعد از وجه وصفی فاعلی و یا مفعولی هرگز ساختار مجهول به کار نمی‌رود.

....+ فعل اصلی + اسم یا عبارت اسمی مرجع (منطقی) + کاما (,) + { After+فعل +ing +... / فعل + ing +... / having been +P.P. +... / P.P. + ... }

مثال ۱: نمونه آیتم های اشتباه / صحیح:

Returning to her room, several pieces of jewelry were missing. = اشتباه

(در اینجا Returning به several pieces of jewelry برمی‌گردد که منطقی نیست.)

Returning to her room, she found that several pieces of jewelry were missing. = صحیح

(وقتی به اتاقش بازگشت فهمید که چند قطعه از جواهرات مفقود شده‌اند.)

After graduating from City College, Professor Baker's studies were continued at state University, where he receives his ph.D. in English = اشتباه

(مرجع فعل «مطالعات پروفسور بیکر) است که منطقی نمی‌باشد و ثانیا بعد از کاما جمله‌واره به صورت مجهول بکار رفته است).

After graduating from City College, Professor Baker continued his studies at state University, where he receives his ph.D. in English. = صحیح

(پروفسر بیکر بعد از فارغ‌التحصیلی از سیتی کالج به درسش در دانشگاه ایالتی ادامه داد و مدرک دکترای خود را در رشته زبان انگلیسی از آنجا گرفت.)

Having been delayed by heavy traffic, it was possible for her to arrive on time. = اشتباه

(مرجع فعل منطقی نیست)

Having been delayed by heavy traffic, she arrived late. = صحیح

(چون در ترافیک سنگین گیر کرده بود دیر رسید) (مرجع فعل منطقی است).

Accustomed to getting up early, the new schedule was not difficult for him to adjust to. = اشتباه

(مرجع فعل منطقی نیست)

Accustomed to getting up early, he had no difficulty adjusting to the new schedule. = صحیح

(چون عادت داشت زود بیدار شود مشکلی در سازگاری با برنامه جدید نداشت) (مرجع فعل اول جمله منطقی است).

After finishing his speech, the audience was invited to ask questions. = اشتباه

(جمله واره دوم مجهول است)

After finishing his speech, he invited the audience to ask questions. = صحیح

(بعد از سخنرانی، حضار را به پرسیدن سؤال دعوت کرد.)

نکته: بعد از کلمات زیر فعل مفرد به کار می‌رود.

(either, anything, everyone, someone, whatever) anybody, each, everything no one, nothing, whoever, anyone) + فعل مفرد

Exp: Something in the cupboard smells weird.

Exp:There is nothing in the drawer, I look everything out.

Exp: Each of the radioisotopes produced artificially has it own distinct structure.

»ساختار عکس (ساختار فعل قبل از فاعل)

به جمله ی زیر توجه کنید:

We went to the party last night.

We فاعل و **Went** فعل

می‌دانیم در هنگام سوالی کردن جای فاعل و فعل با هم عوض می‌شوند.

Did you go to the party last night?

اما گاهی پیش می‌آید که به دلیل وجود شرایطی در جمله، بدون اینکه جمله سؤالی شده باشد، جای فعل و فاعل جمله با یکدیگر عوض می‌شوند که به این اتفاق در زبان انگلیسی «وارونگی» (inversion) می‌گویند.

وارونگی یعنی عوض شدن جای فاعل و فعل جمله (یا فعل کمکی جمله) بدون اینکه جمله سؤالی شده باشد.

در حالت کلی شرایطی که باعث ایجاد وارونگی در جمله می‌شوند، به دو دسته تقسیم می‌شوند:

A): جابه جایی فعل کمکی و فاعل (در این حالت، وارونگی اجباری است).

۱) پس از قید و کلمات منفی ساز

At no time / barely / by no means
Ever less / hardly / little
Nether / never / never again
Never before / such / scarcely
Seldom / so / under no circumstance
Rarely / nor

بعد از اصطلاحات بالا از ساختار زیر استفاده می‌کنیم:

فعل + فاعل + فعل کمکی + ...

Exp: Never have we witnessed such cruel behaviour by one child to another.

همان طور که می‌بینید در عبارت بالا never در ابتدای جمله به کار رفته است و چون این قید بار منفی دارد بنابراین جمله دارای وارونگی می‌شود. اصل جمله به صورت زیر بوده است.

Exp: : We have never witnessed such cruel behaviour by one child to on another.
Exp: Seldom does one hear a politician say sorry.
Exp: Rarely had he seen such a sunset.
Exp: Never will I smoke again.
Exp: Hardly had he finished, when the telephone rang.
Exp: Rarely do we go to movies.
Exp: Little does he realize what goes on.

۲) وجود only در ابتدای جمله

only + time (توصیف زمانی)

Only after / Only Once / Only then / Only today / Only yesterday / Only later / Only if / Only before

اسم + حرف اضافه + Only

بعد از ساختار قید + Only نیز از ساختار زیر استفاده می‌شود.

فعل + فاعل + فعل کمکی + (قید + Only)

Exp: Only once did I go to the opera the whole time I was in Italy.
Exp: Only by chance had James found out where they were.
Exp: Only after they send you the application, can you apply.
Exp: Only rarely does the same major league baseball team win the world series two years in a row.

۳) بعد از توصیفاتی که همراه با Not می‌آیند مانند اصطلاحات زیر:

فعل + فاعل + فعل کمکی +Not /before / Not often / Not only / Not one / Not until / Not once

Exp: Not for a moment did I think I would be offered the job, so I was amazed when I got it.
Exp: Not till I got home did I realize my wallet was missing.

نکته بسیار مهم:

به مثال دوم توجه کنید. همان طور که تا اینجا گفته شده است بنابر قواعد باید مثال دوم به این شکل تغییر کند.

Exp: Not till I got home, I realized my wallet was missing.

همان طوری که می‌بینید انتظار می‌رود که مثال دوم به صورت فوق بازنویسی شود ولی چه اتفاقی افتاده است؟!!

به معنای آن توجه کنید: تا زمانی که به خانه نرسیدم، فهمیدم که کیف دستی‌ام را گم کرده ام. همان طور که از معنای مثال فوق برمی‌آید با نوعی جمله‌ی شرطی مواجه هستیم. حال به مثال زیر دقت کنید:

Exp: Not until you tell me the truth will I excuse you.

تا زمانی که حقیقت را به من نگویی تو را نخواهم بخشید.

همان طور که می بینید با یک نوع جمله‌ی شرطی روبرو هستید. پس نتایج زیر حاصل می‌شوند:

الف) بعد از Not until از دو جمله استفاده شده است.

ب) بعد از Not until به جای وارونه شدن جمله مستقیم جمله‌ی دوم به صورت وارونه نوشته می‌شود.

حال به مثال زیر هم توجه کنید.

Exp: only when you tell me truth will i excuse.

فقط زمانی که حقیقت را به من بگویی تو را خواهم بخشید.

نکته مهم:

بعد از این چهار اصطلاح Not until / only after / only when / only after اگر جمله‌ای شروع شود و بعد از آن نیز جمله‌ای دیگر بیاید اولاً عبارت ما دارای معنای شرط می‌باشد و ثانیاً وارونگی در جمله‌ی دوم رخ می‌دهد.

به تست زیر توجه کنید:

Exp: Only after a baby seal is pushed in to the sea by its mother..... to swim.

1) It will learn how 2) who will it learn

3) and it learns how 4) will it learn how

معنی: ابتدا به معنای آن توجه کنید. فقط پس از اینکه یک بچه فک توسط مادرش به داخل دریا هل داده می‌شود، خواهد آموخت که چگونه شنا کند.

پاسخ صحیح گزینه (۴) می‌باشد.Only after یکی از ترکیبات only همراه با توصیف زمانی است و در ضمن مفهوم یک جمله‌ی شرطی را نیز دارا می‌باشد که در نتیجه باعث ایجاد وارونگی در جمله‌ی جواب شرط است.

Exp: Not until a student studies hard..... success.

1) he experiences 2) he will experience

3) will experience 4) will he experience

پاسخ: تا زمانی که یک دانشجو سخت مطالعه نکند او موفقیت را تجربه نخواهد کرد.

پاسخ صحیح گزینه (۴) می‌باشد. Not until نوعی شرطی ساز است و با وجودش در ابتدای جمله‌ی شرطی، در جواب شرط وارونگی خواهیم داشت و چون شرطی نوع اول است، قسمت جواب شرط باید آینده ساده باشد.

به مثال‌های زیر برای تمرین بیشتر توجه کنید.

Exp: Hardly had everybody taken their seats when the professor began his lecture.

Exp: Seldom do they come on time because they are too busy.

Exp: only in specific places are you allowed to smoke cigarette.

Exp: only when the famine gets worse will the organization begin to act.

Exp: not since the last week ceremony had they met each other.

B) جابه جایی فعل اصلی و فاعل

در این حالت، وارونگی اختیاری می‌باشد.

بعد از قیودی نظیر in / up / out / down یا بهتر است بگوییم با قیودی که نشان دهنده‌ی جهت حرکت هستند از این ساختار استفاده می‌کنیم.

Exp: In walked my son with muddy shoes.

پسرم با کفش‌های گلی وارد شد.

در این مثال نیز مشخص است in به معنای جهت درون (یا داخل) است که جهت حرکت یا آمدن بچه را نشان می‌دهد. همان طور که گفتیم در این حالت، وارونگی اختیاری است بنابراین می‌توان جمله‌ی بالا را به شکل زیر نیز بازنویسی کنیم.

Exp: In my son walked with his muddy shoes.

به مثال زیر توجه کنید:

Exp: Out ran the children when the bell rang.

مثال بالا را نیز می‌توان به شکل زیر بازنویسی کرد.

Exp: Out the children ran when the bell rang.

نکته: در جملات شرطی نیز جهت تأکید if حذف می‌شود و فعل کمکی قبل از فاعل می‌آید.

Exp: If I were you, I wouldn't do it again.

Exp: If I should see him now, I would tell him what you said.

= should I see him now, I would tell him what you said.

نمونه تست های تالیفی

1. Among bees .....a highly elaborate form of communication.

A) occur B) occurs

C) it occurs D) they occur

2. .....heated by solar energy have special collectors on the roofs to trap sunlight.

A) A home is B) Homes are

C) A home D)homes

3. Each number in $\frac{\text{a binary}}{A}$ system $\frac{\text{are}}{B}$ $\frac{\text{formed}}{C}$ from $\frac{\text{only two}}{D}$ symbols.

4. Scientists at the medical center $\frac{\text{is trying}}{A}$ $\frac{\text{to determine}}{B}$ if there $\frac{\text{is}}{C}$ a relationship between $\frac{\text{saccharine and cancer}}{D}$

5. On $\frac{\text{the rim}}{A}$ of the Kilauea volcano in the $\frac{\text{Hawaiian Islands}}{B}$ $\frac{\text{are}}{C}$ a hotel $\frac{\text{called}}{D}$ the volcano Hotel.

6. The $\frac{\text{great digital}}{A}$ advance of the electronic age, such as integrated $\frac{\text{circuitry}}{B}$ and a microcomputer, $\frac{\text{has}}{C}$ been $\frac{\text{planted}}{D}$ in tiny chips.

7. There are many $\frac{\text{frequently}}{A}$ $\frac{\text{mentioned}}{B}$ reasons why one out of $\frac{\text{four arrests}}{C}$ $\frac{\text{involve}}{D}$ a juvenile.

8. Kepler's laws, principles outlining planetary movement, $\frac{\text{was}}{A}$ $\frac{\text{formulated}}{B}$ $\frac{\text{based}}{C}$ on observations $\frac{\text{made}}{D}$ without a telescope.

9. only with a $\frac{\text{two-thirds vote}}{A}$ by both houses $\frac{\text{are}}{B}$ the U.S Congress $\frac{\text{able}}{C}$ to override a presidential $\frac{\text{veto}}{D}$.

10. of all the evidence that $\frac{\text{has piled}}{A}$ up since Webster's paper was published, there $\frac{\text{is}}{B}$ no $\frac{\text{new}}{C}$ ideas $\frac{\text{to contradict}}{D}$ his original theory.

11. In $\frac{\text{several of his paintings}}{A}$, Edward Hicks depicted the Quaker farm in Pennsylvania $\frac{\text{where}}{B}$ he $\frac{\text{spends}}{C}$ $\frac{\text{his}}{D}$ youth.

12. Florida $\frac{\text{has become}}{A}$ the $\frac{\text{twenty-seventh}}{B}$ $\frac{\text{state}}{C}$ $\frac{\text{in the}}{D}$ U.S. on March 3, 1848.

13. After $\frac{\text{last week's}}{A}$ meeting, the advertising department quickly $\frac{\text{realized}}{B}$ that the product $\frac{\text{will}}{C}$ $\frac{\text{need}}{D}$ a new slogan.

14. John F. $\frac{\text{Kennedy's}}{A}$ grandfather, John F.Fitzgerald, $\frac{\text{serves}}{B}$ two terms $\frac{\text{as the}}{C}$ mayor of Boston $\frac{\text{in the beginning}}{D}$ of the twentieth century.

15. Fort Ticonderoga, a strategically important fortification during the Revolution, $\frac{\text{had}}{A}$ since $\frac{\text{been}}{B}$ $\frac{\text{reconstructed}}{C}$ and $\frac{\text{turned}}{D}$ into a museum.

16. In $\frac{\text{making}}{A}$ their calculation, Institute researchers assume that $\frac{\text{the least costly}}{B}$ form of energy $\frac{\text{would}}{C}$ be $\frac{\text{used}}{D}$

17. A twenty-one-year old man $\frac{\text{became}}{A}$ the second casualty yesterday $\frac{\text{when}}{B}$ he $\frac{\text{loses}}{C}$ $\frac{\text{control}}{D}$ of his truck.

18. Most people $\frac{\text{had}}{A}$ $\frac{\text{written}}{B}$ with quill $\frac{\text{pens until pens}}{C}$ with metal points $\frac{\text{become}}{D}$ popular in the middle of the nineteenth century.

19. In a $\frac{\text{determined}}{A}$ drive to pare $\frac{\text{its debt}}{B}$, Time Warner is launching a $\frac{\text{stock offering}}{C}$ plan that $\frac{\text{would potentially raise}}{D}$ $2.8 billion.

20. The formula $\frac{\text{used}}{A}$ in the study calls $\frac{\text{for either}}{B}$ peroxide or metaldehyde, $\frac{\text{but}}{C}$ metaldehyde $\frac{\text{was}}{D}$ not always available.

21. After Eli Whitney $\frac{\text{invented}}{A}$ the cotton gin $\frac{\text{in 1793,}}{B}$ $\frac{\text{the}}{C}$ cotton market $\frac{\text{had boomed}}{D}$.

22. Certain bats $\frac{\text{used}}{A}$ their own sound $\frac{\text{to locate}}{B}$ food $\frac{\text{and to avoid}}{C}$ obstacles $\frac{\text{as they fly}}{D}$ at night.

23. Professional medical schools $\frac{\text{were organized}}{A}$ in the 1780's and surgery $\frac{\text{made}}{B}$ major gains $\frac{\text{when anasthetics}}{C}$ $\frac{\text{was perfected}}{D}$ in the 1840's.

24. The name "Vitamin" $\frac{\text{is proposedby}}{A}$ Casimir funk. $\frac{\text{who suspected}}{B}$ $\frac{\text{that}}{C}$ these substance $\frac{\text{were}}{D}$ essential for life.

25. The hot dog's $\frac{\textit{popularity begun}}{A}$ in St.Louis in 1833 when $\frac{\text{a}}{B}$ sausage peddler $\frac{\text{named}}{C}$ Feuchtwanger $\frac{\textit{slipped}}{D}$ one of his franks into a bun.

26. During the early part of the Colonical period, living conditions $\frac{\text{were}}{A}$ hard, and $\frac{\text{people have bad}}{B}$ little time $\frac{\text{for reading}}{C}$ and $\frac{\text{studying}}{D}$.

27. Migraines $\frac{\text{were usually}}{A}$ worse than tension headaches and can $\frac{\text{be}}{B}$ so intense as $\frac{\textit{to cause}}{C}$ $\frac{\text{vomiting}}{D}$ and vision problems.

28. Tea $\frac{\text{did not become}}{A}$ popular in Europe until the mid-17th century when $\frac{\text{it}}{B}$ $\frac{\text{has been}}{C}$ $\frac{\textit{first}}{D}$ important to England and Holland.

29. The term Neanderthal man $\frac{\text{was usad}}{A}$ to describe $\frac{\text{widely dispersed}}{B}$ populations $\frac{\text{that}}{C}$ $\frac{\text{lives}}{D}$ between 110.000 and 35.000 years ago.

30. From the vibration of the web, $\frac{\text{was set up}}{\text{A}}$ by a $\frac{\text{tapped animal}}{\text{B}}$ a spider $\frac{\text{learns}}{\text{C}}$ muck about the nature of $\frac{\text{its catch}}{\text{D}}$.

31. $\frac{\textit{The Augustinian}}{A}$ monk, Gregor Mendel, $\frac{\text{performed}}{\text{B}}$ many experiments $\frac{\text{which}}{\text{C}}$ $\frac{\text{have won}}{\text{D}}$ him he title of "father of Genetics".

32. The body temperature of a cold-blooded animal $\frac{\textit{is}\ \text{var}\ \textit{ying}}{A}$ with $\frac{\text{that}}{\text{B}}$ of $\frac{\text{its}}{\text{C}}$ environment and $\frac{\textit{may reach}}{D}$ a temperature of above 98° in the sun.

33. $\frac{\text{Both}}{\text{A}}$ bowing and ice-skating $\frac{\text{was introduced}}{\text{B}}$ by the Dutch $\frac{\text{who}}{\text{C}}$ $\frac{\text{colonized}}{\text{D}}$ the New World in the 1600's.

34. $\frac{\text{Statistics}}{\text{A}}$ $\frac{\text{show}}{\text{B}}$ that $\frac{\text{the}}{\text{C}}$ greatest number of B.A. degree in recent years $\frac{\text{has been conferring}}{\text{D}}$ in the fields of business management, education, and social science.

35. Penicillium $\frac{\text{is}}{\text{A}}$ one of the many molds that $\frac{\text{produce}}{\text{B}}$ the antibiotics $\frac{\text{used}}{\text{C}}$ $\frac{\text{to control}}{\text{D}}$ diseases.

36. $\frac{\text{Before the}}{\text{A}}$ Industrial Revolution $\frac{\text{come to}}{\text{B}}$ America, $\frac{\text{the vast majority}}{\text{C}}$ of the population $\frac{\text{lived in}}{\text{D}}$ rural areas.

37. The process of $\frac{\text{making}}{\text{A}}$ Egyptian sun-dried mud bricks $\frac{\text{are much}}{\text{B}}$ the same today $\frac{\text{as it}}{\text{C}}$ $\frac{\text{was}}{\text{D}}$ in prehistoric times.

38. Forgetting something $\frac{\text{usually}}{\text{A}}$ $\frac{\text{mean}}{\text{B}}$ an inability to retrieve that $\frac{\text{is}}{\text{C}}$ $\frac{\text{still}}{\text{D}}$ stored somewhere in the memory.

39. The electrical activity of the brain $\frac{\text{causes}}{\text{A}}$ the transmission of brains waves $\frac{\text{that}}{\text{B}}$ can be recorded $\frac{\text{and interpreted}}{\text{C}}$ in terms that $\frac{\text{explains}}{\text{D}}$ the types of mental activity.

40. $\frac{\text{It was}}{\text{A}}$ only after 1815 $\frac{\text{that}}{\text{B}}$ a distinctive American literature $\frac{\text{had begun}}{\text{C}}$ $\frac{\text{to appear}}{\text{D}}$ writers like Washington Irving and James Fenimore Cooper.

41. Rarely.....located near city lights or at lower elevations

(A) observations are (B) are

(C) in the observatories (D) are observatories

42. There are geographic, economic, and cultural resons why .....around the world.

(A) diets differ (B) do diets differ

(C) are diets different (D) to differ a diet

43. Were .....millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly.

(A) the U.S. Army Corps of Engineers not spending

(B) the U.S. Army Corps of Engineers not spend

(C) the U.S. Army Corps of Engineers does not spend

(D) Not spending the U.S. Army Corps of Engineers

44. Nowhere .....more skewed than in the auto industry.

(A) that retail trade figures (B) retail trade figures

(C) are retail trade figures (D)is retail trade figures

45. New York City's Central Park is nearly twice as large .... Second smallest country, Monaco.

(A) as (B) is the (C) as it (D) as the

46. Potassium has a valence of positive one because it usually less one electron when .... With other electrons.

(A) does it combine (B) it combine

(C) in combining (D) combination

47. The economic background of labor legislation will not be mentioned on this course,... be treated.

(A) does it combine (B) it combine

(C) in combining (D) combination

48. ..... test positive for antibiotics when tanker trucks arrive at a milk processing plant, according to federal law, the entire trucked must be discarded.

A) Should milk B) If milk C) if milk is) D) Milk should)

49. Located behind .....the two lacrimal glands.

(A) each eyelid (B) is each eyelid

(C) each eyelid are (D) each eyelid which is

50. Only for a short period of time .....run at top speed.

(A) cheetahs (B) do cheetahs

(C) that a cheetah can (D) can

پاسخنامه تشریحی

۱- پاسخ: B فاعل (a highly elaborate form) که بعد از فعل قرار گرفته، مفرد می‌باشد.

۲- پاسخ: D

فعل جمع have نیاز به فاعل جمع دارد.

معنی: منازلی که با انرژی خورشیدی گرم می‌شوند، روی بامهای خود گیرنده هایی دارند که نور خورشید را جذب می‌کنند.

۳- پاسخ: B Each به فعل مفرد نیاز دارد، باید is باشد.

۴- پاسخ: A باید are trying باشد چون فاعل (scientists) جمع است.

معنی: دانشمندان مرکز پزشکی دارند تلاش می‌کنند دریابند آیا ارتباطی بین ساخارین (قند مصنوعی) و سرطان هست یا نه.

۵- پاسخ : C باید is باشد چون فاعل آن A hotel است.

معنی: در حاشیه آتشفشان کیلایو در جزایر هاوایی هتلی به نام «هتل ولکانو» (هتل آتشفشان) وجود دارد.

۶- پاسخ : C باید have باشد چون فاعل آن advances می‌باشد.

معنی: پیشرفت های دیجیتالی عظیم عصر الکترونیک، نظیر مداربندی مجتمع و میکروکامپیوتر، روی تراشه‌های بسیار ریزی پیاده شده‌اند.

۷- پاسخ : D باید involve باشد چون فاعل آن one است.

معنی: دلایل زیادی مکررا ذکر شده که چرا هر چهار مورد بازداشت یک مورد آن مربوط به نوجوانان است.

۸- پاسخ : A باید were باشد چون فاعل آن Kepler's laws می باشد.

۹- پاسخ : B باید is باشد چون مرجع (فاعل) آن U.S. Congress می‌باشد.

۱۰- پاسخ : B باید are باشد چون فاعل آن new ideas (جمع) می باشد.

معنی: از بین تمام مدارکی که بعد از انتشار مقاله وبستر انباشته شده، نظرات جدیدی برای نقض تئوری بدیع او به چشم نمی خورد.

۱۱- پاسخ: C باید spent باشد چون زمان جمله با توجه به depicted گذشته است.

۱۲- پاسخ: A باید became باشد چون قید زمان جمله گذشته است (۱۸۴۵)

۱۳- پاسخ: C باید world باشد چون زمان جمله با توجه به last week's meeting و realized گذشته است.

معنی: بعد از جلسه هفته گذشته، بخش تبلیغاتی فوراً دریافت که محصول آنها به یک جمله تبلیغاتی جدید نیاز دارد.

۱۴- پاسخ: B باید served باشد چون قید زمان گذشته است (in the beginning of ...)

۱۵- پاسخ: A باید has باشد چون since نشانه ماضی نقلی است.

معنی: دژ تیکوندروگا در طول انقلاب آمریکا یکی از استحکامات مهم نظامی بود، بازسازی گردیده و تبدیل به موزه شده است.

۱۶- پاسخ: C باید will باشد چون با توجه به assume زمان جمله حال است.

۱۷- پاسخ: C باید lost باشد چون زمان جمله گذشته است.

معنی: جوانی بیست و یک ساله دیروز هنگامی که کنترل کامیون خود را از دست داد تبدیل به دومین قربانی شد.

۱۸- پاسخ: D باید became باشد چون قید زمان جمله (اواسط قرن نوزدهم) گذشته است.

معنی: اکثر مردم در قدیم با قلم پر می‌نوشتند تا اینکه در اواسط قرن نوزدهم قلم‌های نوک فلزی (خودکار) رایج شدند.

۱۹- پاسخ: D باید will... باشد چون زمان جمله با توجه به launching is حال می‌باشد.

معنی: (شرکت) تایم وارنر در اقدامی جدی جهت کاهش بدهی خود پروژه عرضه سهام را شروع کرده است که به طور بالقوه دو میلیارد و هشتصد میلیون دلار عاید این شرکت خواهد کرد.

۲۰- پاسخ: D باید is باشد چون زمان جمله با توجه به calls، حال است.

معنی: فرمولی که در این تحقیق به کار می‌رود نیاز به پروکسید و یا متالدهید دارد اما متالدهید همیشه دردسترس نیست.

۲۱- پاسخ: D باید گذشته ساده باشد: با توجه به این ساختار:

After + فاعل + گذشته ساده + ... + , + فاعل + گذشته ساده + ...

۲۲- پاسخ: A باید use باشد چون قوانین و توصیفات علمی با زمان حال ساده بیان می‌شوند.

معنی: گونه‌ای خاص از خفاش‌ها هنگام پرواز در شب برای پیدا کردن غذا و برخورد نکردن به موانع از صدای خود استفاده می‌کنند.

۲۳- پاسخ: D باید were perfected باشد چون فاعل آن یعنی anesthetics جمع است.

معنی: دانشکده‌های پزشکی تخصصی در دهه ۱۷۸۰ تاسیس شدند و با پیشرفت داروهای بیهوشی در دهه ۱۸۴۰ علم جراحی به موفقیت‌های بزرگی دست یافت.

۲۴- پاسخ: A باید گذشته باشد چون بقیه زمان‌ها هم گذشته هستند.

۲۵- پاسخ: A باید began باشد چون begun قسمت سوم این فعل است.

معنی: محبوبیت ساندویچ سوسیس در سال ۱۸۳۳ در سن لوئی شروع شد. در این سال یک دوره گرد سوسیس فروش به نام فوک وانگر لیز خورد و به طور اتفاقی یکی از سوسیس‌های دودی‌اش به داخل یک کیک فنجانی افتاد.

۲۶- پاسخ: B باید گذشته ساده باشد (had) چون بقیه زمان‌ها گذشته هستند.

معنی: در خلال سال‌های اولیه دوران مستعمره نشینی شرایط زندگی سخت بود و مردم وقت کمی برای درس خواندن و مطالعه داشتند.

۲۷- پاسخ: A باید زمان حال باشد (are) چون اولاً یک قانون علمی بیان شده و ثانیاً بقیه زمانها حال می‌باشند.

معنی: سردردهای میگرنی معمولاً شدیدتر از سردردهای عصبی هستند و این سردردها می‌توانند چنان شدید شوند که باعث تهوع و مشکلات بینایی گردند.

۲۸- پاسخ: C باید گذشته باشد (was) چون زمان جمله گذشته است.

۲۹- پاسخ: A باید حال باشد (is used) چون یک قانون علمی بیان شده است.

۳۰- پاسخ: A باید set up باشد چون در اصل یک جمله واره مجهولی بوده که فقط ضمیر موصولی حذف شده در حالی که اگر قرار است چیزی از جمله واره حذف شود باید ضمیر موصولی و مشتقات to be هردو حذف شود: ...,(which ... has been/is etc) set up by

معنی: عنکبوت از طریق ارتعاشاتی که جانور به دام افتاده بر روی تار او ایجاد می‌کند در مورد هویت شکار خود اطلاعات زیادی به دست می‌آورد.

۳۱- پاسخ: D باید گذشته ساده باشد (won) چون زمان جمله گذشته است.

معنی: گریگور مندل، راهب آگوستینی، آزمایشات زیادی را انجام داد، آزمایشاتی که برای او لقب «پدر علم ژنتیک» را به ارمغان آورد.

۳۲- پاسخ: A بایدvaries باشد چون قوانین علمی با حال ساده بیان می‌شوند.

معنی: درجه حرارت بدن یک جانور خونسرد با تغییر دمای محیط او تغییر می کند و ممکن است در آفتاب به بیش از ۹۸ درجه فارنهایت برسد.

۳۳- پاسخ: B باید were.... باشد چون فاعل آن جمع است.

معنی: هر دو ورزش بولینگ و اسکی روی یخ، توسط هلندی‌ها که دنیای جدید (=آمریکا) را در قرن هفدهم استعمار کرده بودند، معرفی و رایج گردیدند.

۳۴- پاسخ:D باید has been conferred باشد چون جمله مجهول است.

معنی: آمار نشان می‌دهد که در سال‌های اخیر بیشترین تعداد مدرک لیسانس در زمینه رشته‌های مدیریت بازرگانی، تعلیم و تربیت و علوم اجتماعی اعطا شده است.

۳۵- پاسخ: B باید produce باشد چون بعد از one of the many ..... فعل جمع به کار می‌رود.

۳۶- پاسخ: B باید came باشد چون زمان گذشته است:

Before + فاعل + فعل (۱) + ...+ فاعل + فعل(۲) +...

۳۷- پاسخ: B

باید is much باشد چون فاعل آن(the process) مفرد است.

۳۸- پاسخ: B باید means باشد چون فاعل (forgetting) مفرد است.

مع: فراینی ند فراموشی معمولا به معنای ناتوانی در به یاد آوردن مطالبی است که هنوز هم در جایی از حافظه ذخیره شده‌اند.

۳۹- پاسخ: Dباید explain باشد چون فاعل آن (terms) جمع است.

معنی: فعالیت الکتریکی مغز باعث ارسال امواج مغزی می‌شود. این امواج را می‌توان در دوره‌هایی که نوع فعالیت ذهنی را مشخص می‌کنند ثبت و تفسیر کرد.

۴۰- پاسخ: C باید began باشد چون زمان گذشته است.

معنی: بعد از سال ۱۸۱۵ بود که با ظهور نویسندگانی نظیر واشنگتن ایروینگ و جیمز فنیمور کوپر ادبیات برجسته آمریکا آغاز گردید.

۱۴- پاسخ: D بعد از rarely ساختار عکس، یعنی فعل قبل از فاعل به کار می‌رود.

معنی: رصدخانه‌ها به ندرت نزدیک روشنایی شهرها و یا در نقاط پست قرار دارند.

۴۲- پاسخ: A بعد از ضمیر موصولی، ساختار عکس به کار نمی‌رود بلکه فعل بعد از فاعل می‌آید.

۴۳- پاسخ: A شرطی نوع دوم است که if حذف شده و فعل کمکی قبل از فاعل به کار رفته است.

معنی: اگر واحد مهندسی ارتش آمریکا هر ساله میلیون‌ها دلار صرف مبارزه با فرسایش سواحل نمی‌کرد، خطوط ساحلی خیلی سریعتر تغییر می‌کردند.

۴۴- پاسخ: C بعد از nowhere، ساختار عکس (فعل قبل از فاعل) به کار می‌رود.

معنی: در هیچ زمینه‌ای مانند صنعت خودرو این قدر ارقام خرده‌فروشی مخدوش نمی‌شوند.

۴۵- پاسخ: D as به علت ساختار (as large (as و the به خاطر اینکه قبل از صفت عالی قرار گرفته است صحیح می‌باشد.

۴۶- پاسخ: B بعد ازضمیر موصولی، فاعل و فعل به کار می‌رود.

معنی: پتاسیم ظرفیت مثبت یک دارد چون که معمولا هنگام ترکیب با دیگر عناصر، یک الکترون از دست می‌دهد.

۴۷- پاسخ: C بعد از nor ساختار عکس (فعل قبل از فاعل) به کار می‌رود.

معنی: سابقه اقتصادی قانونگذاری کار در این دوره ذکر نخواهد شد و همچنین اتحادیه گرایی تجاری نیز مطرح نمی‌شود.

۴۸- پاسخ: A در شرطی نوع اول، جهت تأکید، if حذف می‌شود و فقط فعل کمکی should به جای آن قبل از فاعل می‌آید. در این ساختار معمولا از افعال کمکی do و does و دیگر افعال کمکی استفاده نمی‌شود.

معنی: اگر هنگامی که کامیون‌های شیر وارد کارخانه پاستوریزه‌سازی لبنیات می‌شوند، آزمایش آنتی‌بیوتیک شیر آنها مثبت باشد، طبق قانون دولتی تمام بار کامیون باید تخلیه و دور ریخته شود.

۴۹- پاسخ: C

each eyelid جزء جمله‌واره است و باید ذکر شود اما چون فاعل the two.... (جمع) است فعل باید are باشد.

معنی: پشت هر پلک دو غده اشکی قرار گرفته است.

۵۰- پاسخ: B only اگر در اول جمله به کار رود فعل قبل از فاعل می‌آید. (ساختار عکس)

معنی: چیتاها فقط برای مدتی کوتاه با حداکثر سرعت می‌دوند.

» فصل هفتم

قسمت الف

حروف اضافه: حرف اضافه یکی از قسمت‌های جمله است که برای بیان رابطه‌ی بین جمله‌ها یا برای ساخت ساختارهای دستوری به کار می‌رود. مهم‌ترین حروف اضافه در انگلیسی عبارت‌اند از:

In / on / of / from / along / across / about / through / .....

کاربرد in

۱) قبل از اسامی ماه‌ها، شهرهای بزرگ، سال‌ها، فصل‌ها، قرن‌ها، ایالت‌ها، قاره‌ها

In Tehran In Sweden In Asia

In the desert In august In march

۲) با قسمت‌های محل کار اگر در داخل ساختمان باشد.

In a restaurant - in an office

۳) با اصطلاحات زمانی معروف مانند:

In the past	در گذشته	In due time	در زمان مقدر
In time	به موقع	In earliest times	در گذشته
In no time	فوراً	In the end	سرانجام
In the night	درون شب	In the middle of	در وسط

4) برای بیان مدت زمان انجام عملی

I have learnt how to speak English fluently in 6 months.

5) همراه با رنگ‌ها، اندازه و مقیاس نیز از in استفاده می‌کنیم.

In green In a square In different sizes

مثال بیشتر:

EX: She always reads newspaper in the morning.

EX: In the summer, we have a rainy season for three weeks.

EX: The new semester will start in march.

EX: I'm currently staying in a hotel.

EX: my home town is Los Angles, which is in California.

EX: Could you get me this pants in a larger size?

EX: The students stood in a circle.

EX: He started his job in 2000.

EX: She likes to go walking in the evening.

EX: He is preparing himself to get TOEFL to apply in spring.

»کاربرد at

۱) همراه با عیدها و تعطیلات

At Nowruz	در نوروز	At Christmas	
At Easter	در عید پاک	At the week-end	در آخر هفته

۲) بعد از مکان‌هایی که در آن‌جا تحصیل می‌کنیم.

At university at school at college

۳) با ساعت

At six o'clock

۴) همراه با بعضی از صفات برای اینکه نشان دهیم در آن صفت تبحر داریم و یا در انجام آن صفت ضعیف هستیم.

EX: He is bad at writing.

EX: you are wonderful at English.

EX: Maryam is ordinary at attracting people.

۵) با اصطلاحات مکانی و زمانی زیر:

At the moment	در حال حاضر	At the door	پشت در
At present	در حال حاضر	At the bottom	در پایین صفحه
At a time	هردفعه، هربار	At hand	در دسترس
At the latest	حداکثر تا	At rest	در موقع استراحت
Almost	حداکثر	At sunset	در هنگام غروب
At one time	در زمانیکه	At dawn	در سپیده دم
At the bus stop	در ایستگاه اتوبوس	At traffic lights	پشت چراغ‌های ترافیک
At fault	مقصر		

۶) همراه با «**لحظه‌های زمانی**» از **at** استفاده می‌کنیم.

At midnight	در نیمه شب	At noon	در هنگام ظهر
At dinner time	در هنگام شام	At sunset	در هنگام غروب

مثال بیشتر:

Exp: I will meet you at 12 P.M.

Exp: There were hundres of people at the park.
Exp: We saw a baseball game at the stadium.
Exp: I'm good at drawing a portrait.
Exp: At present noting is available.
Exp: He lives at 50 max street.
Exp: He felt uncomfortable at first.

»کاربرد On:

۱) قبل از روزهای هفته

On Saturday On Monday

۲) با مزارع

On a farm

۳) با سطح تماس، وسایل نقلیه مانند اتوبوس، قطار، هواپیما (به جز ماشین سواری)

On the desk	روی میز
On an airplane	
On the bus	

۴) با اصطلاحات زیر:

Later on	بعدها
On and on	پشت سرهم
From that time on	از آن زمان به بعد
on each occasion	در هر فرصتی
On time	به موقع

مثال بیشتر:

EX: the garbage trucks come on Wednesday.
EX: He is on the phone right now.
EX: He kissed on my cheek.
EX: I put an egg on the right now.
EX: Mike is on the college football team.

»کاربرد by:

۱) اولین کاربرد by برای بیان نزدیکی به معنای «کنار، پهلو» می‌باشد.

EX: Were you sitting by the door?

آیا شما کنار در می‌نشستی؟

۲) با وسایل نقلیه، وسایل ارتباط جمعی، فاعل یا کننده کار، با زمان به معنای «تا» «by next month تا هفته‌ی بعد» با شیوه، طریق و نحوه‌ی مسافرت:

By air	با هواپیما	By sea	از طریق دریا
By tax	با تاکسی	By ship	با کشتی
By radio	از طریق رادیو	By TV	از طریق تلویزیون

By mail از طریق پست

۳)اصطلاحات مهمی که با **by** به کار می‌روند.

By the way به هر حال
By chance با شانس
By accident تصادفاً
By heart از حفظ
By credit card با کارت اعتباری

نکته: زمانی که بخواهیم در مورد زمان عملی صحبت کنیم که تا قبل از یک زمان مشخص و یا تا خود آن زمان رخ داده است و تکمیل شده است از by استفاده می‌کنیم.

EX: The meeting will start at 9. Please be here by 8:55.

ملاقات زمان نه شروع خواهد شد لطفاً تا ساعت 8:55 دقیقه اینجا باشند.

مثال‌های بیشتر:

EX: The police station is by the courthouse.
EX: By next week it should be completed.
EX: She is improving her French by listening.
EX: My flight leaves at 1:30, so I need to be at the airport by noon.
EX: Lady bugs are brightly colored beetles that help farmers by eating other insects.

کفش‌دوزک‌ها سوسک‌هایی هستند با رنگ‌های روشن به کشاورزان از طریق خوردن دیگر حشرات کمک می‌کنند.

»کاربرد of

از of برای بیان مالکیت استفاده می‌شود.

EX: The leg of the table has been broken.

پایه‌ی صندلی شکسته شده است.

EX: She is afraid of the dark.

او از تاریکی می‌ترسد.

EX: The secret of this game is that you can't ever win.
EX: The first page of the book describes the author's profile.

»کاربرد for

از for برای بیان «به علت، به صورت، بیان مسیر و جهت، به قیمت، طرفدار، به جای، به خاطر» استفاده می‌شود.

EX: This place is for exhibitions and shows. (برای)
EX: I'm so happy for you. (به خاطر)
EX: He has been famous for many decades. (به مدت)

»کاربرد to

To برای بیان مسافت، مسیر مستقیم به طرف شخص یا شیء (قبل از مفعول) به کار می‌رود.

EX: I am heading to the entrance of the building. (به طرف)

EX: He gave it to me.

EX: The snow was piled up to the roof.

EX: The stock prices rose up to 100 dollars. (تا)

»کاربرد from

From برای بیان «از جایی، از کسی، از ساعتی، از چیزی، به خاطر» استفاده می‌شود.

EX: She got a wrist watch from her parents. (از کسی)

EX: She was all worn out from washing windows.

(به خاطر، به علت) (به خاطر شستن پنجره‌ها کاملاً خسته شده بود.)

EX: He just got back from Chicago. (از مکانی)

EX: He worked from 9 to 10. (از زمانی)

EX: It's now believed that some damage to tissues may result from exposuring them to frequent X-rays.

(علت) – اکنون اعتقاد بر این است که اگر بافت‌های بدن بیش از حد در معرض اشعه ایکس قرار بگیرند آسیب می‌بینند.

»کاربرد ..... from ..... to

from + زمان / مکان + to + زمان / مکان

EX: The group was popular from the 1960s to the 1980s.

این گروه از دهه ۱۹۶۰ تا دهه ۱۹۸۰ محبوب بود.

EX: The copper age lasted from about 5000 BC, after which bronze was introduced.

عمر مس از حدود ۵۰۰۰ سال قبل از میلاد تا حدود ۳۷۰۰ سال قبل از میلاد طول کشید و بعد از آن عمر برنز شروع شد.

»کاربرد و تفاوت despite و inspite of

هر ۲ حروف اضافه به معنای «علیرغم» می‌باشند و بر تضاد دلالت می‌کنند.

Despite + اسم
inspite of + اسم / جراند

EX: He got the job inspite of his prison record.

علیرغم سابقه‌ی زندانش او کار را بدست آورد.

EX: John's company is doing extremely well despite the recession.

علیرغم رکود شرکت جان دارد خوب کار می‌کند.

EX: He was very fast inspite of being terribly over weight.

علیرغم اضافه وزن زیاد او واقعاً خیلی سریع بود.

EX: Despite his denial, we knew that he was guilty.

علیرغم اینکه انکار می‌کرد می‌دانستیم گناهکار است.

EX: In spite of studying hard, he was not able to pass the exam.

علیرغم مطالعه زیاد نتوانست در امتحان قبول شود.

»کاربرد و تفاوت beside / besides

Besides به معنای «علاوه بر، غیر از» و beside به معنای «کنار، جنب» می‌باشد، besides هم با اسم و با صفت و beside فقط با اسم به کار می‌رود.

EX: There was a small table beside the bed.

یک میز کوچک کنار تخت خواب بود.

EX: What other types of music do you like besides classical?

چه نوع موسیقی‌های دیگری را علاوه بر موسیقی کلاسیک دوست داری؟

EX: Besides a mayor, many city government employ a city manager.

بیشتر شوراهای شهرها علاوه بر شهردار، مدیر شهر نیز استخدام می‌کنند.

»کاربرد و تفاوت between و among

معمولاً between با 2 اسم و among با بیش از 2 اسم به کار می‌رود.

EX: our house is between the mountain and the sea.

خانه‌ی ما بین کوه‌ها و دریا است.

EX: The ancient fountain was hidden among the trees.

آبشار قدیمی بین درخت‌ها محو شده بود.

EX: The work is distributed between the secretary and the receptionist.

کار بین منشی و مسئول پذیرش تقسیم شده است.

EX: Although it is difficult to distinguish between a frog and a toad, the frog is more likely to be smooth and wet, and a toad rough and dry.

گرچه تشخیص بین قورباغه و وزغ مشکل است اما سطح بدن قورباغه نرم و مرطوب است و سطح بدن وزغ خشک و زبر است.

»کاربرد و تفاوت although / though / even though

بعد از این ۳ حرف ربط که بر «تضاد» دلالت می‌کند باید جمله کامل به کار رود.

EX: Although he has a physical handicap, he has become a successful businessman.

علیرغم معلولیت جسمی تاجر موفقی شده است.

EX: We enjoyed our camping holiday although it rained every day.

ما از تعطیلات در کمپ لذت بردیم علیرغم اینکه هر روز باران بارید.

EX: Although he worked very hard, he didn't manage to pass the exam.

علیرغم اینکه خیلی سخت کار کرد، او نتوانست آزمون را پاس کند.

EX: We decided to buy the house even though we didn't really have enough money.

ما تصمیم گرفتیم که آن خانه را بخریم علیرغم اینکه واقعاً پول کافی نداشتیم.

EX: Jane will be admitted to the university even though She has had bad grades.

جین علیرغم نمرات بدی کسب کردهوارد دانشگاه خواهد شد.

EX: Though he had not finished the paper, he went to sleep.

با وجود اینکه مقاله‌اش را تمام نکرده بود به خواب رفت.

قسمت ب

جملات شرطی: جملات شرطی از 2 عبارت و یا 2 جمله تشکیل شده‌اند و این 2 عبارت به یکدیگر وابسته هستند و در یک شرایط خاص می‌تواند اتفاق بیفتد. در حالت کلی 3 نوع جمله‌ی شرطی داریم:

1) شرطی نوع اول: شرطی نوع اول بر حالت ممکن دلالت می‌کند و در زمینه مسائل علمی به کار می‌رود. و طبق ساختار زیر به کار می‌رود.

If + فاعل + فعل حال ساده + فاعل و فعل + may / can / will + فعل ساده

EX: If the weather improves, we will go for a walk.

اگر هوا بهتر شود به پیاده روی خواهیم رفت (حالت ممکن دلالت دارد و پیاده روی رفتن شرط شده است به بهبودی هوا)

EX: If the taxi does not come soon, I will drive you myself.

اگر تاکسی زود نیاید، من خودم تو را خواهم برد.

نکته: از شرطی نوع اول برای بیان حالات در زمان حال و آینده استفاده می‌کنم.

EX: If Ali rings, I might ask him to come over for dinner.

EX: We have missed anything important.

EX: If alive sponge is broken into pieces, each piece will turn into a new sponge like the original one.

اگر یک اسفنج زنده قطعه قطعه شود، هر قطعه تبدیل به یک اسفنج جدید گردیده و مانند اسفنج اولی می‌شود.

نکته: در صورتی که if در وسط جمله قرار بگیرد، کاما حذف خواهد شد.

EX: If I find her address, I will send her an invitation = I will send her an invitation if I find her address.

مثال‌های بیشتر:

EX: If you don't register before the last day of regular registration, you may pay a late fee.

EX: If services are increased, taxes will probably go up.

EX: If you travel at rush hour, the trains can be very crowded.

۲) شرطی نوع دوم: این نوع شرطی بر حال غیرواقعی دلالت می‌کند، یعنی فرصت انجام عمل از دست رفته است و لذا غیرممکن می‌باشد.

EX: If people complained, things would change.

اگر مردم اعتراض می‌کردند، برخی چیزها تغییر می‌کردند. (این جمله در زمان حال زده می‌شود و حال غیرواقعی یعنی اینکه مردم باید شکایت می‌کردند ولی شکایت نکرده‌اند.)

شرطی نوع دوم طبق قاعده‌ی زیر به کار می‌رود.

If + فاعل + فاعل و فعل گذشته ساده + might / could / would + فعل ساده

EX: If American's ate fewer foods with sugar and salt, their general health would be better.

اگر آمریکایی‌ها غذاهای شیرین و شور کمتری مصرف می‌کردند وضعیت سلامت جسمی آنها بهتر می‌شد. (منظور این جمله این است که آمریکایی‌ها غذاهای ذکر شده را مصرف نکرده‌اند)

EX: If drivers obeyed the speed limit, fewer accidents would occur.

اگر رانندگان سرعت مجاز را رعایت می‌کردند، تصادفات کمتری اتفاق می‌افتاد. (ولی رانندگان سرعت مجاز را رعایت نکرده‌اند).

مثال‌های بیشتر:

EX: If there were more buses, we would leave the car at home.

EX: He would buy a flat if he had the money for a deposit.

EX: If I went travelling, I would have any money left over.

نکته: در شرطی نوع دوم با ضمایر I / he / she به جای was می‌توان از were استفاده کرد.

EX: If I were you, I wouldn't quarrel.

۳)شرطی نوع سوم:

از این نوع شرطی زمانی استفاده می‌کنیم که بخواهیم درباره‌ی اتفاقاتی صحبت کنیم که می‌توانستند در گذشته رخ دهند و الان احتمال رخ دادن آن‌ها غیرممکن شده است.

If + فاعل +had +P.P + فاعل + have + would / could / might +P.P

EX: If I had known you were coming, I would have baked a cake.

اگر دانسته بودم که تو داشتی می‌آمدی، کیک درست کرده بودم. (هر دو عمل در زمان گذشته است و شرطی نوع سوم بر عملی دلالت می‌کند که در گذشته فرصت انجام عمل از دست رفته است.)

مثال‌های بیشتر:

EX: It would have been easier if Ali had brought his own car.

EX: If I had saved more money, I might have gone on that college trip last week.

EX: If the dog had not barked, we wouldn't have known there was someone in the garden.

EX: If dinosaurs had continued roaming the earth, man would have evolved quite differently.

ساختار تأکیدی جملات شرطی: در انگلیسی رسمی، گاهی اوقات جهت تأکید و رسمیت بیشتر، ساختار عبارت‌های شرطی را طبق قواعد زیر تغییر می‌دهند.

فعل (۱) + فاعل + should <--------- فعل (۱) + فاعل + If = شرطی نوع اول
فعل (۲) + فاعل + فعل کمکی<----------فعل (۲) + فاعل + If = شرطی نوع دوم
P.P + فاعل + had ----------> had + فاعل + If = شرطی نوع سوم

EX: If milk spoils, it must be discarded = should milk spoil, it must be discarded.

اگر شیر فاسد شود باید دور ریخته شود.

EX: If I were you, I wouldn't do it = were I you, I wouldn't do it.

اگر به جای تو بودم آن کار را نمی‌کردم.

EX: If you had studied harder, you would have passed the exam = Had you studied harder, you would have passed the exam.

اگر بیشتر درس خوانده بودی در امتحان قبول می‌شدی.

EX: If I saw him I would tell him = Did I see him, I would tell him.

اگر او را می‌دیدم، به او می‌گفتم.

نکته: اصطلاح but for، معادل . . . if it were not for و یا . . . if it had not been for می‌باشد و جای فعل و عبارت شرط را می‌گیرد.

If it were not/ had not been for .... = But for ....

EX: If it had not been for the storm, we would have arrived earlier = But for storm we would have arrived earlier.

اگر به خاطر طوفان نبود زودتر می‌رسیدیم.

EX: If it were not for you, I would kill him = but for you, I would kill him.

اگر به خاطر تو نبود = او را می‌کشتم.

قسمت ج

»وجه التزامی:

این ساختار به حالتهایی دلالت می‌کند که بیشتر جنبه غیر واقعی دارند و مهم‌ترین ساختار وجه التزامی اصطلاحات و جملاتی هستند که به «آرزو کردن» دلالت می‌کنند. مهم ترین نوع وجه التزامی (I wish) می‌باشد:

در حالت کلی سه نوع جمله با wish داریم که به حالات زیر دلالت می‌کنند.

۱- آرزوی آینده ۲- آرزوی حال ۳- آرزوی گذشته

A) آرزوی آینده

برای بیان آرزوی آینده از ساختار زیر استفاده می‌کنیم:

فاعل + wish + (that) فاعل + Would + فعل

فعل + could

فعل + ing + were

Exp: I wish that I could get a better job bacause I don't like my work.

ای کاش می‌توانستم کار بهتری داشته باشم چون من کارم را دوست ندارم. (ولی نمی‌توانم)

Exp: That's a dreadful noise. I wish it would stop.

صدای ترسناکی می‌آید ای کاش متوقف شود. (ولی احتمالا متوقف نمی‌شود)

Exp: I always have to get home early. I wish my parents would let me stay out later.

من همیشه باید زود خانه بروم. ای کاش پدر و مادرم اجازه بدهند بعدا بیرون بمانم. (ولی احتمالا اجازه نمی‌دهند)

Exp: She wishes that she were coming with us.

آرزو دارد با ما بیاید (اما نمی‌تواند بیاید)

B) بیان آروزی حال

برای بیان آرزو در حال از ساختار زیر استفاده می‌کنیم:

فاعل + wish +(that) + فاعل + گذشته ساده

Exp: I don't like this place. I wish I lived in somewhere more interesting,

من اینجا یک دوست ندارم. ای کاش در جای هیجان انگیز بهتری زندگی می‌کردم. (اما زندگی نمی‌کنم)

Exp: I wish It were not so cold.

ای کاش آنقدر هوا سرد بود. (اما هوا سرد نیست)

Exp: I wish I had enough time to finish my home work.

ای کاش وقت کافی برای تمام کردن تکالیفم داشتم. (اما وقت کافی ندارم)

Exp: I wish that you were old enough to come with us.

ای کاش سن شما آنقدر می‌بود که می‌توانستید با ما بیایید. (اما سن شما آنقدر نیست)

Exp: They wish that they did not have to go to class.

دوست دارند مجبور نبودند امروز به کلاس بروند. (اما محبور هستند بروند)

نکته: می‌توان بعد از wish کلاً از that استفاده نکرد.

نکته: تفاوت آرزوی آینده و آرزوی حال غیرواقعی در این است که در نوع اول هنوز فرصت انجام عمل وجود دارد اما در نوع دوم فرصت انجام عمل دیگر وجود ندارد.

C) آرزوی گذشته

»ماضی بعید

Could have + pp

Exp: I wish I had workerd harder when I was at school.

ای کاش وقتی در مدرسه بودم سخت تر کار می‌کردم. (ولی کار نکردم)

Exp: mary wishes she had listened to what her mother told her.

ای کاش مری به هر چیزی که مادرش بهش می‌گفت گوش می‌کرد. (ولی گوش نکرده)

Exp: She wishes that she could have been there.

آرزو می‌کند ای کاش آنجا می‌بود. (نمی‌توانست آنجا باشد)

نکته: در wish نوع دوم به جای was همیشه از were استفاده می‌شود.

Exp: I wish she were here now.

ای کاش الان اینجا بود.

»کاربرد as if و as though

این دو حرف ربط، مانند شرطی نوع دوم و جملات I wish ، بر یک موقعیت غیرواقعی دلالت می‌کنند. اگر بر موقعیت حال غیرواقعی دلالت کنند طبق ساختار زیر به کار می‌روند.

فعل گذشته ساده + فاعل + as though/ as if + فعل حال ساده + فاعل

Exp: The old lady dress as if were winter even in the summer.

آن خانم مسن در تابستان جوری لباس می‌پشد که گویی زمستان است. (اما زمستان نیست)

Exp: He acts as though he were rich.

طوری رفتار می‌کند که گویی ثروتمند است. (اما نیست)

Exp: He looks as if he knew the answer.

طوری به نظر می‌رسد که انگار جواب را می‌داند. (اما نمی‌داند)

نکته: اگر در مورد زمان گذشته صحبت کنیم باید فرمول زیر را استفاده کنیم.

.... = ماضی بعید + فاعل + as if/ as though + فعل گذشته + فاعل

Exp: Ali talked about the contest as if she had won the grand prize.

علی طوری در مورد مسابقه صحبت می‌کرد که انگار جایزه را برده است. (اما نبرده است)

Exp: He looked as though he had run ten miles.

جوری به نظر میرسید که انگار ده مایل دویده است.

»حالت غیرالتزامی

گاهی اوقات می‌توان این ۲ حرف ربط را طوری استفاده کرد که مغایر با حالت التزامی و واقعیت نباشد، در این صورت بین دو طرف حرف ربط تشابه زمانی وجود دارد.

زمان حال + فاعل + as if/ as though+زمان حال+فاعل (۱
زمان گذشته+فاعل + as if/ as though + زمان گذشته +فاعل (۲

Exp: It looks as if they have had a shock.

طوری به نظر می‌رسد که انگار شکه شده است. (شاید هم شکه شده است).

Exp: It felt as though it could snow at any minute.

جوری احساس می‌شه که انگار هر دقیقه می‌تونست باران بباره (شاید هم باران بباره)

نمونه تست های تالیفی

1. Amelia Earhart, $\underset{A}{\underline{the\ first}}$ woman to fly solo $\underset{B}{\underline{across}}$ the Atlantic, disappeared $\underset{C}{\underline{on}}$ June 1937 while attempting to fly $\underset{D}{\underline{around}}$ the world.

2. The $\underset{A}{\underline{occurrence\ edema}}$ $\underset{B}{\underline{indicates}}$ the presence $\underset{C}{\underline{of}}$ a serious $\underset{D}{\underline{illness}}$.

3. Atomic nuclei $\underset{A}{\underline{are}}$ $\underset{B}{\underline{believed}}$ to be composed $\underset{C}{\underline{off}}$ protons and neutrons $\underset{D}{\underline{in}}$ equal numbers for the lighter elements.

4. $\underset{A}{\underline{according\ legend}}$ Betsy Ross $\underset{B}{\underline{designed\ and\ sewed}}$ the $\underset{C}{\underline{first}}$ American $\underset{D}{\underline{flag}}$.

5. The $\underset{A}{\underline{middle\ ear}}$ is attacked $\underset{B}{\underline{for}}$ the back $\underset{C}{\underline{of}}$ the throat $\underset{D}{\underline{by}}$ the Eustachian tube.

6. Plants that sprout, grow, bloom, $\underset{A}{\underline{produce\ seeds}}$ and die $\underset{B}{\underline{within}}$ $\underset{C}{\underline{one\ year}}$ are classified $\underset{D}{\underline{for}}$ annuals.

7. A marionette is $\underset{A}{\underline{controlled\ by}}$ $\underset{B}{\underline{means\ strings}}$ $\underset{B}{\underline{connected}}$ $\underset{D}{\underline{to}}$ wooden bars.

8. $\underset{A}{\underline{In}}$ July $\underset{B}{\underline{of}}$ 1861, Pat Garrett killed Billy the kid $\underset{C}{\underline{in\ a}}$ house $\underset{D}{\underline{close\ Fort\ Summer}}$.

9. Many comfort heating systems $\underset{A}{\underline{using}}$ steam $\underset{B}{\underline{as}}$ a working fluid $\underset{C}{\underline{operate}}$ $\underset{D}{\underline{at}}$ the convection principle.

10. Mars' $\underset{A}{\underline{two\ small}}$ moons are $\underset{B}{\underline{irregularly}}$ $\underset{C}{\underline{shaped}}$ and covered $\underset{D}{\underline{for}}$ craters.

11. If the $\underset{A}{\underline{hadn't\ given}}$ him $\underset{B}{\underline{the}}$ money, he $\underset{C}{\underline{would\ kill}}$ $\underset{D}{\underline{them}}$.

12. He $\underset{A}{\underline{said}}$ that if he $\underset{B}{\underline{would\ buy}}$ those books, he $\underset{C}{\underline{would\ have\ returned}}$ $\underset{D}{\underline{them}}$.

13. $\underset{A}{\underline{Unless}}$ you $\underset{B}{\underline{gave}}$ me $\underset{C}{\underline{that}}$ pen immediately, I $\underset{D}{\underline{will\ throw}}$ this book at you.

14. We $\underset{A}{\underline{will\ go}}$ with him if he $\underset{B}{\underline{came}}$ $\underset{C}{\underline{before}}$ $\underset{D}{\underline{ten\ o'clock}}$.

15. $\underset{A}{\underline{will}}$ he $\underset{B}{\underline{come}}$ late, the monitor $\underset{C}{\underline{will\ not\ allow}}$ him $\underset{D}{\underline{to\ sit\ for}}$ the exam.

16. $\underset{A}{\underline{was}}$ I $\underset{B}{\underline{him}}$ I $\underset{C}{\underline{would\ not\ attend}}$ $\underset{D}{\underline{any}}$ meeting.

17. $\underset{A}{\underline{would}}$ he $\underset{B}{\underline{studied}}$ hard, he $\underset{C}{\underline{would\ have\ been\ admitted}}$ to $\underset{D}{\underline{a}}$ good university.

18. $\underset{A}{\underline{would}}$ the milk $\underset{B}{\underline{spoil}}$ it $\underset{C}{\underline{must}}$ be $\underset{D}{\underline{discarded}}$.

19. If he $\underset{A}{\underline{had\ told}}$ $\underset{B}{\underline{the\ truth}}$ she $\underset{C}{\underline{would}}$ $\underset{D}{\underline{have\ forgave}}$ him.

20. $\underset{A}{\underline{should}}$ you $\underset{B}{\underline{see}}$ him, you $\underset{C}{\underline{wouldn't}}$ be able to recognize $\underset{D}{\underline{him}}$.

21. Camels store water ..... Of fat in their humps.
A. with the form B. in the form C. by the form D. form

22. Tears contains an antiseptic that helps protect our eyes ..... Infection.
A. from bacterial B. in bacterial C. bacterial D. with bacterial

23. So far only two other of our neighboring planets ..... the solar system have been visited by unmanned spacecraft.
A. by B. that they are in C. in D. they are by

24. Many tropical orchids grow ..... Branches of trees and have aerial roots that absorb water from the moist air around them.
A. of the B. the C. they are in the D. in the

25. ..... compact disc, sound is stored as digital information in tiny pits on the surface.
A. On a B. A C. It is on a D. Of a

26. Giraffes sleep only ..... an hour at a time and often do not sleep at all during twenty-four hours.
A. by B. for C. in D. during

27. ..... Were invented, patients had to be held down by force during painful operations.

A. As anesthetics B. Because anesthetics
C. Before anesthetics D. Anesthetics

28. The surface of a cactus is coated ..... they layer that prevents water from evaporating from the plant.

A. it is a B. a C. by a D. with a

29. ..... eighteenth century, people began to realize that contain chemicals are affected and changed by light.

A. By the B. The C. It was the D. That in the

30. In addition to their homes, the Pomo Indians of California built dance houses ..... religious ceremonies.

A. of B. for C. in which D. were for

31. The wood of many pine makes excellent pulp ..... manufacture of paper.

A. in B. to C. for the D. the

32. The photos of the American Civil War made by Matthew Brady and his assistants rank ..... finest war pictures of all time.

A. the B. in the C. between the D. among the

پاسخنامه

۱- پاسخ: C باید in باشد زیرا قبل از ماه‌ها و یا سال‌ها in به کار می‌رود.

معنی: آملیا ایرهارت اولین زنی بود که به تنهایی عرض اقیانوس اطلس را پرواز کرد اما در ژوئن ۱۹۳۷ هنگامی که تلاش می‌کرد دور جهان را پرواز کند ناپدید شد.

۲- پاسخ: A باید the occurrence of edema باشد.

۳- پاسخ: C باید of باشد چون حرف اضافه compose، of می‌باشد.

معنی: دانشمندان معتقدند که در عناصر سبک‌تر، هسته‌های اتم از پروتون‌های و نوترون‌های برابر تشکیل شده‌اند.

۴- پاسخ: A حرف اضافه to، according می‌باشد. (according to legend)

۵- پاسخ: B حرف اضافه to ، attached می‌باشد.

معنی: گوش میانی از طریق شیپور اُستاش به پشت حلق متصل است.

۶- پاسخ: D

معنی: گیاهانی که جوانه می‌زنند، رشد می‌کنند، گل می‌دهند، دانه تولید می‌کنند و در عرض یک سال خشک می‌شوند به عنوان گیاهان یک ساله طبقه‌بندی می‌گردند.

۷- پاسخ: B باید ... means of باشد.

۸- پاسخ: D باید .... close to باشد چون حرف اضافه آن to است.

۹- الف: پاسخ: D از نظر معنایی at باید according to باشد.

معنی: بیشتر سیستم‌های گرمایی که رفاه و آسایش را برای انسان به وجود می‌آورند از بخار آب به عنوان مایع اصلی استفاده می‌کنند در واقع طبق اصل هم رُفت عمل می‌نمایند.

۱۰- الف: پاسخ: D حرف اضافه with، cover است.

معنی: دو قمر کوچک مریخ، شکل نامنظمی دارند و پوشیده از حفره‌های آتشفشانی می‌باشند.

۱۱- پاسخ: C باید would have killed باشد زیرا شرطی نوع سوم است.

۱۲- الف: پاسخ: B باید had bought باشد زیرا شرطی نوع سوم است.

۱۳- پاسخ: B باید give باشد زیرا شرطی نوع اول است.

۱۴- الف: پاسخ: A باید would go باشد زیرا شرطی نوع دوم است.

۱۵- الف: پاسخ A باید should باشد زیرا if حذف شده است و شرطی نوع اول می‌باشد.

۱۶- پاسخ: A باید were باشد زیرا اولاً شرطی نوع دوم است ثانیاً if حذف شده و ثالثاً در شرطی نوع دوم was به کار نمی‌رود.

۱۷- پاسخ: A باید had باشد زیرا اولاً شرطی نوع سوم و ثانیاً if حذف شده است.

۱۸- پاسخ: A

باید should باشد، زیرا اولاً شرطی نوع اول است و ثانیاً if حذف شده است.

۱۹- پاسخ D باید have forgiven باشد زیرا شرطی نوع سوم است.

۲۰- پاسخ: A

باید did باشد زیرا اولاً شرطی نوع دوم است ثانیاً if حذف شده و ثالثاً جمله فعل کمکی ندارد.

۲۱- پاسخ: B اصطلاح رایج in the form of است که به معنای «به شکل، به صورت» می‌باشد.

پ: ترجمه: شترها آب را به صورت چربی در کوهان‌های خود ذخیره می‌کنند.

۲۲- پاسخ: A حرف اضافه فعل from، protect می‌باشد.

معنی: اشک حاوی ماده‌ای ضدعفونی می‌باشد که از چشم در برابر عفونت ناشی از باکتری محافظت می‌کند.

۲۳- پاسخ: C برای مکان حرف اضافه in به کار می‌رود.

معنی: سفینه‌هایی فضایی بی سرنشین تاکنون فقط دو تا از دیگر سیارات همسایه ما را در منظومه شمسی مورد بازدید قرار داده‌اند.

۲۴- پاسخ: D

معنی: ارکیدهای گرمسیری زیادی بر روی شاخه‌های درختان رشد می‌کنند، و ریشه‌های هوایی آنها آب را از رطوبت هوای اطرافشان جذب می‌کنند.

۲۵- پاسخ: A «سطح مماس» مورد نظر است.

معنی: بر روی یک لوح فشرده، صدا به صورت اطلاعات دیجیتالی که در سوراخ‌های بسیار ریزی در سطح لوح قرار دارند ضبط می‌شود.

۲۶- پاسخ: B

معنی: زرافه‌ها در هر مرحله فقط یک ساعت می‌خوابند و گاهی اوقات هم در طول بیست و چهار ساعت اصلاً نمی‌خوابند.

۲۷- پاسخ: C

معنی: قبل از کشف داروهای بی‌هوشی، بیماران را در خلال جراحی‌های دردناک باید محکم می‌گرفتند (تا تکان نخورند.)

۲۸- پاسخ: D

معنی: لایه‌ای موم مانند، سطح گیاه کاکتوس را پوشانده است و این لایه مانع تبخیر آب گیاه می‌شود.

۲۹- پاسخ: A

معنی: مردم در قرن هجدهم فهمیدند که نور، بعضی مواد شیمیایی را تحت تأثیر خود قرار داده و آنها را تغییر می‌دهد.

۳۰- پاسخ: B حرف اضافه for بر «هدف» دلالت می‌کند.

۳۱- پاسخ: C.

۳۲- پاسخ: D برای بیش از دو چیز از حرف اضافه among استفاده می‌شود.

معنی: عکس‌هایی که ماتیو برادی و دستیارانش از جنگ داخلی آمریکا گرفته‌اند در زمره بهترین عکس‌های جنگی تاریخ جهان می‌باشند.

» فصل هشتم

»ضمایر موصولی

ضمایر موصولی همان کلمات استفهامی دارای wh هستند که اگر در اول جمله قرار بگیرند جمله را سوالی می‌کنند ولی اگر در وسط دو جمله قرار گیرند آنها را بهم وصل کرده و ضمیر موصولی نامیده می‌شوند. دو نکته مهم در مورد ضمایر موصولی وجود دارد:

۱- معنا و دلالت آنها ۲- استفاده از یک جمله ساده غیرسوالی بعد از آنها. پس فرمول کاربرد آنها به قرار زیر است:

(... + فعل + فاعل) جمله کامل غیرسوالی + ضمیر موصولی + جمله اول

$$\text{EX: } I\ dont\ know\ \underset{(\text{ضمیر موصولی})}{what}\ \underset{(\text{فاعل})}{his\ name}\ \underset{(\text{فعل})}{is}\ in\ his\ birth\ certificate$$

Exp: I don't know what is his name.

(غلط است. زیرا جمله‌واره موصولی سوالی شده است.)

نکته: ضمایر موصولی و دلالت آنها:

دلالت کاربری	ضمیر موصولی	دلالت کاربری	ضمیر موصولی	دلالت کاربری	ضمیر موصولی
برای مسافت	How far	برای عمق مکان	How deep	برای کیفیت وچگونگی	how
برای تعداد	How many	برای طول زمان و مکان	How long	برای ارتفاع	how high
برای سن	How old	برای تکرار عمل	How often	برای مقدار	how much
برای عرض مکان	How wide	برای کیفیت عمل	How well	برای قد شخص	how tall
برای ساعت	What time	برای غیرانسان در حالت فاعلی و مفعولی	What	برای مالکیت شیء	of which
برای شیء	Which	برای مکان	Where	برای زمان	when
برای علت و غیره	Why .Etc	برای مالکیت شخص و حیوان	whose	برای انسان در حالت فاعلی	who

who برای انسان در حالت فاعلی whose برای مالکیت شخص و حیوان Etc.

EX1: $I\ dont\ remember\ \underset{(\text{ضمیر موصولی})}{what}\ \underset{(\text{فاعل})}{her\ name}\ \underset{(\text{فعل})}{is}$.

EX2: $Do\ you\ remember\ \underset{(\text{ضمیر موصولی})}{what}\ \underset{(\text{فاعل})}{her\ name}\ \underset{(\text{فعل})}{is}$?

I didnt understand what did he say= اشتباه

I didnt understand what he said= صحیح

Recently, there have been several outbreaks of disease like legionnaire's syndrome, and doctors don't know .....

(A) What is the cause (B) the cause is what

(C) Is what the cause (D) what the cause is

پاسخ صحیح:D

توضیح:

فعل + فاعل + ضمیر موصولی

ترجمه: اخیراً چندین مورد از شیوع سندرم بیماریهایی مثل بیماری لژیونرها مشاهده شده است اما پزشکان علت آن را نمیدانند.

»تفاوت و کاربرد who و which:

ضمیر موصولی who برای انسان و which برای غیر انسان به کار می رود.

EX:She is the secretary who works in the international office.

(او همان منشی‌ای است که در دفتر بین المللی کار می‌کند.)

EX: This is the new typewriter which you ordered.

(این همان ماشین تحریر جدیدی است که سفارش دادید.)

The people which cheated on the examination had to leave the room. = اشتباه

The people who cheated on the examination had to leave the room. = صحیح

(افرادی که در امتحان تقلب کردند مجبور شدند سالن را ترک کنند.)

Charlie Chaplin was a comedian ..... was best known for his work inn silent movies.

(A) Who (B) which (C) whose (D)what

پاسخ صحیح:A

توضیح: برای انسان در حالت فاعلی who به کار می‌رود.

ترجمه: چارلی چاپلین کمدینی بود که بیشتر به خاطر بازی در فیلم‌های صامت شهرت داشت.

»تفاوت کاربرد ضمایر موصولی who و whom:

هر دوی این ضمایر موصولی برای انسان به کار می‌روند: who برای انسان در حالت فاعلی و whom در حالت مفعولی و همچنین بعد از حروف اضافه:

فرمول کاربرد **who**:

.... + فعل + who + جمله اول / فاعل

فرمول کاربرد **whom**:

... + فعل + فاعل + whom + جمله اول / مفعول

Ex: Everyone who took the tour was impressed by the paintings.

(همه افراد تور گردشگری تحت تاثیر تابلوها قرار گرفتند.)

Ex : He was the only American whom I saw at the conference.

(او تنها آمریکایی‌ای بود که در کنفرانس دیدم.)

I asked him who he was calling.= اشتباه

I asked him whom he was calling.= صحیح

In a parliamentary system, it is not the monarch but the prime minister .....

(A) Whom the real power (B) who has the real power

(C) Whom has the real power (D) who the real power

پاسخ صحیح:B

توضیح: monarch و prime minister حالت فاعلی دارند.

ترجمه: در یک نظام پارلمانی، نخست وزیر قدرت واقعی را در دست دارد، نه پادشاه.

نکته ۲۰۳: در جمله‌واره‌های موصولی مجهو ل، همیشه از who استفاده می‌شود:

جمله اول/ مفعول +who + be + p.p

EX1: $He\ is\ the\ \underset{(\text{مفعول})}{student}\ who\ was\ punished\ .$

EX2: $\underset{(\text{مفعول})}{The\ student}\ who\ was\ punished\ is\ my\ cousin.$

در مثال‌های فوق علیرغم اینکه student مفعول است از who استفاده می‌کنیم چون جمله‌واره موصولی حالت مجهول دارد.

نکته: جمله واره موصولی (پیرو) یا همان جمله‌ای که بعد از ضمیر موصولی می‌آید فقط در دو ساختار زیر به کار می‌رود:

ساختار فاعلی با این فرمول:

... + فعل + ضمیر موصولی+ جمله اول/ مفعول

ساختار مفعولی با فرمول زیر:

... + فعل + ضمیر موصولی+ جمله اول/ مفعول

بعضی از ضمایر موصولی مانند what در هر دو ساختار بکار می‌روند، بعضی دیگر مانند who فقط در ساختار اول و whom فقط در ساختار دوم کاربرد دارند.

نکته: ضمیری که فقط با ساختار اول (فاعلی) به کار می‌رود، who می‌باشد:

EX: $I\ dont\ know\ the\ man\ who\ \frac{teaches}{(\text{مفعول})}$ English .

نکته: مهم‌ترین ضمایر موصولی که فقط با ساختار دوم (غیر فاعلی) به کار می‌روند عبارتند از:

Whom, what time, when, where, why, how, how long, how far, how often, how wide, how deep, how well, how tall, how high, how old

EX: 1- I don't know the man whom you met.

(مردی را که ملاقات کردید نمی شناسم.)

EX: 2 – I don't know what time it is.

(نمی‌دانم ساعت چند است.)

EX: 3- I don't know when he arrived.

(نمی‌دانم کی وارد شد.)

EX: 4 – Do you know where he went?

(می‌دانی کجا رفت؟)

EX: 5 – I don't know why he left early.

(نمی‌دانم چرا زود رفت.)

EX: 6 – I don't know who he teaches English.

(نمی‌دانم چگونه زبان انگلیسی درس می‌دهد.)

EX: 7 – I don't know how far it is from here.

(نمی‌دانم تا اینجا چقدر فاصله دارد.)

نکته: ضمایری که در هر دو ساختار فاعلی و غیرفاعلی به کار می‌روند عبارتنداز:

What, whose, of which, which, how many, how much

B- $I\ dont\ know\ what\ \frac{ate}{(\text{فعل})}\ \frac{the\ meat}{(\text{مفعول})}$ (فاعلی)

(نمی‌دانم چه چیزی درس می‌دهد.)

EX: 1-A- $I\ dont\ know\ what\ \frac{he}{(\text{فاعل})}\ \frac{teaches}{(\text{فعل})}$ (مفعولی) .

(نمی‌دانم چه چیزی گوشت را خورد.)

EX: 2-A- I dont whose father teaches English (فاعلی) .

(نمی‌دانم پدر چه کسی انگلیسی درس می‌دهد.)

B- I dont whose father she met (مفعولی) .

(نمی‌دانم پدر چه کسی را ملاقات کرد.)

EX: 3-A- The cat which drank the milk is mine (فاعلی) .

(گربه‌ای که شیر را خورد مال من است.)

B- The cat which you hit is mine (مفعولی) .

(گربه‌ای را که زدید مال من است.)

EX: 4-A- I dont know how many teachers teach here (فاعلی) .

(نمی‌دانم چند معلم اینجا درس می‌دهند.)

B:I dont know how many teachers the president met (مفعولی) .

(نمی‌دانم رئیس جمهور با چند معلم ملاقات کرد.)

EX: 5-A- I dont know how much milk she drank (مفعولی) .

(نمی‌دانم چقدر شیر نوشید.)

B- I dont know how much milk split (فاعلی) .

(نمی‌دانم چقدر شیر ریخت.)

EX: 6-A- The book,cover of which you tore,is mine.(مفعولی) .

کتابی که جلد آن را پاره کردید مال من است.)

B- The building tap of which runs,belongs to Mr.Smith.(فاعلی) .

(ساختمانی که شیر آب آن باز است متعلق به آقای اسمیت است.)

نکته: برای غیر انسان در حالت ملکی بهتر است از of which به جای whose استفاده کنیم:

EX: 1- The book the cover of which is torn is not mine.

(کتابی که جلد آن پاره است مال من نیست.)

EX: 2 – The book whose cover is torn is not mine.

(این ساختار معمول نیست.)

نکته: گاهی اوقات مصدر به جای یک جمله واره موصولی به کار میرود مخصوصاً بعد از the , the last/only/ first/second و گاهی اوقات بعد از صفات عالی:

در حالت معلوم:

EX: 1- The man to leave the ship ... = the last man who left/leaves the ship ....

EX: 2 – The only one to understand ...= the only one who understood/ understands.....

در حالت مجهول:

EX: The first man who was seen ... = the first man to be seen ....

نکته: به جاب ضمیر موصولی when از on which و in which نیز می‌توان استفاده کرد:

EX: 1- The year when he died ... = the year in which he died ....

EX: 2 – The day when he arrived ... = the day on which he arrived..

نکته: به جای where می‌توان از in which، At which و on which هم استفاده کرد:

Ex1 – The house where I live ... = The house in which I live ...

EX2 – The street where I live ... = The secret on which I live ...

نکته: به جای why می‌توان از for which هم استفاده کرد:

EX: The reason why I hit him ... = The reason for which I hit him ...

نکته: با توجه به نکته فوق که گاهی اوقات می‌توان ضمیر موصولی را همراه با حرف اضافه به کاربرد، همچنین می‌توان حرف اضافه مربوطه را به انتهای جمله‌واره موصولی منتقل کرد:

Ex:1 – A- The house in which I live is larger =

B- The house which I live in large.

Ex2 – A- The street on which I live in noisy.

B- The street which I live on is noisy.

Ex3 – A – The picture at which I looked was beautiful =

B – The picture which I looked at was beautiful.

نکته: البته ساختار A رسمی‌تر از ساختار B است و دیگر اینکه ضمیر موصولی that که به جای which به کار می‌رود در ساختار A نمی‌تواند به کار رود:

EX: The house that I live in is large. (صحیح)

The house in that I live is large. (غلط)

نکته: کاربرد ever با ضمایر موصولی:

Ever می‌تواند با ضمایر موصولی به کار رود، نقش آن تأکیدی است به معنای any یا «هر».

EX: I agree with whatever you decide (با هر تصمیمی که بگیری موافقم.)

مثال ۱: نمونه آیتم اشتباه / صحیح:

We can leave ever when Donna is ready. = اشتباه

We can leave whenever Donna is ready. = صحیح

مثال۲: نمونه آیتم گزینه صحیح:

Blue-green algae are found ..... There is ample moisture.

(A) whatever (B) ever where (C) ever (D) there ever

پاسخ صحیح: A

توضیح:

«ever + ضمیر موصولی» جهت تأکید

ترجمه: جلبک‌های سبز – آبی در هر جایی که رطوبت زیاد وجود داشته باشد یافت می‌شوند.

» لغات عمومی سطح ۱

لغات عمومی سطح اول-الف

1. abroad(adj)=overseas

خارج،خارج از کشور

Living abroad can be an educational experience

2. abrupt(adj) =sudden

ناگهان/غیرمنتظره

There was an abrupt change in the weather

3. abate(v)=decrease/diminish/decline

کاهش یافتن /فروکش کردن

John pulled over to the side of the road to wait until the storm abated

4. abet (v)=assist

شریک جرم کسی شدن

It is unlawful to aid and abet a criminal

5. abhor (v)=detest

متنفر بودن

I abhor someone who is constantly changing channels

6. baffle (v)=confuse

گیج کردن /مات ومبهوت کردن

The causes of many harmful diseases have baffled doctors for centuries

7. balanced (adj)=equalized

معقول/سنجیده

He made a balanced presentations of both points of view

8.bald (adj)=hairless

کچل

The bald eagle is so named for the white feathers on top of its head

9. ban (v)=forbid

ممنوع کردن

The law bans selling certain drugs without a prescription

10.badger (v)=pester/harass

غر غر کردن

The teacher continually badgered the pupil for the missing assignments.

11.caliber (n)=quality

کیفیت

The high caliber of her work earned her a raise in pay

12. caution (v) = warn

هشتدار

The officer cautioned the motorist to slow down

13.cabal (n)=faction

باند/گروه سیاسی

All members of the cabal will be prosecuted for the treason

14. callous (adj)=tough/cruel/cold-hearted

سنگدل/بی احساس

Even the most callous observer would be moved by the news report about the war

15. cache (n)=hide out/den /sanctuary

مخفیگاه

Through a precise remark , the cache of the art thieves was discovered

16.debilitating (adj)=enfeebling

ضعیف کننده

The lack of investment savings has a debilitating effect on the economy

17.deceptively (adv)=misleadingly

گول زننده

The magician deceptively made the rabbit disappear

18.dagger(n)= knife

خنجر

Apparently the victim has been stabbed with a dagger

19.dangle (v)=wave

تاب خوردن

The boys sat on the edge of the pool and dangled their bare feet in the water

20.dearth (n)=shortage

کمبود /قطحی

In the restaurants there is no dearth of succulent dishes

21.elaborate (adj)=complicated

مفصل/پیچیده/ماهرانه

An elaborate headdress indicated rank within the Aztec community

22.element (n)=component

عنصر/رکن

Hardwork and perseverance are the basic elements of success

23 . eccentric (adj)=abnormal

عجیب و غریب

Everyone who wears eccentric clothes is not necessarily a punk rocker

24 . eloquence (n)= persuasive/fluency/graceful language

شیوایی/فصاحت

The actors eloquence moved his audience to tears

25.edifice (n)=building

ساختمان /عمارت

We originally planned on a skyscraper but had to settle for a truncated edifice

26.fabricate (v)=invent/make up

جعل کردن/سرهم بندی کردن

The executive fabricated the story about the manager

27.face (v)= confront

مواجه شدن/رویارو شدن

The mountain climbers faced grave danger on the cliff

28.facile (adj)=easy

آسان/ساده

There is no facile solution to this very complicated problem

29.falter (v)= to move hesitatingly

لرزیدن (صدا)

Since he is shy about speaking in public, his voice always falters a little at the beginning of his speeches

30.famine (n)=starvation

قطحی

Unless it rains this week, the loss of crops could result in a famine

31.gain (v)=acquire/attain

بدست آوردن/کسب کردن

He gained a lot of experience working as a volunteer

32.gather (v)=collect

جمع آوری کردن

He carefully gathered his thoughts just before the interview

33.grab (n) = clothing

جامه /لباس

The actors were costumed in the original grab of sixteenth-century England

34.garrison(n)=barracks

پادگان نظامی

The garrison was built on a hill by the sea in order to protect the harbor

35.garrulous (adj)=talkative

پر حرف

He is so garrulous that once he starts talking no one can get a word in

36.halt (v)=stop

متوقف کردن

Bus service to the city was halted due to poor road conditions

37.handle (v)=manage

رسیدگی کردن

They handled themselves very well in the given circumstances

38 . hamlet(n)=a small village

دهکده ی کوچک

There are six families living in this hamlet

39.handy(adj)=easily reached

در دسترس

Keep your dictionary handy as you write your compositions

40.harsh (adj)=cruel

بی رحم

The punishment seemed very harsh for such a harmless joke

41. illustration (n)=picture

تصویر

The illustration makes the process of condensation more understandable

42.immense (adj)=massive

بسیاربزرگ/حجیم

From the mountain top you can see the immense valley

43.identical (adj)= alike

همانند/شبیه

Jean and Jane are identical twins

44. ignorant(adj) =without knowledge

نا آگاه /بی اطلاع

Because Barbara had been ill, she was ignorant of the change in the date for the final examination

45.ignore (v)=disregard

نادیده گرفتن

Mary turned her back and ignored him as john went by

46.joepardy (n)=danger

خطر/مخاطره

Many people put their lives in jeopardy every day by driving under the influence of alcohol

47.jerk (n)=sudden movement

تکان ناگهانی

The elevator stopped with a jerk

48.keen (adj)=eager

مشتاق

Because of her keen interest in ancient history she plans to major in archaeology in college

49. lament (v)=to express sorrow

سوگواری کردن

Across the nation and around the world people lamented the death of Dr.martin luthet king

50.lanky (adj)=thin and tall, skinny

قد بلند و لاغر

Most basketball players are lanky

51.magnitude (n)=greatness/immensity

بزرگی/وسعت /اندازه

The magnitude of shock waves determines the damage that occurs during an earthquake

52.maintain(v)=preserve

حفظ کردن/رسیدگی کردن/نگهداری کردن

The building had to be renovated because it was not well maintained

53.malign (v)=to slander

بد گویی کردن /بدنام کردن

If she continues to malign the integrity of our company , we will sue her for slander

54.mansion (n)=manor house

عمارت مجلل

His mansion has been located by the sea

55.mare (n)=a female horse

اسب ماده

Only three year old horses are eligible to run in the derby , this male is too old to qualify

56.narrate (v)=to tell a story, relate

نقل کردن/روایت کردن

She narrated the documentary film

57.narrow (adj)=thin

باریک/کم عرض

The canal was extremely narrow

58.nadir (n)=the lowest point

پایین‌ترین حد

The stock market reached its nadir on Tuesday and began to rise again in early trading on Wednesday

59 . nasty(adj)=unpleasant/mean

کثیف/پلید/تنفرانگیز

Be tactful when you tell him because he has a very temper

60.numb (adj)=without sensation./paralyzed

کرخ/بی حس

By the time the mountain climbers had reached the snowy top, their hands and feet were numb with cold

61.parallel (adj)=similar

مساوی /همانند

We have led parallel lives

62.partially (adv)= a part of the whole

به طور ناقص

The clerk was only partially responsible for the error

63.pact (n)=treaty

معاهده

Even if a peace pact is signed, neither nation will be in a position to honor it

64.palatable (adj)= delicious

خوش مزه /لذیذ

Some foods which are considered very palatable in one country are not eaten at all in another country

65.pauper (n)=a very poor person

گدا/فقیر /مسکین

When the banks failed during the great Depression, many formerly successful businessmen committed suicide rather than live as paupers

66.peek (v)=to take a brief look

دزدکی نگاه کردن

The little boy promised not to peek at his Christmas presents while his parents were gone

67.penetrate (v)=infiltrate/to pass through/pierce

نفوذکردن/وارد شدن

The bullet penetrated the victims chest and lodged itself just to the right of his heart

68.pensive (adj)=pondering/thoughtful

توفکر/فکورانه

You seem to be in a very pensive mood

69.perforate(v)=make holes in sth

سوراخ کردن

Please tear the paper along the perforated line

70.quell (v)=suppress/appease

سرکوب کردن

The national guard was called in to quell the riot

71.quest (n)=seeking/pursuit

جستجو کردن/تحقیق/کاوش

The Newyork university research team is collaborating with the department of health in its quest for a cure for arthritis

72.radiant (adj)=bright

شاد/با طراوت

The actors radiant smile captivated the audience

73. reaction(n)=response/feed back

واکنش /پاسخ

When chlorine and ammonia are mixed , the chemical reaction causes chlorine gas.

74.readily (adv)=freely/willingly

فوری /بلا فاصله

The workers readily complained about the food in the cafeteria.

75.record (v)=register

ضبط کردن

The coldest temperatures in the United States have been recorded at international falls.

76.recover (v)=retrieve

باز گردانی کردن

The Nasa team was unable to recover the space capsule.

77.ramble (v)= wander

سرگردان بودن

The composition rambles from one subject to another it doesnt seem to have any point.

78.rancor (n)=resentment/hatred

کینه/کدورت

Let us forget our former rancor and cooperated to solve the pressing problems at hand.

79.random (adj)= unplanned /haphazard

بدون ترتیب /تصادفی

Although I thought that they would call our names in alphabetical order they called them in random order.

80.rash (adj)=reckless/hasty

شتاب زده

Rash judgments are often unjustified

81.ratify (v)=confirm

تصویب شدن

The constitution was ratified by all members

82.sacrifice (v)=immolate

قربانی کردن

He sacrificed his day off to help clean up the neighborhood

83.scarcely (adv)=hardly/seldom

به ندرت/به سختی /به زحمت

The woman scarcely spoke a word of English

84.scattered (adj)=dispersed/distributed

پراکنده/متفرق

Hurricane Andrew left debris scattered throughout Miami

85.scenic (adj)= picturesque

تماشایی /پرمنظره

The scenic route to the summit is much more interesting than the fastest route.

86.sagacity (n)=keenness/wisdom

دانایی /زیرکی

Benjamin Franklin is remembered for his sagacity and wit.

87.scandal (n) = disgrace/dishonor

رسوایی /افتضاح

If this scandal appears in the newspaper it will ruin his political career.

88.scant (adj)=meager

نا چیز/اندک

The new math gives scant attention to computation , process is considered more important

89 . tangible(adj)= real/concrete

ملموس/عینی/واقعی

The work of a teacher seldom produces tangible results until years after a student has graduated.

90.tedious (adj)=boring/tiresome

کسل کننده./ملال آور

The tedious lecture bored most of the audience

91.tempt (v)=entice/persuade

اغوا کردن /وسوسه کردن

The idea of getting rich quickly tempted him to invest his life savings.

92.terrifying (adj)=frightening

وحشتناک/ترسناک

To be in a violent storm is a terrifying experience.

93.tightly (adv)= firmly

چسبان

The shirt fits too tightly

94.toxic (adj)= poisonous

سمی/مسموم کننده

Disposal of toxic wastes is an ongoing problem

95 . tranquility (n)= peacefulness

آرامش/سکوت

The tranquility of the lake at sunrise inspired a profound sense of well being

96.taciturn (adj)=untalkative

کم حرف

He is very taciturn person

97.tack (v)=nail

میخ کوب کردن

The janitor tacked the rug to the floor so that it would not slide

98.tact (n)=discretion

تدبیر/سیاست

My sister has no tact she always says the wrong thing.

99.tally (n)=sum/total

امار/نتیجه

The final tally showed a score of twenty to eleven

100.unbiased (adj)=impartial

بی غرض./بی تعصب

Here is unbiased proof that nitrogen exists in this compound.

لغات عمومی سطح اول-ب

1. absurd (adj)= ridiculous/pointless

نامعقول،پوچ،بی معنی

Confidentially, I think this suggestion is absurd.

2. abuse(n)= misuse

سو استفاده

The constant abuse of the environment will have grave consequences in the future.

3. abject(adj)= miserable, wretched

رقت انگیز،خفت آور ،پست ،خوار

They were living in such abject poverty that they could not even afford the bare necessities.

4. absorbed (adj)= interested

مجذوب بودن

Bill did not hear the telephone because he was completely absorbed in his reading.

5. abundant(adj)= plentiful

فراوان ،وافر

The crop was so abundant that the farmers had to store half of it.

6. bear(v)= tolerate= put up with= yield

تحمل کردن ،میوه دادن

This orchard bears many fine harvests of apple.

7. benefit(v)=assist

فایده رساندن،مفید بودن

Use of solar power will benefit all mankind.

8. bar(n)= a court of law

دادگاه حقوقی ،مقام وکالت

After passing his exams, he will be admitted to the bar.

9. barricade(n)= obstruction= obstacle

مانع ،سد

The highway patrol put up a barricade in front of the incident.

10. beckon(v)= motion= gesture

اشاره کردن ،با حالت بدن اشاره کردن

She beckoned them to enter her office.

11. celebrated(adj)= famous= renowned

مشهور،معروف

A celebrated pianist will give a concert this week.

12. challenge(n)= an invitation to compete

چالش ،مبارزه

Finishing the 26-mile race was a challenge for most of the participants.

13. chaotic(adj)= disordered= disorganized

آشفته ،درهم بر هم

The traffic in Seoul is often chaotic.

14. captive(n)=prisoner, hostage

اسیر ،برده ،غلام

Several captives are being held pending payment of a
Fifty-thousand-dollar ransom.

15. carve(v)= slice= cut up

بریدن ،قطعه قطعه کردن

Their grandmother always carves the Thanksgiving Day turkey.

16. decline(v)= diminish= decrease= lessen= fade

کاهش دادن ،وخیم شدن

The old man's health has declined since he retired.

17. deep(adj)= thorough

عمیق ،گود

Lake Baikal is the deepest lake in the world.

18. defy(v)=resist=refuse=disobey

مقاومت کردن ،مخالفت کردن

I defy you to find that book in the library's collection.

19. debtor(n)= one who owes

بدهکار،مدیون

The accounting office sends a bill to all of the company's debtors at the end of the month.

20. decade(n)= a period of ten years

دهه

The decade from 1960 through 1970 was marred by race riots and political assassinations in the United States.

21. elementary(adj)= primary= rudimentary

ابتدایی ،مقدماتی ،ساده

You must take elementary physics before you can enroll in the advanced course.

22. elicit(v)= extract= derive= obtain

بیرون کشیدن ،درآوردن

A lawyer will elicit all the facts necessary to prove her case.

23. eliminate (v)= delete= omit

از بین بردن، حذف

Mistakes must be eliminated before you hand in a term paper.

24. elucidate(v)= explain= clarify

روشن کردن،واضح کردن

Professor's explanation served to obscure rather than to elucidate the theory.

25. emit(v)= to give out= send forth

ساطع کردن ،بیرون فرستادن

Radiation is emitted as a consequence of a nuclear reaction.

26. facet(n)= dimension= aspect

بعدی ،جنبه

The proposal had many professional facets.

27. fallacious(adj)= having errors= incorrect

گمراه کننده ،فریبنده

Her fallacious argument could not be defended.

28. favor(v)= to prefer

لطف داشتن ،مورد تایید بودن

The supervisor favored the first of the tow plans.

29. fascinate(v)= attract= absorb= engross

جذب کردن

The children were fascinated by the clown's antics.

30. feat(n)= attainment= accomplishment

شاهکار

Man's first landing on the moon was a feat of great daring.

31. generate(v)= to produce

بوجود آوردن ،پدید آوردن

The appearance of the dance troupe generated a lot of excitement.

32. gigantic(adj)= huge= enormous= titanic

عظیم ،بزرگ

Reaching the moon was the gigantic step in space exploration for mankind.

33. gradually (adv)= steadily

آرام آرام

The bay has gradual deteriorated over the years.

34. gash(n)= a deep cut

زخم عمیق ،بریدگی عمیق

The gash above his eye required fifteen stitches.

35. gauche(adj)= impolite

بی ادب ،بی کلاس

His gauche manner embarrassed his family.

36. handle(v)= manage= cope with= deal with

کنترل کردن ،از عهده کار بر آمدن

They handled themselves very well in the given circumstances.

37. haphazardly (adv)= arbitrarily= carelessly

الله بختکی ،تصادفی

It was obvious that the house was built haphazardly.

38. harbor(v)= shelter= house= to give protection

پناه دادن ،حمایت کردن

They harbored political refugee in their home.

39. hasty(adj)= hurried= rushed= impulsive

شتابزده،عجولانه

After he had considered the problem more carefully, he regretted having made such a hasty decision.

40. hazy(adj)= misty= foggy= cloudy= overcast

مبهم،تیره وتار

Because of the hazy weather, there were only a few sunbathers at the beach

41. impressive(adj)= inspiring= effective= affecting

تحسین برانگیز،تکان دهنده ،گیرا

Lincoln's power of persuasion was impressive

42. improperly(adv)= unsuitably= inappropriately

به طرز نامناسبی ،به طور اشتباه

The disappointing outcome was a result of an improperly management.

43. impulsively(adv)= capriciously= spontaneously

بی مقدمه ،بی اختیار

She reacted impulsively to the loud noise.

44. imminent(adj)= impending, fast-approaching

قریب الوقوع

Unless it stops raining by tomorrow, a flood appears imminent.

45. impartial(adj)= unbiased= fair- minded

بی طرف ،بی غرض

Mr. William is a good referee; he is always as impartial as possible.

46. lack(n)= shortage= want= need

کمبود ،فقدان

There was an inordinate lack of rain last week

47. lasting(adj)= forever= enduring

با دوام ،پایدار

Kennedy left a lasting impression on the people who heard his inaugural address.

48. launch(v)= establish

به راه انداختن ،نقشه عملی کردن

The company launched a new program to attract more clients.

49. legitimate (adj)= reasonable= lawful= authentic

استدلال درست ،معقول ،منطقی

The engineer had a legitimate reason for changing the design of the building.

50. limber (adj)= flexible= agile

نرم ،انعطاف پذیر

The dancer has a limber body.

51. marvel (n)= wonder

شگفتی ،معجزه ،مایه اعجاب

The Great wall of China is one of the world's marvels.

52. means (n)= ways= methods

روش ،راه ،وسیله

He was told to finish the job by any means available to him

53. measurable (adj)= assessable

سنجش پذیر ،قابل اندازه گیری

Some personal characteristics, such as good teaching, are not easily measurable.

54. margin (n)= edge side= verge

حاشیه ،لبه

Dr. Briggs always writes her correction in the margins of her students papers.

55. marshal (n)= a law officer

مارشال ،فرمانده کل قوا

The US marshal will carry out the orders of his court.

56. negligible (adj)= trivial= minor= insignificant

بی اهمیت ،جزیی

The presence of the first person singular in the poem was almost negligible.

57. nevertheless (conj)= nonetheless= in spite of that

علی رغم اینکه

She was quite sick; nevertheless, she attended all of her cases.

58. nominal(adj)= trivial= moderate

اندک،ناچیز

The office building was sold at a nominal price.

59. normally(adv)= commonly, usually

معمول ،در حالت عادی ،به طور معمول

It is normally quite cold this time of the year.

60. Note (v) =to sense= detect

توجه کردن به ،متوجه شدن به

The doctor noted a small fracture in the patient's finger.

61. Oblige (v) = require= compel= obligate

ملزم کردن،مجبور کردن

She obliged her friend to choose a new lab partner.

62. Observe (v) = notice= obey

مشاهده کردن،رعایت کردن

Human beings like to observe the behavior of monkeys.

63. Obtain (v) = gain= get= acquire

به دست آوردن ،کسب کردن

The university obtained a new particle accelerator

64. obviously (adv)= evidently

آشکارا

It had obviously rained.

65. occasionally (adv)= sometimes

گاهی اوقات

Extreme heat occasionally causes health problems.

66. particle (n)= fragment= tiny= bit

ذره ،تکه

Particles of dust can destroy electronic instruments.

67. particular (adj)= unusual= specific

مخصوص ،ویژه

The speaker has a particular way of persuading his audience.

68. partisan (adj)= biased= prejudiced

متعصبانه ،کورکورانه

Partisan political infighting caused congress's influence to decline,

69. pass(v)= approve

لایحه گذراندن

The proposed amendment passed unanimously.

70. pattern (n)= design

الگو

The bright pattern of the monarch butterfly distracts its predators.

71. undeniably (adv)= absolutely

بی تردید

It is undeniable that he has skill, but needs to show more initiative

72. underestimated (adj)= miscalculated

کم بها/بی ارزش

The treasurer underestimated the cost of the new furniture

73. uniform (adj)= consistent

یکنواخت/یکدست /هماهنگ

Bread has a uniform texture

74. unique (adj)= unparalleled

بی نظیر

He was presented with a unique opportunity to attend the conference.

75. unlikely (adj)= doubtful

باور نکردنی

Rain is unlikely during summer

76. unmistakable (afj)= undoubted

بی چون وچرا

The marking of the insect provided an unmistakable identification of the species

77. unravel (v)= solve

حل کردن

The detective was not able to unravel the mystery.

78. unwarranted (adj)= unjustified

توجیه ناپذیر

His negative reaction was unwarranted

79. vague (adj)= unclear

گنگ/نامعلوم

She had only vague memories of her childhood

80. vanishing (adj)= disappearing

در حال نابودی

The red squirrel is a vanishing species that needs a protected habitat to survive.

81. varied (adj)= diverse

متنوع/گوناگون

The class expressed varied opinions about the movie.

82. Vast (adj)= huge

پهناور

I have noticed a vast improvement in your English vocabulary.

83. vibrant (adj)= lively

پرهیجان/سرزنده

His vibrant personality made him well liked by everyone.

84. vigorous (adj)= powerful/ robust/ strong

قوی /شدید

His vigorous defense of the issues impressed everyone.

85. visibly (adv)= can be seen

به طور اشکار

Ken was visibly upset about his performance evaluation.

86. vital (adj)= essential

ضروری

Money is vital to the success of t quantity

گنجایش /ظرفیت

The volume of information that a computer diskette can hold is astounding.

88. wanton (adj)= senseless

بی دلیل/بی جهت /ناموجه

Her wanton disregard of the rules was unexplainable.

89. widespread (adj)= extensive

گسترده

There is a widespread rumor that there will be no class next Sunday

90. wisdom (n)= insight

عقل/شعور/فرزانگی

It is often said that wisdom is the product of experience.

91. withstand (v)= resist

مقاومت کردن

She cannot withstand the pressure of her job.

92. witticism (n)= humor

خوشمزگی

His witticism captivated the audience

93. woo (v)= attract

نظر را جلب کردن

The directors tried to woo the support of the union.

94. worthwhile (adj)= rewarding

ارزشمند

It is worthwhile to prepare for the TOEFL

95. zenith (n)= pick

اوج

He reached the zenith of her profession at a very young age.

96. warily (adv)= carefully= watchfully= vigilantly

هوشیارانه ،محافظه کارانه

Since she was alone, she opened the door very warily, leaving ths chain lock fastened.

97. warrant (n)= permission= license

مجوز، حکم

The police have issued a warrant for his arrest.

98. waxy (adj)= pliable= flexible

انعطاف پذیر

The sculpture is still waxy enough to change it a little if you like.

99. wayward (adj)= headstrong= stubborn

خودسر

The camera followed the wayward flight of the seagull.

100. wile (n)= trick= craft

نیرنگ ،حیله

She used very wile that she could think of in order to trick him into helping her.

لغات عمومی سطح اول-ج

1. Accentuate (v)=stress=emphasize

تاکید کردن، برجسته کردن، مورد تاکید قرار دادن

The colorful dress accentuated the joy of the occasion

2.acceptable (adj)=permissible =allowable =satisfactory

پذیرفتنی، قابل قبول

The idea was acceptable to everyone.

The registrar accepted more applicants than he should have.

3. acclaim (v)=praise =applaud=laud

تحسین کردن، مورد تشویق قرار دادن

Isaac stern has won acclaim abroad.

4. account (n)=1 .report 2.financial report

گزارش دادن، ماجرا را توضیح دادن، گزارش مالی

His account of the incident varied from that of the other witnesses.

We need an accounting of all the money that was spent.

5. accurate (adj)=precise =exact =correct

صحیح، دقیق

She was able to make accurate observations with the new telescope.

6. Block(v)=obstruct=to prevent movement

متوقف کردن، بازداشتن

The government blocked the sale of the airline.

7.Blur(v)=dim=obscure=cloud

تار کردن، تیره کردن

The rain blurred everyone's view of the valley.

8.brief (adj)=short

خلاصه، کوتاه

Solar eclipses are brief moments when the earth and moon cross the sun's fixed position in the solar system.

9. briliant(adj)=smart=radiant=bright=intelligent

باهوش، زیرک، شفاف، درخشان

Einstein was a brilliant thinker.

10.broaden(v)=expand =enlarge

گسترش دادن، وسعت بخشیدن

Iran and Italy has decided to expand their mutual cooperation.

11.burgeon(v)=thrive =flourish

شکوفا شدن، رشد کردن، توسعه دادن

His talent as a pianist burgeoned at the age of 14.

12.characterize(v)=clarify=specify=designate

توصیف کردن، وصف کردن

I would characterize him as a diligent professional.

13.charisma(n)=appeal

هیبت، جذبه

She has a charisma that no other candidate possesses.

14.chiefly(adv)=mostly

در درجه اول، بیش از هر چیز

Houses are made chiefly of wood products.

15.circulate (v)=rotate=distribute

منتشر شدن، پخش شدن

The news of the president's visit circulated quickly throughout the city.

16.clarify(v)=make clear=explain=dear up

روشن کردن، شرح دادن

Chapter 2 in the textbook clarifies the process of photosynthesis.

17.delicate(adj)=fragile=easily broken=subtle

حساس، ظریف

Because of its controversial nature, it was a challenge to discuss such a delicate issue in public.

18.delighted (adj)=elated=happy=satisfied

خوشحال، خرسند، با نشاط

He was delighted with the results of the experiment.

19.demand (v)=insist=to ask for sth in a strong way

درخواست کردن، خواستار شدن، خواستن

She demanded to know the truth.

The employee's demand for better working conditions caused the work stoppage.

20.demonstration (n)=display=exhibition

توضیح، شرح

The demonstration clarified the procedure for everyone.

21.dense (adj)=thick

غلیظ، متراکم

The boating accident was caused by the dense fog.

22.endorse (v)=support=approve =advocate

تایید کردن، حمایت کردن

The union endorsed the new contract.

23.endure (v)=preserve=to last=to bear =to suffer

تحمل کردن، طاقت آوردن

How he is able to endure living next to the airport is beyond my comprehension.

24.energetic (adj)=vigorous=full of energy

فعال، پرتحرک، پرانرژی

Sam hasn't been as energetic as he usually is.

25.enhance (v)=-strengthen=heighten=promote=boost

افزایش دادن، بالا بردن، تقویت کردن

Passing exam should enhance your chances of being admitted to college.

26.enormous (adj)=tremendous =huge =immense

کلان، هنگفت، هجیم

His enormous wealth allows him to contribute to many charities.

27.feasible(adj)=practical=likely=possible

محتمل، منطقی

It is a feasible design for the high-rise building.

28.feign(v)=to pretend =fake

تظاهر کردن، وانمود کردن

She feigned illness when it was time to visit the dentist.

29.fertile(adj)=rich=productive

حاصل خیز، بارور

The delta area of rivers are known for their fertile soil.

30.finance (v)=to provide money=budget

تامین اعتبار کردن

The art exhibition was financed by private foundation.

31.finite (adj)=limited

محدود، متناهی

There were a finite number of explanations for the unusual reactions.

32.flaw(n)=fault=imperfection=defect

عیب، اشکال، نقص

There is a flaw in this theory.

33.gratifying (adj)=satisfying

مسرت‌بخش، مایه خشنودی، لذت‌بخش

Studying abroad can be a very gratifying experience.

34.harvest (v)=the corps gathered

برداشت محصول

The United States had a comparatively good grain harvest this year.

35.hasten (v)=accelerate=flurry=rush

سرعت، بخشیدن، عجله کردن

After notifying his family of the incident, he hastened to add that he had not been hurt.

36.hazardous (adj)=perilous=dangerous =risky

خطرناک، پرمخاطره

Handing flammable liquids is hazardous.

37.heighten (v)=intensify=increase=enhance =promote

افزایش یافتن، بالا بردن، ارتقا دادن

Avery successful interview can heighten a candidate's chances to get a job.

38.hero (n)=idol=a person remembered for an act of goodness or bravery.

قهرمان، پهلوان

He is a hero in the eyes of his admirers.

39.highlight (v)=accentuate=emphasize=underline

تاکید کردن، برجسته کردن

The manual highlights basic operation of the videotape player

40.hue (n)=color

رنگ

The hue of the sunset was beautiful.

41.inaccessible (adj)=remote=unreachable= unattainable

دور از دسترس، دست نیافتی

The summit of the mountain was inaccessible.

42.inactive (adj)=idle=not moving

غیرفعال

The virus remains inactive for a long period of time.

43.inadvertently (adv)=unintentionally

سهوا، به طور غیرعمدی، تصادفی

The reporters had inadvertently failed to include the name of one of the dignitaries.

44.indeed (adv)=truly=certainly

در واقع، به راستی

Did he indeed go to infirmary?

45.indiscriminate (adj)=haphazard=random=arbitrary

اتفاقی، تصادفی، بدون هدف

The indiscriminate arrangement of the products made the store confusing.

46.inevitable (adj)=unavoidable=inexorable=unpreventable

ناچار، ناگزیر، اجتناب‌پذیر

When two weather systems meet, unsettled weather conditions are inevitable.

47.mediocre(adj)=average=commonplace=ordinary

معمولی، پیش پا افتاده

This is a mediocre research report.

48.mention (v)=remark=to say=relate in written form

یادآور شدن، اشاره کردن، ذکر کردن

Theater-goers often mention that they enjoy watching movies on a large screen.

49.minuscule (adj)=tiny=very small

کوچک، کم، جزیی

The sale of the building had a minuscule effect on the profits of the corporation.

50.miraculously (adv)=astonishingly =extraordinarily

به طور معجزه‌آسا

Miraculously, he was unharmed after being hit by lightening.

51.mirror (v)=reflect

منعکس کردن

The results of the study mirror public opinion.

52.moderate (adj)=medium=not too little

معمولی، عادی

She made the best of her moderate dancing ability.

52.motion(n)=mobility=movement

حرکت، تحرک، جنبش

The motion of the flame was hypnotic.

53.mysterious (adj)=baffling=bewildering=puzzling

مرموز، اسرارآمیز

He had a mysterious effect on everyone who heard him speak.

54.notion (n)=concept=thought

نظر، عقیده، فکر

She has the notion that she wants to become an architect.

55.novel (adj)=original=unfamiliar

جدید

The physicist had some novel ideas about traveling at the speed of light

56.odd (adj)=unusual=strange

غیرعادی، خاص، عجیب

It is odd to find a person who speaks many languages.

57. Omit (v) =to leave out =neglect =delete

حذف کردن، از قلم انداختن

He inadvertently omitted some important data from the report.

58. ongoing (adj)=continuing=current=in progress

در دست اقدام، جاری، فعلی

Maintaining roads is an ongoing job.

The tutoring project is an ongoing program of the school.

59.opposition(n)=disapproval=resistance

مخالفت، مقاومت

The students voiced their opposition to the rise in tuition. 60.outlandish

(adj)=bizarre =queer=odd

زننده، ناجور، عجیب و غریب

His outlandish ideas demonstrated his creativity.

61 .overcome (v) =prevail

غالب آمدن، غلبه کردن بر، پیروز شدن بر

The young woman was overcome with emotion when she learned she had won a scholarship.

62. Overlook (v) =disregard=ignore

نادیده گرفتن، چشم پوشیدن از

Scientists must not overlook any aspect of experimental procedure

63. overtly (adv)=openly

علنا، آشکارا، بی‌پرده

He overtly disregarded regulations.

64.peculiar (adj)=strange =odd =unusual

عجیب، غیرعادی

The plastic has a peculiar texture.

65.perilous (adj)=dangerous

خطرناک، مخاطره آمیز

It is perilous to exceed the speed limit

66.periodically(adv)=sometimes=occasionally

متناوبا، گاهی، هرازگاهی

Some materials periodically demonstrate unusual behavior when frozen.

67.perceive (v)=observe=to sense =to become aware of

متوجه شدن، مشاهده کردن، پی بردن

We perceive major differences between the two political parties.

68.persistent (adj)=constant=incessant=insistent

دائم، بی‌وقفه، مستمر

The attorney's persistent questioning weakened the witness.

69.persuade(v)=convince=urge=prompt=entice

متقاعد کردن، ترغیب کردن، قانع کردن

They could not persuade their critics to see their point of view.

70.petition(v)=to make a request=appeal=plead=apply

تقاضا کردن، درخواست کردن

Canada petitioned the United Nations to consider its case.

71.phenomena (n)=events=circumstances=facts

پدیده‌ها، رخدادها

Rain showers are almost unknown phenomena in the Atacama Desert of Chile.

72.philanthropic (adj)=humanitarian=humane=altruistic

بشردوستانه، انسان دوستانه

The philanthropic work of the foundation benefits all sectors of society.

73.pier (n)=dock

اسکله، بارانداز

The submarine arrived at the pier on time.

74.refine (v)=to make pure =filter=purify

تصفیه کردن، پالایش کردن

Factories must refine oil before it can be used as fuel.

75.reflection (n)=image

تصویر، انعکاس.

His bright smile was a reflection of his satisfaction.

76.reject (v)=to refuse =to defy

رد کردن

The insurance company rejected the claim.

77.relate (v)=communicate =connect

ربط داشتن، مربوط بودن

Although they did not agree with the plan, they did not relate their opposition to it .

78.release (v)=set free,issue,publish,hand out

پخش کردن، منتشر کردن، آزاد کردن

A new movie was just released.

79.reliably(adv)=dependably

به طور قابل اعتمادی

An appliance must perform its task reliably to be popular with consumers.

80.relinquish (v)=abdicate=give up

دست کشیدن از، منصرف شدن

The troubled executive relinquished his control of the company. 81 .reluctantly(a

dv)=unwillingly=hesitatingly

با بی‌میلی، با اکراه

Although not completely satisfied with the contract, the officials reluctantly agreed to sign it.

82.remarkable(adj)=exceptional

فوق‌العاده، چشمگیر

The invention of the radio was a remarkable achievement.

83.renown(n)=fame=reputation=celebrity

آوازه، شهرت

The school is of great renown.

84.replace(v)=substitute

جایگزین کردن

They have replaced all of the old office equipment.

85.reportedly(adv)=rumored=supposedly

بنا به گزارش، به طوری که رایج است

The students reportedly sent a representative, but she has not arrived yet.

86.security(n)=safety

امنیت

Her sense of security increased as her grades improved

87.selective (adj)=discriminating=carefully chosen

مشکل‌پسند، سخت‌گیر

They were very selective when they chose the members of the academic team.

88.sensitive(adj)=delicately=irritably

حساس، ظریف

This equipment is very sensitive to changes in temperature.

89.settle (v)=1 .resolve .2.inhabit

حل و فصل کردن، ساکن شدن، مقیم شدن

People arriving from the south settled in California.

90.severe (adj)=harsh=intense

طاقت‌فرسا، شدید، سخت

The weather service issued a severe storm warning for most of Michigan.

91.shallow (adj)=superficial

کم‌عمق، کم

Estuaries are typically shallow bodies of water.

92.sharply (adv)=quickly

یک مرتبه، به طور ناگهانی

Car prices rose sharply over the past year.

93.shed (v)=discard

جدا کردن، بیرون انداختن

In order to grow, crabs must shed their shells.

94.sheltered (adj)=guarded

محفوظ، امن، سختی نکشیده

She has led a sheltered life since her parents have done everything for her.

95.shift (v)=switch

تغییر، دگرگونی

The shift in the wind was helpful to the sailors.

96.situated (adj)=located

قرار داشتن، واقع شدن بودن بر

The resort town of Cancun is situated in the northern part of the Yucatan peninsula.

97.transport (v)=carry

حمل کردن

Flying is not always the fastest way to transport passengers to their destination.

98.trap(v)=retain

گیر انداختن، گرفتن

I was trapped into paying for the meals.

99.treasury (n)=bank=source

منبع سرشار، گنجینه، خزانه

The treasury was under pressure to lower interest rates.

100.triumph(n)=achievement

پیروزی، موفقیت، کامیابی

His career was characterized by one triumph after another.

لغات عمومی سطح اول-د

1. acknowledge v)=admit=concede

اعتراف کردن، تصدیق کردن

The foreman acknowledged the fact that there had been a mistake in the design of the house.

2. Acquire(v)=obtain=gain

بدست آوردن، کسب کردن

He acquired two beautiful paintings during his visit to Taipei.

3. Actually(adv)=truly

واقعا، به درستی

They were actually very good players.

4. Advanced(adj)=progressive =developed

پیشرفته، مترقی

Advanced technology is changing the world

5.Advantage(n)=benefit=superiority

سود، مزیت

Is there any advantage in arriving early?

6.Advent(n)=appearance

پیدایش، ظهور

With the advent of computers many tasks have been made easier.

7.Adverse(adj)=unfavorable

مخالف، ناسازگار

Adverse weather conditions made it difficult to play the game.

8.Advice(n)=suggestion

توصیه، نصیحت

Good advice is hard to find

9.Affordable(adj)=available

قابل خرید، قابل تهیه

The new dictionary is quite affordable.

10.aggravating(adj)=irritating

آزاردهنده، ناراحت کننده

The aggravating delay was caused by road repairs.

11.agile(adj)=nimble=quick moving

سریع، چابک

Deer are very agile animals.

12.agitate(v)=disturb=annoy=upset

نگران کردن، مشوش کردن

The fact that she had not arrived by midnight agitated her parents.

13.albeit(conj)=despite=although

اگرچه، علیرغم

His trip was successful ,albeit tiring.

14.allocation(n)=distribution =allotment

سهمیه، سهم

His allocation of materials was gradually used up.

15.alter(v)=change=switch

تغییر دادن

Will the storm alter its course and miss the coast?

16.classify(v)=arrange =categorize

طبقه‌بندی کردن، رده‌بندی کردن

Biologists classify life forms into many branches.

17.clever(adj)=astute=intelligent

هنرمندانه، هوشمندانه

Everyone appreciated his clever idea.

18.coarse(adj)=tough=rough

زبر، خشن

Sandpaper is an extremely coarse material.

19.coherent(adj)=logical=rational

منسجم، واضح، منطقی

It was a well _balanced ,coherent representation.

20.commonplace(adj)=ordinary=mediocre

معمولی، عادی، پیش پا افتاده

Soon it will be commonplace to see the person whom you are talking on the phone.

21.comparatively(adv)=relatively

نسبتا، در مقایسه

It was comparatively easy for him to learn baseball because he had been a cricket player.

22.compel(v)=force

مجبور کردن، واداشتن

The representatives were compelled to vote in favor of the legislation despite their personal opposition to it.

23.complex(adj)=complicated

پیچیده، دشوار

The businessmen astutely approached the complex production problem.

24.conceal(v)=hide=cover

پنهان کردن، مخفی کردن

The students concealed their feelings about the course.

25.conceivably(adv)=possibly

احتمالا، به احتمال زیاد

They could conceivably earn first place with their science project.

26.condensed(adj)=shortened=merged

This is a condensed version of the original research report.

27.confidential(adj)=secret=private

محرمانه

We were told that the information is strictly confidential.

28.deplete(v)=consume =to use up

تمام کردن، ته رساندن

She depleted all of her savings to buy the word processor.

29.destroy(v)=ruin=devastate=demolish

خراب کردن، نابود کردن

The factory was destroyed by the fire .

30.detect(v)=find out=discover

متوجه چیزی شدن، پی بردن به چیزی

He detected a smile on his friend's face .

31.determined (adj)=resolute=decisive

مصمم، قطعی

They were determined to go to graduate school

32.develope(v)=to increase =to grow

بسط دادن، باز کردن، کامل کردن

The management team developed the idea over a period of years

33.dictate (v)=impose

تحمیل کردن

The workers were not in a position to dictate demands to management

34.dignitary(n)=official=notable

مقام عالی‌رتبه

Every dignitary in Washington was invited to the wedding.

35.dim(adj)=faint=week=feeble

ضعیف، کم‌نور

The light was too dim for studying.

36.disapproval(n)=objection

عدم تایید، مخالفت

Their disapproval of the plan caused the experiment to be abandoned.

37.enrich(v)=strengthen=improve

غنی کردن، پربار کردن

The fine arts enrich our lives.

38.entirely(adv)=completely=thoroughly

کاملا، به تمامی

You were entirely wrong about the issue

39.erode(v)=deteriorate=wear away=corrode

فرسایش دادن، تضعیف کردن

The senator's support is eroding because of his unpopular positions on the major issues.

40 .erratic(adj)=inconsistent=unstable

نامتعادل، عجیب و غریب

The artist's paintings have an erratic quality, some being excellent ,and others mediocre.

41. evaporate(v)= to vanish

از بین رفتن، ناپدید شدن

The chances of the two sides reaching an agreement have evaporated.

42. even(adj)=regular

منظم، یکنواخت

The sound is not even ,turn up the left speaker.

43.evident(adj)=apparent

آشکارا، معلوم

It is evident that you are not feeling well.

44.exaggerate(v)=overstate

مبالغه کردن، اغرق کردن

The federal government exaggerated the success of its programs.

45.exceedingly(adv)=extremely

بسیار، بی‌نهایت

In tropical zone it is exceedingly hot and humid.

46.exceptional(adj)=phenomenal

استثنایی، عالی، فوق‌العاده

The orchestra's performance was exceptional.

47.exclusively(adv)=restrictively

منحصرا

This room is used exclusively by the faculties.

48.exemplify(v)=symbolize

نمونه ... بودن، مثال ... بودن

The recent downturn in the housing industry exemplifies the poor economic conditions.

49.exhaust(v)=deplete=use up

به اتمام رساندن

They exhausted energy in ten minutes.

50.flourishing(adj)=thriving=growing

پررونق، شکوفا

Small flourishing companies would be harmed by an increase in the minimum wage.

51.forbid(v)=ban=prohibit

ممنوع کردن، قدغن کردن

His father will forbid him to use the car.

52.forfeit(v)=to give up

تاوان دادن، از دست دادن، قربانی کردن

Usually you must forfeit your native country's citizenship to become a citizen of another country.

53.formidable(adj)=overwhelming=daunting

مشکل، دشوار، سرسخت

Their formidable opponents gave no sign of weakness.

54.found (v)=set up=establish

بنیاد گذاشتن، بنا کردن

The wealthy woman founded a hospital in her hometown.

55.frail(adj)=fragile=vulnerable

سست، ضعیف

The frail wings of the newborn bird could not lift it off the ground.

56.freshly(adv)=recently

تازگی، جدید

Freshly harvested produce is hard to find in the winter months.

57.function(n)=role

کار، عمل، وظیفه

58.fundamental(adj)=essential

اساسی، بنیادی

The student government promised fundamental changes in the registration process.

59.infancy (n)=beginning =commencement

مرحله ابتدایی، طفولیت

The new theory is in its infancy and will be thoroughly tested by its critics .

60.influence (v)=affect=impact

تاثیر گذاشتن

He was unable to influence his friend's decision.

61.infrequently(adv)=rarely=occasionally

به ندرت، گاه گاه

Tornadoes occur infrequently in the eastern part of the united states.

62.ingredient(n)=element

ترکیب، اجزا

The ingredient of the products are kept secret.

63.initiate (v)=launch=commence

شروع کردن، ابداع کردن

The newcomers initiated the long citizenship process.

64.innovative(adj)=creative=inventive

ابتکاری، ابداعی

The innovative project is worthy of support.

65.inordinate (adj)=excessive

بیش از اندازه، زیاد از حد

The airlines had to cancel an inordinate number of flights due to the fog.

66.insignificant (adj)=meaningless =unimportant

ناچیز، بی‌اهمیت

The amount of rainfall this summer has been insignificant.

67.instantly(adv)=immediately

فورا، بی‌درنگ

The computer finished the job instantly.

68.intensify(v)=heighten=strengthen

تشدید کردن، افزایش دادن

The importance of the test will sometimes intensify the nervousness of the students.

69.placid(adj)=quiet=calm=coolheaded

آرام، خونسرد

The placid nature of her personality made her easy to work with.

70.plentiful(adj)=abundant=ample=copious

فراوان

Examples of Mire's art are plentiful.

71.poll(n)=survey sampling

نظرسنجی

The poll indicated that conversation of the environment was the number on issue with college students.

73.portray(v)=depict

توصیف کردن، نقش کسی را بازی کردن

The girl portrayed an orphan.

74.position(n)=location

موقعیت

He had a very high position in the firm.

75.postpone(v)=delay=adjourn

به تاخیر انداختن

The teacher postponed the lab experiment.

76.potent (adj)=powerful

قوی، محکم، تنومند

He gave a potent speech at the convention.

77.practical(adj)=functional

عملی، کاربردی

Her ambitious plan was not very practical.

78.precarious(adj)=hazardous

خطرناک، پرمخاطره

The driver put himself in precarious situation among the sharks.

79.precious(adj)= worthwhile

گران‌بها، قیمتی

This golden ring is my most precious possession.

80.preconception(n)=bias=prejudice

تعصب، پیش‌داوری

It is difficult to overcome preconceptions if we are not open to new ideas.

81 .predictably(adv)=expectedly

طبق انتظار

She predictably forgot to do her assignment.

82.predominant(adj)=main=chief

عمدتا، اصلی

The predominant export of middle east is oil.

83.presumably(adv)=probably

احتمالا

The old wreck was presumably located to the southwest of Florida.

84.prevalent(adj)=general=commonplace

رایج، متداول

Comfortable trade winds are prevalent in the Caribbean islands.

85.prime(adj)=to make ready

آماده کردن

The directors primed the actors before performance .

86.requisite (adj)=required

لازم، ضروری، بایسته

Here is the list of requisite courses for the master›s degree in biology

87.resilient(adj)=tenacious

انعطاف‌پذیر

She has a resilient personality and wiil soon feel better.

88.restore(v)=revitalize

برگرداندن، مرمت کردن

He restored my confidence in him.

89.retrieve(v)=regain=recover

باز بدست آوردن، باز یافتن

Will Detroit retrieve its status as the car manufacturing center of the World?

90.reveal(v)=disclose =exhibit

آشکار کردن، پرده برداشتن

The president revealed some of his ideas before he gave his speech.

91.rhythm(n)=pulse

ریتم، ضرب آهنگ

The rhythm of the rain hitting the roof put him to sleep.

92.rigid(adj)=stiff=strict

سرسخت، سخت‌گیری

The teacher was very rigid in his ideas about class attendance.

93.robust (adj)=vigorous =energetic

خوش بنیه، قدرتمند

The robust economy is expected to continue growing quickly.

94.routinely(adv)=regularly

به طور عادی، به طور همیشگی

She routinely gets a physical examination.

95.solid(adj)=steady

قابل اعتماد، معتمد

The lawyer for the defense portrayed his client as a man of solid integrity.

96.solve (v)=resolve

حل کردن (مسئله)

They solved the problem in a way that benefited the entire neighborhood.

97.somewhat(adv)=slightly

تا حدودی، نسبتا

They feel somewhat tired after the mile run.

98.spacious(adj)=expansive

وسیع، جادار

The spacious plains of the Midwest make up the nation›s breadbasket.

99.span(v)=cover

شامل شدن، دربر گرفتن

The old man›s life spanned two centuries.

100.spontaneous(adj)=instinctive

خود به خود، بی‌مقدمه

The spontaneous combustion inside the cylinder creates the power of the motor.

» لغات عمومی سطح ۲

Aloof (adj): distant, apart, reserved.

دور ، جدا، دور افتاده

Ex: Although many people sat this is a propitious time to invest in the stock market, there is a tenable argument for remaining aloof.

Altruistic (adj): unselfish.

ایثارگرانه، نوع دوستانه

Ex: The good-hearted doctor went into the jungle purely for altruistic reason.

Ambiguous (adj): vague, undefined, not specific.

مبهم، دوپهلو

Ex: To those who could understand every nuance of the cryptic message, there was nothing ambiguous about it.

Ameliorate (v): improve, relieve

بهبود بخشیدن، بهتر کردن

Ex: If you heap opprobrium on an impious child, it probably will not ameliorate the conditions which led to the rebelliousness.

Amicable (adj): friendly, peaceful.

دوستانه، گرم، صلح‌جویانه، صلح آمیز

Ex: Our amicable relations with Latin America are an asset to hemispheric trade.

Amnesty (n): a general pardon

عفو عمومی

Ex: We recognized that dictator's amnesty as an obvious feint which would be withdrawn after Christmas.

Amorous (adj): full of love

عاشقانه، عاشق پیشه، رومانتیک

Ex: A landmark in the history of amorous drama is Romeo and Juliet.

Analogous (adj): comparable, similar.

قابل قیاس، هم تراز، قابل مقایسه، مشابه

Ex: although the lawyer acknowledged that the two cases were hardly analogous, he still felt that he had a good precedent on his side.

Anathema (n): something greatly detested.

حکم تکفیر، مطرود، منفور

Ex: The traitor's name was anathema in his father's domicile.

Annals (n) historical records.

سالنامه، رکودهای تاریخی

Ex: the annals of sports are replete with the names of great black athletes.

Anomaly (n): irregularity, abnormality

بی قاعدگی، ناهنجاری، نابه‌هنجاری، اختلال

Ex: Siamese twins are considered a birth anomaly.

Anthropologist (n): an expert in the study of the races, beliefs, customs, etc. of mankind

انسان شناس، مردم شناس

Ex: Margaret Mead, the famous anthropologist fascinated thousands of readers with her studies of South Seas islanders.

Antipathy (n): dislike, distaste, hate.

بیزاری، انزجار، تنفر

Ex: Her antipathy towards men was based on rather nebulous events which she construed to prove that they were all perfidious.

Antiquated (adj): out-of-date, obsolete.

کهنه، قدیمی، منسوخ

Ex: Is it banal to say that good manner are antiquated in our milieu?

Antithesis (n): exact opposite

ضد تقابل، آنتی تز، متضاد، نقطه متقابل

Ex: Len, the gregarious twin, was the antithesis of Lon, the reticent one.

Bias (n): prejudice

غرض ورزی، تعصب، پیشداوری

Ex: The bigots bias precipitated a fistfight.

Bigot (n) : a person who is intolerant of other people or ideas

متحجر، متعصب، مرتجمع، کوته فکر

Ex: One politician a notorious bigot, hopes to get support as a presidential candidate on the basias of his prejudices and intolerance.

Ex2: Attacked by the irate crowd, the bigot asked the police for sanctuary.

Bizarre (adj): odd, peculiar, strange, weird

عجیب و غریب، غیرعادیف غیرمعمول، غیرمتعارف، نابهنجار

Ex: it wouldbe rather bizarre for a young man to come to school wearing a dress.
Ex2: : Most of us scoff at and belittle bizarre behavior.

Blasé (US) (adj): indifferent, not responsive to excitement.

دلزده، بی‌اعتنا، بی‌تفاوت، سرد

Ex: People have become so blasé about the once thrilled, now mundance flights into space

Blatant (adj): disagreeably loud, very showy, shameless.

وقیحانه، بی شرمانه، شرم‌آور

Ex: With blatant discourtesy the reporters continued to harass the bereaved family.

Bliss (n): happiness, pleasure

سعادت، خوشی، لذت، خوشبختی

Ex: Oh what bliss called be seen in the eyes of the ardent couple as they announced their engagement.

Blunt (adj): plain-spoken

[شخص] رک‌گو، فحاش، [سخن] رک، صریح، بی‌پرده

Ex: : A string of caustic epithets was directed at the recruit by his blunt sergeant.

Bogus (adj): counterfeit, fake

قلابی، دروغی، جعلی

Ex: He had the audacity to try to foist a bogus dollars on me.

Bona fide (adj): genuine

واقعی، با اصالت، اصیل

Ex: When we saw the hundreds of bona fide petitions, we realized that the number of people who supported the candidate was legion.

Brash (adj): impudent

پررو، گستاخ، بی‌ادب، جور

Ex: My mother liked the salesman's brash personality, but he irritated most people.

Brigand (n): robber, bandit

راهزن، سارق، درد، گردنه‌گیر

Ex: they captured the brigand, and he was incarcerated for a mandatory period.

Bristle (v): stiffen with fear or anger

مو به تن کسی راست شدن، میخکوب شدن

Ex: Upon seeing the snake, the cat began to bristle with fear.

Buff (n): a fan, follower

طرفدار

Ex: The fireman did not have to cajole the enthusiastic buff into helping them extinguish the blaze.

Bulwark (n): protection

حمایت، محافظت، حفاظت

Ex: Some feel that the United States should be a bulwark to the inchoate to the democracies around the world.

Burgeon (v): flourish, grow

شکوفا شدن، رشد کردن

Ex: While some moribund economies atrophied after world war II, others burgeoned under the salubrious effects of loans from the U.S.

Cache (n): Secret hiding place.

مخیفگاه

Ex: Through a fortuitous remark, the cache of the art thieves was discovered.

Celerity (n): speed, rapidity

چابکی، سرعت، شتاب

Ex: He accepted the lucrative position with celerity.

Cessation (n): stopping

وقفه

Ex: The cessation of the bombing in Yugoslavia was urged by the Pope.
Ex2: The cessation of the shooting was replete with benefits for both sides.

Chagrin (n): feeling of disappointment, humiliation

رنجش، تلخ کامی، آزردگی، تأسف

Ex: To the chagrin of many taxpayers, some citizens seem to cheat the government with impunity.

Charisma (n): quality of leadership inspiring enthusiasm.

جذبه، ابهت، جبروت

Ex: Even those who were not fans of the movie star candidly admitted the charisma that surrounded him.

Charlatan (n): pretender, fraud

دکتر قلابی، شیاد، کلاهبردار

Ex: They could discern that the faith healer was a charlatan.

Chicanery (n): trickery, underhandedness

پنهان‌کاری، تباتی، فریبکاری

Ex: The reporter divulged the blatant chicanery involved in the awarding of the contract.

Chimerical (adj): visionary, imaginary, fantastic

خیالی، رویایی، به دور از واقعیت، موهوم

Ex: The scheme sounded chimerical, but we were indoctrinated to believe that if could work.

Clandestine: (adj) secret, undercover

مخفیانه، دزدکی، سرّی

Ex: The spies thought their meeting was a clandestine one, but throng of F.B.I. agents gathered outside the buildings.

Cliche (n): a commonplace phrase

کلیشه، خشکه عبارت، حرف تکراری، حرف‌های مبتذل

Ex: If you juxtapose clichés with another, you often get completely opposite lemons about life.

Clique (n): small, exclusive group of people

جرگه، دار و دسته، باند، گروه

Ex: It is not long before a young star has a clique around him who sporadically get their names into the newspapers.

Coerce (v): force

مجبور کردن، بازداشتن

Ex: The elusive fugitive was coerced by his attorney into surrendering.

Cogent (adj): forceful, convincing, persuasive

محکم، قانع کننده، شدید، گوینده

Ex: The best debater makes the most cogent presentation.

Cognized (adj) aware

آگاه، خبردار، مطلع، باخبر

Ex: F.B.I. was cognizant of clandestine gangland meeting.

Comely (adj): beautiful, handsome

زیبا، خوش قیافه، جذاب

Ex: He was reticent about revealing his Clandestine meetings with a comely young, girl counselor at the camp.

Commodious (adj): large, spacious

جادار، بزرگ

Ex: In his sumptuous house he had a commodious den in which he kept an array of trophies as incontrovertible evidence of his skill.

Discreet (adj): careful, cautious, prudent

عاقل، محتاط، آینده‌نگر، دوراندیش، دقیق

Ex: Despite the plethora of efforts to write her life story, the recently divorced movie queen kept a discreet silences.

Disdain (n): contempt

حقارت، تحقیر، ذلت، خواری

Ex: When the curtain came dawn, the critic's face registered the disdain she felt for the lackluster play.

Disgruntled (adj): unhappy, displeased

ناراضی، عصبانی، ناخشنود

Ex: It is the prevalent mood for youngsters to be disgruntled with the world situation.

Disheveled (adj): disorderly clothing of hair

ژولیده، نامرتب، کثیف

Ex: The nondescript, indolent beggar was in a disheveled condition.

Dismantle (v): strip of covering, take apart

[قطعات] از هم باز کردن، از هم جدا کردن، پیاده کردن

Ex: I plan to dismantle the stereo set and clean all the components.

Disparage (v): discredit, belittle

کوچک شمردن، تحقیر کردن، ناچیز شمردن

Ex: The affluent storeowner disparaged the efforts of his small competitor, saying that he could always tolerate that kind of rivalry.

Disparate (adj): different

مختلف، بی‌شباهت، متفاوت

Ex: Regardless of how disparate their crimes were, all the prisoners were freed by general amnesty.

Disperse (v): scatter, spread, break up

پراکندن، گستردن، پخش کردن

Ex: The fluffy seeds of the milkweed are dispersed by the wind.

Disseminate (v): spread, scatter

پراکندن، افشاندن، گستردن، پخش کردن

Ex: we are quick to disseminate calumny, but reticent about things that may be construed as compliments.

Dissent (v): differ, disagree, protest

اختلاف عقیده داشتن، توافق نداشتن، متفاوت بودن، معترض بودن

Ex: The gist of his ominous suggestion was that we dissent from the majority opinion.

Distraught (adj): mentally confused, crazed

آشفته، دیوانه، عصبی، شوریده، پریشان

Ex: The soldiers were distraught to learn that their furloughs had been canceled.

Diversity (n) : variety, change

تمایز، گوناگونی، تنوع

Ex: The omnipotent dictator employed all of his rhetoric to vilify those who would be brash enough to suggest that a diversity of opinions should be expressed.

Divulge (v):disclose

افشا کردن، آفتابی کردن، آشکار ساختن، نمایان ساختن، بر ملا ساختن

Ex: Even under duress, he was adamant and would not divulge the secret.

Docile (adj): silent or reserved.

آرام سر به راه رام تودار

Ex: Even the most docile person may become fractions when he gets only a pittance for his hard labor.

Dodder (v): tremble, shake

لرزان لرزان رفتن، لنگان لنگان رفتن، با رعشه راه رفتن

Ex: I was deplorable for us to see her doddering around the house with the house with the aid of a Cane.

Elapse (v): slip by

[زمان] گذشتن

Ex: Inadvertently, Emma had allowed two months to elapse before paying her rent.

Elicit (v): draw forth

[اطلاعات و غیره] بیرون کشیدن، استنباط کردن

Ex: It isn't easy to elicit answers from a sleepy class on Monday morning.

Elucidate (v): make clear

روشن ساختن، توضیح دادن

Ex: The judge ordered the censor to elucidate his reasons for removing passages from the book in such a capricious manner.

Elusive (adj): hard to grasp

دست نیافتنی

Ex: All his life he found happiness elusive, but wealth easy to come by.

Emaciated (adj): abnormally thin, wasted away

لاغر، مردنی، نحیف، بی‌جان

Ex: The emaciated residents of the Warsaw Ghetto managed to win several skirmishes from the Nazis.

Embellish (v): adorn, touch up

آراستن، شاخ و برگ دادن، دست کاری کردن، آب و تاب دادن

Ex: Every time the irate motorist told about the accident he had a tendency to embellish the story.

Eminent (adj) of high reputation, outstanding

مشهور، سرشناس، جایزه نوبل ادبیات را دریافت کرد.

Ex: The eminent author received the Nobel Prize for literature.

Emissary (n): an agent

سفیر، فرستاده

Ex: The obscure country, an aspirant for membership in the United Nations, sent an emissary.

Emit (v): give off

بیرون دادن، فرستادن، ساطع کردن

Ex: The mayor issued a diatribe against companies whose smokestacks emit poisonous fumes.

Emulate (v): rival, strive to equal

رقابت کردن با، برابری جستن، چشم و هم‌چشمی کردن

Ex: The wish to emulate a great person is laudable.

Encomium (n): high praise

ثنا، ستایش، تجلیل

Ex: The modest prodigy treated the fervid encomium that followed his performance as though they were a mere bagatelle.

Encumbrance (n): burden, handicap, loud

سربار، بار، مانع، اسباب زحمت، قید و بند، چیز دست و پا گیر

Ex: It is amazing how lithe football players can be, despite the encumbrance of the safety features of their uniforms.

Engross (v): absorb

[به صورت مجهول] غرق شدن در، در مجذوب ..... شدن

Ex: Engrossed in crossword puzzle, he failed to notice the paucity of customers in the restaurant.

Enhance (v): intensify, heighten

ارتقاء دادن، بالا بردن، افزودن بر، توسعه دادن، افزایش دادن

Ex: It will enhance your enjoyment of an opera if you know what the plot is about in advance.

Enigma (n): riddle

معما، راز، چیستان

Ex: I could not solve the enigma of why an altruistic person should exhibit such cupidity.

Fastidious (adj): particular, choosy, selective

مشکل پسند، زودرنج، سخت‌گیر، وسواسی

Ex: He was so fastidious about table manners that he lost his equanimity when his son reached for the bread.

Fatal (adj): deadly, disastrous

کشنده، مرگ‌آور، مرگبار، فاجعهبار، بلابار

Ex: To the consternation of the distraught patterns they learned their son was accused of using the lethal weapon on that fatal occasion.

Fatuous (adj): foolish, silly, inane

احمقانه، ابلهانه

Ex: The new employee wanted to gain favor with his boss, and his obsequious desires led to the most fatuous behavior.

Feasible (adj): possible

ممکن، شدنی، عملی

Ex: It's feasible to build an electric auto, but wouldn't you need a terribly long extension cord?

Feint (n): a false attack

حمله انحرافی

Ex: The Germans were duped by the Allies feint toward the south, leaving the way open for the Normandy invasion.

Felicitous (adj): happy

خوشبخت، خوشحال، شاد، شیرین، لذت‌بخش

Ex: On that felicitous occasion the amount of money he spent was irrelevant.

Felon (n): a person guilty of a major crime

جانی، تبهکار

Ex: Since the boss learned that Bob associated with a known felon, he fired him.

Ferment (n): uproar, agitation, turmoil

آشوب، اغتشاش، شورش، نارضایتی

Ex: with each generation it becomes the vogue for the youth to be in a state of ferment.

Fervid (adj): intense, enthusiastic, passionate

مشتاق، پرحرارت، پرشور، آتشی، جدی

Ex: His fervid appeal for action threw his adherents into a frenzy.

Fetish (n): an object that is thought to have magic powers

بت، مقدسات

Ex: The explorers saw the golden statue and thought of how much money it would bring them. But their lives would be in danger if they moved it because it was a powerful fetish to the natives.

Fetter (v): hamper

مقید کردن، محدود کردن

Ex: The senator inveighed against the policy because he felt it would fetter our Air Force.

Fiasco (n): complete failure

ناکامی، رسوایی، شکست، افتضاح

Ex: In an acrimonious letter, her father described the project as a complete fiasco.

Fiat (n): an official order, a decree

حکم، فرمان، دستور

Ex: One cannot govern by fiat the sedentary mayor quickly learned it, it is necessary to get out and meet the citizens if you want their cooperation.

Flabbergast (v): astound

مات و مبهوت کردن، متحیر کردن، شگفت زده کردن

Ex: When the judge exonerated the charlatan, we were all flabbergasted.

Germane (adj): appropriate, in close relationship to,

مناسب، مربوط، وابسته

Ex: Epithets are not germane when motivating a child to a task.

Gesticulate (v): move the arms energetically.

سر و دست تکان دادن، با اشاره فهماندن، با حرکات سر و دست فهماندن

Ex: I often marvel as I watch the traffic officer gesticulate at the onrushing cars.

Gist (n): essence, main point

پیام اصلی، نکات مهم، اصل موضوع، لُبّ مطلب

Ex: She tried to get the gist of her message into a 25-word telegram.

Glean (v): gather, collect

جمع‌آوری کردن، بدست آوردن

Ex: The reporters could not glean anything from her servants.

Glib (adj): smooth or speech

زیان‌باز، چرب زبان، [زبان] چرب و نرم

Ex: The charlatan was able to wheedle money out of the naive audience with a glib talk on the medicine that would expunge pain.

Gratuity (n): tip

پاداش، انعام

Ex: He took umbrage when I offered a gratuity to augment his small salary.

Gregarious (adj): sociable

اجتماعی، خونگرم، بچوش، مهمان‌نواز، صمیمی

Ex: At the party the gregarious hostess scurried from group to group making friends and influencing people.

Grimace (n): facial expression of disgust

اخم و تخم، اخم

Ex: She could not Abjure a grimace when she saw the disheveled figure.

Grotesque (adj): strange, bizarre, fantastic

عجیب و غریب، چندش‌آور، مضحک، خنده‌دار

Ex: He was made up in the most grotesque way for his role as a man from outer space.

Guise (n): manner, appearance, mien

کسوت، هیئت، ظاهر، سیما، شیوه، راهکار

Ex: In the guise of maintaining national unity under military rule, there was a paucity of even innocuous dissent.

Gullible (adj): easily cheated or fooled,

ساده‌لوح، زودباور

Ex: Explaining that the bookkeeper was merely a gullible dupe, the complicity in the crime.

Gusto (n): enthusiasm, enjoyment, zest

شور و شوق، تعصب، لذت، ولع

Ex: He began to eat the food served at the sumptuous feast with gusto.

Habitat (n): natural environment

[حیوان] زیستگاه، محل زیست، محیط طبیعی، [انسان] پاتق

Ex: The alcoholic was found supine in his favorite habitat Ryan s Bar.

Halcyon (adj): peaceful, calm

آرام، صلح‌آمیز، با صلح و صفا

Ex: During the turbulent days of the war, they wished for the halcyon days of earlier times.

Hapless (adj): unfortunate

بدبخت، بخت برگشته، سیاه بخت

Ex: The hapless contest winner was unable to locate the lucky ticket.

Harass (v): trouble, torment

اذیت کردن، مزاحم شدن

Ex: If anonymous telephone calls harass you, the phone company will give you an unlisted number.

Harbinger (n): a forerunner, advance notice

پیام‌آور، طلایه‌دار، منادی، نشانگر

Ex: the excellent soup was a harbinger of the delicious meal to follow.

Haven (n) :place of safety

مأمن، محل امن، پناهگاه

Ex: In inclement weather our barn is a haven for many animals.

Havoc (n): ruin

خرابی، ویرانی، مرگ و میر، نابودی

Ex: The virulent plague caused havoc among the populace.

Heinous (adj): hatefully evil

فجیع، خبیث، بد، زشت، پلید

Ex: "The most heinous thing I have done," he said in a stentorian voice, "is eradicate the untruth that my party is not compatible with progress."

Heresy (n): unbelief, dissent, lack of faith

الحاد، ارتداد، سنت‌شکنی، بدعت

Ex: He accused the leader of the opposition of political heresy, and the mob was exhorted to burn his effigy.

Heterogeneous (adj): dissimilar

ناهمگن، ناجور، ناهماهنگ، نایکدست

Ex: Our algebra class is heterogeneous one in which bright students are juxtaposed with slower ones.

Hirsute (adj): hairy

پرمو، ژولیده مو، با ریش و موی بلند، پشمالو

Ex: You may have discerned that it is no longer the latest vogue among boys to permit their faces to become hirsute.

Histrionics (n): display of emotions

ظاهرسازی، تظاهر، رفتار تصنعی، بازی مصنوعی

Ex: Saying that he would not tolerate her histrionics, the director fired the temperamental actress.

Hoard (v): hide, store, accumulate

ذخیره کردن، اندوختن، انباشتن، پنهان کردن، نگه داشتن

Ex; Isn't it a pity we can't hoard the ideal days of autumn?

Hoax (n): deception,

کلک، حقه، فریب

Ex: The practical joker had the temerity perpetrate a hoax upon the Dean of Boys.

Homogeneous (adj): same or uniform

یکدست، ناهمگون، متجانس

Ex: While they started out as individuals, they became a homogenous group whom the leader could motivate as he willed.

Hostile (adj): antagonistic, angry

خصمانه، عصبانی، دشمنانه

Ex: The audience became extremely hostile when the bigot began to attack minority groups.

Humility (n): humbleness, modesty, meekness

فروتنی، افتادگی، تواضع، خضوع

Ex: We all expect humility from the actors and actresses who win the Academy Awards.

Hyperbole (n): exaggerate figure of speech,

مبالغه، اغراق، غلو

Ex: The rhetoric soared into flagrant hyperbole.

Incapacitate (v): disable, make unfit

عاجز کردن

Ex: He was ashamed to admit that a pesky skin rush incapacitated him for weeks at a time.

Inchoate (adj): in an early stage

تازه شکل گرفته، خام، شکل نگرفته، ناپخته، ابتدایی، اولیه

Ex: The young couple was disappointed to see the inchoate state of their new houses.

Incipient (adj): just beginning to exist

در مرحله اولیه، که تازه شروع شده است.

Ex: By telling the truth, we stopped the incipient rumor from spreading.

Incisive (adj): acute

تیزهوش، تیزهوشانه، تند، صریح، بی‌پرده

Ex: Our editor castigated the proposal with his incisive commentary.

Inclement (adj) : unfavorable, stormy

[هوا] نامساعد، طوفانی

Ex: She blamed her absence from the game on the inclement weather, but we knew that was sour grapes.

Incoherent (adj): disjointed

فاقد انسجام، آشفته

Ex: Since the patient's speech was garbled and incoherent we could only conjecture as to his message.

Incompatibility (n): quality of being mismated, lack of harmony.

ناسازگاری، مغایرت، ناهماهنگی، عدم تمکین

Ex: judge Feldcr commented with asperity upon the wife's charge of incompatibility

Incongruous (adj): inappropriate

ناهماهنگی، نامناسب

Ex: The play was so incongruous that it seemed to be the work of several authors.

Irate (adj): angry, incensed

خشمگین، غضب‌آلود، عصبی

Ex: My uncle was irate when the drunken driver swerved in front of us.

Irrational (adj): unreasonable, absurb

غیرمنطقی، غیرعقلی، پوچ

Ex: We ought to expect some irrational behavior from a senile person.

Irrelevant (adj): not related to the subject

نامربوط، بی ارتباط

Ex: The defendant was alleged to have been an army deserter but the judge said that was irrelevant to the case.

Itinerant (adj) wandering

دوره گرد، سرگردان، ولگرد

Ex: Signs were posted in the lobby to prevent itinerant beggars and others of that ilk from entering.

Jaunty (adj): sprightly, gay

شاد، شنگول، سرخوش، بی‌خیال، سرحال

Ex: With his cap set at a jaunty angle, the amicable sailor strutted down the street.

Jeopardize (v): endanger

به خطر انداختن، به مخاطره انداختن

Ex: The trapeze artist was squeamish about having to jeopardize his life.

Jettison (v): throw overboard, discard

ریختن، دور ریختن، به دریا ریختن

Ex: The pilot decided it would be imprudent to jettison his fuel over the populated area.

Jocose (adj): humorous, merry

شوخی آمیز، خنده‌دار، شاد

Ex: It is difficult to be jocose in the presence of so many doleful people.

Jostle (v): shove hard

هل دادن، تنه زدن به

Ex: When John attempted to jostle the old lady, she struck him with her umbrella.

Jubilant (adj): joyful, in high spirits

شاد شنگول، خوشحال

Ex: We were jubilant when our indolent cousin got a job.

Jurisdiction (n): power, range of authority

حق قضاوت، اختیار، اختیارات

Ex: Saying that it was beyond his jurisdiction, Judge Klein refused to rule on the case.

Juxtapose (v): place side by side

کنار هم گذاشتن، پیش هم گذاشتن

Ex: If we were to juxtapose our philosophies, your materialism would conflict with my idealism.

Labyrinth (n): arrangement of winding passage

کلاف سردرگم، دهلیز هزارتو، مسیر پیچ در پیچ

Ex: After wandering through the labyrinth, the young hero came face to face with the dragon who was indigenous to the caves.

Laceration (n): jagged wound

زخم، پارگی، جراحت

Ex: The medic reached into his kid to find a bandage for the ugly laceration.

Lackluster (adj): dull

خسته کننده، کسالت آور

Ex: Speaking in a monotone, the politician was booed for his lackluster address.

Laconic (adj): expressing much in few words

موجز، کوتاه

Ex: His speech was usually rambling but this time I found it brief and laconic.

Lampoon (v): ridicule

مسخره کردن، مورد استهزا قرار دادن، دست انداختن

Ex: Jonathan Swipe was never reticent to lampoon the egotist in order to bring him down with alacrity.

Landmark (adj, n): history, turning point of a period

تاریخی، رویداد بزرگ، نقطه عطف

Ex: The battle of Midway was a landmark victory in the U.S. campaign for ultimate victory over the Japanese.

Largess(e) (n): gift, gratuity, liberality.

بخشش، انعام، صدقه، هدیه

Ex: He felt it would be ignominious for him to accept any largess from the charlatan whose Machiavellian schemes had made him affluent.

Lassitude (n): weariness, fatigue, weakness

خستگی، رخوت، ضعف

Ex1: After the frenzy that accompanied the burning of the effigy, they all acutely aware of a feeling of lassitude.

Ex2: After playing with his progeny, he staggered back to his room where he was overcome with lassitude.

Latent (abj): lying hidden

پنهان، بالقوه

Ex: At the age of 42, the artist first became cognizant of his latent genius.

Laudable (adj): praiseworthy

ستوده، ستودنی، قابل ستایش، قابل تمجید

Ex: The paradox is that Javert's inexorable pursuit of Jean Valjean was both laudable and despicable.

Lax (adj): careless, negligent

لاقید، آسان‌گیر، سهلگیر، سهل‌انگار

Ex: Because the watchman was lax, thievery was rampant at the warehouse.

Legerdemain (n): a sleight of head, deceptive adroitness

چشم‌بندی، شعبده‌سازی، تردستی

Ex: They were engrossed as an ill man "cured" before their eyes, some of the more urbane said it was legerdemain.

Legion (n): a large number

لژیون، لشکر، تعداد زیاد

Ex: "The number of my followers is legion," said the flamboyant politician.

Lethal (adj): deadly

مرگ‌بار، مرگ‌آور، مرگزا

Ex: The jockey received a lethal kick from the fractious horse.

Lethargic (adj): lazy, indifferent

تنبل، خونسردی، بی تفاوت، سست

Ex: We are all susceptible to a lethargic feeling after a heavy meal.

Levity (n): lightness of disposition

[شخصیت] سبک‌سری، سبکی، جلفی، لودگی

Ex: Dean Flannigan admonished us for our levity at the graduation exercise.

Libel (n): degradation by writing or publishing

افترا، هتک حرمت

Ex: Publishers of newspapers and magazines augment their staff with lawyers to represent them when they are sued for libel.

Liquidation (n): disposal of, killing

تسویه / تصفیهی حساب، کشتن، ترور

Ex: After the liquidation of the gang leader, a mammoth conflict arose among his ambitions lieutenants who aspired to be boss.

Lithe (adj): agile

نرم، چالاک، انعطاف‌پذیر، فرز، چابک

Ex: It was a pleasure to watch the lithe body of the ballet dancer as she performed the most difficult steps.

Livid (adj): pale

عصبانی، خشمگین، برافروخته

Ex: The rabid baseball fan lost his equanimity and became livid when the star pitcher became pugnacious and was removed from the game.

Loath (adj): unwilling, reluctant

بی‌میل، نامتمایل، مخالف

Ex: Since we felt that the ruling was arbitrary, we were loath to obey it.

Loathe (v): hate

متنفربودن از، بیزار بودن از

Ex: I loathe spinach but I love other green vegetables.

Longevity (n): long duration of life

عمر طولانی، طول عمر

Ex: Scientists are surprised about the longevity of the planet earth and the solar system.

Lucrative (adj): profitable

سودآور، پرمنفعت؛ [مبلغ] سرسام‌آور، نجومی

Ex1: In new York one can build a lucrative business selling the most bizarre items.

Ex2: Each year the contracts offered to star sports figures become more lucrative.

Lugubrious (adj): very sad

غمگین‌انگیز، حزن‌انگیز

Ex: She advanced lugubrious music as appropriate background for the funeral scene.

Lurid (adj): sensational

احساسی، عاطفی، اغراق‌انگیز

Ex: The newspaper switched from mundane coverage to lurid reporting.

Lush (adj): luxurious, elaborate

لوکس، تجملی

Ex: The lush stage setting drew applause from the theatre buffs.

Machiavellian (adj): governed by opportunity not principled,

نیرنگ‌بازانه، حیله‌گرانه، موزیانه، ترفندبازانه، ماکیاولی مأب

Ex: We are ready to rationalize Machiavellian activities on the part of our side if they are to the determent of our adversary.

Magnanimous (adj): generous, noble

نظربلند، بلندهمتانه، سخاوتمندانه، شرافت‌مندانه

Ex: A somber examination of those indigent families, bereft of hope, sunken in apathy, should motivate us to be more magnanimous in our attempts to improve their lot.

Maim (v): disable, cripple

فلج کردن، ناقص کردن، ناتوان کردن

Ex: when is seemed that Reggie would maim his opponent, we broke up the fight.

Maladjusted (adj): poorly adjusted, disturbed

ناسازگار، مشکل آفرین، تربیت ناپذیر

Ex: The Bureau of child Guidance has been the salvation for some maladjusted children.

Malady (n): disease

بیماری، درد، مرض

Ex: Once the virulent malady has run its course, my temperature dropped.

Malevolent (adj): ill-disposed, ill-intentioned

بدخواه، بدخواهانه، بداندیشانه، غرض‌ورزانه

Ex: He had no qualms about opposing the clique who insidiously exerted a malevolent influence on the president.

Menial (adj): humble, degrading

پست، نوکرمآبانه، خدمتکارانه، کلفت‌مآبانه، معمولی، عادی، روزمره

Ex: although she did not find it congenial, we cajoled our daughter into doing some of the menial tasks around the house.

Mentor (n): counselor, coach, tutor

مشاور، مربی، معلم، راهنما

Ex: Amidst the adulation of the throng, the film star, in all humility, credited her mentor as the one most responsible.

Mercenary (adj): motivated by desire for gain, greedy

مادی، پولکی، پول دوست، طمعکار

Ex: Behind the façade of ostensible benevolence there was a mercenary streak.

Metamorphosis (n): change

استحاله، دگرگونی، تغییر هویت، تغییر شخصیت، تحول

Ex: In a remarkable metamorphosis, her lugubrious mood changed to one of levity.

Meticulous (adj): careful

دقیق، موشکافانه، نکته‌سنج

Ex: The meticulous musician had nothing but disdain from his disorganized friends.

Mien (n): appearance, bearing

ظاهر، هیئت، قیافه، سیما

Ex: she had a mean of humility, but it was only a façade.

Milieu (n): environment, setting

محیط اجتماعی

Ex: It is incongruous to find an abstemious person in a milieu of affluence.

Modify (v): change

تغییر دادن، اصلاح کردن، عوض کردن

Ex: Because Phil refused to modify his philosophy, the directors were forced to invalidate his appointment.

Mollify (v): pacify, appease

آرام کردن، فرونشاندن

Ex: When Mother is in a pique about some infraction of a rule, it takes all of our dexterity to modify her.

Monolithic (adj): massively solid

یکپارچه، یکدست، سرسخت

Ex: George Orwell's 1984 depicts a frightening, monolithic government.

Moribund (adj): dying, at the point of death

در حال احتضار، دم مرگ، ره به نابودی

Ex: With the expansion of the supermarkets, the small, local grocery store is in a moribund state.

Mortality (n): death

فناپذیری، مرگ، تلفات، مرگ و میر

Ex: If a miner were to ponder over the high mortality rate in his occupation, he might want to quit.

Mortify (v): embarrass, humiliate

خجالت دادن، تحقیر کردن

Ex: Good sportsmanship requires that one not mortify a defeated adversary.

Motivate (v): inspire, stimulate, provoke

انگیزده دادن به، برانگیختن، ترغیب کردن

Ex: Complacent people are difficult to motivate to altruistic actions.

Mundane (adj): worldly

دنیوی، این جهانی، فیزیکی، مادی

Ex: The philosopher dealt with spiritual things, ignoring the mundane ones.

Munificent (adj): generous

سخاوتمندانه، سخاوتمند، بخششگر؛ فراوان، بسیار زیاد

Ex: He was surprised by the munificent gratuity given by the usually parsimonious termagant.

Murky (adj): dark, obscure

تاریک، مبهم، ناشفاف، نامفهوم، گنگ

Ex: The murky quality of the artist's latest painting is the antithesis of her former style.

Myriad (n): countless number,

تعداد زیادی، یک عالم، متعدد، بی‌شمار

Ex: Once the hoax had been concocted, a myriad of problems arose.

Nadir (n): lowest point

پایین‌ترین نقطه پایین‌ترین حد، سمت

Ex: He looked upon the last-plane finish of his team with equanimity, from this nadir the only place to go was up.

Naive (adj): unworldly, unsophisticated

ساده، ساد ه لوح، پاک، معصوم، بی‌آلایش

Ex: The urbane gentleman was flabbergasted by the fervid interest in wrestling shown by the naive young girl.

Nascent (adj): beginning to exist or develop

نوپا، نوظهور، نوشکفته، در مراحل اولیه

Ex: Their economy was in its nascent state, it would soon be a developed one.

Nebulous (adj): unclear, vague

مبهم، پیچیده، نامشخص، دوپهلو

Ex: Because the contract offer was a nebulous one, the union leaders balked at it.

Nefarious (adj): villainous, vicious

شریر، شرور، شرخر

Ex: We were distraught upon hearing the venom spewed forth by the nefarious bigot.

Negligible (adj): trifling, inconsiderable

قابل چشم پوشی، قابل اغماض، جزئی، کم، کوچک، اندک

Ex: It was fortuitous that the accident occurred when there were negligible numbers of children in the bus.

Nepotism (n): favoritism toward relatives,

پارتی بازی، روابط به جای ضوابط، فامیل بازی

Ex: Your efforts to ingratiate yourself into your boss's favor are nullified by the unmitigated nepotism manifest in this firm.

Nettle (v): irritate

رنجاندن، عصبانی کردن، آزرده کردن

Ex: Although the comic's quips seemed to be mild, they began to nettle the nightclub's owner.

Neurotic (adj): suffering from a nervous disorder

عصبی، روانی، روان‌پریش

Ex: Irritability is one of the salient features of a neurotic personality.

Neutralize (v): counteract

خنثی کردن، رفع کردن

Ex: Dr. Meyers prescribed medication to neutralize the acid condition which had incapacitated my uncle.

Noisome (adj): foul, unwholesome

زننده، ناراحت کننده، گند، متعفن

Ex: It was inevitable that they discover the hidden body by its noisome aroma.

Nomadic (adj): wandering

عشیره‌ای، خانه به دوشی، کوچ‌نشین، عشایر

Ex: In the desert, nomadic tribes wander back and forth, enduring much privation.

Nominal (adj): slight

ناچیز، جزئی

Ex: For allowing his ferocious mastiff to appear on a commercial, the trainer was paid a nominal sum.

Nondescript (adj): undistinguished, difficult to describe

نامشخص، فاقد مشخصه

Ex: The detective had little to go on because of the nondescript nature of the criminal.

Nonentity (n): one of no importance

آدم معمولی، پیش پا افتاده

Ex: He was a precocious youngster, but he soon reached the nadir of his career, lost all of his prestige and became a nonentity.

Nostalgia (n): yearning for the past

غم غربت، حسرت گذشته‌ها، هوای وطن

Ex: Although the former farm girl pretended to be urbane, a feeling of nostalgia always came over her when she heard country music.

Nuance (n): slight variation in meaning tone, etc.

فرق جزئی، تفاوت ظریف، نوسان جزئی

Ex: In reading the satires of Jonathan Swift, one must be vigilant in order to catch each nuance.

Nullify (v): abolish, cancel

باطل کردن، فسخ کردن، خنثی کردن، منحل کردن، منتفی کردن

Ex: In order to nullify the height advantage of his adversary, he abjured smoking and did an inordinate amount of exercise until he was the acme of lightness and dexterity.

Nurture (v): nourish, support

پرورش دادن، حمایت کردن، تقویت کردن، اثبات کردن

Ex: in order to nurture good will, the management will go anything to accommodate its guest's special needs.

Nutritive (adj): having nourishing properties,

غذای مقوی

Ex: Mothers should be vigilant that their children's food has the proper nutritive value.

Obese (adj): very fat

بسیار چاق، چاق مفرط

Ex: His insatiable hunger for sweets soon made him obese.

Obliterate (v): erase, wipe out

نابود کردن، پاک کردن، ریشه کن کردن، محو کردن

Ex: No matter how one tries to delete material from a computer, it is almost impossible to obliterate it.

Obloquy (n): disgrace, shame, dishonor

رسوایی، بی‌آرویی، افتضاح

Ex: John Wikes Booth's egregious act remains an infamous obloquy

Obscure (adj): unknown, lowly, unclear

مبهم، گمنام، ناشناخته

Ex: Space telescopes are making our obscure planets ever clearer.

Obsequious (adj): seeking favor, fawning

بله قربانگو، چاپلوسانه، متملقانه

Ex: Uriah Heep's obsequious manner nettled all but the most gullible.

Obsess (v): haunt, preoccupy

ذهن خود را مشغول ساختن، فکری را توی ذهن نشخوار کردن

Ex: The stockbroker was obsessed with the idea of becoming a painter.

Obsolescence (n): process of wearing out

کهنه شوندگی، کهنگی، کهنگی‌پذیری، فرسودگی پذیری

Ex: The obsolescence built into many products could be regarded as a flagrant insult toward the duped consumer.

Obviate (v): do away with, eliminate

برطرف کردن، رفع کردن، برچیدن

Ex: The necessity for preparing sandwiched was obviated when the picnic was postponed.

Occult (adj): secret, mysterious, supernatural

پنهان، فوق طبیعی، مرموز، رازگونه

Ex: He looked for a proposition moment to exhibit his occult abilities.

Octogenarian (n): person in his or her eighties.

آدم هشتاد ساله

Ex: When the teenager girl announced her engagement to the octogenarian, the public suspected it to be a publicity stunt.

Ominous (adj): threatening

بدشگون، تهدیدآمیز، بد یمن، ترسناک

Ex: After the weatherman had seen the ominous clouds, he prognosticated rain.

Omnipotent (adj): almighty, unlimited in power or authority.

پرقدرت، قدر مطلق، قدر قدرت

Ex: We would scoff at anyone calling himself omnipotent.

Omnivorous (adj): eating any kind of food

همه چیزخوار

Ex: Omnivorous eaters find the dietary laws in some hotels to be too restrictive.

Opprobrium (n): scorn, insult

توهین، تحقیر، اهانت، حقارت

Ex: The coach heaped opprobrium upon the fledgling player.

Opulence (n): wealth, riches

ثروت، دارایی، ارزش

Ex: It was not until the wreckers began to dismantle the old edifice that they discovered its real opulence.

Originate (v): begin, arise

نشئت گرفتن، به وجود آمدن، مطرح شدن، ریشه گرفتن

Ex: Some bad habits originate in adolescence and continue throughout a person's life.

Ostensible (adj): outward, pretended, seeming

ظاهری، نمایان، بیرونی، خارجی، ادعا شده

Ex: While the ostensible enemy was the opposition leader, the main purpose of this rash behavior was the eradication of all opponents.

Ostentatious (adj): showy

خودنمایانه، نمایشی، متظاهرانه، تظاهرآمیز، پرافاده

Ex: In an ostentatious display of histrionics the star refused to perform.

Oust (v): drive out, eject

خلع کردن، بیرون کردن، اخراج کردن، بیرون انداختن

Ex: The ushers moved with alacrity to oust the disorderly patrons.

Overt (adj): open

شکار، باز، نمایان، علنی

Ex: Overt acts of violence by the prisoner jeopardized his parole.

Pall (v): cease to please, become dull

خسته کننده شدن، ملال آور شدن

Ex: The host exhorted his guests to eat to pall.

Palliate (v): alleviate, relieve without curing

[بیماری] آرام کردن، تسکین دادن

Ex: the drugs could only palliate the symptoms, not provide the cure.

Paltry (adj): petty, worthless

اندک، بی ارزش

Ex: They exacerbate a paltry different of opinion into a prodigious conflict.

Panacea (n): cure-all

نوش دارو، معجزه

Ex: Many people hoped that the United Nations would be the panacea for the problems of our time.

Pandemonium (n): disorder, uproar

آشوب، اغتشاش، بی‌نظمی، اعتراض

Ex: There was pandemonium as the presidential nominee entered the convention site.

Parable (n): a moralistic story

تمثیل، حکایت اخلاقی، حکایت حکیمانه، حکایت تمثیلی، مثل

Ex: The expression, “sour grapes”, is the gist of a famous parable about a fox who couldn’t get what he wanted.

Paradox (n) :contradiction

قول تناقض آمیز، متناقض نما

Ex: One of the great paradoxes of American life is that though minority groups have suffered injustices, nowhere in the world have so many varied groups lived together so harmoniously.

Paramount (adj): supreme, foremost

عالی، مهمترین، فوق‌العاده، مهم

Ex: A good politician seeks the paramount issue in his community.

Pariah (n): social outcast

مطرود، تکفیرشده، بایکوت شده، رانده شده

Ex: He was stigmatized as a pariah when he had the audacity to boast of his nefarious and sordid career printing bogus money.

Paroxysm (n): a fit, sudden outburst

شروع، ظغیان، اوج

Ex: In a paroxysm of range, the tenant stormed out of the landlord’s office.

Parsimonious (adj): miserly

خسیس، تنگ‌نظرانه

Ex: Unless my boss modifies his parsimonious attitude, a fractious picket line is going to be erected.

Passe (adj): outmoded, old-fashioned

کهنه، از مد افتاده، از رده خارج، قدیمی

Ex: We wish for halcyon days when the warlike solutions will have become passe.

Pathetic (adj): pitiful, distressing

غم‌انگیز، رقت بار، اسفناک

Ex: There is something pathetic about a great athlete who continues to compete long after he has been bereft of his talents.

Paucity (n): scarcity

کمبود

Ex: Although it was a creative writing class, the teacher complained about the paucity of talent there.

Pecuniary (adj): financial

مادی، مالی، اقتصادی

Ex: Clarence Day deemed that pecuniary matters are best handled by men.

Pedagogue (n): teacher

معلم، آموزگار

Ex: Mr. Ford is proud to be called a teacher, but he demurs at the title of pedagogue.

Poignant (adj): moving, painful to the feelings

تأثیرگذار، تأثرانگیز، تکان دهنده

Ex: The sermon was poignant enough to bring tears to the brash delinquent's eyes.

Ponder (v): consider carefully

خوب فکر کردن درباره‌ی، تأمل کردن دربارهی، مورد توجه قرار دادن، اندیشیدن

Ex: In the hospital, the alcoholic had time to ponder over the need to be

abstemious.

Potent (adj): powerful, strong, intense.

موثر قدرتمند، قوی، شدید

Ex: When Ben's muscles began to atrophy, the doctor initiated theory with a potent new drug.

Potentate (n): ruler

فرمانروای مطلق

Ex: The callous potentate kept an imperturbable

Potential (n, adj): possible

بالقوه، ممکن، نویدبخش

Ex: When destitution grips as area, there is excellent potential for trouble.

Potpourri (n): a medley, mixture

گلچین، گزیده، گزینه

Ex: A potpourri of today's musical hits sound more like cacophony than harmony.

Pragmatic (adj): practical, based on experiences

واقع‌گرایانه، عمل گرایانه، تجربه گرایانه، واقع بینانه

Ex: "you can't argue with success," was his pragmatic reply to derogatory remarks about a movie star who had only superficial as an actor.

Precedent (n): custom, model,

رسم و روال، الگو، پیشینه

Ex: There is no precedent for voting when there is no quorum.

Precipitate (v): hasten

عجله کردن، حساب نشده عمل کردن، تسریع کردن، در گرفتن

Ex: a quarrel was precipitated among the relatives after they heard the terms of the reprehensible will.

Preclude (v): prevent

مانع شدن، غیرممکن ساختن، جلوگیری کردن از

Ex: The manager was distraught when he realized that the slugger's sickness would preclude a world Series victory.

Precocious (adj): reaching maturity early.

[شخصیت] پخته، جاافتاده، از سن خود فراتر، استثنایی

Ex: The children in Shakespeare's plays are so precocious that they all sound like grandparents.

Prelude (n): introduction

پیش در آمد، سرآغاز

Ex: As a prelude to his performance, the bullfighter vowed to do penance for his sins.

Premise (n): grounds for a conclusion

فرض، مقدمه، پیش فرض

Ex: Acting on the premise that there were no burglars around, the police became quite lax.

Premonition (n): forewarning

دلواپسی، پیش آگاهی، دلشوره

Ex: When the black cat crossed her path, Ellen had a premonition of disaster.

Prerogative (n): an exclusive right or power

حق انحصاری، امتیاز

Ex: He gave his adversary the dubious prerogative of choosing the weapon by which he was to meet his inevitable end.

Prestigious (adj): illustrious

اعتبارآور، معتبر، معروف، نامی، بلندآوازه، برجسته، پرآوازه

Ex: A salient feature of the prestigious company's success was its fair treatment of employees.

Pretext (n): an excuse

بهانه

Ex: Her pretext of being tired did not fool us an instant.

Prevalent (adj): prevailing, common, general

غالب، شایع، رایج، معمولی، مد

Ex: long hair among boys is so prevalent today, there is no longer a prohibition against it in most schools.

Prevarication (n): deviation from the truth, lying

دروغگویی، دورویی، دوپهلوگویی

Ex: Her constant prevarication made her a pariah to her friends.

Privation (n): lack of necessities

محرومیت، فقر

Ex: Albert Schweitzer endured considerable privation as a jungle doctor.

Procrastinate (v): delay, put off

به تعویق انداختن، عقب انداختن، به فردا موکول کردن

Ex: We all tend to procrastinate when faced with an unsavory task.

Prodigious (adj): extraordinary, enormous

عظیم، حیرات‌آور، فوق‌العاده، قابل ملاحظه

Ex: The enemy made a prodigious effort to repress the uprising

Prodigy (n): marvel, phenomenon

پدیده، نابغه

Ex: There is universal wonder when some prodigy appears on the stage to perform at the age 4 or 5.

Proffer (v): offer for acceptance

پیشنهاد کردن، ارائه کردن، اظهار کردن، تقدیم کردن

Ex: I'd like to proffer my belated congratulation on your 25 years of married serenity.

Profligate (adj): wasteful

اسراف کارانه، اسراف کار، ولخرج

Ex: with a singular disregard for his family, the profligate husband spent his salary on alcohol.

Profound (adj): deep, intense

عمیق، ژرف

Ex: It is easy to construe a superficial remark to be a profound one.

Profuse (adj): overflowing, abundant

فراوان، وافر، بسیار زیاد

Ex: The connoisseur was able to glean a worthwhile painting from the profuse variety of poor ones at the exhibit.

Progeny (n): descendants

اولاد، اخلاف، فزرندان

Ex: The Bantu chief and all his progeny were noted for their valor.

Prognosticate (v): predict or foretell a future event

پیش بینی کردن، پیشگویی کردن، خبر دادن

Ex: The mayor refused to prognosticate as to his margin of victory in the election.

Quarry (n): something hunted or pursued

شکار

Ex: Although it seemed inane, they sought their quarry in the midst of rustic surroundings that were not its natural habitat.

Quell (v): put an end to

فرونشاندن، پایان بخشیدن به، سرکوب کردن

Ex: In order to quell the riot, the police sallied forth with tear gas.

Quip (n): joke

طنز، لطیفه

Ex: Hamlet remembered that Yorick was always ready with a lusty quip.

Rabid (adj): fanatical, furious, mad

هار، دیوانه، متعصب، خشمگین

Ex: It is not product to malign or castigate, or be derogatory In any way toward a rabid political adherent.

Raconteur (n): a skilled story-teller

قصه گوی حرفه‌ای، لطیفهگوی ماهر

Ex: Well known as a raconteur, he was never chagrined when asked to tell a story from his large repertoire.

Rail (v): scold, use language

شکایت کردن، نالیدن، اهانت کردن، فحاشی کردن

Ex: While all disgruntled man may rail against malevolent or Machiavellian leaders, democracy offers a way to ameliorate iniquities through the ballot.

Raiment (n): dress, clothing

تن‌پوش، لباس، پوشاک

Ex: The potpourri of au courant fashionable raiment includes the famous and the discreet.

Rampant (adj): going unchecked, widespread

فراگیر، شایع، گسترده

Ex: When the plague was rampant on the island, Dr. Arrowsmith's wife died.

Rash (adj): too hasty, reckless

عجول، عجولانه، شتاب زده، نسنجیده، غیرعاقلانه

Ex: It was exceedingly rash of the lightweight to insult the belligerent long-shore man.

Rationalize (v): use or give a reason other than the real one

توجیه کردن، منطقی جلوه دادن

Ex: It is pathetic the way some citizens rationalize their apathy during election years.

Raucous (adj): harsh, shrill

شدید، تند، گوشخرانه‌اش، بی امان، مدام

Ex: There were raucous complaints about the inordinate number of fatal accidents caused by inebriated drivers.

Raze (v): destroy

ویران کردن، محو کردن، نابود کردن، تخریب کردن

Ex: following the revolution, the people razed the subterranean dungeons of the director.

Realm (n): kingdom

قلمرو، خطه، حیطه، پادشاهی

Ex: The cruel king would not allow the prince to enter his realm, restricting him to the forest, which abounded with wild animals.

Rebuke (v, n): criticize, reproach, reprimand

توبیخ کردن، سرزنش کردن، انتقاد کردن، شماتت کردن، مؤاخذه کردن

Ex: Many a husband has been given a rebuke for having imbibed too fully at an office party.

Recant (v): withdraw previous statements

توجه کردن از، حرف خود را پس گرفتن

Ex: When the clergyman refused him to an pariah in Alaska.

Recoil (v): draw back

پس رفتن، عقب رفتن

Ex: As the snake prepared to strike, the girls recoiled in horror.

Recondite (adj): secret, hidden, obscure

پیچیده، اسرار آمیز، مخفی، سرّی، مهم

Ex: The poet's language precluded my understanding of her theme.

Redolent (adj): fragrant

معطر، خوشبو، دلپذیر

Ex: The redolent scent that came from the bakery create in Mary a sense of nostalgia for her grandmother's bread.

Redress (v): to right a wrong, remedy

جبران کردن، اصلاح کردن

Ex: There seems to be no way to redress a grievance against at omnipotent ruler.

Refute (v): prove wrong or false, rebut

رد کردن، باطل کردن، ابطال کردن، بطلان چیزی را ثابت کرد

Ex: He did not waste time trying to refute an irrelevant and tortious argument

Relegate (v): assign to an inferior position.

پایین آوردن، تنزل دادن

Ex: When they tried to relegate the star to a minor role she was furious.

Remiss (adj) :careless, negligent.

بی‌توجه، غافل، سهل‌انگار، بی‌دقت

Ex: We would be remiss if we overlooked the important of the internet to the interchange of ideas and information.

Remuneration (n): reward, pay

پاداش، مزد، اجر، دستمزد

Ex: Derek Jeter's remuneration from the New York Yankees made him a millionaire many times over.

Repent (v): regret, desire to make amends,

توبه کردن، پشیمان شدن، احساس ندامت کردن، جبران کردن

Ex: After every election we repent, in a belated criticism, the apathy and complacency of so many people who failed to vote.

Repertoire (n): works that an artist is ready to perform

آثار فی‌البداهه

Ex: Her virtuosity was demonstrated by the works she performed from her repertoire.

Replenish (v): fill again, restock

دوباره پر کردن، دوباره ریختن، دوباره تهیه کردن

Ex: He was reticent about emulating those who, after eating almost to satiety, rushed to replenish the food on their plates.

Replete (adj): completely filled or supplied with

انباشته، مملو، پر، آکنده، سرشار

Ex: The football game was replete with excitement and great plays.

Repose (n): state of rest

در حال استراحت، لمیده

Ex: While the palace guards were in repose, the rebels' coup began in earnest.

Reprehensible (adj): worthy of blame

قابل سرزنش، شرم‌آور، ننگین، زشت

Ex: The brash student was forced to apologize for her reprehensible conduct.

Reprimand (v): show sharp disapproval

توبیخ کردن، سرزنش کردن، مؤاخذه کردن

Ex: When Ed arrived late, he knew that his father would reprimand him.

Reproach (v): rebuke, reprimand

سرزنش کردن، انتقاد کردن، مؤاخذه کردن

Ex: You should not condone his sordid behavior; rather, reproach him for his fractious manner.

Repudiate (v): reject, decline

رد کردن، نپذیرفتن، انکار کردن، مخالفت کردن

Ex: The general attempted to repudiate the testimony of the lieutenant, claiming that the young officer was not an authority on low level bombing.

Repugnant (adj): distasteful, repulsive

نفرت‌انگیز، تهوع‌آور، چندش‌آور

Ex: the sight if the corpse was repugnant to the squeamish onlookers.

Repulse (v): drive back

دفع کردن، رد کردن

Ex: Management is sure to repulse any request for increased remuneration.

Reputed (adj): thought, supposed, believed

معروف به .....، مشهور به .....، شناخته شده به .....

Ex: The drug is reputed to have a salubrious effect on nerves.

Requisite (n): requirement

لازم، بایسته، نیاز، شرط

Ex: One mortifying requisite for the position was that he would have to work for one year under the aegis of a fatuous egotist.

resourceful (adj): able to meet any situation

با تدبیر، با درایت، کاردان، چاره جو

Ex: The store owner was resourceful enough to run a sale the day after his building had been razed by the flames

respit(n): an interval of relief, delays

مهلت، تنفس، فرصت، امان

Ex: the voluble insurance salesman gave my father no respite.

restrictive (adj): harsh, confining

محدودکننده، تحدیدی، خشن، مستبدانه

Ex: The rebel's innate hatred of restrictive decrees led him to crave freedom all the more

reticent)adj): silent or reserved

خوددار، خاموش، ساکت، آرام

Exl: Most politicians are reticent when asked to divulge their ambitions.
Ex2: Even under repeated questioning, the witness remained reticent.

Retort)v): answer, reply

جواب دادن، پاسخ دادن

Ex: He refused to retort to the rash question about his propensity for imbibing.

retrospect (n): looking backward

بازنگری، بازاندیشی، یا نگاهی به گذشته

Ex: In the future we will, in retrospect, regard today's bizarre behaviors as quite ordinary.

reverberate (v): reecho, resound

طنین انداز شدن

Ex: Me rescue team heard the miner's voice reverberating through the caves.

Salubrious (adj): healthful, wholesome

سالم، پاکیزه، پاک، مفرح

Ex: Some maintain that the ascetic leads a salubrious life.

Salvation (n): deliverance from ruin

نجات، رستگاری

Ex: The megalomaniac believed that he alone had the answer to mankind's salvation.

Sanctimonious (adj): hypocritically religions

خشکه مقدس، زهدفروشانه، زهدمأبانه، مقدس نما

Ex: We should eschew our sanctimonious facade; away with pretext!

sanction (v): endorse, certify

اجازه دادن، مجاز دانستن، تأیید کردن، اجازه ..... را دادن

Ex: cannot sanction your lax attitude towards the imminent threat of a conflagration.

sanctuary (n): shelter.

حریم مقدس، حرم، مأمن، پناهگاه، ملجأ

Ex: When Richard III violated the sanctuary of the church to seize the princes, be exceeded his jurisdiction.

sanguine (adj): optimistic

خوش بین، خوش بینانه

Ex: Because the malignancy had gone unchecked, the surgeons were not sanguine at the patient's chances.

Satiety (n): excess, overly full, surfeit

اشباع

Ex: The host exhorted his guests to eat to satiety.

samurai (v): soak, fill up Completely

خیساندن، اشباع کردن

Ex: Television in the new century was saturated with the rebirth of the old quiz shows.

schism (n): split

شکاف، چنددستگی، اختلاف

Ex: A pernicious schism developed between the two sisters.

scion (n): child, descendant

فرزند

Ex: As the scion of a family of wealthy bankers, Rothschild never had to face the vicissitudes of life.

scoff (v): sneer at

ریشخند کردن، مسخره کردن

Ex: I don't understand modern art, but I neither loathe nor scoff at it.

scrutinize (v): examine closely

به دقت بررسی کردن

Ex: No sooner did the lawyer scrutinize the extortion note than he called the police.

scurrilous (adj): coarse

توهین‌آمیز، زشت، زننده

Ex: Vigilant censors protect the public from listening to scurrilous language on television.

scurry (v): run hastily

تندتند دویدن، با عجله دویدن

Ex: He watched the rats scurry across the street.

sedate (adj, v): gaiety still, undisturbed, sober

موقر، متین، سنگین، آرام، تسکین دادن، آرام کردن

Ex: There is something absurd about a well-dressed, sedate man throwing snowballs.

sedentary (adj): largely inactive, accustomed to sitting

ساکن، راکن، غیرفعال، بی‌تحرک

Ex: The typist shook off the fetters of her sedentary life and joined a mountain climbing expedition.

temerity (n): foolish boldness

جسارت، پروا، جرأت (ابلهانه)

Ex: For having the temerity to declaim against the majority leader, the freshman senator was given the worst committee assignments.

tenable (adj): supportable, defendable

قابل دفاع، قابل قبول، قابل حمایت

Ex: When he found his sinecure was no longer tenable, he felt it a propitious time to resign.

tenacious (adj): tough, stubborn

لجبازانه، سختگیرانه، سرسختانه، سرسخت، قاطع، مصمم

Ex: He held on to his antiquated beliefs with a tenacious obsession.

termagant (n): a scolding woman, a shrew.

زن پتیاره، زن سلیطه

Ex: Why do you remain docile while that termagant besmirches, maligns and belittles you?

Terminate(v): end

پایان دادن، نابود کردن

Ex: it seemed incongruous to terminate his employment just when he was so successful.

Terse (adj)

موجز، کوتاه، فشرده، مختصر

Ex: The mayor made a terse statement in which he rebuked his election opponent for making a contemptuous accusation.

therapy (n): healing or curing process

مداوا، معالجه، درمان

Ex: In order to complex the therapy, the doctor said a trip to a warm, dry climate was mandatory.

throng (n): crowd

جمعیت، جماعت، گروه، دسته

Ex: A howling through of teenage girls surrounded the rap artists.

Thwart (v): hinder, defeat

شکست دادن، از بین بردن، مانع شدن

Ex: In attempt to thwart the voracious ants, he surrounded his house with a moat of burning oil.

Timorous (adj): fearful

جیون، بزدل، ترسو

Ex: Under duress the normally timorous husband was coerced into demanding a raise.

tinge (n): a trace, smatterings or slight degree

ته رنگ، رگه، اثر، نشان، طعم، بو

Ex: A tinge of garlic is all that's necessary in most recipes.

tolerate (v): put up with, Bear

تحمل کردن، برتافتن، تاب آوردن

Ex: Dentists appreciate patients who can tolerate pain.

tortuous (adj): winding

پر پیچ و خم، پیچ در پیچ

Ex: The other divers were nettled about the ease with which our car ascended the tornadoes road.

tradition (n): custom that has been handed down

سنت، آداب و رسوم

Ex: Eskimos have a tradition of rubbing noses to show affection.

tranquil (adj): quiet

آرام، ساکت

Ex: A firecracker terminated the tranquil climate of the neighborhood.

underwrite (v): agree to finance

پاراف کردن، زیرنویس کردن، موافقت کردن با، امضا کردن پای

Ex: When our rivals agreed to underwrite the cost of our trip, a myriad of suspicions began to form in my mind.

universal (adj): present everywhere.

جهانی، عمومی، همگانی، بین‌المللی

Ex: Would relations between countries be simpler if a universal language were spoken rather than hundreds of separate ones?

unkempt (adj): untidy, neglected

به هم ریخته، شلوغ و پلوغ، در هم و برهم، آشفته، نامرتب

Ex: Children think mothers are asinine to get upset about unkempt rooms.

unmitigated (adj): unrelieved, as bad as can be.

حرفه‌ای، مطلق، تمام عیار، شش دانگ

Ex: He wasn't exactly an unmitigated liar; he merely embellished the truth a little.

unsavory (adj): disagreeable, offensive, morally bad

بد، نامطلوب، ناخوشایند، ناشایست

Ex: It is reprehensible, but it doesn't require much gossip to give a person an unsavory reputation.

unwieldy (adj): bulky, difficult to handle

بددست، بدقلق

Ex: Mary was so disgruntled about having to move the unwieldy piano, she procrastinated for days.

Urbane (adj): polished, witty, polite, civilized

پانزاکت، مبادی آداب، آدابدان

Ex: By embellishing her work with urbane humor, the sophisticated playwright succeeded on Broadway.

usurp (v): seize, annex, grab

غصب کردن، به زور گرفتن

Ex: it is during a period of ferment that a dictator can usurp power.

utopia (n): place of perfection

مدینه‌ی فاضله، آرمانشهر، ناکجا آباد

Ex: In Lost Horizon a Character recoiled at the idea of living in a utopia.

Vacillate (v): hesitate, fluctuate

مردد بودن، تردید داشتن، نوسان داشتن

Ex: We are all familiar with the cliché that he who vacillates is lost.

valor (n): courage

شجاعت، شهامت، جرأت

Ex: The word "surrender" is anathema to people of valor.

vapid(adj): uninteresting, dull

بی روح، خسته کننده، ناجالب

Ex: As a concomitant to his belligerent and vituperative antipathy toward his government, he became an expatriate, but he found it a vapid life.

Vehemently (adv): violently eagerly, passionately

به تندی، با خشونت، مشتاقانه، با شور و حرارت

Ex: He objected vehemently to a vote taking place in the absence of a quorum.

veneer (n): thin covering

پوشش، لایه، ظاهر، سرپوش، لفافه

Ex: The lieutenant confessed to a veneer of ignorance in order to probably evaluate his corporal's resourcefulness.

venerable (adj): respected, worshiped

محترم، قابل احترام، معزز، گرامی، بزرگوار

Ex: The prodigy revered the venerable master.

Wan (adj): sickly pale

رنگ پریده

Ex: After the tension his normally ruddy face was wan and tired.

Wane (n): decrease, decline

کاهش، افت، ضعف، نابودی

Ex: Many virulent diseases are now on the wane.

Whet (v): stimulate, stir up

برانگیختن، تحریک کردن، ترغیب کردن

Ex: you cannot whet his desire for the theater with dubious histrionics.

Wrest (v): take by force

به زور گرفتن

Ex: with the help of his brothers he was able to wrest the leadership of the company from his partner.

» لغات اختصاصی

لغات اختصاصی بخش اول

Energy

1. combustion n. The process of burning

احتراق

When air quality is poor, combustion of materials in a fireplace is prohibited.

Usage tips Combustion is often followed by of.

Parts of speech combust v, combustible adj

2. component n. One part of a system or whole

قسمت

Their home theater system has a number of separate components.

Usage tips Component is often followed or preceded by of.

3. convey v. To transport from one place to another; to transmit or make known

انتقال دادن

A messenger conveyed the prince's letter to the commander of the army.

The worst part about being a doctor was when she had to convey bad news to a family.

Parts of speech conveyance n, conveyor n

4. discretely adv. Separately; distinctly

به طور مطلق/به طور مجزا

In order to understand how the engine worked, each component needed to be studied discretely.

Parts of speech discrete adj

5. nucleus n. A central or essential part around which other parts are gathered; a core

هسته/مرکز

The nucleus of many European cities is the town square. Usage tips Nucleus is often followed by of. Parts of speech nuclear adj

6. permeate v. To spread or flow throughout; to pass through or penetrate

نفوذکردن/سرایت کردن

The smell of cooking permeated the entire apartment building. Parts of speech permeation n

7. rotate v. To turn around; to take turns in sequence

چرخیدن

The planet rotates on its axis once every 14 Earth days.
The children rotate classroom responsibilities on a weekly basis. Parts of speech rotation n

8. solar adj. Of, or relating to, the sun

خورشیدی

The ancient society kept time with a solar calendar.

9. source n. The point of origin or creation

منبع

The reporter was unable to identify the source of the information for his story. Parts of speech source v

10. trigger v. To set off or initiate

موجب شدن،/باعث شدن

I was certain any mention of politics would trigger a big argument.
Parts of speech trigger n

Computer

1. circulate v. To move throughout an area or group; to move along a somewhat circular route

چرخیدن/گشتن

The gossip circulated quickly through the small town.
Blood circulates more quickly during physical exercise.
Usage tips Circulate is often followed by through.
Parts of speech circulation n

2. corrode v. To be slowly weakened by chemical reactions

تحلیل رفتن/فرسوده شدن

Sitting in salt water, the old coins corroded and became very easy to break.
Usage tips a familiar kind of corrosion produces rust, the reddish coating on iron or steel that has been exposed to air and water. Parts of speech corrosion derive v. To come from, usually through a long, slow process

استخراج شدن/بیرون آمدن

The Cyrillic alphabet was derived from the Greek alphabet.
Usage tips Derive is often followed by from. Parts of speech derivation n, derivative adj

4. detection n. Discovering something that cannot easily be found

آشکار سازی/اکتشاف

With new medical technology, the detection of cancer is much easier nowadays.
Usage tips Detection is often followed by an of phrase. Parts of speech detect v, detectable adj

5. expeditiously adv. Quickly and efficiently

سریعا/فورا

Using carrier pigeons, the military commanders exchanged messages expeditiously.

Carrier pigeon=کبوتر نامه بر

Parts of speech expedite v, expedition n, expeditious adj

6. implement v. To make use of; to carry out

اجرا کردن

Not until after the new software was installed could we implement the new filing system.
Parts of speech implement n, implementation n

7. innovative adj. Ahead of the times; novel

نو/ابتکاری

The innovative use of props and lighting drew many favorable comments.
Parts of speech innovation n

8. installation n. Setting something into position for use

نصب

Installation of the new software takes only four minutes. Parts of speech install v

9. maintenance n. The act of keeping something in good condition

نگهداری/مراقبت

The only problem with living in such a big house is that it requires a lot of maintenance.

10. simulation n. An imitation or representation

شبیه سازی/همانندسازی

To test car safety, automobile makers study crash simulations.
Parts of speech simulate v, simulator n

Ancient life

1. accuracy n. Precision; exactness

صحت/دقت

The research department checks all our articles for accuracy of facts before we print them.

Usage tips Accuracy is often followed by of.

Parts of speech accurate adj, accurately adv

2. adjacent adj. Next to

مجاورت/نزدیک

Even though the villages are adjacent to each other, their residents speak different languages.

Usage tips Adjacent is often followed by to. Parts of speech adjacency n

3. compress v. To press together/congested together

فشرده شده

To make the foundation stronger, they compressed the soil before pouring the concrete.

Parts of speech compression n, compressed adj

Science

4. feasibly adv. Practically; in a way that can work

به طور عملی

Scientists can't feasibly bring energy from deep ocean currents to where it is needed—on land.

Parts of speech feasibility n, feasible adj

5. gut v. To empty or hollow out

درآوردن/خالی کردن

In order to remodel the house, we must first gut it and throw away all the old fixtures.

Usage tips Gut also means "the stomach of an animal"; this verb makes an image, that the inside of a building is like the inside of an animal.

Parts of speech gut n, gutted adj

6. integrally adv. In a whole or complete manner

تمامی

Writing and spelling are taught integrally as part of the reading program.

Parts of speech integrate v, integrity n, integral n, integral adj

7. overlap v. To lie over part of something; to have elements in common

روی هم افتادن

One of the two assistants will likely get fired, since most of their du- ties in the office overlap. Parts of speech overlap n

8. retain v. To keep or hold/maintain

حفظ کردن/ابقا کردن

The rain fell so heavily that the banks of the river could not retain all the water. Parts of speech retainer n, retention n

9. seep v. To pass slowly for a long time, as a liquid or gas might

چکه کردن

As the containers rusted, the toxic waste seeped into the ground. Usage tips Seep is often followed by into or through.

10. structure n. Something constructed, such as a building

ساختار

Most companies have a social structure that can't be understood by outsiders. Parts of speech structure v, structural adj, structurally adv

Time efficiency
Definitions and Samples

1. adjust v. To change; to get accustomed to something

مرتب کردن/سازگار کردن/عادت دادن

Travelers are advised to adjust their watches before arriving in the new time zone.

Parts of speech adjustment n, adjustable adj

2. arbitrary adj. Chosen simply by whim or chance, not for any ecificreason

خودسرانه/مطلق

The decision to build a school in Blackberry Township was arbitrary, without any thought to future housing patterns. Parts of speech arbitrate v, arbitrator n, arbitrarily adv

3. denominator n. The number written below the line in a fraction

مقسوم علیه

In the fraction 1⁄2, the number 2 is the denominator.

Usage tips The phrase lowest common denominator means "the most basic and unsophisticated things that most people share."

Parts of speech denominate v, denomination n, denominational adj

4. exponentially adv. At a very fast rate

به طور نمایی

In Turkey, the value of the lira has decreased exponentially in the last several decades.

Usage tips Exponentially is taken from mathematics, where an exponent is a number indicating how many times something is multiplied by itself. For example, 43 contains the exponent"3," indicating 4 × 4 × 4.

Parts of speech exponent n, exponential adj

5. infinitesimal adj. Immeasurably small

بی نهایت کوچک

The number of contaminants in the water was infinitesimal, so the water was safe to drink.

Parts of speech infinitesimally adv

6. maximize v. To increase or make as great as possible

بزرگ کردن

A coach helps each athlete maximize his or her potential. Parts of speech maximum n, maximum adj

7. parallel adj. Being an equal distance apart everywhere

موازی

The street where I live runs parallel to the main road through town. Usage tips Parallel is often followed by to. Parts of speech parallel n, parallel adv

8. proportion n. A part in relation to the whole

سهم/قسمت

The average employee spends a large proportion of each workday answering e-mails.

Usage tips Proportion is often followed by of.

Parts of speech proportionate adj, proportionally adv

9. rate n. The cost per unit of a good or service; the motion or change that

نرخ

happens in a certain time.

Postal rates in Japan are among the highest in the world.

Some grasses grow at the rate of one inch per day. Parts of speech rate v, rating n

10. sequence v. To organize or arrange in succession

دنباله/توالی

Volunteers have been asked to sequence the files and organize the boxes.

Parts of speech sequence n, sequentially adv

Disaster

1. anticipate v. To expect; to sense something before it happens

پیش بینی کردن

By placing sensors in earthquake-prone areas, scientists can anticipate some tremors in time to warn the public.

Parts of speech anticipation n, anticipatory adj

2. catastrophic adj. Extremely harmful; causing financial or physical ruin

فاجعه وار

The architect died in a catastrophic elevator accident.

Parts of speech catastrophe n, catastrophically adv

3. collide v. To come together with great or violent force

تصادم کردن،به هم برخورد کردن

As usual, their holiday was ruined when their in-laws' views on politics collided with their own.

Parts of speech collision n

4. eruption n. A sudden, often violent, outburst

فوران،انفجار

The eruption of Mount St. Helens in 1980 caused 57 deaths and immeasurable change to the face of the mountain.

Usage tips Eruption is often followed by an of phrase.

Parts of speech erupt v

5. famine n. Severe hunger; a drastic food shortage

قطحی

The potato famine in Ireland in the mid-nineteenth century caused large numbers of Irish people to emigrate to America.

6. flood n. An overflowing of water; an excessive amount

سیل

The constant rain and poor drainage system caused a flood in town.

The political party sent out a flood of letters criticizing their opponents.

Parts of speech flood v

7. impact n. A strong influence

تاثیر

The speech about the importance of education made an impact on me.

Usage tips Impact is usually followed by on or of.
Parts of speech impact v

8. persevere v. To keep going, despite obstacles or discouragement; to maintain a purpose

ابقا کردن،محافظت کردن

The hikers persevered despite the bad weather and the icy trail.
Parts of speech persist v, persistent adj

9. plunge v. To go down suddenly; to decrease by a great amount in a short time

کاهش ناگهانی ،سقوط

He jumped off the diving board and plunged into the pool.
The value of the company's stock plunged after its chief executive was arrested.
Usage tips Plunge is often followed by an into phrase.
Parts of speech plunge n

10. unleash v. To release a thing or an emotion

رها کردن، ابراز کردن ،ازبند باز کردن

When they saw the strange man on their property, they unleashed their dogs.
He is from such an unemotional family; he will never learn to unleash his feelings.

Evolution and Migration

1. adapt v. To adjust to the circumstances; to make suitable.

وفق دادن ،تطبیق دادن

Dinosaurs could not adapt to the warmer temperatures.
The teacher adapted the exercises for his more advanced students.
Usage tips Adapt is often followed by to.
Parts of speech adaptation n, adapter n, adaptable adj

2. diverse n. Various; showing a lot of differences within a group

مختلف ،تنوع

India is one of the most linguistically diverse countries in the world.
Usage tips An -ly adverb (e.g., linguistically) often comes before diverse.
Parts of speech diversify v, diversity n, diversification n

3. evolve v. To develop; to come forth

شکوفا کردن.

Modern-day sharks evolved from their ancestor Eyras, which lived more than

200 million years ago.
Usage tips Evolve is often followed by into or from.
Parts of speech evolution n, evolutionist n

4. feature n. Part, characteristic

مشخصه ،ویژگی

The best feature of this car is its heated seats.
Usage tips Feature is often followed by of.
Parts of speech feature v

5. generation n. A group of people born at about the same time

نسل

As older managers retired, a new generation of leaders took control of the company.
Usage tips before generation, an adjective like new, next, earlier, or older is common. Generation is often followed by of.
Parts of speech generational adj

6. Inherent adj. naturally characteristic; always found within something, because it's a basic part of that thing

ذاتی

No job can be interesting all the time. Boredom is inherent in any kind of work.
Usage tips Inherent is often followed by in.
Parts of speech inherently adv

7. Migration n. Movement from one place to another by a group of people or animals

مهاجرت

The migration of farm workers from one state to the next depends primarily on the harvest.
Usage tips Migration is often followed by to or from.
Parts of speech migrate v, migrant n, migratory adj

8. Physical adj. Related to the body; related to materials that can be seen or felt

جسمی ،فیزیکی

Because of the shape of its throat, an ape does not have the physical ability to speak.
The mountains form a physical barrier between the west and the east.
Usage tips Physical usually comes before the noun it describes.

Parts of speech physically adv

9. process n. A series of steps leading to a result

فرآیند

To get a good job, most people go through a long process of letter writing and interviews.

Usage tips Process is often followed by of plus the -ing form of a verb.

Parts of speech proceed v, process v

10. survive v. To continue living (despite some danger or illness)

زنده ماندن،جان سالم به در بردن

After getting lost in the mountains, Gordon survived by eating wild plants and catching fish.

Usage tips Survive is often followed by a phrase with by.

Parts of speech survivor n, survival n

Food crops

1. abandon v. To leave; to give up

رها کردن ،ترک کردن

To save their lives, the sailors had to abandon the sinking ship.

abandonment n

2. adversely adv. In a harmful way; negatively

به طور مخالف ،ناسازگار

Excessive rainfall early in the spring can adversely affect the planting of crops.

Usage tips Adversely is often followed by affect.

adversity n, adverse adj

3. aggregate adj. Gathered into or amounting to a whole

ترکیب کردن

It is impossible to judge last year's performance without knowing the aggregate sales numbers.

Usage tips Aggregate is often followed by a term like sum, total, or numbers.

aggregate v, aggregate n

cropspreparing the land to grow =(n)Cultivation

کشت ,زراعت

With the development of land cultivation, hunters and gatherers were able to settle in one place.

cultivate v

5. fertilize v. To supply with nourishment for plants by adding helpful

substances to the soil

کود دادن ،حاصل خیز کردن

This farm fertilizes tomatoes more than any other crop.

fertilizer n, fertilization n

6. intensify v. To increase in power; to act with increased strength

تقویت کردن

Jacob's long absence intensified his certainty that he should marry Rose.

intensification n, intense adj

7. irrigation n. The supplying of water to dry land

آبیاری

In dry areas of the country, you can see ditches all over the farm- land for irrigation.

irrigate v

8. obtain v. To gain possession of; to get

بدست آوردن ،کسب کردن

After a series of difficult interviews, he finally was able to obtain the job.

9. photosynthesis n. The process by which green plants make their own food by combining water, salts, and carbon dioxide in the presence of light.

فتوسنتز

Oxygen is a by-product of the process of photosynthesis.

photosynthesize v

10. precipitation n. Water that falls to the Earth's surface

تراکم بارندگی

In the Pacific Northwest, the high level of precipitation ensures rich, green plant life.

Petroleum alternatives

1. constraint n. Something that restricts thought or action

محدودیت

The constraints of military life kept Eileen from seeing Private Morris more than once a month.

Parts of speech constrain v

2. contamination n. Being made less clean by a germ or hazardous substance

آلودگی

The contamination in the river came from the factory located just upstream.

Parts of speech contaminate v, contaminant n

3. deplete v. To greatly decrease the supply of a resource or material

خالی کردن

The prolonged war depleted the country's national treasury.

Parts of speech depletion n

to throw away ,get away. (v)dispose of 4.

آشکار شدن ،معزول شدن

She disposed of her unwanted possessions before moving. The tyrant cruelly disposed of all his enemies.

Usage tips Dispose of should be learned as a unit. In this meaning, dispose does not occur without of.

Parts of speech disposal n, disposable adj

5. elementally adv. In terms of elements; basically

اساسی ،بنیادی

Elementally, coal and diamonds are the same.

Parts of speech element n, elemental adj

6. emission n. Sending out from a small space into the general nvironment; a substance discharged into the air

انتشار ،ساطع شدن

The Environmental Protection Agency regulates the emission of pollutants into the air.

Usage tips Emission is usually followed by an of phrase.

Parts of speech emit v

7. extinction n. Complete disappearance; the end of existence

انقراض

Human beings have caused the extinction of many other species.

Usage tips Extinction implies an absolute end; an extinct thing cannot be brought back into existence.

Parts of speech extinct adj

8. reservoir n. A place where a liquid is collected and stored

سد

Cult members threatened to poison the town's water reservoir.

Parts of speech reserve v

9. shrink v. To become reduced in size, amount, or value

کاهش پیدا کردن

If you dry your clothing on the" high heat "setting, they may shrink.

Parts of speech shrinkage n, shrinkable adj

10. stable adj. Firm and dependable; showing little change

ثابت ،پایدار ،استوار

He fell because the ladder wasn't stable.

Parts of speech stability n, stably adv

لغات اختصاصی بخش سوم

Memory

Definitions and Samples

1. acquisition n. The act of taking possession of something

تملک،فراگیری

Our recent acquisition of over 2,000 books makes ours the biggest library in the region.

Usage tips Acquisition is often followed by of.

Parts of speech acquire v

2. anomaly n. Something unusual

غیر عادی ،نا به هنجار

White tigers get their beautiful coloring from a genetic anomaly.

3. consciously adv. With awareness of one's actions

به طور هوشیار ،هوشیارانه

He may have hurt her feelings, but he never would have done so consciously.

Parts of speech consciousness n, conscious adj

4. degrade v. To reduce in value or strength

تنزل پیدا کردن

The roads in cold or wet areas of the United States degrade faster than those in warm, sunny regions.

Parts of speech degradation n, degradable adj

5. gap n. Opening; a big difference in amount or quality

فاصله ،جای خالی

The small gap between the walls in the old house caused cold drafts to come in.

6. indisputable adj. Beyond doubt; unquestionable

بی چون و چرا ،مسلما

The members of the jury found her guilty because they found the facts of the case indisputable.

Parts of speech indisputably adv

7. intervene v. To come between

مداخله کردن

A good mediator intervenes only as much as necessary to settle a dispute between other parties.

Parts of speech intervention n

8. intuitively adv. By means of a natural sense about things that are hard to observe

بوسیله درک مستقیم ،از راه انتقال

Many mothers know intuitively when something is wrong with their children.

Parts of speech intuition n, intuitive adj

9. recede v. To move back or away from

عقب رفتن

After the age of 30, his hairline began to recede further back from his forehead.

Parts of speech recession n, recessive adj

10. retrieve v. To bring or get back

برگشتن ،احیا یافتن ،بازیافتن

Most dogs can be trained to retrieve objects that their owners have thrown.

Parts of speech retriever n, retrievable adj

Spirituality

1. agnostic adj. Believing that humans cannot know whether there is a god

عرفان منکر وجود خدا

His devoutly Christian parents had problems with his agnostic beliefs.

Parts of speech agnostic n, agnosticism n

2. animism n. The belief that natural objects, such as trees, have souls

جاندارپنداری

Desert cultures that practice animism often believe that winds contain spirits.

Parts of speech animistic adj

3. atheist n. One who does not believe in the existence of a supreme being

کافر

He argued that his scientific training made it impossible for him to be anything but an atheist.

Parts of speech atheistic adj

4. be inclined to v. To favor an opinion or a course of action

مشتاق بودن ،رغبت داشتن

He couldn’t say which candidate he favored, but he had always been inclined to

vote Republican.

Parts of speech incline n, inclination n

5. contemplate v. To consider thoughtfully

تفکر کردن ،تعمق کردن

If you contemplate each step for so long, we will never complete this project on time.

Parts of speech contemplation n, contemplative adj

6. deify v. To worship as a god

خدا دانستن،پرستیدن

When people deify the leader of their country, the leader is able to abuse power more easily. Parts of speech deity n

7. ecclesiastical adj. Relating to a church

کلیسایی

He was looking specifically for a university where he could study ecclesiastical history.

Parts of speech ecclesiastic n, ecclesiastically adv

8. exalt v. To praise or honor

متعال کردن ،تجلیل کردن

He would often exalt the virtues of his new wife.

Parts of speech exaltation n

9. pious adj. Having or exhibiting religious reverence

دیندار ،متدین

Sometimes she was so pious that the rest of us felt like heathens.

Parts of speech piousness n, piety n, piously adv

10. sacrifice v. Anything offered to a deity as a religious thanksgiving; giving up something in order to have something more valuable later on

جان فشانی کردن

Every harvest time, the Fadeloni people sacrificed vegetables to their gods as a show of

In order to succeed in his career, he had to sacrifice his private life and his leisure time.

Parts of speech sacrifice n, sacrificial adj, sacrificially adv

Illness

1. aggravate v. To make worse; to anger or intensify

بدتر کردن ،وخیم شدن

Running will aggravate your sore knees. Parts of speech aggravation n

2. decrepit adj. Weakened or worn out because of age, illness, or excessive use

سالخورده ،ضعیف و ناتوان

The once-beautiful building was now dirty, decrepit, and roofless.

3. disease n. An unhealthful condition caused by an infection or a long-term physical problem

بیمار ،مریض

Thanks to developments in medicine, many once-fatal diseases can now be cured.

4. fatally adv. Causing death or disaster

کشنده

The soldier was fatally wounded in the battle.

Parts of speech fatality n, fatal adj

5. forensics n. The use of science and technology to investigate facts in criminal cases

دادگاهی ،بحثی ،جدالی

Advances in the study of forensics have made it much easier to identify criminals from very small traces of evidence.

Parts of speech forensic adj

6. persist v. To continue to exist; to hold to a purpose, despite any obstacle

پافشاری کردن

If your symptoms persist, you should go see a doctor. Lola persisted in her efforts to become a lawyer.

Parts of speech persistence n, persistent adj

7. prognosis n. An educated guess of how something will develop,especially a disease

پیش بینی مرض

The room fell silent when the doctor gave Senator Grebe a grim prognosis of months of treatment.

8. terminal adj. Located at an end; approaching death

نهایی ،آخر

The cancer ward at the hospital held both terminal and recovering patients.

Parts of speech terminate v, terminally adv

9. **vein n. Any of the tubes that form a branching system, especially those**

that carry blood to the heart

رگ

She became fascinated with human anatomy, especially when she learned how veins transport oxygen.

10. wound v. To inflict an injury on

زخم

Sometimes he didn't realize his sharp humor could wound as well as entertain.
Parts of speech wound n

Surgery

1. anesthesia n. Techniques for reducing sensation and feeling, especially to control pain

بیهوشی

The Civil War was the first American war when anesthesia was widely used in surgery on soldiers.
Usage tips Anesthesia and anesthetic are often used interchangeably.
Parts of speech anesthetic n, adj

2. augment v. To make bigger or better by adding to

تقویت کردن

In some types of popular cosmetic surgery people augment parts of their bodies.
The college augmented its course offerings because students complained that there were too few choices. Parts of speech augmentation n

3. certifiably adv. In a manner that is officially recognized

به طور قطع

He couldn't be institutionalized until he was declared certifiably insane.
Parts of speech certify v, certification n, certificate n, certifiable adj

4. complication n. A factor that makes something more difficult or complex

اختلال

The surgeons could not easily stop the bleeding because of complications related to the patient's diabetes.
Parts of speech complicate v

5. cure v. To restore to health

درمان کردن

They say laughter can help cure many illnesses.

Parts of speech cure n

6. implant v. To set in firmly; to insert in the body surgically

پیوند زدن

The actress had cheek implants to make her face look fuller. Parts of speech implantation n

7. inject v. To insert a liquid by means of a syringe

تزریق کردن

The doctor used a needle to inject the medicine slowly into her arm.
Parts of speech injection n

8. obese adj. Excessively overweight

چاق

More Americans are obese now because U.S. culture encourages overeating and discourages exercise.
Parts of speech obesity n

9. procedure n. A specific way of performing or doing something

روش

The flight attendant explained the emergency evacuation procedure.
Parts of speech proceed v, procedural adj

10. scar n. A mark on the skin left after a wound has healed; a lasting sign of damage, either mental or physical

زخم

The surgery was successful, but it left a large scar across her abdomen.
Parts of speech scar v

Ghosts

1. astrological adj. Related to the study of the position of stars, the sun, and the planets in the belief that they influence earthly event

ستاره شناسی

Every day, Mona read her astrological forecast in the newspaper, and she was careful if the horoscope predicted trouble.
Parts of speech astrology n, astrologer n, astrologically adv

2. divination n. Foretelling the future by finding patterns in physical objects

غیب گویی ،پیش گویی

In Turkey, women offer divinations by reading the dregs from a coffee cup.
Parts of speech divine v

3. haunt v. To continually appear (in the form of a ghost) in the same place

or to the same person

پیوسته رفت وآمد کردن

Some say the ghost of Princess Hilda haunts this castle, appearing as a headless form while she plays the piano.

The pictures of children dying in war have haunted me for a long time.

4. horror n. Strong fear mixed with disgust

وحشت

On Halloween night, all the horror movies were rented out.

Parts of speech horrify v, horrific adj

5. intermediary n. Acting as an agent between people or things

میانجی‌گری

The plaintiff's lawyer suggested that they hire an intermediary to help them discuss their case.

Usage tips Intermediary comes from the Latin words meaning "between the ways."

6. invoke v. To call on for support

تحریک کردن

In many religions, believers invoke their god by holding out their hands.

Parts of speech invocation n

7. meditate v. To reflect; to think quietly and deeply for a long time

تسکین دادن

Every morning, the monks meditated for three hours in complete silence.

Parts of speech meditation n

8. phantom n. A dimly visible form, usually thought to be the spirit of a dead person, a sunken ship, etc.

شبح

Many visitors reported seeing a phantom who appeared around the lake.

Usage tips Phantom originates in a word meaning "dream"; like a dream, a phantom leaves an observer wondering whether it's real or not.

9. psychic adj. Relating to the supposed ability of the human mind to sense things that cannot be observed

پدیده روحی

The governor's assistant claimed to have unique psychic abilities enabling him to read people's minds. Parts of speech psychic n, psychically adv

10. self-perpetuating adj. Having the power to renew oneself for an indefinite period of time

خود جاوید سازی

It is difficult to escape from a lie, as they are often self-perpetuating. Parts of speech self-perpetuation n

لغات اختصاصی بخش چهارم

Financial systems

Definitions and Samples

1. Allocate v. To give out different amounts for different purposes

تخصیص دادن

The budget allocates $58 billion to the military and only about $2 billion to education.

Usage tips Things that can be allocated are things that can be “spent”—money, time, energy, etc.

Parts of speech allocation n

2. commodity n. A thing that can be bought and sold, such as grain, oil, or wood

جنس ،وسیله

Tulip bulbs were one of the most valuable commodities in seventeenth-century Holland.

Usage tips A thing is called a commodity only in the context of buying or selling it.

3. decline v. To decrease in power or amount

کاهش دادن

America’s railroads declined because the automobile dominated American life.

Parts of speech decline n

4. equity n. The value of one’s share in an investment

دارایی ،سرمایه

Barnard’s equity in the business was one-third, or about $350,000. Usage tips In this meaning, equity is always singular and usually followed by an in phrase.

5. inflation n. A situation in which prices for many items rise quite fast

تورم

During the rapid inflation of the 1970s, prices for food and fuel sometimes rose 20 percent in a single month.

Parts of speech inflate v, inflationary adj

6. net adj. After all costs have been subtracted from an amount

خالص

My gross salary is around $35,000, but my net pay is closer to $29,000.

Parts of speech net v, net n

7. per capita adv. For each person

برای هر شخص

Research shows we're likely to sell 15 light bulbs per capita per year in medium-sized cities. Parts of speech per capita adj

8. regulate v. Control according to a set of rules

تنظیم کردن

Trading on the New York Stock Exchange is regulated by officials of the exchange and by federal law.

Parts of speech regulation n, regulatory adj

9. subsidy n. Money given by a government or other organization to support an activity

یارانه

Federal subsidies to grain farmers have helped them stay in business despite three years of bad weather.

Parts of speech subsidize v

10. tangible adj. Obviously real because it can be seen, touched, or otherwise observed

قابل لمس ،ملموس

One tangible benefit of putting electrical cables underground is a clearer view of the sky.

Wealth and social class

Definitions and Samples

1. accumulate v. To build up a large amount of something

جمع آوری کردن

Over several generations, the Harrington family accumulated vast wealth by buying and selling land.

Parts of speech accumulation n

2. affluence n. Wealth and the style of life that goes with it

وفور نعمت

Mohadzir grew up amid affluence, which poorly prepared him for his grad student days in crowded apartments with no servants.

Parts of speech affluent adj

3. elite adj. Belonging to a special, honored group

گلچین شده

Messer is an elite climber who recently ascended an 8,000-meter mountain without extra oxygen.

Parts of speech elite n, elitist adj

4. impoverish v. To make a person or group poor

فقیر کردن

The collapse of the steel industry impoverished several counties in eastern Ohio.

Parts of speech impoverishment n

5. luxury n. Extreme comfort, beyond what anyone needs

مجلل

Automakers try to give their cars an image of luxury by including extras like heated seats and satellite tracking systems.

Parts of speech luxuriate v, luxurious adj

6. nobility n. A group of socially prominent people with special titles

نامداران

given by a king or queen, such as"duke"or"countess"

In the Middle Ages, the nobility supposedly followed a code that required them to take care of poorer people who lived near their estates.

Usage tips Nobility is used as a name for a group of distinguished people; it can also mean "a highly dignified form of behavior." Parts of speech noble n, noble adj

7. prestige n. Honor and respect for being better than the average

پرستیژ

The Grassleys enjoyed the prestige of living in the historic town, but they did not feel at home there.

Parts of speech prestigious adj

8. privileged adj. Able to enjoy special advantages because of one's position (usually because of being born into a wealthy or powerful family)

امتیاز خصوصی

Despite his privileged position in one of America's most powerful families, the politician tried to portray himself as an ordinary person.

Parts of speech privilege n

9. prosper v. To do very well in one's business or personal life Vargas prospered

after finally patenting his new inventions.

کامیاب شدن

Usage tips A person can prosper; so can a group, a company, or an area.

Parts of speech prosperity n, prosperous adj

10. working class n. People with low-paying (often unskilled) jobs who are not poor but who are not securely in the middle class

طبقه وسط

The Farrelly family, like other members of the working class, were proud of their jobs and did not want any handouts from charity or the government.

Personal property

1. acquire v. To get something, usually something with special value or meaning

بدست آوردن

Bart hoped to acquire the 1898 D Indian Head penny, which would make his collection complete.

Usage tips Unlike get, acquire implies that a possession has special value or meaning.

Parts of speech acquisition n, acquisitive adj

2. assess v. To estimate the value of something

ارزیابی کردن ، سنجیدن

The Barnes building was assessed at $1.3 million, but it can proba- bly sell for much more than that. Parts of speech assessor n, assessment n

3. asset n. A possession that has positive value

دارایی

Usage tips Some examples of assets are real estate, cash, and stock shares.

4. hazardous adj. Dangerous

خطرناک

Parents have to be careful not to buy children's clothes and toys made of hazardous materials.

Parts of speech hazard n, hazardously adv

5. jointly adv. Together with one or more other parties

به طور مشترک

In most states, a husband and wife are assumed to own all their possessions jointly.

Parts of speech join v, joint n

6. lease v. To rent something for a long time (several months or years)

اجاره دادن

Some drivers prefer to lease a car rather than buy one. Parts of speech lease n, , lessee n

7. liability n. Legal responsibility for harming a person or property ;a disadvantage

تعهد

Before you go river rafting, you sign a document releasing the trip leaders from liability in case of injury.

Henderson is just a liability to our work team, because he never finishes anything on time.

Usage tips In its second meaning, liability is often followed by a to phrase.

Parts of speech liable adj

8. proprietor n. Owner, usually of a business or a building

مالک

The proprietor of Hekman's Windows is Nels Hekman, grandson of the people who established the factory.

Usage tips Very often, proprietor is followed by an of phrase.

Parts of speech proprietary adj

9. safeguard v. To protect

حفاظت کردن

A burglar-alarm system safeguards our house when we go away on vacation.

Usage tips Safeguard implies continuous protection over a long time.

10. sole adj. Only

تنها

Many people have wanted to invest in Harry's publishing business, but he remains the sole owner.

Usage tips Sole almost always appears before the noun it modifies. It does not come after a linking verb like be.

Parts of speech solely adv

Employement

1. compensate v. To give an employee money or other things in exchange for the work he or she does

جبران کردن

My pay doesn't properly compensate me for my efforts, but my other benefits,

like health insurance, fill in the gap. Usage tips Compensate is often followed by a for phrase.
Parts of speech compensation n, compensatory adj

2. dynamic adj. Full of energy

پویا

This job requires a dynamic person, someone who will look for opportunities instead of just waiting around for them.
Parts of speech dynamism n, dynamically adv

3. enterprising adj. Creative in thinking of ways to make money

متوکل ،متهور

Immigrants are often among the most enterprising members of society, partly because anyone brave enough to make an overseas move is likely to be a risk-taker.
Parts of speech enterprise n (Note:There is no verb “to enterprise.”)

4. exploit v. To take advantage of; to treat inconsiderately in order to profit

استثمار کردن

The company tried to exploit the low interest rates to expand operations.
The foreign mining company exploited our copper resources and then simply left.
Parts of speech exploitation n, exploitive adj

5. incentive n. A possible benefit that motivates a person to do a certain thing

محرک

This city’s willingness to support its public schools gave us an incentive to move here with our two young children.
Usage tips Incentive is usually followed by a to phrase.

6. industrious adj. Willing to work hard

سخت کوش

The Dutch settlements in Ottawa County were founded by industrious farmers who objected to frivolous behavior such as dancing.
Usage tips Only people can be industrious; companies cannot.
Parts of speech industriousness n, industriously adv

7. marginal adj. Not very significant or effective

حاشیه ای

Our new advertising campaign had only marginal success, raising sales by a mere 3 percent. Parts of speech marginally adv

8. merit n. Value; success based on one's work, not on luck

ارزش

Pay raises at our company are based on merit, as determined by a committee of managers.

Usage tips Merit is uncountable.

Parts of speech merit v, meritorious adj

9. promote v. To move someone to a higher position in a company

ترقی دادن

Because of his excellent handling of the Verdean account, Jim Harris was promoted to vice president.

Usage tips Promote is very often followed by a to phrase indicating the position one has been moved up to.

Parts of speech promotion n

10. resign v. To quit one's job

استعفا دادن

Because of controversy over his leadership style, Morton resigned from his job as president.

Parts of speech resignation n

International tade

1. distill v. to remove one liquid from a mixture of liquids by boiling; to get something valuable from a confusing mix of ideas

تقطیر شدن

The forest peoples of Southeast Asia distill an alcoholic drink called arak from a paste of palm berries.

Most students are confused by her lectures, but Joe can always distill her main idea.

Parts of speech distillation n, distillery n

2. entrepreneurial adj. Able to create business opportunities from a wide variety of circumstances

کار آفرینانه

Many engineers of the 1970s made great computers, but only a few were entrepreneurial enough to see the business possibilities in the new machines.

Parts of speech entrepreneur n

3. extract v. To take out

استخراج کردن

International mining companies came to the Malay Peninsula to extract the region's massive tin deposits.

Parts of speech extraction n, extractor n

4. haggle v. To argue back and forth about a price

چانه زدن

The customer and the shopkeeper haggled over the silver plate for more than an hour.

Usage tips Haggle is often followed by a phrase with over or about.

Parts of speech haggler n

5. intrepid adj. Fearless

دلیر، شجاع

For nearly 200 years, only the most intrepid colonists would cross the Appalachian Mountains.

6. merchant n. A person who makes a living by selling things

بازرگان

The spice merchants of the eastern markets charged top prices to the Dutch and British sailors, who had come too far to sail away without buying.

Usage tips The word merchant might be preceded by another noun telling what the merchant sells (e.g., spice merchant or wine merchant).

Parts of speech merchandise v, merchandise n, mercantile adj

7. proportionately adv. In an amount appropriate to each of several recipients

به طور سهمیه ای

The food aid was distributed proportionately per family, with larger families receiving more.

Parts of speech proportion n, proportionate adj, proportionally adv

8. prototype n. The first one made of a machine or system

نمونه آزمایشی

The airplane manufacturer uses robots to test every prototype, just in case there is a problem with the design.

9. reward n. Something one gets for having done well

جایزه

The greatest reward of being a parent is to see your child make a wise decision.

Usage tips Reward might be followed by an of or for phrase naming what one has done well. Parts of speech reward v

10. shuttle v. To move back and forth often between two places

رفت و آمد کردن

The small jet shuttles between Kuala Lumpur and Singapore nearly every two hours.

Parts of speech shuttle n

» افعال دو کلمه ای

Draw the line at: to determine to be unacceptable, to refuse to consider

دور کاری را خط کشیدن، کاری را انجام ندادن، زیر بار کاری نرفتن، از انجام کاری امتناع کردن

EX1: The conference organizers tried to accommodate the needs of the various interest groups, but they drew the line at extending the conference by two days.

مسئولین کنفرانس سعی کردند نیازهای گروه‌های ذینفع متعدی را در برنامه بگنجانند اما آنها زیر بار تمدید زمان کنفرانس به دو روز نرفتند.

EX2: I don't mind helping him with his homework, but I draw the line at writing a term paper for him.

حاضرم در انجام تکالیف به او کمک کنم، اما زیر بار نوشتن کار تحقیقی برای او نمی‌روم.

Draw up: to create by drawing, such as a map; to prepare documents or legal papers

[جدا شدنی] تنظیم کردن، کشیدن، رسم کردن

EX1: Our lawyer agreed to draw the contract up as soon as possible.

وکیل ما قبول کرد تا در اسرع وقت قرارداد را تنظیم کند.

EX2: Max asked me to draw up a map to the party so that he wouldn't get lost.

ماکس از من خواست کروکی مهمانی را برای او بکشم تا گم نشود.

Dress up: to wear formal clothes, to dress very nicely.

لباس رسمی پوشیدن، لباس شیک پوشیدن

EX1: We should definitely dress up to go to the theater.

برای رفتن به تئاتر باید حتماً لباس رسمی بپوشیم.

EX2: You don't have to dress up for Mike's party.

برای مهمانی مایک لازم نیست لباس رسمی بپوشی.

Drop (someone) a line: to write a note to someone

[جدا شدنی] برای کسی یادداشت گذاشتن، خطی برای کسی نوشتن، نامه کوتاهی برای کسی فرستادن

EX1: as soon as I get to Florida, I'll drop you a line and tell you about my new job.

به محض رسیدن به فلوریدا یادداشتی برایت می‌فرستم و در مورد کار جدیدم توضیح می‌دهم.

EX2: If you have time, drop me a line now and then while you're travelling.

اگر در طول سفر وقت کردی برایم هر چند وقت یک بار نامه‌ای بنویس.

Drop off: to fall asleep; to take to a certain location; to decrease

1- چرت زدن، کسی خوابش بردن؛ 2- [جدا شدنی] رساندن، بردن؛ 3- کاهش یافتن، افت کردن، کساد شدن

EX1: Business has been dropping off rapidly recently, but fortunately it hasn't been failing off as quickly as for our competitors.

اخیراً کار و کاسبی خیلی سریع افت کرده است، اما خوشبختانه به اندازه رقبایمان کساد نشده است.

EX2: My mother dropped off during the boring television show; her hand was nodding up and down.

مادرم هنگام تماشای نمایش تلویزیونی خسته کننده چرت می‌زد طوریکه سرش را به زور بالا می‌گرفت اما پایین می‌افتاد.

EX3: I don't mind dropping you off at the store on my way to work.

می‌توانم سر راهم به اداره، شما را تا فروشگاه برسانم.

Drop out of: to stop attending; to with draw from

کنار کشیدن از، انصراف دادن، ترک تحصیل کردن

EX1: Two more baseball teams have dropped out of the youth league due to a lack of players.

دو تیم بیسبال دیگر هم به علت نداشتن بازیکن از لیگ جوانان کنار کشیده‌اند.

EX2: Some students drop out of secondary school early in order to get job. However, such dropouts often regret their decision later in life.

بعضی از دانش‌آموزان در مقطع راهنمایی ترک تحصیل می‌کنند تا شغلی پیدا کنند. اما این افراد ترک تحصیل کرده بعدها در زندگی اغلب از این تصمیم خود پشیمان می‌شوند.

Dry out: to lose, or cause to lose moisture gradually; to stop drinking alcohol in excess

1- [جدا شدنی] خشک کردن، خشک شدن

EX1: Martha hung the towel outside on the clothed line in order to dry it out.

مارتا حوله را بیرون روی طناب لباس آویزان کرد تا خشک شود.

Dry run: rehearsal, practice session

تمرین، دست‌گرمی، پیش اجرا

EX1: Before the manager presented the reorganizational plans to the board of directors, he did several dry runs of his presentation.

مدیر قبل از اینکه طرح‌های ساماندهی مجدد را به هیئت مدیره ارائه کند، چندین بار اجرایش را تمرین کرد.

EX2: The college president requested a dry run of the graduation ceremony in order to ensure that all aspects went smoothly.

رئیس دانشکده درخواست کرد مراسم فارغ‌التحصیلی از قبل تمرین شود تا مطمئن گردد همه چیز روبه‌راه است.

Eat in / eat out: to eat at home / to eat in a restaurant

در منزل / رستوران غذا خوردن، در خانه / بیرون غذا خوردن

EX1: I feel too tired to go out for dinner. Let's eat in again tonight.

آنقدر خسته‌ام که نمی‌توانم برای شام بیرون بروم. بیا امشب دوباره در منزل غذا بخوریم.

EX2: When you eat out, what restaurant do you generally go to?

وقتی می‌خواهید بیرون غذا بخورید، معمولاً به چه نوع رستورانی می‌روید؟

Every other (one): every second (one), alternate (ones)

یکی در میان، یک در میان

EX1: I play tennis with my father every other Saturday, so I usually play twice a month.

هر شنبه در میان با پدرم تنیس بازی می‌کنم، بنابراین معمولاً ماهی دو بار بازی می‌کنم.

EX2: There were twenty problems in the exercise, but the teacher told us only to do every other one. Actually, doing ten problems was difficult enough.

بیست مسئله در قسمت تمرین وجود داشت، اما معلم گفت یک در میان انجام بدهیم. در واقع حل کردن ده مسئله به اندازه کافی مشکل بود.

Face-to-face: direct, personal; directly, personally

رو در رو، مستقیم، شخصاً، بی‌واسطه

EX1: The stepmother and her teenage son talked face-to-face about his troubles in school.

نامادری و پسر نوجوانش در مورد مشکلات او در مدرسه رو در رو با هم صحبت کردند.

EX2: The workers' representatives had a face-to-face meeting with management to resolve the salary issue.

نمایندگان کارگران جهت حل مسأله حقوق، جلسه‌ای رو در رو با مدیریت برگزار کردند.

Fade away: to diminish gradually in time or distance

کمرنگ شدن، یواش یواش کم شدن، به تدریج محو شدن، به تدریج از بین رفتن، ضعیف شدن

EX1: The music of the band gradually faded away as the parade passed down the street.

وقتی گروه رژه از خیابان گذشتند، صدای موزیک دسته آنها به تدریج ضعیف شد.

EX2: the memory of that unpleasant experience has slowly faded away.

خاطره آن تجربه تلخ به تدریج از بین رفته است.

Fall behind: to lag, to fail to keep up

[همچنین get behind] عقب افتادن، عقب ماندن

EX1: Eve fell behind in her studies and finally had to drop out of school.

ایو در درس‌هایش عقب افتاد و سرانجام مجبور شد ترک تحصیل کند.

EX2: If you get behind in your payments, the finance company may repossess it from you.

اگر پرداخت اقساط اتومبیل شما عقب بیفتد، شرکت سرمایه‌گذار آن را از شما پس خواهد گرفت.

Fall for: to fall in love quickly, to be fooled or tricked by

۱- سریع عاشق شدن؛ ۲- گول خوردن، فریب خوردن

EX1: Samantha and Derek never expected to fall for each other like they did, but

they got married within two weeks of having met.

.سامانتا و درک هرگز انتظار نداشتند اینطوری عاشق یکدیگر شوند، اما در هفته بعد از اولین ملاقاتشان با هم ازدواج کردند

EX2: The Masons wanted to believe their son, but unfortunately they had fallen for his lies too many times to be deceived once again.

خانم و آقای میسون می‌خواستند حرف‌های پسرشان را باور کنند، اما متأسفانه آنقدر گول دروغ‌های او را خورده بودند که دیگر فریب او را نخوردند.

Fall in love: to begin to love

[معمولاً با at first sight] عاشق شدن، دل باختن

EX1: Have you ever fallen in love at first sight?

آیا تا به حال با نگاه اول عاشق شده‌ای؟

EX2: Ben and Sal fell in love in high school, and got married after graduation.

بن و سل در دبیرستان عاشق یکدیگر شدند و بعد از فارغ‌التحصیلی با هم ازدواج کردند.

Fall through: to fail to materialize, not to succeed

[طرح و آرزو] نقش بر آب شدن، جامه عمل نپوشیدن، محقق نشدن، موفق نشدن

EX1: Felix made plans to have a party for everyone in his office, but they fell through at the last moment.

فلیکس نقشه کشیده بود که تمام همکاران اداری‌اش را به مهمانی دعوت کند، اما در آخرین لحظه تمام نقشه‌هایش نقش بر آب شد.

EX2: Our plan to travel to Europe last summer fell through when we were unable to save up enough money.

برنامه سفر ما به اروپا در تابستان گذشته محقق نشد، چون نتوانستیم پول کافی پس‌انداز کنیم.

Feel like: to have the desire to, to want to consider

[معمولاً با جراند] دوست داشتن، حالِ .... را داشتن، مایل به انجام .... بودن

EX1: I feel like taking a long walk. Would you like to come with me?

دوست دارم به یک پیاده روی طولانی بروم. میل داری با من بیایی؟

EX2: I don't feel like studying tonight. Let's go to a basketball game.

امشب اصلاً حال درس خواندن ندارم. یا برویم بازی بسکتبال تماشا کنیم (یا بازی کنیم).

Feel sorry for: to pity, to feel compassion for

[همچنین to take pity on] دل کسی سوختن برای، دلسوزی کردن برایِ

EX1: I helped drive Pierre around when he broke his foot because I took pity on him.

وقتی پیِر پایش شکسته بود او را با ماشین می‌گرداندم، چونکه دلش برایش می‌سوخت.

EX2: Don't you feel sorry for someone who has to work the night shift?

آیا دلت برای کسی که مجبور است شیفت شب کار کند نمی‌سوزد؟

Few and far between: not frequent, unusual, rare

خیلی کم، به ندرت، خیلی اندک، نادر

EX1: The times that our children get to stay up late are few and far between.

بچه‌های ما به ندرت تا دیروقت بیدار می‌مانند.

EX2: Airplane travel is very safe because accidents are few and far between.

مسافرت با هواپیما بسیار ایمن است، زیرا میزان سوانح هوایی بسیار اندک می‌باشد.

Fifty-fifty : divided into equal parts

پنجاه پنجاه، نصف نصف

EX1: Let's go fifty-fifty on the cost of a new rug for our apartment.

بیاییم هزینه فرش جدیدی را که برای آپارتمانمان خریدیم پنجاه پنجاه تقسیم کنیم.

EX2: The political candidate has a fifty-fifty chance of winning the election.

شانس برنده شدن کاندیدای سیاسی در انتخابات پنجاه پنجاه است.

Figure out: to solve, to find a solution; to understand

[جدا شدنی] حل کردن، فهمیدن، سر در آوردن، جواب پیدا کردن

EX1: I was never able to figure it out.

هرگز نتوانستم از آن سر در بیاورم.

EX2: How long did it take you to figure out the answer to the math problem?

چقدر طول کشید تا جواب مسئله ریاضی را پیدا کنی؟

Fill in: to write answer in; to inform, to tell

1- [فرم] تکمیل کردن، پر کردن؛ 2- مطلع کردن، خبر دادن، گفتن به، گزارش دادن به

EX1: you should be careful to fill in the blanks on the registration form correctly.

باید در پر کردن صحیح جاخالی‌های فرم ثبت نام، دقت کنید.

EX2: Barry was absent from the meeting, so I'd better fill him in.

باری در جلسه غایب بود بنابراین بهتر است نتیجه جلسه را به او بگوییم.

EX3: Has anyone filled the boss in on the latest public relations disaster?

آیا کسی رئیس را در مورد اتفاق اخیر در روابط عمومی، مطلع کرده است؟

Fill (someone) in: to inform, to give background information to

[جدا شدنی، همچنین to clue in] در جریان گذاشتن، اطلاع دادن به، مطلع کردن

EX1: Could you fill me in on what is going to be discussed at tomorrow's meeting?

میتوانید لطف کنید مرا در جریان موضوع بحث جلسه فردا بگذارید؟

EX2: Not having been to the convention, my associate asked me to clue him in on the proceedings.

چون همکارم در کنفرانس حضور نداشت از من خواست او را در جریان مباحث آن قرار دهم.

Fill out: to complete a form

[فرم] تکمیل کردن، پر کردن

EX1: The teenager had some trouble filling the forms out by himself, so his mother helped him,

نوجوان در پر کردن فرم‌ها به تنهایی مشکل داشت، بنابراین مادرش به او کمک کرد.

EX2: Every prospective employee must fill out an application by giving name, address, previous jobs, etc.

هر کارمند متقاضی باید فرم تقاضا را پر کند و در آن نام، آدرس، مشاغل قبلی و غیره را ذکر نماید.

Find fault with: to criticize, to complain about something

عیب‌جویی کردن از، ایراد گرفتن از

EX1: It is very easy to fine fault with the work of others, but more difficult to accept criticism of one's own work.

ایراد گرفتن از کار دیگران خیلی آسان است، اما پذیرفتن عیب کار خودمان خیلی مشکل است.

EX2: Mrs. Johnson is always finding fault with her children, but they really try to please their mother.

خانم جانسون همیشه از فرزندانش ایراد می‌گیرد، اما آنها واقعاً سعی می‌کنند مادرشان را راضی کنند.

Find out: get information about, to determine

دریافتن، فهمیدن، پی بردن، تعیین کردن

EX1: Will you please try to find out what time the airplane arrives?

می‌شود لطف کنید ببینید هواپیما چه ساعتی به زمین می‌نشیند؟

EX2: I'll call right now to find it out.

همین الآن تلفن می‌زنم تا جریان را بفهمم.

First rate: excellent, superb

درجه یک، عالی، محشر

EX1: The food served in that four-star restaurant is truly first-rate.

غذایی که در آن رستوران چهار ستاره سرو می‌شود واقعاً درجه یک است.

EX2: The Beverly hills Hotel provides first-rate service to its guests.

سرویسی که هتل بورلی هیلز به مهمانان خود ارائه می‌کند عالی است.

Fix up: to repair or put back in good condition; to arrange a date or an engagement for another person

۱- تعمیر کردن، مرمت کردن؛ ۲- [شخص] با هم جور کردن، با هم درست کردن، با هم آشنا کردن

EX1: Since my visiting didn't have a date for dinner, I fixed her up with a friend of mine. They got along very well together.

از آنجا که دوست مهمانم برای شام قراری نداشت او را با یکی از دوستانم جور کردم و آنها هم خیلی با هم دوست شدند.

Ex2: Instead of buying an expensive new home, we decided to buy an older home and fix it up ourselves.

تصمیم گرفتیم به جای خرید یک خانه گران قیمت جدید، خانه‌ای کلنگی بخریم و آن را خودمان مرمت کنیم.

Fool around: to waste time; not to be serious

۱- [همچنین screw around] یلّلی تلّلی کردن، ول گشتن، علاف بودن، وقت تلف کردن؛ ۲- شوخی کردن، جدی نبودن، چرند گفتن

EX1: Sometimes I wish that Pat would stop fooling around so much and talk about

something more interesting to others.

بعضی وقت‌ها آرزو می‌کنم که پت دست از چرند گفتن برمی‌داشت و در مورد چیزهای جالب‌تر با دیگران صحبت می‌کرد.

The teacher got angry because her students were fooling around and couldn't finish work before the end of class.

معلم عصبانی شد زیرا دانش‌آموزان داشتند وقت خود را تلف می‌کردند و نتوانستند قبل از پایان کلاس تکالیفشان را تمام کنند.

For good: permanently, forever

برای همیشه، تا ابد

EX1: Ruth has returned to Canada for good. She won't ever live in the United States again.

روث برای همیشه به کانادا برگشته است. او هرگز دوباره در آمریکا زندگی نخواهد کرد.

EX2: Are you finished with school for good, or will you continue your studies some day?

آیا برای همیشه ترک تحصیل کرده‌ای و یا در آینده درسَت را ادامه می‌دهی؟

For once: this one time, for only one time

برای یکبار، فقط یکبار، برای یک بار هم که شده

EX1: For once I was able to win a game of golf against Steve, who is better player that I am.

فقط یک بار توانستم در بازی گلف، استیو را که خیلی بهتر از من بازی می‌کند ببرم.

EX2: Dad, for once would you please let me drive the new car?

پدر، برای یک بار هم که شده لطفاً اجازه بده با این ماشین تو رانندگی کنم.

For sure: without doubt

[همچنین for certain] بدون شک، مسلماً، مطمئناً، صد در صد

EX1: I know for certain that Gene will move back to Washington next month.

صد در صد مطمئنم که جین ماه آینده به واشنگتن برخواهد گشت.

EX2: in the dark, I couldn't tell for sure whether it was Polly or Sarah who drove by.

چون هوا تاریک بود صد در صد مطمئن نبودم که آیا پالی بود که با ماشین از کنارم رد شد یا سارا.

For the time being: temporarily

[همچنین for now] موقتاً، فعلاً، عجالتاً

EX1: For the time being, Janet is working as a waitress, but she really hopes to become an actress soon.

جانت فعلاً یک گارسون است، اما واقعاً امیدوار است که یه روزی یک هنرپیشه شود.

EX2: We're living in an apartment for now, but soon we'll be looking for a house to buy.

فعلاً داریم در آپارتمان زندگی می‌کنیم اما به زودی جستجو برای خانه‌ای ویلایی را شروع خواهیم کرد.

From now on: from this time into the future

من‌بعد، از حالا به بعد

EX1: I'm sorry that I dropped by at a bad time. From now on I'll call you first.

متأسفم که بد موقع سر زدم. از این به بعد اول تلفن خواهم زد.

EX2: Mr. Lee's doctor told him to cut down on eating fatty foods from now on, or else he might suffer heart disease.

دکترِ آقای لی به او توصیه کرد که منبعد غذاهای چرب کمتری بخورد وگرنه ممکن است دچار بیماری قلبی شود.

Get long: to make progress, to manage to live in a certain state of health

پیشرفت کردن، گذراندن

Ex1: How is Mr. Richards getting along after his long illness?

حال آقای ریچارد بعد از آن بیماری طولانی چگونه است؟

Ex2: He is getting along very well in his English studies.

او در درس‌های انگلیسی‌اش خیلی خوب دارد پیشرفت می‌کند.

Get along with: to associate or work well with; to succeed or manage in doing

۱- سازگاری داشتن با، ساختن با؛ [همچنین to get on with] سر کردن با، موفق بودن، ساختن با

EX1: Terry isn't getting along with her new roommate; they argue constantly.

تری با هم اتاقی جدیدش نمی‌سازد، آنها همیشه با هم جر و بحث می‌کنند.

EX2: How are you getting on with your studies?

با درس‌هایت چطوری؟ (چگونه سر می‌کنی؟)

Get a rise out of: to provoke a response from

زیر زبان کسی را خالی کردن، از کسی حرف کشیدن

EX1: you can kid me all day about my mistake, but you won't get a rise out of me.

میتوانی تمام روز مرا در مورد اشتباهم دست بیندازی، اما هرگز نمی‌توانی از من حرف بکشی.

EX2: I got a rise out of Marvin when I teased him about his weight. Marvin weighs over two-hundred pounds.

وقتی به ماروین در مورد وزنش گیر دادم توانستم زیر زبانش را خالی کنم. وزن ماروین بیش از دویست پوند است.

Get away: to get free, to escape

آزاد شدن، فرار کردن، گریختن، در رفتن

EX1: We always try to get away from the noise and heat of the city for a month or two each summer.

همیشه سعی می‌کنیم در طول تابستان برای یک یا دو ماه از شر سر و صدا و گرمای شهر فرار کنیم.

EX2: No one knows how the suspected criminal got away from the police.

هیچکس نمی‌داند که تبهکار مظنون چگونه از چنگ پلیس گریخت.

Get away with: to avoid punishment for

قسر در رفتن، دم به تله ندادن، زیر آبی رفتن

EX1: Jonathan tries to get away with coming late to work almost every day; someday he'll suffer the consequences.

جاناتان سعی می‌کند بابت هر روز دیر سر کار آمدن قسِر در برود اما روزی نتیجه این کارش را خواهد دید.

EX2: Terence can't continue to put his friends down like that and expect to get

away with it forever.

ترنس نمی‌تواند اینطوری به سر گذاشتن دوستانش ادامه دهد و تازه انتظار داشته باشد که بابت این کار همیشه قِسِر در برود.

Get back: to return

[جدا شدنی] برگشتن، بازگشتن، برگرداندن

EX1: Mr. Harris get back from his business trip to Chicago this morning.

آقای هاریس امروز صبح از سفر تجاری به شیکاگو برگشت.

EX2: Could you get the children back home by five o'clock.

می‌شود لطفاً بچه‌ها را تا ساعت پنج به منزل برگردانید؟

Get better, worse, etc: to become better, worse, etc.

بهتر / بدتر ..... شدن

EX1: Heather has been sick for a month but now she's getting better.

هیتر یک ماه است که مریض است اما الآن حالش دارد بهتر می‌شود.

EX2: the medicine isn't helping me. Instead of getting better, I'm getting worse.

این دارو تأثیری ندارد، به جای اینکه حالم بهتر شود بدتر شده است.

Get cold feet: to become unable or afraid to do something

جا زدن؛ ترسیدن، دبه کردن

EX1: Only one of the rock climbers got cold feet when the group reached the base of the hundred-meter cliff.

وقتی گروه کوهنوردان به پای صخره صد متری رسیدند، فقط یکی از آنها ترسید و جا زد.

EX2: Karl was supposed to marry Elaine this weekend, but at the last moment he got cold feet.

کارل قرار بود آخر این هفته با ایلین ازدواج کند، اما در آخرین لحظه جا زد.

Get even with: to seek revenge, to retaliate

تلافی کردن، انتقام گرفتن

EX1: Bill has had it for a long time. He told me he's planning to get even with his boss by giving some company secrets to a competitor.

بیل مدت‌هاست که دلش از دست رئیس پر است. به من گفت که دارد نقشه می‌کشد تا از طریق دادن اطلاعات سری شرکت به یکی از رقبا، از رئیس انتقام بگیرد.

EX2: I want to get even with Steve for beating me so badly in tennis last time. The scores were ذ1 6-and 2-6.

استیو بدجوری مرا در بازی آخر تنیس با نتایج ۶ به ۱ و ۶ به ۲ شکست داد. من هم می‌خواهم از او انتقام بگیرم.

Get in / get on: to enter or board a vehicle

[اتومبیل] سوار شدن (get in برای ماشین شخصی با سواری و get on برای دیگر وسایل نقلیه به کار می‌رود.)

EX1: It's easiest to get in the car from the driver's side. The door on the other side doesn't work well.

سوار شدن به این ماشین از طرف راننده خیلی راحت‌تر است چون که در دیگر آن خراب است.

EX2: I always get on the bus to work at 34th street.

برای رفتن به محل کار همیشه در خیابان سوار اتوبوس می‌شوم.

Get in touch with: to communicate with, to contact

تماس برقرار کردن با، تماس گرفتن با

EX1: I've been trying all morning to get in touch with Miss Peters, but her phone is always busy.

از صبح سعی کرده‌ام با خانم پیترز تماس بگیرم، اما تلفنش همیشه مشغول است.

EX2: you can get in touch with him by calling the Burma Hotel.

از طریق تلفن زدن به هتل بورما می‌توانید با او تماس بگیرید.

Get lost: to become lost; to go away in order not to bother.

گم شدن، گور خود را گم کردن، دست از سر کسی برداشتن

EX1: While driving in Boston, we got lost and drove many miles in the wrong direction.

هنگام رانندگی در شهر بوستون گم شدیم و چندین مایل در جهت اشتباه رانندگی کردیم.

EX2: Todd kept bothering me while I was studying, so I told him to get lost.

تاد هنگام مطالعه همش مزاحم من می‌شد، من هم بهش گفتم که گورش را گم کند.

EX3: Lisa joked that she wanted her sister to get lost forever.

لیزا به شوخی گفت که دوست دارد خواهرش برای همیشه گم و کور شود.

Get off one's chest: to express one's true feelings

[جدا شدنی] دل خود را خالی کردن، احساسات خود را بیان کردن، بیرون ریختن

EX1: Fayn hasn't shared her concern about her marriage with her husband yet. I think that she should get it off her chest soon.

فین هنوز احساس خود را در مورد ازدواج با همسرش بیان نکرده است. فکر می‌کنم بهتر است هرچه زودتر احساسات درونی خود را بیرون بریزد.

Ex2: Ellen felt a lot better when she finally talked to a counselor and got the problem off her chest.

وقتی الن سرانجام با یک مشاور صحبت کرد و با بیان مشکلش دلش را خالی کرد، حالش خیلی بهتر شد.

Got on one's nerves: to annoy or disturb

[همچنین to bug] عصبی کردن، کیفری کردن، از کوره در بردن، اعصاب کسی را خرد کردن

EX1: Laura lives to talk to anyone. Sometimes her chatter really gets on my nerves.

لورا عاشق حرف زدن با دیگران است. گاهی اوقات وراجی‌های او واقعاً اعصابم را خرد می‌کند.

EX2: Jack asked his neighbor to turn down the stereo because it was bugging him and he couldn't concentrate.

جک از همسایه‌اش خواست صدای ضبطش را کم کند چون که صدای بلند آن اعصابش را خرد کرده بود و نمی‌توانست تمرکز کند.

Get out from under: to restore one's financial security, to resolve a difficult financial obligation.

کمتر راست کردن، دوباره سر پا ایستادن، از زیر بار چیزی بیرون آمدن

EX1: The ailing company, succeeding in obtaining the necessary cash, was able to get out from under its financial burdens.

شرکت ورشکسته بعد از اینکه نقدینگی لازم را دریافت کرد، توانست زیر بار فشارهای مالی کمر راست کند.

EX2: After years of struggling to get ahead, the young couple finally got out from under their debts.

زوج جوان بعد از سال‌ها تلاش برای پیشرفت در زندگی، بالاخره توانستند از زیر بار بدهی بیرون بیایند.

Get out of / to get off: to heave or to descend from a vehicle

[اتومبیل] پیاده شدن از (برای اتومبیل‌های سواری از get out of و برای دیگر وسایل نقلیه از get off استفاده می‌شود)

EX1: Helen got off the train at the 42nd street terminal.

هلن در پایانه خیابان چهل و دوم از قطار (مترو) پیاده شد.

EX2: Why don't we stop and get out of the car for a while?

چرا توقف نمی‌کنیم و لحظه‌ای از ماشین پیاده نمی‌شویم؟

Get out of line: to disobey or ignore normal procedures or rules.

[همچنین to step out of line] تخلف کردن، رعایت نکردن، سرپیچی کردن

EX1: Any employee who steps out of line by coming to work in an unacceptable condition will be fired.

هر کارمندی که مقررات را رعایت نکند و با سر وضع نامناسب سرکار حاضر شود، اخراج خواهد شد.

EX2: When a child gets out of line in that teacher's class, she uses the old-fashioned method of making the child sit in the corner of the room.

اگر دانش‌آموزی در کلاس آن معلم تخلف کند و از روش قدیمی استفاده کرده و آن دانش‌آموز را مجبور می‌کند در گوشه کلاس بنشیند.

Get over: to recover from an illness; to accept a loss or sorrow

بهبود یافتن، فائق آمدن بر، غلبه کردن بر، تحمل کردن، فراموش کردن

EX1: It took me over a month to get over my cold, but I'm finally well now.

یک ماه طول کشید تا سرماخوردگی‌ام بهبود یافت ولی الآن حالم خوب است.

EX2: It seems that Mr. Mason will never get over the death of his wife.

ظاهراً آقای میسون هرگز نمی‌تواند غم از دست دادن همسرش را فراموش کند.

Get rid of: to eliminate, to remove; to discard, to throw away.

رفع کردن، زدودن، از شرِ ..... خلاص شدن، دور انداختن

EX1: Jerry tried hard to get rid of the stain on his shirt, but he never succeeded.

جری خیلی سعی کرد لکه پیراهنش را پاک کند اما هرگز موفق نشد.

EX2: The stain was so bad that Jerry finally had to get rid of his shirt.

لکه پیراهن آنقدر زننده بود که جری بالاخره مجبور شد آن را دور بیندازد.

Get the better of: to win or defeat by gaining an advantage over someone.

جلو زدن از، پیشی گرفتن از، از غلبه کردن بر، شکست دادن

EX1: Lynn gets frustrated when Bruce gets the better of her in arguments. No mather what she says, he always has a clever response.

وقتی بروس، لین را در بحث شکست می‌دهد لین ناامید و سرخورده می‌شود. او هرچه بگوید بروس همیشه یک جواب زیرکانه و آماده برای او دارد.

EX2: Jim doesn't seem very athletic at tennis, but if you're not careful, he'll get the better of you.

جیم در بازی تنیس زیاد ورزیده به نظر نمی‌رسد، اما اگر مواظب نباشی تو را شکست می‌دهد.

Get through: to fill, to complete

[معمولاً با جراند و یا with] تمام کردن، کامل کردن

EX1: At what time does your wife get through with work every day?

همسرت هر روز چه ساعتی کارش را تمام می‌کند؟

EX2: I didn't get through studying last night until almost eleven o'clock.

دیشب تا ساعت تقریباً یازده نتوانستم درس‌هایم را تمام کنم.

Get through to: to communicate with, to make someone understand.

[همچین break through to] ارتباط برقرار کردن با، فهماندن به، منظور خود را رساندن به

EX1: some of the students in my reading class understand English so poorly that it is difficult to get through to them.

بعضی از دانشجویان کلاس خواندن، آنقدر انگلیسی‌شان ضعیف است که برقراری ارتباط با آنها مشکل می‌باشد.

EX2: The doctors have never succeeded in breaking through to Mr. Ames, who is silent and secretive patient.

پزشکان هرگز موفق نشدند با آقای آمز که مریضی ساکت و تودار است ارتباط برقرار کنند.

Get to: be able to do something special; to arrive at a place, such as home, work, etc.

۱- رسیدن به، نائل شدن به؛ ۲- توانستن، قادر بودن

EX1: The children got to stay up late and watch a good movie with the family.

بچه‌ها توانستند تا دیروقت بیدار بمانند و همراه با خانواده فیلم خوبی را تماشا کنند.

EX2: I missed the bus and couldn't get to the office until ten o'clock.

به اتوبوس نرسیدم و نتوانستم تا ساعت ده به اداره برسم.

Get up: to arise, to rise from a bed; to make someone arise

[جدا شدنی] بلند شدن، برخاستن، بلند کردن، بیدار کردن

EX1: Carla gets up at seven o'clock every morning

کارلا هر روز صبح ساعت هفت از خواب برمی‌خیزد.

EX2: At what time should we get the children up tomorrow?

فردا چه ساعتی باید بچه‌ها را بیدار کنیم؟

Get used to: to become used to, to become adjusted to

عادت کردن به

EX1: It took Yoshiko a long time to get used to the food that her American host family served her.

مدت‌ها طول کشید تا یوشیکو به غذایی که میزبان آمریکایی‌اش تهیه می‌کرد عادت کند.

Give (someone) a big hand: to clap one's hands in applause to applaud

[جدا شدنی] کف زدن، دست زدن

EX1: Should we give a big hand to each beauty contestant as she is introduced, or should we wait until all the introductions are finished?

آیا وقتی که شرکت کننده مسابقه زیبایی معرفی می‌شود باید برایش کف بزنیم یا صبر کنیم تا وقتی که معرفی او تمام شود؟

EX2: After the talented new vocalist her song, the audience gave her a big hand.

بعد از اینکه خواننده مستعد جدید، آوازش را خواند حضار برایش کف زدند.

Give (someone) a break: to provide a person with another opportunity or chance; not to expect too much work from; not to expect someone to believe.

[جدا شدنی] ۱- یک فرصت دیگر به کسی دادن، یک شانس دیگر به کسی دادن، ۲- روی کسی فشار نیاوردن، از کسی زیاد کار کشیدن ۳- انتظار باور نداشتن

EX1: give the students heard how much homework the teacher wanted them to do over the holiday, they bagged, "Give us a break, professor Doyle!"

وقتی دانشجویان شنیدند که استادشان از آنها می‌خواهد تکالیف زیادی را در ایام تعطیلات انجام دهند با خواهش گفتند! "استاد دویل! اینقدر روی ما فشار نیاورید!"

EX2: The driver pleased with the police officer to give him a break and not issue him a ticket for speeding.

راننده با التماس از افسر پلیس راه خواست که یک فرصت دیگر به او بدهد و این دفعه او را به خاطر سرعت زیاد جریمه نکند.

EX3: Oh, Jim, give me a break! That's a terrible excuse for being late.

اوه جیم، انتظار نداشته باش حرفت را باور کنم! این بهانه‌ای الکی برای دیر آمدنت است.

Give (someone) a hand: to assist, to aid, to help

[همچنین to lend someone a hand] کمک کردن، دستی رساندن به، یاری دادن

EX1: Would you give me a hand lifting this heavy box?

می‌شود لطف کنید در بلند کردن این جعبه سنگین به من کمک کنید؟

EX2: When Terry's car broke down at night on the highway, no one would stop to lend her a hand.

وقتی ماشین تری، شب هنگام در بزرگراه خراب شد هیچکس برای کمک به او توقف نکرد.

Give and take: compromise, cooperation between people

گذشت، اغماض، آشتی، همکاری

EX2: Give and take is an important element of a successful marriage.

گذشت، عنصر مهمی در یک ازدواج موفق است.

Give birth to: to bear a human being or animal

زائیدن، به دنیا آوردن

EX1: The zoo's Siberian tiger just gave birth to a baby cub.

ببر سیبری باغ وحش همین الان یک توله زائید.

EX2: Jane's mother has just given birth to twin girls.

مادر جین دوقلوی دختر به دنیا آورده است.

Give in: to surrender, to stop resisting

تسلیم شدن، دست از مقاومت کشیدن

EX1: Completely surrender by our soldiers, the enemy finally gave in.

دشمن که کاملاً در محاصره سربازان ما قرار گرفته بود، سرانجام تسلیم شد.

EX2: Management gave in to the striker's demands and agreed to a shortened work week.

مدیریت تسلیم خواسته‌های اعتصاب کنندگان شد و با یک هفته کاری کوتاه‌تر موافقت کرد.

Give off: to release, to produce

[بخار، بو] آزاد کردن، رها کردن، دادن، بیرون دادن، ایجاد کردن، تولید کردن

EX1: When water boils, it gives off steam.

وقتی به جوش می‌آید بخار تولید می‌کند.

EX2: The flowers in this garden give off a strange odor.

گل‌های باغ بوی عجیبی می‌دهند.

Give out: to distribute to become exhausted or depleted.

[همچنین to run out] 1- توزیع کردن، پخش کردن؛ 2- تمام شدن، ته کشیدن، خسته شدن

EX1: An usher stood at the door of the theater giving out programs.

کنترلچی دم در تئاتر (یا سالم سینما) ایستاده بود و برنامه پخش می‌کرد.

EX2: I couldn't finish the ten-mile race because my energy gave out.

نتوانستم مسابقه ده مایلی را تمام کنم زیرا انرژی‌ای تمام شده بود.

EX3: Jeff plans to stay in Las Vegas and gamble until his money runs out.

جف قصد دارد در لاس وگاس بماند و آنقدر قماربازی کند تا پولش تمام شود.

Give up: to stop trying; stop a bad habit; to surrender

[جدا شدنی] ترک کردن، رها کردن، ول کردن، تسلیم شدن، دست از تلاش برداشتن

EX1: If you give up smoking now, you can certainly live a longer life.

اگر الآن سیگار را ترک کنی، مسلماً بیشتر عمر خواهی کرد.

EX2: The soldiers gave themselves up in the face of stronger enemy forces.

سربازان در مواجهه با نیروهای قوی‌تر دشمن تسلیم شدند.

EX3: I'm sure that you can accomplish this task. Don't give up yet!

مطمئنم که می‌توانید این کار را با موفقیت به پایان برسانید. دست از تلاش برندارید.

Go around: to be sufficient or adequate for everyone present; to circulate, to move from place to place

۱- کافی بودن، به هم رسیدن؛ ۲- شایع شدن، شیوع پیدا کردن، ۳- راه افتادن و به همه گفتن، راه افتادن و جار زدن

EX1: We thought that we had bought enough food and drink for the party, but actually there wasn't enough to go around.

فکر کردیم که غذا و نوشیدنی کافی برای مهمانان خریده بودیم اما در واقع برای همه کافی نبود.

EX2: There's a bad strain of influenza going around right now. Have you gotten your flu shots yet?

در حال حاضر آنفلوآنزای بدن همه جا شایع شده، آیا تاکنون واکسن آنفلوآنزای خود را زده‌اید؟

EX3: Mike has been going around telling people that he was accepted to Harvard University. Do you believe him?

مایک راه افتاده و همه جا جار زده که در دانشگاه هاروارد قبول شده است. تو حرفش را باور می‌کنی؟

Go for: to be sold at a certain price; to seek at strive for

۱- فروخته شدن، فروش رفتن؛ ۲- به دنبال .... بودن، در جستجوی ... بودن

EX1: This dress probably goes for about 50$, don't you think?

این لباس احتمالاً حدود پنجاه دلار فروش می‌رود، اینطور فکر نمی‌کنی؟

EX2: Peter was going for first place in the swim meet, but he wasn't able to do better than third place.

پیتر به دنبال مقام اول در مسابقه شنا بود اما نتوانست مقامی بهتر از سومی کسب کند.

Go it for: to have as an interest, such as a sport or hobby

[همچنین to go for و to get into] [ورزش، سرگرمی] علاقمند بودن به، عاشقِ .... بودن

EX1: What sports are you into? I don't have any time to get into sports.

به چه ورزش‌هایی علاقه داری؟ من که اصلاً وقت ندارم به ورزشی علاقه داشته باشم.

EX2: Hal goes it for tennis while his wife goes for painting and sculpture.

هال عاشق تنیس است اما همسرش به نقاشی و مجسمه‌سازی علاقمند است.

Go off: to explode; to sound as an alarm; to leave suddenly without explanation

1- منجر شدن، ترکیدن؛ 2- [ساعت] زنگ زدن؛ 3- ناگهان ترک کردن، یکباره رفتن

EX1: The accident happened when a box of firecrackers went off accidentally.

سانحه موقعی رخ داد که یک جعبه ترقه برحسب تصادق منفجر شد.

EX2: For what time did you set the alarm clock to go off tomorrow morning?

زنگ ساعت را روی چه ساعتی تنظیم کردی تا فردا صبح زنگ بزند؟

EX3: Vince went off without saying good-bye to anybody; I hope he wasn't angry.

وینس یکباره بدون خداحافظی رفت. امیدوارم عصبانی نشده باشد.

Go off the deep end: to get very angry and do something hastily

از کوره در رفتن، عصبانی شدن، کفری شدن

EX1: Just because you had a serious argument with your supervisor, you didn't have to go off the deep end and resign, did you?

صرفاً به خاطر اینکه با رئیست جر و بحث کردی لازم نبود از کوره در بروی و استعفا بدهی، لازم بود؟

EX2: When Dan's wife demanded a divorce, he went off the deep end again. This time he was shouting so that the whole neighborhood could hear.

وقتی همسر دن دادخواست طلاق داد او دوباره ار کوره در رفت. این دفعه طوری داد و فریاد راه انداخت که تمام محل صدای او را شنیدند.

Go on: to happen; to resume, to continue

۱- [همچنین to keep on] ادامه دادن؛ ۲- از سر گرفتن، روی دادن، اتفاق افتادن

EX1: Many people gathered near the accident to see what was going on.

افراد زیادی نزدیک تصادف جمع شده بودند تا ببینند چه اتفاقی افتاده است.

EX2: The speaker kept on talking even though most of the audience had left.

علیرغم اینکه بیشتر حضار سالن را ترک کرده بودند، اما سخنران به سخنرانی خود ادامه داد.

EX3: I didn't mean to interrupt you. Please go on.

قصد نداشتم حرف شما را قطع کنم، لطفاً ادامه دهید.

Go out: to stop functioning, to stop burning: to leave home or work.

۱- خراب شدن، خاموش شدن؛ ۲- [همچنین step put] بیرون رفتن

EX1: The campers didn't have to put out the fire because it went out itself.

پیشاهنگان مجبور نبودند آتش را خاموش کنند زیرا خودش خودبه‌خود خاموش شد.

EX2: The lights went out all over the city because of an electrical problem.

به علت اشکال فنی در سیستم فنی، تمام چراغ‌های شهر خاموش شدند.

EX3: Gary isn't here right now; he went out to the store for a moment.

گری الآن اینجا نیست، برای یک لحظه به فروشگاه رفته است.

EX4: I have to step out of the office briefly to pick up a newspaper.

باید برای خرید روزنامه یک لحظه از اداره بیرون بروم.

Go over: to be appreciated or accepted

[معمولاً با Well] مورد استقبال قرار گرفتن، استقبال شدن از، [جوک] گرفتن

EX1: The teacher's organized lessons always go over well with her students.

دروس برنامه‌ریزی شده استاد همیشه مورد استقبال دانشجویان قرار می‌گیرد.

EX2: The comedian's jokes weren't going over well, the audience wasn't laughing much at all. I think that the comedian should go over his material more carefully before each act.

لطیفه‌های کمدین خوب نگرفت؛ حضار اصلاً نخندیدند. فکر می‌کنم کمدین بهتر است مطالبش را قبل از هر اجرا خوب تمرین کند.

Go through: to undergo, to experience; to consume, to use

[همچین to use up] ۱- تمام کردن، مصرف کردن؛ ۲- تجربه کردن، تحت .... قرار گرفتن، از مراحل سختی گذشتن

EX1: I can't believe what she went through to get that job. She had four interviews with the hiring committee in one week!

باورم نمی‌شود برای رسیدن به آن شغل از چه شغل از چه مراحل سختی گذشت. فقط در عرض یک هفته چهار بار در کمیته استخدام مصاحبه شد.

EX2: Frank said that they had gone through all the toilet paper in the house, but Steve couldn't believe that they used it all up.

فرانک گفت که تمام کاغذ توالت منزل تمام شده است، اما استیو باورش نمی‌شد که تمام آن مصرف کرده باشند.

to send a request through the normal way:

روال معمول را طی کردن، از کانال Go through channels معمول گذشتن، مراحل اداری را طی کردن

EX1: If you go through proper channels in this company, it's sometimes impossible to get anything done quickly.

اگر در این شرکت روال اداری معمول را طی کنید گاهی اوقات انجام شدن سریع کارها غیرممکن می‌شود.

EX2: The police told the important civic leader that even she had to go through channels in reporting the burglary of the house.

پلیس به شخصیت مهم شهر گفت که حتی او هم جهت گزارش سرقت منزلش باید روال معمول را طی Go out town کند.

go to: to do something with enthusiasm and thoroughness:

سنگ تمام گذاشتن، از جان مایه گذاشتن، مایه گذاشتن

EX1: Charlie really went to town on his research project. He consulted over forty reference works and wrote a ninety-page report.

چارلی در انجام پروژه تحقیقی‌اش واقعاً سنگ تمام گذاشت. او به بیش از چهل منبع در این زمینه مراجعه کرد و یک گزارش نود صفحه‌ای نوشت.

EX2: Our interior decorator really went to town in remodeling our living room, I'm afraid to ask how much it's going to cost.

دکوراتور داخلی، در انجام دکوراسیون اتاق نشیمن واقعاً مایه گذاشتن. می‌ترسم بپرسم چقدر هزینه‌اش شده است.

Go up: to increase; to be constructed, to be erected

[همچنین drive up] بالا رفتن، افزایش یافتن، افزایش دادن؛ 2- ساخته شدن، برپا شدن، در حال ساخت بودن، در دست ساخت بودن

EX1: A new office is going in the downtown area. A major construction company is putting it up.

ساختمان اداری جدیدی در منطقه مرکزی و تجاری شهر در دست ساخت است. شرکت ساختمانی مهمی آن را می‌سازد.

Go with: to match, to compare well in color or design; to date, to accompany

۱- [همچنین to go out with] رفتن با،بیرون رفتن با، قرار گذاشتن با؛ 2- [رنگ و غیره] آمدن به، مناسب بودن با

EX1: That striped shirt goes well with the gray pants, but the pants go poorly with those leather shoes.

آن پیراهن راه راه به شلوار طوسی خوب می‌آید، اما شلوار به آن کفش چرمی نمی‌آید.

EX2: Eda went with Richard for about six months, but now she is going out with a new friend.

ادا حدود شش ماه با ریچارد قرار می‌گذاشت، اما حالا با یک دوست جدید قرار می‌گذارد.

Go without saying: to be known without the need to mention

بدیهی بودن، واضح ، اظهر من المشس بودن، معلوم بودن، نیازی به گفتن نداشتن، ناگفته پیدا بودن

EX1: It goes without saying that you shouldn't drive quickly in bad weather.

معلوم است که باید در هوای بد، با سرعت رانندگی کنی.

EX2: That he will gain weight if he continues to eat and drink so much goes without saying.

ناگفته پیداست که اگر در خوردن و آشامیدن افراط کند چاق می‌شود.

Go wrong: to fail, to result badly

اتفاقی افتادن، بلایی سرِ ... آمدن، چیزی یا کسی کاریش شدن، اشکالی پیدا کردن

EX1: Shawn should have been over an hour ago; I'm certain that something went wrong.

شأن باید یک سرعت قبل اینجا می‌بود. مطمئنم که اتفاقی افتاده است.

EX2: Something went wrong with the engine, so we had have the car towed to a garage.

موتور ماشین اشکالی پیدا کرده بود، بنابراین مجبور شدیم ماشین را بکسل کرده و به یک تعمیرگاه برسانیم.

Goof off: to waste time, to be idle

علاف گشتن، علاف بودن، وقت تلف کردن، پرسه زدن، یللی تللی کردن، وقت گذرانی کردن

EX1: On Saturday afternoon, I like to go a movie or just goof off at home.

بعد از ظهر شنبه‌ها دوست دارم به سینما بروم و یا در خانه فقط بی‌کار بنشینم.

EX2: Some of the workers in our office always goof off when the boss in out.

وقتی رئیس بیرون است بعضی از کارمندان اداره ما همیشه وقت گذرانی می‌کنند.

Goof up: to perform badly, to make a mistake

[همچنین to mess up و to slip up] دسته گل آب دادن، خیط کاشتن، خراب کردن، افتضاح کردن، ضایع شدن

EX1: I really goofed up on the exam today; did you mess up, too?

من امتحان امروز را واقعاً خراب کردم، تو هم خراب کردی؟

EX2: Karen slipped up when she forgot to deposit money into her checking account.

وقتی کارن فراموش کرد که به حساب جاری‌اش پول واریز کند ضایع شد.

Grow out of: to outgrow, to become too old for; to be a result of

1- [عادت] ترک کردن، [لباس] تنگ شدن، 2- ناشی بودن از ....، نتیجه‌ی ..... بودن

EX1: The need for the salary communities grew out of worker's dissatisfaction with the pay scale.

نیاز به تأسیس کمیته حقوق و دستمزد، نتیجه نارضایتی کارگران از میزان پرداخت بود.

EX2: He still bites his nails now and then, but soon he'll grow out of the habit.

او هنوز گاهی اوقات ناخن‌هایش را می‌جود اما به زودی این عادت را ترک خواهد کرد.

Had better: should, ought to, be advisable to

[معمولاً به صورت 'd better] بهتر بودن که ....

EX1: I think you'd better speak to Mr. White right away about this matter.

فکر می‌کنم که بهتر است همین الآن با آقای وایت در مورد این موضوع صحبت کنید.

EX2: The doctor told the patient that he'd better go home and rest.

دکتر به مریض گفت که بهتر است به خانه برود و استراحت کند.

Hand in: to submit or deliver something that is due

[جدا شدنی] تحویل دادن، ارائه کردن

EX1: Every student had to hand in original composition each week of the semester.

هر دانش‌آموزی مجبور بود هر هفته در طول ترم نسخه اصلی انشای خود را تحویل دهد.

EX2: All the salespeople hand their weekly reports in on Friday.

تمام فروشندگان گزارشات هفته‌ای خود را روز جمعه تحویل می‌دهند.

Hand out: to distribute, pass out

[جدا شدنی] توزیع کردن، پخش کردن

EX: The teacher handed the test papers out among the students.

معلم ورقه‌های امتحانی را بین دانش‌آموزان پخش کرد.

Hang up: to place clothes on a hook or hanger; to replace the receiver on the phone at the end of a conversation.

[جدا شدنی] [لباس] آویزان کردن، [گوشی تلفن] گذاشتن

EX1: Would you like me to hang up your coat for you in the closet?

دوست دارید کتتان را در کمد دیواری آویزان کنم؟

EX2: The operator told me to hang the phone up and call the number again.

تلفنچی به من گفت که گوشی را بگذارم و دوباره شماره بگیرم.

Hard of hearing: partially deaf, not able to hear well

[گوش] سنگین، ضعیف، کر

EX1: Listening to loud music too much can make you hard of hearing.

لطفاً داد نزن. گوشم سنگین نیست (کر نیستم).

EX3: You'll have to speak a little louder. Mrs. Evans is hard of hearing.

باید کمی بلندتر صحبت کنید. خانم ایوانز گوشش سنگین است.

Have a good time: to enjoy oneself

کیف کردن، لذت بردن، وقت خوشی داشتن، به کسی خوش گذشتن

EX1: Did you have a good time at the park? – I really enjoyed it.

- در پارک خوش گذشت؟ - واقعاً لذت بردم.

EX2: We all had a good time at the class reunion last night.

دیشب که با همکلاسی‌هایمان دوباره دور هم جمع شده بودیم، به همه ما خیلی خوش گذشت.

Have a voice in: to start involvement in

سهم داشتن در، شرکت داشتن در، سهیم بودن در، دست داشتن در، نقش داشتن در

EX1: The students are trying to have a voice in college affairs be gaining representation on administrative committees.

دانشجویان از طریق فرستادن نماینده به کمیته‌های اجرایی سعی می‌کنند که در امور دانشکده سهیم باشند.

EX2: The new vice-president was promised that she would have a voice in developing the company's international expansion.

به معاون جدید قول داده شد که می‌تواند در توسعه بین‌المللی شرکت، نقش داشته باشد.

Have got: to have, to possess

داشتن ، مالک بودن

EX1: How much money have you got with you?

الآن چقدر پول همراه داری؟

EX2: Curtis has got a bad cold. He's sneezing and coughing a lot.

کرتیس سرماخوردگی شدیدی دارد. زیاد عطسه و سرفه می‌کند.

Have got to: must

[همچنین have to] باید

EX1: I Have to be back home by two o'clock or my wife will feel ill at ease.

تا ساعت دو باید به خانه برگردم وگرنه همسرم نگران خواهد شد.

EX2: She has got to go to Chicago today to sign the contract papers.

باید همین امروز برای امضای برگه‌های قرارداد به شیکاگو بروم.

Have in mind: to be considering to be thinking

[جدا شدنی] مد نظر داشتن، در ذهن داشتن، در نظر داشتن

EX1: It's up to you what we eat tonight. Do you have anything in mind?

شما تصمیم بگیرید که امشب چه بخوریم. چیز خاصی مد نظر دارید؟

EX2: I don't want to see a movie now, I have in mind going to the park.

الآن نمی‌خواهم فیلم ببینم. در نظر دارم که به پارک بروم.

Have it in for: to want revenge on, to feel hostile towards.

[همچنین to hold a grudge against] چپ افتادن با، کینه به دل داشتن از، دشمن شدن با کسی

EX1: The teacher has held a grudge against al ever since the time that he insulted in front of the class.

از وقتی که اَل در کلاس جلوی دیگران به معلم اهانت کرد، معلم با او چپ افتاده است.

EX2: Martina expects to lose her job because her boss has had it for her a long time.

مارتینا انتظار دارد کارش را از دست بدهد چون که رئیسش مدت‌هاست که او با چپ افتاده است.

Have it out with: to quarrel with, to confront

دعوا کردن با، برخورد کردن با، روی کسی را کم کردن

EX1: Ben had it out with his roommate about coming back home so late and making a lot of noise.

بن با هم اتاقی‌اش دعوا کرد چون که او دیر به خانه می‌آمد و سر و صدای زیادی هم راه می‌انداخت.

EX2: I am going to have it out with Jack about all the times that he told us lies.

می‌خواهم با جک به خاطر دروغ‌هایی که همیشه به ما گفته دعوا کنم.

Have (time) off: to have free time, not to have to work

[جدا شدنی] [همچنین to take time off] تعطیل کردن، دست از کار کشیدن ، زنگ تفریح داشتن

Ex1: Every morning the company workers have time off for a coffee break.

هر روز صبح کارگران شرکت برای صرف قهوه دست از کار می‌کشند.

Ex2: Several workers took the afternoon off to go to a baseball game.

چند تن از کارگران بعد از ظهر را تعطیل کردند تا به تماشای بازی بیس‌بال بروند.

Have on: to be wearing

[جدا شدنی] [لباس] به تن داشتن

Ex1: How do you like the hat which Grace has on today?

آیا کلاهی را که گریس امروز به سر دارد می‌پسندی؟

Ex2: When Sally came into the room, I had nothing on except my shorts.

وقتی سلی وارد اتاق شد، به جز شلوارک چیزی دیگری تنم نبود.

Have one's heart set on: to desire greatly, to be determined to

عاشق کاری بودن، مصمم به انجام کاری بودن

Ex1: She has her heart set on taking a trip abroad. She's been thinking about it for months.

او عاشق سفر به خارج است. ماه‌هاست که درمورد آن فکر می‌کند.

Ex2: Todd has his heart set on going to medical school and becoming a doctor.

تاد مصمم است وارد دانشکده پزشکی شده و دکتر شود.

Have one's way: to arrange matters the way one wants

[همچنین to get one's way] راه خود را رفتن، کار خود را کردن، طبق میل خود عمل کردن

Ex1: My brother always wants to have his way, but this our parents said that I could do what I wanted.

برادرم همیشه می‌خواهد راه خود را برود، اما این دفعه پدر و مادرم گفتند که من می‌توانم به میل خودم عمل کنم.

Ex2: If Sheila doesn't get her way, she becomes very angry.

اگر شیلا به میل خود عمل نکند خیلی عصبانی می‌شود.

Have to do with: To have some connection with or relationship to

ربط داشتن به، دخالت داشتن در، مربوط بودن به

Ex1: Ralph insisted that had nothing to do with breaking the window.

رالف اصرار می‌کرد که در شکستن شیشه پنجره دخالتی نداشته است.

Ex2: What does your suggestion have to do with our problem?

پیشنهاد شما چه به مسئله ما دارد؟

Hear from: to receive news or information from

خبر دریافت کردن از، دریافت کردن اطلاعات از، خبر داشتن از

Ex1: Have heard from the company about that new job?

آیا از شرکت در مورد آن شغل جدید خبری دریافت کرده‌ای؟

Ex2: I don't hear from my brother very often since he moved to Chicago.

از وقتی که برادرم به شیکاگو رفته است زیاد از او خبری ندارم.

Hear of: to know about, to be familiar with; to consider

اسمِ .... به گوش کسی خوردن، قبلاً در مورد .... شنیدن، دانستن در مورد ....، آشنا بودن با

Ex1: When I asked for direction to Mill Street, the police officer said that she had never heart of it.

وقتی از افسر پلیس آدرس خیابان میل را پرسیدم گفت که هرگز اسم آن خیابان را نشنیده است.

Ex2: Byron strongly disagreed with my request by saying, "I won't hear of it!"

بایرون شدیداً با درخواست من مخالفت کرد و گفت "حتی حاضر نیست به آن گوش کنم".

Hold off: to delay, or to be delayed, in occurring

[جدا شدنی] عقب افتادن، عقب انداختن، به تعویق انداختن، به تعویق افتادن

Ex1: If the rain holds off for a new more days, they can finish planting the rest of the crop.

اگر باران برای چند روز دیگر عقب بیفتد، می‌توانند کار کشت بقیه محصول را تمام کنند.

Ex2: The judge agreed to hold off making a decision until new evidence could be introduced into court.

قاضی موافقت کرد که صدور حکم تا زمان ارائه مدرک جدید به دادگاه، به تعویض بیفتد.

Hold on: to grasp tightly or firmly, to wait, to be patient

۱- محکم گرفتن، ۲- [تلفن] گوشی را نگه داشتن، صبر کردن

Ex1: The little girl held on to her mother's hand and refused to let go as they walked through the large crowed of people.

دخترک دست مادرش را محکم گرفته بود و همانطور که هردوتایشان از میان جمعیت زیاد مردم می‌گذشتند نمی‌گذاشت دستش از دست مادر جدا شود.

Ex2: Could you please hold on a moment while I get a pencil and paper?

می‌شود لطف کنید یک لحظه گوشی را نگه دارید تا من قلم و کاغذ بیاورم؟

Ex3: Come on, Mike, hold on, I can't get ready so quickly.

بس کن مایک! صبر کن. من نمی‌توانم اینقدر سریع آماده شوم.

Hold out: to endure, to be sufficient; to survive by resisting; to persist in one's efforts

۱- کافی بودن، دوام آوردن؛ ۲- مقاومت کردن، پایداری کردن؛ ۳- اصرار کردن بر، پافشاری کردن بر

Ex1: If you supply of food and water holds out, we plan to camp here for another week. However, Whenever it gives out, we'll have to leave.

اگر ذخیره آب و غذایمان دوام بیاورد، قصد داریم که یک هفته دیگر هم همینجا اردو بزنیم، اما اگر تمام شود مجبور خواهیم بود اینجا را ترک کنیم.

Ex2: That nation's troops cannot hold out much longer against the superior forces of the enemy.

نیروهای آن کشور نمی‌توانند بیشتر از این در برابر نیروهای برتر دشمن مقاومت کنند.

Ex3: The valuable football player held out for more money before signing a new contract with his team.

بازیکن گران قیمت فوتبال، قبل از امضای قرارداد جدید با تیم خود بر دستمزد بیشتر پافشاری کرد.

Hold over: to extend, to keep for a longer time

[جدا شدنی] تمدید کردن، ادامه دادن

Ex1: They going to hold over that movie for another week because so many people are coming to see it.

آنها قصد دارند نمایش فیلم را برای یک هفته دیگر تمدید کنند زیرا هنوز افراد زیادی هستند که برای تماشای آن می‌آیند.

Ex2: Let's hold discussion of this problem over until our next meeting.

اجازه بدهید بحث بر سر این مسئله را تا جلسه بعدمان ادامه دهیم.

Hold still: not to move

[جدا شدنی] ثابت ماندن، تکان نخوردن، حرکت نکردن

Ex1: Please hold still while I adjust your tie.

تا وقتی کراواتت را تنظیم می‌کنم لطفاً تکان نخور.

Ex2: If you don't hold that camera still, you'll get a blurred picture.

اگر دوربین را ثابت نگه نداری عکس تار می‌افتد.

Hold up: to delay, to make late, to remain high in quality

1- [جدا شدنی] به تأخیر انداختن، عقب انداختن؛ 2- خوب ماندن، سرپا ماندن

Ex1: Deidre is amazed at how well her car has held up over the years.

دیدر از اینکه ماشینش طی سال‌ها خوب مانده شگفت‌زده است.

Ex2: A big accident held up traffic on the highway for several hours.

تصادفی عظیم برای چندین ساعت در بزرگراه راه‌بندان ایجاد کرد.

Ill at ease: uncomfortable or worried in a situation

نگران، مضطرب، دستپاچه، هول

Ex1: My wife and I were ill at ease because our daughter was late coming home from a date.

من و همسرم نگران بودیم زیرا دخترمان از سر قرار دیر به خانه آمد.

Ex2: Speaking in front of a large audience makes many people feel ill at ease.

سخنرانی کردن در برابر جمعیت زیاد باعث می‌شود اکثر افراد احساس اضطراب و دستپاچگی کنند.

(be) in a hurry: hurried , rushed

[همچنین be in a rush] عجله داشتن، عجله کردن

Ex1: Alex seems in a hurry, he must be late for his train again.

آلکس ظاهراً عجله دارد. احتمالاً دوباره دیر به قطار می‌رسد.

Ex2: She's always in a rush in the morning to get the kids to school.

او همیشه صبح‌ها عجله دارد تا بچه‌ها را به مدرسه ببرد.

In ease: in order to be prepared if

در صورتی که، اگر، در صورتِ ....، محض احتیاط، شاید

Ex1: You'd better close the windows in case it rains.

در صورت باریدن باران بهتر است پنجره‌ها را ببندید.

Ex2: We should be sure to leave for the airport early, just in case.

بهتر است زودتر عازم فرودگاه شویم، فقط محض احتیاط.

Ex3: Cynthia, take one of your books in case you have some time to read on our trip.

سینتیا، یکی از کتاب‌هایی را با خودت بردار، شاید در طول سفرمان وقت مطالعه پیدا کردی.

In hand: under firm control

تحت کنترل

Ex1: The copilot asked the pilot if the plane in hand or whether he needed my help navigating through the severe thunderstorm.

کمک خلبان از خلبان پرسید آیا هواپیما را تحت کنترل دارد و اینکه آیا در طول آن طوفان وحشتناک نیاز به کمک در هدایت هواپیما دارد یا نه.

Ex2: The police offered radioed to the station that she had the emergency situation in hand and didn't require any assistance.

افسر پلیس به مرکز بی‌سیم زد که موقعیت اضطراری را تحت کنترل خود دارد و نیازی به کمک ندارد.

In no time: very quickly, rapidly

فوراً، بلافاصله، بی‌درنگ، مثل برق، بسیار سریع

Ex1: We bought that the meeting would take two hours, but it was over in no time at all.

فکر می‌کردیم که جلسه دو ساعت طول بکشد، اما خیلی سریع تمام شد.

Ex2: Mac said that he'd be ready to leave in no time.

مک گفت که مثل برق آماده رفتن می‌شود.

Inside out: with the inside facing the outside.

[لباس] برعکس، پشت و رو

Ex1: Someone should tell little Boddy that his shirt is inside out.

یک نفر باید به بابی کوچولو بگوید که پیراهنش را برعکس پوشیده است.

Ex2: The high winds ruined the umbrella by blowing it inside out.

بادهای شدید چتر را پشت رو کرده و آن را خراب کردند.

In the long run: eventually, after a long period of time

در دراز مدت، در نهایت، سرانجام، در طولانی مدت

Ex1: In the long run, the synthetic weave in this carpet will wear better than the woolen one. You won't have to replace it so soon.

در دراز مدت، الیاف مصنوعی این فرش دوام بیشتری از الیاف پشمی خواهند داشت. در نتیجه مجبور نخواهید بود که خیلی زود این فرش را عوض کنید.

Ex2: If you work hard at your marriage, you'll find out that, in the long run, your spouse can be your best friend in life.

اگر در ازدواج خود حسابی زحمت کشیده و دقت کنید خواهید فهمید که در دراز مدت همسر شما می‌تواند بهترین دوست شما در زندگی شما باشد.

In the worst way: very much, greatly

خیلی زیاد، شدیداً، بدجوری

Ex1: Because Umer has relatives in Turkey, he wants to visit there in the worst way.

از آنجا که عامر بستگانی در ترکیه دارد، بدجوری دلش می‌خواهد از آن کشور بازدید کند.

Ex2: Jim and Claudia want to have children in the worst way. They are trying very hard to conceive.

جیم و کلودیا دلشان بچه می‌خواهد. آنها سخت تلاش می‌کنند بچه‌دار شوند.

In time to: before the time necessary to do something

به موقع

Ex1: The truck was not able to stop in time to prevent an accident.

کامیون نتوانست جهت جلوگیری از تصادف به موقع توقف کند.

Ex2: We entered the theater just in time to see the beginning of the movie.

درست به موقع وارد سالن سینما شدیم و توانستیم اول فیلم را ببینیم.

(be) in touch: having contact

در تماس (بودن)

Ex1: James will be in touch with us soon to relay the details of the plan.

جیمز به زودی با ما تماس می‌گیرد تا جزئیات نقشه را بازگو کند.

Ex2: I certainly enjoyed seeing you again after all these years. Let's be sure to keep in touch.

واقعاً بعد از سال‌ها از دیدن دوباره‌ات لذت بردم. امیدوارم در آینده با هم تماس داشته باشیم.

(be) in vein: useless, without the desired result

بیوده (بودن)، بی‌ثمر (بودن)، بی‌فایده (بودن)

Ex1: All the doctor' efforts to save the injured woman were in vein. She was declared dead three hours being admitted to the hospital.

تمام تلاش‌های پزشکان برای نجات زن مجروح بیهوده بود. سه ساعت بعد از بستری شدن او در بیمارستان مرگش را اعلام کردند.

Ex2: We tried in vein to reach you last night. Is your phone out of order?

دیشب بیهوده سعی کردیم با تو تماس بگیریم. آیا تلفنت خراب بود؟

It figures: it seems likely, reasonable, or typical.

معقول بودن، منطقی بودن، محتمل بودن، احتمال دادن

Ex1: When I told Evan that his secretary was unhappy about not getting a raise, he said that it figures.

وقتی به ایران گفتم که منشی‌اش بابت نگرفتن اضافه حقوق ناراحت است، جواب داد ناراحتی او منطقی است.

Ex2: It figures that the children are willing to help with the yardwork only if they receive a reward for doing so.

منطقی است که بچه‌ها در صورتی مایل همکاران در کارهای توی حیاط هستند که در ازای آن پاداشی دریافت کنند.

Keep after: to remind constantly, to nag

همش یادآوری کردن به، هی گفتن به، سر کسی را بردن، هی نق زدن، هی غر زدن

Ex1: Lynn always has to keep after her children about cleaning up their rooms and doing chores around the house.

لین یکسره به بچه‌هایش یادآوری می‌کند که اوست که اتاق‌هایشان را تمیز کرده و از صبح تا شب توی خانه برای آنها خرحمالی می‌کند.

Ex2: Lon is so forgetful that it's necessary to keep after him about every little thing.

لون آنقدر فراموشکار است که لازم است هر چیز کوچکی را همش به او یادآوری کنی.

Keep away (from): to stay at a distance (from); to avoid use of

1- [جدا شدنی] فاصله گرفتن، نزدیک نشدن؛ 2- [همچین stay away from] دوری کردن از، اجتناب کردن از

Ex1: The sign on the burned-out house said, "Keep Away!" Danger Zone,"

روی تابلویی که بر بالای خانه سوخته قرار داشت نوشته شده بود: "فاصله بگیرید! منطقه خبر".

Ex2: It's important for your health to stay away from dangerous drugs.

دوری از مواد خطرناک، برای سلامتی شما اهمیت دارد.

Ex3: Please be sure to keep the children away from the street!

لطفاً کودکان را از خیابان دور نگه دارید!

Keep in mind: to remember, not to forget

[جدا شدنی] [همچین bear in mind] مدنظر داشتن، به خاطر سپردن، به خاطر داشتن، فراموش نکردن

Ex1: I didn't know that Paula doesn't like vegetables. We should bear that in mind next time we invite her for dinner.

نمی‌دانستم که پائولا سبزیجات دوست ندارد. دفعه بعد که او را برای شام دعوت می‌کنیم، باید این نکته را به خاطر داشته باشیم.

Ex2: Please keep in mind that you promised to call Stan around noon.

لطفاً فراموش نکنید که قول دادید نزدیک ظهر به استن تلفن بزنید.

Keep in touch with: to maintain contact with

[همچنین stay in touch with] در تماس بودن با، تماس گرفتن با:

Ex1: He promised to stay in touch with us while he was abroad. However, we were very disappointed that he never did get in touch with us.

او قول داد که وقتی خارج است با ما در تماس باشد، اما وقتی هرگز با ما تماس نگرفت ما خیلی ناامید شدیم.

Ex2: You can telephone me every few days, and in that way we can keep in touch with each other.

می‌توانی هرچند روز یک بار به من تلفن بزنی، اینطوری می‌توانیم با هم در تماس باشیم.

Keep one's fingers crossed: to hope to have good results, to hope that nothing bad will happen.

آرزوی موفقیت کردن، دعا کردن، امیدوار بودن

Ex1: Jerrry kept his fingers crossed that the good weather would hold up for the picnic he was planning for the coming weekend.

جری آرزو کرد که هوای خوب، تا زمان پیک‌نیکی که او برای پایان هفته آینده برنامه‌ریزی کرده بود، ادامه یابد.

Ex2: Let's keep our fingers crossed that we got passing grades on that college entrance exam.

بیاییم دعا کنیم که در امتحان کنکور آن دانشگاه قبول شویم.

Keep one's head: to remain calm during an emergency

خون‌سردی خود را حفظ کردن، بر خود مسلط بودن، کنترل خود را از دست ندادن

Ex1: When the boat started sinking in heavy seas, the crew members kept their heads and led the passengers to the lifeboats.

وقتی کشتی در آب‌های متلاطم دریا در حال غرق شدن بود، خدمه آن خونسردی خود را حفظ کردند و سرنشینان را به سوی قایق‌های نجات راهنمایی کردند.

Ex2: When the heater caused a fire, Gloria kept her head and phoned for assistance right away; otherwise, the whole house might have burned down.

وقتی بخاری باعث آتش‌سوزی شد، گلوریا خونسردی خود را حفظ کرد و برای کمک فوراً تلفن زد، در غیر این صورت تمام خانه ممکن بود بسوزد و خاکستر شود.

Keep one's word: to fulfill a promise, to be responsible

به قول خود عمل کردن [متضاد break one's word]

Ex1: Thomas always intends to keep his word, but invariably the end result is that he breaks his word. He just isn't capable of being responsible person.

توماس همیشه قصد دارد به قول خود عمل کند، اما همیشه نتیجه نهایی این می‌شود که زیر قول خود می‌زند. او اصلاً نمی‌تواند آدم مسئولیت‌پذیری باشد.

Ex2: Susan kept her word to me not to tell on to others that I intend to step down next month.

سوزان به من قول داد که در مورد قصد استعفای من در ماه آینده، به کسی چیزی نگوید.

Keep out: not to enter, not allow to enter

[جدا شدنی] واردِ .... نشدن، اجازه ورود ندادن، ورودِ .... را ممنوع کردن

Ex1: I've told you to keep the dog out of the house.

گفتم که به سگ اجازه نده که وارد خانه شود.

Ex2: There was a large sign outside the door that said, "Danger! Keep out!"

تابلوی بزرگی بیرون در بود که روی آن نوشته شده بود: "خطر! وارد نشوید!»

Keep time : to operate accurately

[ساعت] دقیق کار کردن

Ex1: The old clock keeps perfect time, it's never fast or slow.

این ساعت دیواری قدیمی دقیق کار می‌کند. هرگز جلو جلو یا عقب نمی‌رود.

Ex2: Although this is a cheap watch, it keeps good time.

اگرچه این ساعت ارزان قیمت است، اما دقیق کار می‌کند.

Keep track of: to keep or maintain a record of; to remember the location of

حسابِ ..... را نگه داشتن، ردِ .... را نگه دارند، با ..... در تماس بودن، رابطه‌ی خود را با ..... حفظ کردن، ثبت کردن

Ex1: With seven small children, hoe do the Wilsons keep track of all them?

خانواده ویلسون که هفت بچه کوچک دارند، چطوری حساب آنها را نگه می‌دارند؟

Ex2: Steve keeps track of all the long-distance telephone calls related to his business that he makes from tis house.

استیو تمام تلفن‌های راه دوری را که در رابطه با کارش از خانه می‌زند، ثبت می‌کند.

Keep up: to prevent from sleeping; to continue maintaining speed, level of work, condition, etc.

۱- [جدا شدنی] بیدار نگه داشتن، نگذاشتن که کسی بخوابد؛ ۲- [جدا شدنی] [سرعت، وضعیت] حفظ کردن، ادامه دادن

Ex1: Could you please turn down TV volumes? You're keeping up the children.

می‌شود لطف کنی صدای تلویزیون را کم کنی؟ اینطوری نمی‌گذاری بچه‌ها بخوابند.

Ex2: James is do proud of her daughter for getting mostly A's in school. He is certain that she can keep up the good work.

جیمز به دخترش می‌نازد که بیشتر وقت‌ها در مدرسه نمره الف می‌گیرد. مطمئن است که او می‌تواند به گرفتن این نمرات خوب ادامه دهد.

Ex3: If we keep up this speed, we should arrive there in about two hours.

اگر بتوانم همین سرعت را حفظ کنیم، حدود دو ساعت دیگر آنجا می‌رسیم.

Keep up with: to maintain the same speed or rate as

رسیدن به، پا به پای .... حرکت زدن، به پای ..... رسیدن

Ex1: you'll have to walk more slowly. I can't keep up with you.

باید کمی آهسته‌تر راه بروی، نمی‌توانم پا به پای تو حرکت کنم.

Ex2: Frieda works so fast that no one in the office can keep up with her.

فریدا چنان سریع کار می‌کند که هیچکس در اداره نمی‌تواند به پای او برسد.

Keep up with (2) : to have current knowledge of; to understand as an explanation

۱- در جریانِ .... قرار گرفتن، در جریان آخرین .... قرار داشتن؛ 2- فهمیدن، گرفتن

Ex1: Evan keeps up with world affairs by reading a news magazine each week.

ایوان از طریق خواندن مجلات خبری، هر هفته در جریان وقایع جهان قرار می‌گیرد.

Ex2: I understand a lot of the Spanish language, but I can't keep up with the fast conversation in this Mexican film.

بیشتر زبان اسپانیانی را می‌فهمم، اما نمی‌توانم مکالمات سریع در این فیلم مکزیکی را بفهمم.

Kick (something) around: to discuss informally (over a period of time)

[جدا شدنی، همچنین toss around] بحث کردن در موردِ، دربارهِ .... حرف زدن، دربارهِ .... صحبت کردن

Ex1: At first my friends were reluctant to consider my suggestion, but they finally were willing to kick it around for a while.

دوستانم ابتدا میان نبودند در مورد پیشنهاد من فکر کنند، اما بالاخره تمایل پیدا کردند که لحظه‌ای در مورد آن بحث کنند.

EX2: Herb thought that we should kick around the idea of establishing a special fund for supporting needy members of the club.

هرب معتقد بود که باید در مورد برنامه ایجاد صندوقی ویژه برای حمایت از اعضای نیازمند باشگاه، بحث و گفتگو کنیم.

Kick the habit: to stop a bad habit

عادتی را ترک کردن، به عادتی پشت پا زدن، عادتی را دور انداختن

Ex1: The doctor advised the heavy cigarette smoker that her heart had become damaged and that she should kick the habit right away.

دکتر به سیگاری قهار توصیه کرد که چون قلبش آسیب دیده بهتر است فوراً عادت سیگارکشی را از سرش بیندازد.

Ex2: Once a child becomes accustomed to chewing his nails, it's difficult to kick the habit.

وقتی بچه به جویدن ناخن خود عادت کند، ترک آن مشکل می‌شود.

Knock oneself out: to work very hard (sometimes too hard) to do something

خود را از پا انداختن، از خود خیلی کار کشیدن، رُس خود را کشیدن، جان کندن، روی خود فشار آوردن

Ex1: She really knocked herself out trying to pass that difficult class.

واقعاً به خودش خیلی فشار آورد تا توانست در آن امتحان مشکل قبول شود.

Ex2: Don't knock yourself out during practice. Save your strength for the competition later.

در طول تمرین به خودت زیاد فشار نیاور. نیرو و انرژی خود را برای مسابقه آینده نگهدار.

Knock out: to make unconscious; to impress or attract greatly

[جدا شدنی] ۱- بیهوش کردنف ناک اوت کردن؛ ۲- [جدا شدنی] هوش از سر کسی بردن، کسی را دیوانه کردن

Ex1: Linda's beautiful appearance and slender figure really knock me out. Isn't she a real knockout tonight?

ظاهر جذاب و هیکل خوش اندام لیندا واقعاً هوش از سرم می‌برد. امشب واقعاً جذب شده، اینطور نیست؟

Ex2: the prizefighter knocked out his opponent with one punch in the first five seconds of the first round. It was the fastest knockout in boxing history.

بوکسور حرفه‌ای در همان پنج ثانیه اول راند اول با یک مشت حریفش را ناک اوت کرد. آن سریع‌ترین ضربه ناک اوت در تاریخ مشت زنی بود.

Know by sight: to recognize

[جدا شدنی] فقط ظاهر کسی را شناختن، دوادور کسی را شناختن، با کسی فقط سلام و علیکی داشتن

Ex1: I have never met our new neighbor; I simply know them by sight.

هرگز همسایه‌هایمان را ملاقات نکرده‌انم. فقط دورادور آنها را می‌شناسم.

Ex2: The woman said that she would know the thief by sight if she ever saw him again.

زن گفت که اگر دزد را دوباره ببیند می‌تواند او را شناسایی کند.

Land on one's feet: to recover safely from an unpleasant or dangerous situation.

به حالت اول برگشتن، جان سالم به در بردن، دوباره روی پای خود ایستادن، دوباره از زمین بلند شدن

Ex1: After a series of personal and professional difficulties, it's amazing that George has landed on his feet so quickly.

شگفت‌انگیز است که جورج بعد از یک سری مشکلات شخصی و شغلی توانست خیلی سریع دوباره به حالت اولش برگردد.

Ex2: some young adults get into so much trouble at school that they are never able to land on their feet again. They drop out before graduation.

بعضی از نوجوانان در مدرسه دچار مشکلات بسیار زیادی می‌شوند طوری که دیگر هرگز نمی‌تواند دوباره روی پای خود بایستند و بنابراین قبل از اتمام درس ترک تحصیل می‌کنند.

(it's the) last straw: the final event in a series of unacceptable actions

کاسه صبر کسی لبریز شدن، طاقت کسی تاق شدن، دیگر تحمل نداشتن

Ex1: I can't believe that my roommate left the door to our apartment unlocked again. It's the last straw, I'm moving out.

نمی‌توانم باورم کنم که هم اتاقی‌ام دوباره را فعل نکرده است. دیگر تحمل ندارم؛ من از این آپارتمان می‌روم.

Ex2: when John asked to borrow money from me for the fourth, it was the last straw. I finally told him that I couldn't lend him anymore.

وقتی جان برای چهارمین بار از من پول قرض خواست، دیگر کاسه صبرم لبریز شد. بالاخره بهش گفتم که دیگر نمی‌توانم به او پول قرض بدهم.

Lay off: to abstain from, stop using as a habit, to release or discharge from a job

[جدا شدنی، همچنین to let go] ۱- خودداری کردن از، کنار گذاشتن؛ ۲- اخراج کردن

Ex1: If you're trying to lose weight, you should lay off sweet things.

اگر می‌خواهی لاغر شوی، باید شیرینی جات را کنار بگذاری.

Ex2: If business continues to be slow, we will have to lay off some workers.

اگر کار و کاسبی همینطوری کساد بماند مجبور خواهیم بود چند تا از کارگران را اخراج کنیم.

Ex3: It will be necessary to let the youngest employees go first.

ضروری است ابتدا کارمندان جوان‌تر را اخراج کنیم.

Learn the ropes: to become familiar with routine procedures at work or school.

با روال کاری آشنا شدن، بر کاری مسلط شدن، چم و خم کاری را یاد گرفتن

Ex1: It took the new school teacher a year to learn the ropes regarding administrative and curricular matters.

برای معلم جدید یک سال طول کشید تا با روال کارهای اجرایی و درسی آشنا شود.

Ex2: The job applicant didn't have much previous experience or knowledge, nut she seemed intelligent enough to learn the ropes quickly.

فرد متقاضی کار، معلومات با تجربه قبلی زیادی نداشت، اما به اندازه کافی باهوش بود تا چم و خم کار را سریع یاد بگیرد.

Leave (someone or something) alone: not to disturb, to stay away from

[جدا شدنی، همچنین let sb / sth alone] کسی را تنها گذاشتن، دست از سر کسی برداشتن، رها کردن

Ex1: Leave the baby alone for a while and she may go to sleep.

یک لحظه دست از سر بچه بردار، ممکن است بخواب برود.

Ex2: After the cat had scratched Peter twice, he let in alone.

پیتر بعد از اینکه گربه دو بار او را چنگ زد رهایش کرد.

Leave open: to delay making a decision on

[جدا شدنی] تصمیم نگرفتن درباره‌ی، چیزی را تعیین نکردن، جای چیزی را خالی گذاشتن

Ex1: in making up the job announcement, the firm decided to leave the salary open until a qualified candidate was found.

شرکت در همان اعلام آگهی استخدام تصمیم گرفت تا پیدا شدن یک داوطلب واجد شرایط، مسئله حقوق و مزایای آن را تعیین نکند.

Ex2: We know that the annual summer camp will be held in August but let's leave the exact date open for now.

می‌دانیم که اردوی سالانه تابستانی در ماه آگوست برگزار خواهد شد. اما اجازه بدهید الآن در مورد تاریخ دقیق آن تصمیم‌گیری نکنیم.

Let alone: and certainly not

[همچنین say nothing, not to mention] تا چه رسد به، مسلماً نه

Ex1: I'm too sick today to walk to the kitchen, let alone to go to the zoo with you.

امروز آنقدر مریضم که نمی‌توانم تا آشپزخانه بروم تا چه رسد با تو به باغ وحش بیایم.

Ex2: He doesn't even speak his own language well, let alone French.

او حتی زبان خودش را هم خوب صحبت نمی‌کند تا چه رسد به پایان فرانسه.

Let on: to reveal or tell what you know, to hint

بند را آب دادن، فاش کردن

Ex1: We are going to the movies tonight and we don't want Doris to go. If you see her, make sure not to let on.

امشب داریم به سینما می‌رویم و نمی‌خواهیم دوربس با ما بیاید. اگر او را دیدی مبادا به او بگویی.

Ex2: They asked me not to let on to Ted that we're planning the birthday party, it's supposed to be a big surprise.

از من خواستند به تو نگویم که قصد داریم یک جشن تولد برگزار کنیم. قرار است همه چیز یک سوپرایز باقی بماند.

Let slide: to neglect a duty; to ignore a situation

[جدا شدنی] پشت گوش انداختن، جدی نگرفتن، زیر سیبیلی رد کردن

Ex1: When he tried to get a rise out of me by mentioning my failure to receive a promotion at work, I just let it slide.

وقت می‌خواست با ذکر عدم موفقیت من در کسب ارتقاء شغلی، مرا عصبانی کند، حرف‌های او را لاسیبیلی رد کردم.

Ex2: Terry know that she should have paid the electric bill on time instead of letting it slide. Now the utility company has turned off her service.

تری می‌دانست که باید قبض برق را به موقع پرداخت کرد و آن را پشت گوش نمی‌انداخت اما حالا سازمان برق، برق او را قطع کرده .

Let up: to slacken, to lessen in intensity; to relax or ease one's effort

[همچنین take it easy] سست شدن، کم شدن، شل شدن، استراحت کردن

Ex1: If the rain doesn't let up soon, we won't be able to have our picnic.

اگر باران به زودی کم نشود نمی‌توانیم به پیک نیک برویم.

Ex2: When Jane is working, she never lets up for a moment.

وقتی جین کار می‌کند برای یک لحظه هم استراحت نمی‌کند.

Lie down: to place oneself in a flat position, to recline

دراز کشیدن، لم دادن

Ex1: If you are tired, why don't you lie down for an hour or so?

اگر خسته هستی چرا یکی دو ساعت دراز نمی‌کشی؟

Ex2: The doctor says that Grace must lie down and rest for a short time every afternoon.

دکتر می‌گوید که گریس باید هر روز بعد از ظهر برای مدت کوتاهی دراز بکشد و استراحت کند.

Line up: to form a line; to arrange to have, to manage to obtain

[جدا شدنی] صف کشیدن، برنامه‌ریزی کردن، ترتیب کاری را دادن، دسترسی به کسی یا چیزی پیدا کردن

Ex1: Rob is going to schedule the famous author to speak at the convention if he can line her up in time.

راب اگر بتواند به موقع به نویسنده معروف دسترسی پیدا کند قصد دارد از او برای سخنرانی در کنفرانس دعوت کند.

Ex2: The movie goers lined up in front of the theater showing the most popular film of the summer.

سینمارو ها جلوی سالن سینمایی که محبوب‌ترین فیلم تابستان را نشان می‌داد صف کشیده بودند.

Little by little: gradually, slowly

[همچنین step by step] کم کم، اندک اندک، بتدریج، آهسته آهسته

Ex1: Karen's health seems to be improving little by little.

ظاهراً سلامتی کارن اندک اندک رو به بهبودی است.

Ex2: If you study regularly each day, step by step your vocabulary will increase.

اگر هر روز منظم مطالعه کنید واژگان شما به تدریج افزایش می‌یابد.

Live it up: to spend money freely, to live luxuriously

ولخرجی کردن، حال کردن، حسابی زندگی کردن، حسابی خرج کردن، تجملی زندگی کردن، خوش گذراندن

Ex1: After receiving a large inheritance from a rich aunt, I was able to live it up for years.

بعد از اینکه ارثیه زیادی از عمه‌ی ثروتمندم به من رسید توانستم سال‌ها تجملی زندگی کنم.

Ex2: Kyle and Eric saved up money for two years so that they could travel to Europe and live it up.

کیل و اریک دو سال پس انداز کردند طوری که توانستند به اروپا سفر کنند و حسابی خوش بگذرانند.

Live up to: to fulfill (a standard or promise)

[قول، آرزو] برآورده کردن، عمل کردن به

Ex1: It was clear that the lazy student would never live up his family's expectations.

معلوم بود که دانش‌آموز تنبل هرگز انتظارات خانواده‌اش را برآورده نمی‌سازد.

Ex2: It surprised us that the car salesperson lived up to all the promises he made.

باعث تعجب ما شد که فروشنده ماشین به تمام قول‌هایی که داده بود عمل کرد.

Liven up: to energize, to make more active

[جدا شدنی، همچنین pick up] سرحال کردن، سرحال شدن، نشاط دادن به، تحرک دادن به، انگیزه دادن به، زننده کردن

Ex1: Many people have to drink coffee every morning just to pick themselves up.

بسیاری از مردم هر روز صبح قهوه می‌خورند تا خودشان را سرحال و با نشاط کنند.

Ex2: The animals in the zoo began to liven up when evening came and the temperature dropped.

وقتی شب فرا می‌رسید و درجه حرارت پایین می‌آید حیوانات باغ وحش سرحال و با نشاط می‌شدند.

Ex3: The teacher occasionally took the class on field trips just to liven things up a bit.

معلم گاهی اوقات کلاس را به اردوی علمی کاربردی علمی می‌برد تا انگیزه و تحرک بیشتری در آن ایجاد کند.

Look after: to watch, to supervise, to protect

[همچنین keep an eye on, take care of] مراقبت کردن از، مواظبت کردن از، نگهداری کردن از، مواظبِ .... بودن

Ex1: Grandma will look after the baby while we go to the lecture.

وقتی ما به سخنرانی می‌رویم مادربزرگ از نوزاد مراقبت می‌کند.

Ex2: Who is going to take care of your house plants while you are away?

وقتی خانه نیستی چه کسی قرار است گیاهان توی منزل مواظبت کند؟

Ex3: I'd appreciate it if you'd keep an eye on my car while I'm in the store.

ممنون می‌شوم وقتی توی فروشگاه هستم مواظب ماشین من باشید.

Look at: give one's attention to; to watch

نگاه کردن به، تماشا کردن

Ex1: the teacher told us to look at the blackboard and not at our books.

معلم به ما گفت که به تخته سیاه نگاه کنیم نه به کتاب‌هایمان.

Ex2: I like to walk along a country road at night and look at the stars.

دوست دارم شب‌ها در جاده روستا قدم بزنم و به ستاره‌ها نگاه کنم.

Look down on: to feel superior to, to think of someone as less important.

تحقیر کردن، کوچک کردن، خوار کردن

Ex1: Why does Alma look down on down on Mario just because his family is so poor?

چرا آلما، ماریو را صرفاً به خاطر اینکه خانواده‌اش خیلی فقیر است، تحقیر می‌کند؟

Ex2: People who are in positions of power should be careful not to look down on those who work for them.

افرادی که در موضع قدرت قرار دارند باید مواظب باشند زیر دستان خود را تحقیر نکنند.

Look for: to try to find, to search for

دنبالِ .... گشتن، در جستجویِ ..... بودن

Ex1: He's spent over an hour looking for the pen that he lost.

بیش از یک ساعت است که به دنبال قلم گم شده‌اش می‌گردد.

Ex2: So there you are! We've looked all over for you.

پس اینجا هستی! همه جا را دنبالت گشته‌ایم.

Look forward to: to expect or anticipate with pleasure

[با ing] بی‌صبرانه منتظر .... بودن، آرزوی دیدن .... را داشتن، مشتاقانه منتظر ..... بودن

Ex1: we're greatly looking forward to our vacation in Mexico.

بی صبرانه منتظر فرا رسیدن تعطیلاتمان به مکزیک هستیم.

Ex2: Margaret never looks forward to going to work.

مارگارت هرگز مشتاق سرکار رفتن نیست.

Look into: to investigate, to examine carefully

[همچنین check into] بررسی کردن، تحقیق کردن و تفحص کردن در مورد

Ex1: The congressional committee will check into the financial dealing of the government contractor.

کمیته‌ای از طرف کنگره، معاملات مالی پیمانکار دولتی را مورد تحقیق و تفحص قرار خواهد داد.

Ex2: The police are looking into the matter of the stolen computers

پلیس پرونده کامپیوترهای مسروقه را در دست بررسی دارد.

Look on: to watch as a spectator, to observe

ناظر بودن، تماشاگر بودن، نظاره‌گر بودن

Ex1: I stayed with my son at his first soccer practice and looked on as the coach worked with the boys.

در اولین تمرین فوتبال پسرم من هم ماندم و تمرینات مربی را با بچه‌ها تماشا کردم.

Ex2: Hundreds of people were looking on as the police and firefighters rescued the passengers in the wrecked train.

وقتی پلیس و آتش نشانان مسافران قطار سانحه دیده را نجات می‌دانند، صدها نفر نظاره‌گر بودند.

Look out: to be careful or cautious

[همچنین watch out] مواظب بودن، احتیاط کردن

Ex1: "Look out" Jeffrey cried as his friend almost stepped in a big hole in the ground.

وقتی دوست جفری نزدیک بود توی گودال بزرگی بیفتد، جفری فریاد زد: "مواظب باش"

Ex2: Look out for reckless drivers whenever you cross the street.

هر وقت از خیابان رد می‌شوی مواظب راننده‌های بی احتیاط باش.

Look out on: to face, to overlook

مشرف بودن به .....، روبروی ..... بودن

Ex1: We really enjoy our new apartment that looks out on a river.

واقعاً از آپارتمان جدیدمان که مشرف به رودخانه است لذت می‌بریم.

Ex2: Their rear window looks out on a lovely garden.

پنجره پشت خانه آنها مشرف به باغی زیباست.

Look over: to examine, to inspect closely

[همچنین check over, read over, go over] بررسی کردن، دقیقاً بازرسی کردن، بازبینی کردن

Ex1: I want to look my homework over again before I give it to the teacher.

می‌خواهم قبل از اینکه تکالیفم را به معلم بدهم، آن را با دقت بررسی کنم.

Ex2: The politician went over his speech before the important presentation.

سیاست‌مدار، سخنرانی مهم خود را قبل از ایراد آن، مورد بازبینی قرار داد.

Ex3: You should never sign any legal paper without checking over first.

شما نباید هیچگونه سند قانونی ای را قبل از خواندن دقیق آن، امضاء کنید.

Look up: to locate information in a directory, dictionary, book, etc.

[جدا شدنی] [اطلاعات] پیدا کردن، یافتن، در آوردن

Ex1: Ellen suggested that we look up Lee's telephone number in the directory.

الین پیشنهاد کرد که شماره تلفن لی را از دفترچه تفلن پیدا کنیم.

EX2: Students should try to understand the meaning of a new word from context before looking the word up in the dictionary.

دانشجویان باید سعی کنند که قبل از پیدا کردن معنای لغت جدید در فرهنگ لغت، معنای آن را طبق متن حدس بزنند.

Look up to: to admire, to respect greatly

احترام گذاشتن به، تحسین کردن

Ex1: Children will most certainly look up to their parents if the children are brought up well.

اگر کودکان درست تربیت شوند قطعاً به والدین احترام می‌گذارند.

Ex2: Everyone looks up to the director of our department because he is a kind and generous person.

همه به مدیر بخش ما احترام می‌گذارند چون انسان مهربان و با سخاوتی است.

Lose one's cool: to get excited, angry, or flustered

هیجان زده شدن، آتشی شدن، از کوره در رفتن، عصبانی شدن، خونسردی خود را از دست دادن

Ex1: Despite the boos from some in the audience, the actors on stage never lose their cool.

هنرپیشه‌های روی سن علیرغم اینکه بعضی از تماشاگران آنها را هو می‌کردند هرگز خونسردی خود را از دست ندادند.

Ex2: Although the group of skies were in danger from an apparent avalanche, their ski guide never lost his cool.

علیرغم اینکه گروه اسکی بازان در معرض خطر ریزش بهمن بودند، اما راهنمای آنها هرگز خونسردی خود را از دست نداد.

Lose one's head: not to think clearly, to lose one's self-control

کنترل خود را از دست دادن، عصبانی شدن، از کوره در رفتن، تمرکز خود را از دست دادن، دستپاچه شدن

Ex1: When Mel saw a dog in the street right in front of his car, he lost his head and drove onto the sidewalk and into a tree.

وقتی مل هنگام رانندگی در خیابان سگی را مقابل خود دید دستپاچه شد و به داخل پیاده‌رو رفت و به درختی کوبید.

Ex2: If the politician hadn't gotten up and lose his head, he never would have criticized his opponent unfairly.

اگر سیاست‌مدار از جایش بلند نشده بودو کنترل خود را از دست نداده بود، هرگز مخالف خود را به طور غیرمنصفانه‌ای مورد انتقاد قرار نمی‌داد.

Lose one's touch: to fail at what one used to do well

مهارت خود را از دست دادن، مهارت کسی افت کردن

Ex1: I used to play tennis very well, but today you beat me easily. I must be losing my touch.

قبلاً خیلی خوب تنیس بازی می‌کردم، اما امروز تو راحت مرا بردی، دارم افت می‌کنم.

Lost cause : a hopeless case, a person or situation having no hope of positive change.

عمل محکوم به شکست، کار بیهوده، آدم صلاح ناپذیر، یاسین به گوش خر خواندن

EX1: It seems that Charles will never listen to our advice. I suppose it's a last cause.

چارلز ظاهراً هرگز به نصیحت ما گوش نمی‌کند. فکر می‌کنم نصیحت کردن او کار بیهوده‌ای دانست.

EX2: the police searched for the missing girl for two weeks, but finally gave it up as a lost cause.

پلیس دو هفته در جستجوی دختر گم شده بود، اما سرانجام دست از جستجو برداشت و آن را عملی بیهوده دانست.

Make a difference (to): to be of importance (to), to affect

فرقی کردن (برای)، مهم بودن (برای)

Ex1: It makes a big difference to me whether he likes the food I serve.

برای من خیلی مهم است غذایی را که سرو می‌کنم او می‌پسندد یا نه.

Ex2: A: Does it make any difference to you where we go for dinner?
B: No, it doesn't make any difference.
A: It makes no difference to Lisa either.

A: برای تو فرق می‌کند شام کجا برویم؟
B: نه برای من فرقی نمی‌کند.
A: برای لیزا هم فرقی نمی‌کند.

Make clear: to clarify, to explain

[جدا شدنی] روشن ساختن، توضیح دادن

Ex1: Please make clear that he should never act so impolitely again.

لطفاً برایش توضیح بده که هرگز دوباره نباید بی ادبانه رفتار کند.

Make do: to manage, to cope

ساختن با، سر کردن با

Ex1: During difficult economic times, many people have to make do with less.

بیشتر مردم در طول بحران‌های اقتصادی مجبورند با کمتر بسازند.

Make friends: to become friendly with others

دوست شدن با، رفیق شدن با

Ex1: Patricia is a shy girl and doesn't make friends easily.

پاتریسیا دختری خجالتی است و به آسانی با کسی دوست نمی‌شود.

Make fun of: to laugh at, to joke about

مسخره کردن، دست انداختن

Ex1: They are making fun of Carla's new hair style. Don't you think that it's really strange?

آنها مدل جدید موی کارلا را مسخره می‌کنند. فکر نمی‌کنی که واقعاً مدل عجیبی است؟

Make out: to do, to succeed, to progress

پیشرفت کردن، موفق شدن، انجام دادن

Ex1: How did Rachelle make out on her acting audition in Hollywood yesterday?

راشل دیروز تست بازیگری اش را در هالیوود چطوری داد؟

Make sure: to be sure, to ascertain

[همچنین make certain] مطمئن بودن، مطمئن شدن

Ex1: Could you make certain of the time? I don't want to miss that TV show.

آیا از زمان پخش نمایش تلویزیونی مطمئن هستی؟ نمی‌خواهم آن را از دست بدهم.

Ex2: Please make sure that you turn off the radio before you go out.

فعلاً مطمئن شوید که رادیو را قبل از بیرون رفتن خاموش کرده‌اید.

Make the best of: to do the best that one can in poor situation.

حداکثر استفاده را کردن از، حداکثر بهره را بردن از، غنیمت شمردن، قدر چیزی را دانستن

Ex1: Even thought the Martinez family is having financial problem, they make the best of everything by enjoying the simple pleasures of life.

اگر چه خانواده مارتینز، دچار مشکلات مالی است، اما آنها با لذت بردن از نعمات ساده زندگی قدر همه چیز را می‌دانند.

Ex2: If we can't find a larger apartment soon, we'll just have to make the best of it right here.

اگر نتوانیم به زودی آپارتمان بزرگتری پیدا کنیم، مجبور خواهیم بود همین یکی را غنیمت بشماریم.

Make (someone) tick: to motivate, to behave or act in a certain way.

[جداشدنی] رگ خواب کسی را پیدا کردن، نقطه ضعف کسی را پیدا کردن، سر شوق آوردن، کسی را کوک کردن، کسی را ساختن

Ex1: It's been impossible for us to figure out what makes our new boss tick. One moment she seems pleasant and then the next moment she's upset.

برای همه ما غیر ممکن است رگ خواب رئیس جدیدمان را پیدا کنیم یک لحظه خوشحال و یک لحظه دیگر ناراحت به نظر می‌رسد.

Ex2: If a salesperson knows what makes a customer tick, he will be able to sell a lot of merchandish.

اگر فروشنده‌ای رگ خواب مشتری را به دست آورد، می‌تواند کالاهای زیادی را بفروشد.

Make up: to meet or fulfill a missed obligation at a later time; to create, to invite (an idea); to apply cosmetics

[جداشدنی] ۱- تشکیل شدن از، متشکل بودن از؛ ۲- جبران کردن؛ ۳- آرایش کردن، گریم کردن؛ ۴- از خود در آوردن

Ex1: Two separate bodies – the House of Representatives and the Senate – make up the Congress of the United States.

دو نهاد جداگانه تحت عنوان مجلس نمایندگان و مجلس سنا، کنگره آمریکا را تشکیل می‌دهند.

Ex2: The teacher allowed several students who missed the exam to make it up during the next class.

معلم به دانش‌آموزانی که به امتحان نرسیده بودند اجازه داد جلسه بعد جبران کنند.

Ex3: Dee was able to make her face up in half the normal time because she didn't use much makeup.

دی توانست در نصف وقت معمول آرایش کند چون که از مواد آرایشی زیادی استفاده نکرد.

Ex4: The little boy make up bad excuse for wearing his dirty shoes in the house, so his mother punished him.

پسرک برای پوشیدن کفش‌های کثیف توی خانه، بهانه خنده داری از خودش درآورد و بنابراین مادرش او را تنبیه کرد.

Make up one's mind: to reach a decision, to decide finally

تصمیم نهایی خود را گرفتن، تکلیف خود را مشخص کردن

Ex1: Sally is considering several colleges to attend, but she hasn't made up her mind yet.

سلی چندین دانشگاه را برای درس خواندن در نظر دارد، اما هنوز تصمیم نهایی خودش را نگرفته است.

Ex2: When are you going to make up your mind about your vacation plans?

کی قصد داری در مورد برنامه تعطیلات، تصمیم نهایی خود را بگیری؟

Make up with: to resolve difference with

آشتی کردن با، صلح کردن با، سازش کردن با

Ex1: After the bad quarrel the two lovers kissed and made up with each other.

دو عاشق بعد از یک دعوای جنجالی یکدیگر را بوسیدند و با هم آشتی کردند.

Ex2: Gundula made up with her roommate after their serious misunderstanding about arrangements for the party.

گوندولا و هم اتاقی‌اش در مورد برنامه مهمانی سوء تفاهم جدی به وجود آمد ولی بعدا با هم آشتی کردند.

Make waves: to create a disturbance, usually by complaining

قشقرق راه انداختن، جنجال راه انداختن، داد و هوار راه انداختن، جوسازی کردن

Ex1: In most companies, an employee who makes waves is not appreciated.

در بیشتر شرکت‌ها کارمندی که جوسازی می‌کند محبوب نیست.

Ex2: The meeting was going smoothly until one of the participants made wave about the newly revised compensation package.

جلسه داشت خوب پیش می‌رفت تا اینکه یکی از شرکت کنندگان در مورد موضوع پیشنهاد غرامت که اخیراً مورد تجدید نظر قرار گرفته جار و جنجال راه انداخت.

Meet (someone) halfway: to compromise with someone

با کسی کنار آمدن با کسی راه آمدن، با کسی آشتی کردن، با کسی سازش کردن

Ex1: After a long process of give and take, the owners of the company agreed to meet the workers halfway by providing some additional health benefits but no wage increase.

مالکین شرکت بعد از یک دوره طولانی گفت و گو قبول کردند با کارگران کنار بیایند، بدین صورت که به عوض افزایش دستمزدها، مزایای بیمه ای بیشتری به آنها اختصاص دهند.

Ex2: Steve wanted 4.500$ for his car, and Gwen offered 4.000$. They met each other halfway and agreed in 4.250$.

استیو می‌خواست ماشینش را به چهار هزار و پانصد دلار بفروشد، اما گوئن آن را به چهار هزار دلار می‌خواست. بالاخره با هم کنار آمدند و سر چهار هزار و دویست و پنجاه دلار به توافق رسیدند.

Mind the store: to be responsible for an office while others are gone.

در غیاب دیگران مسئولیت ... را قبول کردن، در غیاب دیگران پاسخگو بودن

Ex1: Lynne agreed to mind the store while the others went the parade passing by.

لین قبول کرد در غیاب دیگران که به تماشای رژه رفته بودند مسئولیت را بپذیرد.

Ex2: It seems that all of our employees are taking a lunch break at the same time. I wonder who's minding the store.

ظاهراً تمام کارکنان ما برای وقت ناهار تعطیل کرده‌اند. نمی‌دانم چه کسی می‌خواهد جواب ارباب رجوع را بدهد.

Miss the boat: to lose an opportunity to fail in some undertaking

فرصت را از دست دادن، شکست خوردن، کار کسی نگرفتن

Ex1: Mr. Vlasic's new business went bankrupt within a short time. He really missed the boat by opening a tanning salon near the beach.

آقای ولاسیک در مدت کوتاهی در کار جدیدش ورشکست شد. او یک سالن برنزه کردن پوست نزدیک ساحل دریا باز کرد که واقعا کارش نگرفت

Ex2: The precious metal market was looking up several months ago, but unfortunately most investors missed the boat.

بازار فلزات گرانبها تا چند ماه قبل رونق داشت، اما متأسفانه بیشتر سرمایه‌گذاران فرصت را از دست دادند.

Mix up: to stir or shake well; to confuse, to bewilder

[جداشدنی]، ۱- به هم زدن، خوب تکان دادن؛ ۲- گیج کردن

Ex1: The students think it's their mixed up so often.

دانش‌آموزان فکر می‌کنند که این تقصیر خودشان است که بیشتر وقت‌ها گیج می‌شوند.

Ex2: The teacher's poor explanation really mixed students up.

توضیح بد معلم واقعا دانش‌آموزان را گیج کرد.

Ex3: You should mix up the ingredients well before you put them in the pan.

باید مواد را قبل از اینکه در تابه بریزید خوب به هم بزنید.

More or less: approximately, almost; somewhat, to a certain degree

کم و بیش، تقریبا تا حدی، تا اندازه‌ای

Ex1: Ted more or less agreed with our decision to put off the meeting until members could show up. At least he didn't object strongly.

تد با تصمیم ما جهت عقب انداختن تا وقتی که اعضای بیشتری بیایند تقریبا موافقت کرد. لااقل اعتراض شدیدی نکرد.

Ex2: Although your bedroom feels smaller, it's more or less the same size as mine.

اگرچه اتاق خوابت کوچکتر به نظر می‌رسد، اما تقریباً هم اندازه اتا ق من است.

Name after: to give the same name as another.

[جداشدنی] اسم کسی را روی کسی دیگر گذاشتن

Ex1: Helen's parents named Helen after her grandmother.

پدر و مادر هلن اسم مادربزرگش را روی او گذاشتند.

Ex2: My grandson is named after Calvin Coolidge, the 30th president of the United States.

نام کالوین کوئیج سی امین رئیس جمهور امریکا را روی نوه‌ام گذاشتیم.

Narrow – minded: not willing to accept the ideas of others

[متضاد broad – minded] کوته فکر، کوته بین

Ex1: Narrow – minded people tend to discriminate against groups of people with which they have nothing in common.

افراد کوته فکر نسبت به مردمانی که با آنها وجه مشترک ندارند تبعیض قائل می‌شوند.

Ex2: Ted is so broad – minded that has almost no standards by which he judges others.

ند آنقدر روشن فکر است که برای قضاوت در مورد دیگران تقریبا فاقد هرگونه پیش فرض است.

Never mind: don't be concerned about it; ignore what was just said.

مهم نیست، اهمیت نده، بی‌خیال، عیبی نداره

Ex1: When he spilled his drink on my coat, I said," never mind. It needs to be cleaned anyway".

وقتی نوشیدنی‌اش روی کتم ریخت، گفتم "مهم نیست، بهر حال باید تمیز شود".

Ex2: So you weren't listening to me again. Never mind; it wasn't important.

پس دوباره به حرفم گوش نمی‌کردی . عیبی ندارد، چیز مهمی نبود.

No matter: regardless of

[معمولاً با wh] صرف نظر از، هرچقدر هم ... هر کجا هم .... هر طور هم ...

Ex1: No matter where that escaped prisoner tries to hide, the police will find him sooner or later.

زندانی فراری هرکجا که پنهان شود، باز پلیس دیر یا زود او را پیدا می‌کند.

Ex2: No matter how much money he spends on his clothes, he never looks well dressed.

هرچقدر هم پول صرف خرید لباس کند، باز هم هرگز خوش لباس به نظر نمی‌رسد.

Not on your life: absolutely not

[همچنین no way] اصلاً ، ابداً، عمراً، نه به جان شما، هیچ راه ندارد

Ex1: You're asking me to invent in that poorly rated company just because you know the son of the president? Not on your life!

شما از من می‌خواهی که در آن شرکت درجه سه سرمایه‌گذاری کنم آن هم بخاطر اینکه پسر رئیس آن را می‌شناسی، اصلاً و ابداً.

Ex2: When a friend tried to get Mark to jump out a plan with a parachute, he immediately responded, "No way!".

وقتی یکی از دوستان مارک سعی کرد او را با چتر وادار به پرش از هواپیما کند مارک فوراً گفت "عمراً"

On hand: available, nearby

[معمولاً با in case] موجود، در دسترس، دم دست

Ex1: The concert organizers arranged to have some security guards on hand in case there were any problems during the performance.

دست اندرکاران کنسرت ترتیبی دادند جهت برخورد با مشکلات احتمالی در طول اجرای کنسرت، چند مأمور امنیتی در دسترس باشند.

Ex2: I always keep some extra money on hand in case I forget to get cash from the bank.

چون ممکن است فراموش کنم پول از بانک بگیرم همیشه مقداری پول اضافی دم دست نگه می‌دارم.

On one's toes: alert, cautious

هوشیار، حواس جمع، محتاط، دقیق، مواظب

Ex1: We'd better keep on our toes while we're walking the dark portions of this street.

وقتی در قسمت‌های تاریک این خیابان راه می‌رویم، بهتر است خیلی حواسمان جمع باشد.

Ex2: It's important for all the players on a soccer team to stay on their toes.

مهم است که تمام بازیکنان تیم فوتبال شش دنگ حواسشان جمع باشد.

On purpose: for a reason, deliberately

عمداً، از روی قصد

Ex1: Do you think she didn't come to the meeting on purpose?

فکر می‌کنی که عمداً در جلسه شرکت نکرد؟

Ex2:It was no accident that he broke my glasses. He did it on purpose?

اتفاقی نبود که عینکم را شکست. از روی قصد این کار را کرد.

On the ball: attentive, competent, alert

هوشیار، زرنگ، حواس، جمع، متوجه

Ex1: Ella was certainly on the ball when she remembered to reconfirm our flight arrangements. Ali the rest of us would have forgotten.

الا واقعاً حواسش جمع بود که یادش بود برنامه پرواز ما را مجدداً تأیید کند. اگر ما بودیم فراموش می‌کردیم.

Ex2: Jim was the only one who caught that serious error in the bookkeeping statements He's really on the ball.

جیم تنها کسی بود که متوجه آن اشتباه جدی در صورت حساب‌های دفترداری شد. واقعاً حواسش جمع است.

On the other hand: however, in contrast

از طرف دیگر، اما، از سوی دیگر

Ex1: Democracies provide many freedoms and privileges. On the other hand, democracies suffer many serious problems such as crime and unemployment.

دموکراسی آزادی و مزایای زیادی به مردم عرضه می‌دارد. اما از طرف دیگر مشکلات جدی نظیر جرم و جنایت و بیکاری نیز به وجود می‌آورد.

Ex2: My sister takes after my father in appearance. On the other hand, I take after my mother.

خواهرم از نظر قیافه به پدرم رفته است اما من به مادرم شباهت دارم.

On the whole: in general, in most ways.

[همچنین by and large] در کل، در مجموع، روی هم رفته

Ex1: He is, on the whole, a good student.

در مجموع دانشجوی خوبی است.

Ex2: By and large, I agree with your suggestions.

در کل با پیشنهادات شما موافقم.

On time: exactly at the correct time, punctually

به موقع، سر وقت، درست به موقع، سر ساعت

Ex1: I thought that Margaret would arrive late, but she was right on time.

فکر می‌کردم مارگارت دیر می‌رسد، اما درست به موقع رسید.

Ex2: Did you get on time this morning or did rush hour traffic delay you?

آیا امروز صبح به موقع سر کار رسیدی و یا ساعت اوج ترافیک باعث تأخیرت شد؟

Once and for all: finally, absolutely

سرانجام، بالاخر، یک بار برای همیشه، مطلقاً

Ex1: My daughter told her friend once for tall that she wouldn't date him anymore.

دخترم بالاخره به دوستش گفت که دیگر حاضر نیست با او قرار بگذارد.

Ex2: Once and for tall, John has quit smoking cigarettes.

بالاخره جان سیگار را برای همیشه ترک کرد.

Once in a blue moon: rarely, infrequently

خیلی کم، خیلی به ندرت، هر صد سال یکبار

Ex1: Once in a blue moon my wife and I eat at a very expensive restaurant.

من و همسرم به ندرت در یک رستوران گران قیمت غذا می‌خوریم.

Ex2: Snow fails on the city of San Deigo, California, once in a blue moon.

در شهر سان دیه گو واقع در کالیفرنیا به ندرت برف می‌بارد.

out of date: not current, not timely: no longer available in published.

از رده خارج بودن، از مد افتاده بودن، قدیمی بودن، چاپ چیزی تمام شدن

Ex1: This book can't be ordered anymore because it is out of date.

دیگر نمی‌توانیم این کتاب را سفارش بدهیم چون که چاپ آن تمام شده است.

Ex2: Many people buy new cars when their old cars become out of date.

بیشتر مردم وقتی ماشین‌های قدیمی‌شان از رده خارج می‌شوند ماشین نو می‌خرند.

Ex3: I don't know why Gene likes to wear out – of – date clothing. He clothes are so outdated that even his fiend hesitates to be seen with him.

نمی‌دانم چرا جین دوست دارد لباس‌های از مد افتاده بپوشد، لباس‌های او چنان قدیمی است که حتی دوستش حاضر نیست با او دیده شود.

(be) out of order: not in working condition

خراب شدن، خراب بودن، از کار افتادن

Ex1: The elevator was out of order, so we had to walk to the tenth floor of the building.

آسانسور خراب بود، بنابراین مجبور شدیم تا طبقه دهم ساختمان از پله‌ها بالا برویم.

Ex2: We couldn't use the soft drink machine because it was out of order.

نتوانستیم از دستگاه نوشیدنی‌های غیرالکلی استفاده کنیم زیرا خراب بود.

(be) out of the question: impossible, not feasible

غیر ممکن بودن، عملی نبودن.

Ex1: Don't expect me to do that again. It's absolutely out of the question.

انتظار نداشته باش دوباره آن کار را انجام بدهم، واقعا غیرممکن است.

Ex2: Stephen told Deborah that it was out of the question for her to borrow his new car.

استفن به دبورا گفت که قرض دادن ماشین جدیدش به او غیرممکن است

(be) out of touch: not having contact: not having knowledge of

تماس نداشتن، خبر نداشتن

Ex1: Marge and I had been out of touch for years, but then suddenly she called she me up the other day.

من و مارچ سال‌ها بود که از هم خبر نداشتیم، اما ناگهان چند روز پیش به من تلفن زد.

Ex2: Larry has been so busy that he seems out of touch for years, but then suddenly she called me up the other day.

لاری آنقدر سرش شلوغ است که ظاهراً از اوضاع دنیا خبری ندارد.

Over and over (again): repeatedly

[همچنین time and again, time after time مکرراً پی در پی، کراراً، همش، پیوسته، بارها و بارها

Ex1: Children have difficulty remembering rules, so it's often necessary to repeat them over and over again.

کودکان در به خاطر سپردن مقررات مشکل دارند بنابر این ضروری است که پیوسته برای آنها تکرار کنیم.

Ex2: The actress studied her lines in the movie over and over until she knew them well.

خانم هنرپیشه قسمتی از فیلمنامه مربوط به خود را بارها و بارها خواند تا اینکه آنرا حفظ کند.

Ex3: Time and again I have to remind Bobby to put on his seatbelt in the car.

مجبورم همش به بابی یادآوری کنم در ماشین کمربندش را ببندد.

Pass away: to die

درگذشتن، مردن

Ex: His grandfather who was suffering from a terrible cancer passed away last month.

پدربزرگش که مبتلا به سرطان شدیدی بود ماه قبل درگذشت.

Pass out: to distribute; to lose consciousness

۱- [جداشدنی، همچنین hand out]توزیع کردن، پخش کردن [به عنوان اسم] جزوه درسی؛ ۲- از حال رفتن، بیهوش شدن

Ex1: Alright, students, here are the class handouts for this week

خب بچه‌ها این هم جزوات درسی برای کلاس این هفته.

Ex2: The weather was so hot in the soccer stadium that some of the fans in the stands passed out.

هوا در استادیم فوتبال چنان گرم بود که تعدادی از هواداران مستقر در سکوها از حال رفتند.

Ex3: Please help me pass out these papers; there must be a hundred of them.

لطفاً به من کمک کنید این دفترچه‌های تست را توزیع کنم. فکر می‌کنم حدود صدتایی باشد.

Pay attention (to): to look at and listen to someone while they are speaking, to concentrate.

توجه کردن به، گوش دادن به، حواس انسان به کسی بودن

Ex1: Please pat attention to me while 'm speaking to you!

وقتی دارم با شما حرف می‌زنم لطفا حواست به من باشد!

Ex2: You'll have to pay attention in class if you want to get a good grade.

اگر می‌خواهید نمره بهتری بگیرید باید در کلاس بیشتر توجه کنید.

Pick out: to choose, to select

[جدا شدنی] انتخاب کردن

Ex1: Mary Picked out a good book to give to her brother as a graduation gift.

مری کتاب خوبی انتخاب کرد تا به عنوان کادوی فارغ‌التحصیلی به برادرش بدهد.

Ex2: Johnny, if you want me to buy you a toy, then Pick one out now.

جانی، اگر می‌خواهی برایت اسباب بازی بخرم، خودت الان یکی انتخاب کن.

Pick up: to lift from the floor, table, etc., with one's fingers.

[جدا شدنی] (از زمین) برداشتن، بلند کردن

Ex1: Harry picked up the newspaper that was on the front doorstep.

هری روزنامه‌ای را که روی پله جلوی در بود برداشت.

Ex2: Could you pick your toy up before someone falls over it?

می‌شه لطف کنی اسباب بازی‌ات را قبل از اینکه کسی آنرا لگد کند برداری؟

Pick up the tab: to pay cost or bill

هزینه کسی را پرداخت کردن، صورت حساب کسی را پرداخت کردن

Ex1: The government picked up the tab for the visiting dignitary. It paid for all the lodging and meals, as will as transportation, during his stay.

دولت هزینه سفر مقام مهمان را که شامل هتل، غذا و ایاب و ذهاب مربوط به مدت اقامتش می‌شد، پرداخت کرد.

Ex2: The advertising manager is flying to Puerto Rico for a conference, and her firm is picking up the tab.

مدیر تبلیغات شرکت جهت شرکت در یک کنفرانس با هواپیمان به پوئرتو ریکو می‌رود. شرکت هزینه سفر او را می‌پردازد.

Pin on: to find guilty of crime or offense

[جدا شدنی، همچنین hang on] (نخلف) به گردن کسی انداختن، نسبت دادن به

Ex1: The prosecuting attorney tried to pin the murder on the victim's husband, but the jury returned a verdict of "not guilty".

دادستان سعدی کرد قتل را به همسر مقتول نسبت دهد، اما هیأت منصفه حکم "برائت" صادر کرد.

Ex2: I wasn't anywhere near the window when it got broken. You can't pin that one me.

وقتی شیشه پنجره شکست من اصلاً نزدیک پنجره نبودم. نمی‌توانی آن را به گردن من بیندازی.

Play by ear: to play music that one has heard but never read, to proceed without plan, to do spontaneously.

[جدا شدنی] 1- از حفظ آهنگ زدن؛ همین طوری (بدون برنامه) کاری را انجام دادن.

Ex1: My husband wanted to plan our trip carefully, but I argued that it was more fun if we played it bay ear.

شوهرم می‌خواست که با دقت برای سفرمان برنامه‌ریزی کند، اما نظر من این بود که اگر همین طوری بدون برنامه‌ریزی سفر برویم بیشتر خوش می‌گذرد.

Ex2: That pianist can play most popular music by ear. She never needs to read sheet music.

آن پیانیست معروفترین آهنگ‌ها را از حفظ می‌نوازد و هرگز نیازی به خواندن نت موسیقی ندارد.

Play up to: to behave so as to gain favor with someone.

چاپلوسی کردن، خودشیرینی کرد

Ex1: The other students in the class resent Jim because he plays up to the teacher in order to get better grades.

دانش‌آموزان خیلی از دست جیم عصبانی هستند زیرا او پیش معلم خودشیرینی می‌کند تا نمرات بهتری بگیرد.

Ex2: When my children asked me to go shopping for a new video game, I knew why they had been playing up to all morning.

وقتی بچه‌هایم از من خواستند که برای خرید یک بازی ویدئویی جدید به خرید برویم، آن وقت فهمیدم چرا تمام صبح خودشیرینی می‌کردند.

Point out: to show, to indicate, to bring to one's attention

[جدا شدنی] نشان دادن، مشخص کردن، توجه کسی را به چیزی معطوف کردن

Ex1: What important buildings did the tour guide point out to you.

چه سا ختمان‌های مهمی را راهنمای تور به شما نشان داد؟

Ex2: A friend pointed the famous actor out to me.

یکی از دوستان هنرپیشه معروف را به من نشان داد.

Ex3: The teacher pointed out the mistakes in my composition.

معلم اشتباهات انشای مرا مشخص کرد.

Pull off: to succeed in doing something difficult; to exit to the side of a highway.

[جداشدنی] ۱- موفق شدن در، از عهده کاری برآمدن؛ ۲- [خودرو] کنار زد، کنار جاده پارک کردن

پیانو فضای زیادی را در اتاق نشیمن ما اشغال می‌کند. اما فعلاً آن وقت زیادی می‌گیرد. بهتر است تا وقت دیگری صبر کنیم.

Take up with: to consult someone about an important matter

[جداشدنی] مشورت کردن با، مطرح کردن با

Ex1: I can't help you with this matter. You'll have to take it up with the manager.

نمی‌توانم در مورد این موضوع به شما کمک کنم. شما باید با مدیر مشورت کنید.

Ex2: Can I take the problem up with you right now? It's quite urgent.

می‌توانم مسئله را همین الان با شما مطرح کنم؟ خیلی فوری است.

Talk back to: to answer in a rude manner, to speak to disrespectfully.

جواب پس دادن، رودرواسی کردن، تو روی کسی برگشتن، تو روی کسی ایستادن

Ex1: Billy, if you talk back to me like that once, you're going to spend the rest of the day in your room.

بیلی، اگر یک بار دیگر اینطوری تو روی من بایستی، باید بقیه روز را توی اتاقت بگذرانی.

Ex2: The school principal had to reprimand the child for talking back to her teacher.

مدیر مدرسه می‌بایست محصل را به خاطر اینکه تو روی معلمش ایستاده توبیخ کند.

Talk over: to discuss or consider a situation with others

[جداشدنی] بحث کردن در مورد، مشورت کردن در مورد

Ex1: We talked over Carla's plan to install an air conditioner in the room, but we couldn't reach a decision.

ما در مورد نقشه کارلا جهت نصب تهویه در اتاق بحث کردیم، اما به نتیجه ای نرسیدیم.

Ex2: Before I accepted the new job offer, I talked the matter over with my wife.

قبل از پذیرش پیشنهاد شغل جدید، در مورد آن با همسرم مشورت کردم.

Tear down: to destroy by making flat, to demolish

[جداشدنی] کوبیدن، خراب کردن، با خاک یکسان کردن

Ex1: The owners had to tear the house down after it burned down in a fire.

صاحب خانه بعد از اینکه خانه‌اش در آتش سوزی سوخت مجبور شد آن را خراب کند

Ex2: The construction company had to tear down the old hotel in order to build a new office building.

شرکت ساختمانی می‌بایست هتل قدیمی را بکوبد تا به جای آن ساختمان اداری جدیدی بسازد.

Tear up: to rip into small pieces

[جداشدنی] پاره کردن، ریز ریز کردن، ذره ذره کردن

Ex1: He told the lawyer to tear the old contract up and then to prepare a new trash can.

به وکیل گفت که قرارداد قبلی را پاره کرده و سپس قرارداد جدیدی تنظیم کند.

Ex2: Deidre tore up the letter angrily and threw all be the pieces into the trash can.

دیدر نامه را با عصبانیت ریز ریز کرد و تکه‌های آن را داخل سطل زباله ریخت.

Tall apart: to distinguish between

[جداشدنی]، همچنین tell from, pick apart] از هم تشخیص دادن، از هم شناسایی کردن

Ex1: Most new cars are very similar in appearance. It's almost impossible to tall one from another.

بیشتر ماشین‌های نو از نظر ظاهری خیلی شبیه به هم هستند. تشخیص آنها از یکدیگر تقریبا غیرممکن است.

Ex2: The two brothers look so much alike that few people can tell them apart.

دو برادر آنقدر شبیه هم هستند که کمتر کسی می‌تواند آنها را از هم تشخیص دهد.

Ex3: That copy machine is so good that I can't pick the photocopy and the original apart.

کیفیت کپی آن دستگاه آنقدر خوب است که می‌توانیم فتوکپی و اصل آن را از هم تشخیص بدهم.

Think of: to have a (good or bad) opinion of

[معمولاً] باmuch یا highly] کسی را به عنوان .... قبول داشتن، احترام قائل شدن برای

Ex1: I don't think much of him as a baseball player; he's slaw runner and a poor hitter.

او را به عنوان یک بازیکن خوب بیسبال قبول ندارم چون کند می‌دود و ضرباش ضعیف است.

Ex2: James thinks highly of his new boss, who is a kind and helpful person.

جیمز یخلی به رئیس جدیدش که آدمی مهربان و دلسوز است احترام می‌گذارد.

Think over: to consider carefully before deciding

[جداشدنی] خوب روی چیزی فکر کردن، مورد بررسی دقیق قرار دادن

Ex1: I'd like to think over your offer first. Then can we talk it over tomorrow?

می‌خواهم ابتدا روی پیشنهاد شما خوب فکر کنم، فردا می‌توانیم در مورد آن صحبت کنیم؟

Ex2: You don't have to give me your decision now. Think it over for a while.

لازم نیست همین الان تصمیمت را به من بگویی، لحظه‌ای روی آن خوب فکر کن.

Think up: to invent, to create

[همچنین dream up] از خود ساختن، تراشیدن، از خود درآوردن، ابداع کردن، ابتکار کردن

Ex1: When asked by the teacher why she was late: the student dreamed up a plausible excuse.

معلم وقتی از دانش آموز پرسید که چرا دیر آمده، دانش‌آموز بهانه‌ای منطقی تراشید.

Ex2: Who thought up idea of painting the living room walls bright red?

اینکه دیوارهای اتاق نشیمن را قرمز روشن بزنیم فکر کی بود؟

Throw (someone) a curve: to introduce an unexpected topic, causing embarrassment

[جداشدنی] تو ذوق کسی زدن، برنامه کسی را بر هم زدن.

Ex1: The director asked us in advance to stick to the meeting agenda and not to throw him any curves.

مدیر پیشاپیش از ما خواست که فقط در مورد دستور جلسه بحث کنیم و برنامه او را به هم نزنیم.

Ex2: The first week of class was going very well unit a student threw the teacher a curve by suggesting that the textbook was too difficult.

اولین هفته کلاس خیلی خوب داشت پیش می‌رفت تا اینکه یکی از دانش آموزان تو ذوق معلم زد و گفت که کتاب درسی‌مان بسیار مشکل است.

Throw away: to discard, to dispose of

[جداشدنی] دور انداختن، دور ریختن، بیرون انداختن

Ex1: I generally throw away my clothes when I wear them out.

وقتی لباس‌هایم کهنه می‌شوند آنها را معمولاً دور می‌ریزم.

Ex2: Don't throw the magazines away; I haven't read them yet.

مجله‌ها را دور نریز، هنوز آنها را نخوانده‌ام.

Throw out: to discard; to remove by force; to refuse to consider; to reject

[جداشدنی] ۱- دور ریختن، دور انداختن ۲- رد کردن، مختومه اعلام کردن، ۳- به زور بیرون انداختن

Ex1: Instead of throwing out our paper waste in the office, we should recycle it.

به عوض دور ریختن کاغذ باطله‌های اداره، بهتر است آنها را بازیافت کنیم.

Ex2: The judge threw the case out because there was insufficient evidence to try defendant successfully.

قاضی پرونده را مختومه اعلام کرد زیرا مدرک کافی برای محاکمه متهم وجود نداشت.

Listening

این قسمت از آزمون از ۴ بخش تشکیل شده است و اولین مرحله از آزمون می‌باشد و حدوداً ۳۰ دقیقه طول خواهد کشید.

هر بخش ۱۰ سؤال دارد، ۲ بخش اول در رابطه با نیازهای اجتماعی می‌باشند در بخش اول ۲ نفر با هم مکالمه می‌کنند و در بخش دوم یک مونولوگ (تک گویی) پخش می‌شود یعنی یک نفر راجع به موضوعی صحبت می‌کند.

موضوع ۲ بخش آخر درباره‌ی موضوعات آموزشی و تربیتی می‌باشند، در بخش سوم مقاله‌ای پخش می‌شود که ممکن است بین دو، سه یا حتی چهار نفر باشد (حداکثر ۴ نفر) و در آخرین بخش باز هم یک «مونولوگ» است. یعنی یک سخنران سخنرانی می‌کند یا یک نفر راجع به موضوعی بحث می‌کند.

در زیر به تعدادی از نمونه سؤال‌های مطرح شده در این قسمت و در خلال تست‌ها به مقداری راه حل‌ها (tips) برای تقویت این قسمت اشاره شده است.

Training attention, avoiding distractions

It is a very common situation on IELTS Listening when a speaker gives some wrong information, then corrects himself and gives right information. This little trick is called distraction.

You can get distracted by the information you hear the first time, thinking that it is correct. And that's where a lot of IELTS candidates get caught! The speaker will then correct what he/she said, and give new information, which will be the right answer.

Example 1: does a woman have any dietary restrictions?

Man: We provide all the meals so we need to know if you have any dietary restrictions.
Woman: I don't think so. What do you mean?
Man: If mean if there is any food you can't eat. Some people have food allergies, or they're vegetarians or have to avoid dairy products. Things like that.
Woman: Oh, I see. Well, yes, I'm a vegetarian. I never eat meat.

As you can see, the first time speaker says that she has no dietary restrictions. But after that she asks: "What do you mean?" And only then she gives her final answer: yes, she is a vegetarian.

Example 2: write down the phone number.

Woman: So, your phone number is 1157423.
Man: No, there's a little mistake. Actually, it's 1157432.
Woman: Oh, I'm sorry.

The first time your hear the number 1157423. But then the man says that there is a mistake and that the actual phone number is 1157432. So the correct answer is 1157432.

How to avoid distraction mistakes on IELTS Listening?

1. Listen carefully even if you've heard the answer: it may be corrected and the right answer will come afterwards.
2. Pay attention to words-indicators: "no", "sorry", "mistake". These words indicate that the wrong answer will be corrected soon.
3. Keep in mind that such distractions are very common for Part 1 of the listening test.
4. Be careful when you hear numbers or names: they often get corrected.

Training attention

To succeed in IELTS Listening, you should be very attentive. In this lesson we'll train to read IELTS Listening questions carefully and avoid simple mistakes caused by lack of attention. Although this may sound too simple for you, in fact it's very important to learn to read the questions carefully.

Quite often test-takers lose marks because they have read the question inattentively. For example:

Example 1. Write NO MORE THAN TWO WORDS for the answer.

How much does Adult All-Day Pass cost? .....

Thank you for choosing City Tours! The reason so many people choose our tours when visiting this city is because you can design your tour to suit your own interests. Your all-day pass entitles you to board up bus at any stop, and stay as long as you like at each place. The all-day bus pass cost 18$ for adults. Children between the ages of 5 and 12 pay half the adult fare.

Correct answer: eighteen dollars.

It's clearly said in the recording that "The all-day bus pass cost 18$ for adults". But if you wrote 18 $, your answer would be marked as incorrect! This is because the

question asks you to write "no more than two words for the answer", so numbers and symbols are automatically considered as incorrect.

To avoid such mistakes, make sure you:

1. Write words if you're asked to write words, and write numbers if you're asked to write numbers.
2. Don't exceed the word limit.
3. Answer the question with relevant information

Example 2. Write NO MORE THAN ONE WORD for each answer.
The man's occupation is ..... .

Woman: And what is your occupation?
Man: I'm an editorial office manager.

In this example you can write only one word for your answer. Even though the man says that he's an editorial office manager, you should shorten his occupation to fit into the word limit. The key word here is manager.
So the correct answer is manager.
Those test-takers who read the question inattentively, would exceed the word limit, writing editorial office manager. But such answer achieves 0 points.

multiple choice

Multiple choice questions commonly occur in parts 2, 3 and 4 of IELTS Listening test. In such questions you are given three (rarely four) answer choices, only one of which is correct.
In this lesson you will learn useful strategies and advice to answer multiple choice questions in IELTS Listening test most effectively. You will also practice gained skills by answering tricky exercises with multiple choice questions.
Strategy 1: don't immediately pick up the first answer choice you hear.
How to choose correct answer in IELTS Listening

You will often hear all of the answer choices in the audio. And only one of them is correct, the other two are meant to confuse you! So don't straightaway choose the answer you hear the first as it may be incorrect. So listen carefully and wait until the speaker finishes giving information about the current question.
Let's try to use this strategy in the first example.

Example 1

Only rescue birds that are

A. all alone

B. sitting on the ground

C. obviously injured

1st man: Right, okay. I think we should start by talking about how to rescue a bird. Probably, first we should help people understand which birds need rescuing.

2nd man: Yeah, that's really important! Because a lot of times people see a baby bird that's all alone or they find a bird sitting on a ground and they think it needs to be rescued.

1st man: And usually those are just baby birds learning to fly. So we should emphasize that people should only attempt to rescue a bird that's clearly injured.

As you can hear, all three answer choices were mentioned. However, the first two of them ("all alone" and "sitting on the ground") are clearly incorrect, because the speakers say that people often think that if a bird is all alone or sitting on the ground it needs to be rescued, but it's just learning to fly. The last sentence the speaker says gives us the correct answer: "So we should emphasize that people should only attempt to rescue a bird that's clearly injured". So the correct answer is C.

Strategy 2: know that answers may come in a different order.

Answers may come in a different order in IELTS Listening

Unlike other questions types in IELTS Listening, multiple choice questions don't necessarily have their answer choices coming in the same order as you hear them in the audio. So don't worry if you first hear the third answer choice - it doesn't mean you've missed the previous two, as answers often come in a different order.

Strategy 3: mind that answers are often paraphrased.

Synonyms occur in multiple choice questions in IELTS Listening

You shouldn't be waiting for a 100% match - the answer choice can differ from what you hear as it can be paraphrased. To approach multiple choice questions effectively, look through the answer choices while listening to the question being discussed. Do it to get a general idea of answer choices.

Now let's use strategies 2 and 3 in the second example.

Example 2

What is the best way of protection from harmful bacteria?

A.following hygiene rules

B.using antibiotics

C.visiting doctor regularly

We all know that some bacteria can be dangerous and cause diseases. But how can we protect ourselves from harmful bacteria? Well, a lot of people would answer that using antibiotics will kill the pathogenic microbes. However, antibiotic abuse can be dangerous to people's health as well! In fact, the best way of protection is preventing the disease by keeping yourself clean and washing hands before you eat.

You have probably noticed that answer choices come in a different order than they are mentioned by the speaker. This often happens in IELTS Listening multiple choice questions, so read all answer choices for the question at once.

Moreover, the synonyms are used! The speaker gives the correct answer when she says, "In fact, the best way of protection is preventing the disease by keeping yourself clean and washing hands before you eat". But instead of keeping yourself clean or washing hands we have a paraphrased answer choice - following hygiene rules. So, the right answer is A. Beware that paraphrase is often used in such questions, so you shouldn't always look for an exact match.

Tips before the test

1.Improve your general listening skills

The goal of IELTS Listening section is to test your listening skills. Don›t use practice tests to improve your score: it›s not enough! They will help you to become familiar with the test, but won›t much improve your listening abilities. It is much more effective to do various listening exercises, listen to general listening materials (radio reports, TV-shows, documental programs etc) and only after that do IELTS Listening practice tests.

2.Polish your topic vocabulary

Section 3 is almost always about education. For example, students and a tutor talking about an assignment. Learn all the vocabulary you can about studying at university. This way you will understand this section better.

Tips on the test

Word types

Skip over the questions and decide which type of word fits in each gap. Is it a noun, verb, adverb or adjective? Write ‹N› for noun, ‹V› for verb and so on. This will help you to focus on the specific word forms while listening.

«Plug in» the situation

Try to get an idea of the situation. Before each part you will be given a short introduction: ‹Now, you will hear a dialogue between...› or ‹you will hear a lecture on...› This information is not written on the question paper, so be attentive. Note: who are the speakers, why are they speaking and where are they. This will make understanding the rest of the recording much easier.

Don't loose attention

Remember, you will only hear the audio once. So if you didn't hear some words and passed over some questions, don›t worry! Leave them blank and focus on the actual part. Review those questions at the end of the section, otherwise, you will only miss more questions and tangle in the recording. You will need to read, write and listen all at the same time.

Watch out words-indicators

Listen for words-indicators, such as however, but, then, finally. They help you to anticipate what the speaker will say.

Don't write answers too quickly

A lot of students fall into this trap: as soon as they hear the needed information, they take it for the correct answer. But sometimes this information is repeated or corrected further in the section. Example:
Sam: Thank you! I've received your email. So it is loren-hanson@gmail.com.
Loren: No-no! You have mistaken, it is loren-hamson@gmail.com, spelled with M.
Sam: Oh, I'm sorry...

Check for silly mistakes

After each section you have 30 seconds to check your answers. It is important to check spelling, plurals and word forms. Remember that only correctly written answers will gain points.

Transfer answers accurately

At the end of the listening test you will have 10 minutes for transferring your answers into the answer sheet. And quite often students get confused in the numeration! As you write down your answers, check that they fit into the correct numbered space. In other words, make sure that answer for question 7 goes into space number 7.

Don't leave any blank answers!

You won't lose marks for incorrect answers, so even if you don›t know the answer it is better to write something in the answers box. Read the question again and make a guess!

Sample tests

Sample 1

You will hear a number of different recordings and you have to answer questions on what you hear. There will be time for you to read the instructions and questions and you have a chance to check your work.

All the recordings will be played once only. The test is in 4 Sections. At the end of the test you will be given 10 minutes to transfer your answers to an answersheet.

Questions 1 -4

Complete the notes below:

Write NO MORE THAN THREE WORDS for each answer.

NOTES ON SPORTS CLUB

Example answer:

Name of club: .....Kingswell

Facilities available:

Golf:

1.....

2.....

Classes available:

Kick-boxing

3.....

Additional facility:

4 .....(restaurant opening soon)

Questions 5 - 8

Complete the table below:

Write NO MORE THAN TWO NUMBERS for each answer.

MEMBERSHIP SCHEMES					
Type	Use of facilities	Cost of classes	Times	Joining fee	Annual subscription fee
GOLD	All	Free	Any time	£250	5. £ .....
SILVER	All	6. £	From 7 .....to	£225	£300
BRONZE	Restricted	£3	From 10.30 to 3.30 weekdays only	£50	8. £ .....

Question 9 and 10

Complete the sentences below:

Write ONE WORD ONLY for each answer.

9. To join the centre, you need to book an instructor's .....

10. To book a trial session, speak to David ..... (0458 95311).

Questions 11-16

What change has been made to each part of the theatre?

Choose SIX answers from the box and write the correct letter, A-G, next to questions 11- 16.

RIVENDEN CITY THEATRE

A. doubled in number
B. given separate entrance
C. reduced in number
D. increased in size
E. replaced
F. strengthened
G. temporarily closed

Part of the theatre
11. box office.....
12. shop.....
13. ordinary seats.....
14. seats for wheelchair users.....
15. lifts.....
16. dressing room.....

Questions 17 -20

Complete the table below.
Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Play	Date	Starting time	Tickets available	Price
Royal Hunt of the Sun	October 13th to 17.....	18..... Pm	For 19..... And.....	20. £ .....

Questions 21

Choose the correct letter; A, B or C.
21. What is Brian going to do before the course starts?
A. attend a class
B. write a report
C. read a book

Questions 22-25

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

College Facility	Information
Refectory	inform them 22..... about special dietary requirements
23.....	long waiting list, apply now
Careers advice	drop-in centre for information
Fitness centre	reduced 24..... for students
Library	Includes books, journals, equipment room containing audio-visual materials
Computers	ask your 25..... to arrange a password with the technical support team

Questions 26-30

Complete the summary below.

Write NO MORE THAN TWO WORDS for each answer.

Business Centre

This Business Resource Centre contains materials such as books and manuals to be used for training. It is possible to hire 26 .....and 27 . .....There are materials for working on study skills (e.g. 28) .....and other subjects include finance and 29 .....30.... membership costs £50 per year.

Questions 31-37

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

Social History of the East End of London

Period	Situation
1st-4th centuries	Produce from the area was used to 31..... the people of London
5th-10th centuries	New technology allowed the production of goods made of 32 .....and .
11th century	Lack of 33..... in the East End encouraged the growth of businesses.
16th century	Construction of facilities for the building of 34 .....stimulated international trade. Agricultural workers came from other parts of 35..... to look for work.
17th century	Marshes were drained to provide land that could be 36.....
19th century	19th century Inhabitants lived in conditions of great 37 with very poor sanitation

Questions 38-40

Choose THREE letters, A-G

Which THREE of the following problems are mentioned in connection with 20th century housing in the East End?

A. unsympathetic landlords
B. unclean water
C. heating problems
D. high rents
E. overcrowding
F. poor standards of building
G. houses catching fire

Section 1, Questions 1- 10

1. (a) Keep-fit (studio)
2. swimming
3. yoga (classes)
4. (a) salad bar
5. 500
6. 1
7. 10 (am), 4.30 (pm)
8. 180
9. assessment
10. Kynchley

Section 2, Questions 11- 20

11. B
12. G
13. C
14. A
15. E
16. D
17. (October (the)) 19th
18. 7
19. Monday, Thursday
20. 18

Section 3, Questions 21- 30

21. A
22. in advance
23. nursery
24. annual fee
25. tutor
26. laptops (OR printers)
27. printers (OR laptops)
28. report writing
29. marketing
30. Individual

Section 4, Questions 31- 40

31. feed
32. metal / leather (IN ANY ORDER)
33. restrictions
34. ships
35. England
36. built
37. poverty

IN ANY ORDER:

38. C
39. E
40. F

Listening 2

SECTION 1. QUESTIONS 1-10

Questions 1 -4

Complete the form below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

Example:	**Global Bicycle Tours**
Tour name:	River Valley tour. Tour month: (1)
Customer Name:	Schmidt (2)
Address:	P. O. Box (3) Manchester
Bicycle rental required?	__Yes ☑No
Dietary restrictions:	(4)

Questions 5- 7

Choose the correct letters, A, B, or C.

5. What size deposit does the caller have to pay?

5 percent.
30 percent.
50 percent.

6. When does the deposit have to be paid?

Two weeks from now.
Four weeks from now.
Six weeks from now.

7. How will the luggage be carried?

By bus.
By bicycle.
By van.

Questions 8 -10

Choose THREE letters, A-F.

Which THREE things should the caller take on the tour?

A raincoat

B spare tire

C maps

D water bottle

E camera

F guide book

SECTION 2. QUESTIONS 11-20

Questions 11 -15

What change has been made to each part of the health club?

Write the correct letter, A-F next to questions 11—15.

HARTFORD HEALTH CLUB	Part of the health club
A installed a new floor B repainted C moved to a new location D rebuilt E enlarged F replaced the equipment	11. swimming pools 12. locker rooms 13. exercise room 14. tennis court 15. club store

Questions 18 -16

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

16. Tomorrow, ... for adults and children will start.

17. On Wednesday, there will be a .....

18. A..... is planned for next weekend.

Questions 19 and 20

Answer the questions below. Choose the correct letter, A, B, or C.

19. How many months did it take to complete the renovation work?
A.Three.
B.Nine.
C.Twelve.

20. What project is planned for next year?
A.An indoor pool.
B.An outdoor tennis court.
C.An outdoor pool

Questions 21-25

Choose FIVE letters, A-I. What FIVE things will the students do during their museum internship?

A art conservation
B administrative duties
C guide tours
D attend board meetings
E give classes
F research
G write brochures
H plan a reception
I meet artists

Questions 26-30

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

City Art Museum	
The main part of museum was built in (26).	
The (27)	was built sixty years later.
Collections: modern art, works by (28),	sculpture, European art.
Classes: (29)	classes for adults
Arts and crafts workshops for children	
Weekly (30)	in the fall and winter

SECTION 4. QUESTIONS 31-40

Choose the correct letter, A, B, or C.

31. The tomato originally came from

A. Mexico.

B. Spain.

C. Peru.

32. The original color of the tomato was

A. red.

B. green.

C. yellow.

33. The Aztec word for tomato means

A. golden apple.

B. plump thing.

C. small fruit.

34. In the 1500s, people in Spain and Italy

A. enjoyed eating tomatoes.

B. used tomatoes as ornamental plants.

C.made medicine from tomatoes.

35. In the 1600s, the British

A. saw tomatoes as poisonous.

B. published tomato recipes.

C. ate tomato sauce daily.

Questions 36 - 40

Complete the timeline with information about the history of the tomato in the United States.

Write NO MORE THAN TWO WORDS for each answer.

1806 - Tomatoes were mentioned as food in a (36) .....

1809 - Thomas Jefferson (37) ..... at his home in Virginia.

1820 - A man proved that tomatoes were not poisonous by eating them (38) .....

1830s - (39) .....appeared in newspapers and magazines.

1930s - People began to eat (40)

Anwser

Section 1	Section 3
June	B
Karla	C
257	F
Vegetarian	G
B	1985
A	New wing
C	Local artists
A	Art history
D	Concerts
E	
Section 2	**Section 4**
B	C
E	C
A	B
F	A
C	A
Swimming lessons	Calendar
Tennis competition	Served tomatoes
Party / club party	In public
B	Tomato recipe / tomato recipes
	Raw tomatoes

Listening 3

Question 1-6

Hotel Information Example answer Name of accommodation:	(0) Carlton Hotel
Length of stay:	3 nights
Ages of children:	(1)
Rooms available:	Two en-suites at £270
Price inclusive of:	(2)
Payment method:	credit card
Name:	Michael (3)
Date of birth:	(4) 1968
Address:	273, Stanton Court, London.
Post code:	(5)
Telephone:	08773 (6)

Now pause the recording. You have 30 seconds to look at questions 7- 10.

Questions 7-10

Transport Options			
Mode of Transport	**Cost**	**Arrangements**	**Travel time to town**
Taxi	Approximately (7) £	Pick up from the hotel	10 minutes
Bus	£2 per person	Walk down Oak Tree (8)	15 minutes
Walking	--------	Walk through (9)	(10)

11 The company expanded in

A 2000

B 2007

C 2014

12 The number of permanent staff is

A 75

B 90

C 150

13 Most volunteers join the program

A in Winter

B in July

C when it is best for them

14 Time Abroad receives all its income from

A partner organizations

B volunteers

C the govenment

Volunteering Opportunity	Activity	Benefits
English Teaching	Helping with English (15)	Significantly improve the (16) of many children and adults
Agriculture and Farming	Promoting sustainable and (17) farming	- Promote (18) farming methods - educate local communities
Veterinary Medicine	- Helping the vet with (19) - Joining the vet on home visits	- Amazing insights into the country - See a lot of fascinating animals - Gain a greater ((20) of the difficulties in the country

You will hear a woman asking a tutor for more information about a Media Studies course at a university.

Questions 23 - 21

Choose the correct letter A, B or C.

21 How long did Louise work at a radio station?
A 2 years
B 4 years
C 6 years
22 Why does Louise want to do a Masters?
A To get a promotion in her current job
B To go into TV
C Employers like post-graduate qualifications
23 How long will it take to do the Masters part-time rather than the modular route?
A 18 months
B 3 years
C 4 years

Questions 24 and 25

Choose TWO letters A-F.
Which two things must Louise have to join the course?
A A bachelor›s degree
B Work experience
C Either a bachelor›s degree or work experience
D Research experience
E A completed thesis
F Motivation

Questions 26-30

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Fees and Funding
The fees are (26) per year to do the course part-time. The university has a (27) it can use to fund the most suitable students. You must have a (28) in place before you can get any funding. The details on funding can be found on the (29) . That will also have information on eligibility, help available, and (30) .

Questions 31 – 35

Complete the sentences below

Write ONE WORD ONLY for each answer

31. Indian Railways is owned and ..... by the government of India.
32. There are more than ..... million people working for Indian Railways
33. The ..... of the railways from 1857 occurred under Robert Maitland Brereton.
34. The joining of the East Indian Railway with the Great Indian Peninsula Railway led to a network of .....kilometres.
35. The route from Bombay to Calcutta, opened in 1870, was an ..... for the book Around the World in 80 days.

Questions 36-40

Complete the table below

Write NO MORE THAN TWO WORDS for each answer

Period	Situation
1875 - 1899	The network radiated inward from (36) , Madras, and Calcutta
1900 - 1906	It was not long before various independent kingdoms had their own (37) .
1907 - 1919	When the war finished the railways were suffering from (38) and
1920 - 1938	Between 1920 and 1929, the railways had a (39) of around £687 million
1939 - 1946	The rolling stock that was moved to the Middle East included locomotives and (40) .

Anwser

Section 1	Section 3
9 and 12 / nine and twelve	A
tax	C
Fernsby	B
15 (th) October / 15th of October	C
WC2D 5JB / wc2d 5jb	F
879456	£2400 / 2400 pounds
15 / fifteen	(certain) budget
Avenue	firm offer
the (nice) park	university website
30 minutes	how to apply
Section 2	**Section 4**
	31. operated
B	32. 1.4
C	33. expansion
C	34. 6400 / 6
B	400
conversation	35. inspiration
learning experience	36. Bombay
responsible	37. rail(way) systems
organic	38. disrepair / collapse (IN ANY ORDER)
sick animals	39. capital value
understanding	40. coaches

Listening 4

Questions 5 - 1

Customer Details:

They will be coming to London on (1)

He's going with his sister and his (2)

Tour Details:

Bus Tour

The cost is (3) £ for adults and (4) £ for children

Tours start at 7am and finish at (5)

Questions 6-8

Choose TWO letters A-G.

68-. Which three places would the tourist like to see?

A Buckingham Palace

B Big Ben

C Harrods

D Houses of Parliament

E Hyde Park

F St Paul›s Cathedral

G London Eye

Questions 9-10

Choose the correct letter A, B or C.

9. How will the tourist buy the tickets?

A By phone

B Online

C On the bus

10. How long before he leaves should he buy his tickets?

A 1 week

B 6 weeks

C 3 months

Questions 12-11

Choose the correct letter A, B or C.

11. Each day, pandas need to eat:

A Very little nutrition

B 1238- kg of bamboo

C 330 pounds of bamboo

12. If pandas are cared for away from the wild, they can live for approximately:

A 6 months

B 1420- years

C 30 years

Questions 13-14

Choose TWO letters A-E.

Select two things that are endangering pandas:

A Public awareness

B Ecotourism

C Poaching

D Other wildlife

E Building of roads and railroads

Questions 16-15

Write NO MORE THAN THREE WORDS AND / OR A NUMBER.

15. What proportion of the panda population in China is protected by reserves?

16. What did the WWF create which encouraged people to support pandas?

Questions 17 - 20

Write NO MORE THAN ONE WORD AND / OR A NUMBER.

Reasons that pandas may not be worth saving:

They are extremely (17) to look after

They have a diet that is not (18)

They get sick easily and are hard to breed

Reasons that pandas should not be allowed to die out:

They are in danger because (19) are damaging the forests

We should protect their homes because other animals live there

The number of pandas in the wild is (20) so they will not become extinct

Questions 21 - 22

Choose the correct letter A, B or C.

21. What is the problem that the students are having with the project?

A The readings are too difficult

B The readings are not interesting

C The project is taking too long

22. When can extensions be granted?

A Problems with planning

B Illness or accidents

C Scheduling issues

Questions 23-27

What main problem do the students suggest each company has. Match the company to the problem. The first has been done for you.

Choose your answers from the box and write the letters A–G next to questions 23–27.

A knowledge about their customers

B long-term gain

C competition

D customer satisfaction

E employees

F external factors

Example

E. Stacks Stationary

23. Princeton Windows

24. MK Cars

25. Lakeside Golf

26. Bryson›s Meats

27. Mojo›s Music Shop

Questions 28-30

Which opinion does each person express about Mojo›s Music?

Choose your answers from the box and write the letters A-F next to questions 28- 30.

A It has good managers
B It has been operating for too long
C There aren't enough music shops
D It needs more innovative marketing
E It will close down in the end
F It has a good long-term future

28. Sarah
29. John
30. Neil

Questions 31-40

Complete the notes below

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Behaviour of Dolphins

- almost 40 species of dolphin
- found (31)
- usually in shallower seas
- carnivores

SOCIALISING

- very sociable and live in pods
- super-pods may have more than (32) dolphins
- have strong social bonds
- help other animals - Moko helped a whale and calf escape from (33)
- have been known to assist swimmers

CULTURE

- discovered in May 2005 that young bottlenose dolphins learn to (34)
- dolphins pass knowledge from mothers to daughters, whereas primates pass to (35)

AGGRESSION

- dolphins may be aggressive towards each other
-Like humans, this is due to disagreements over (36) and competition for females
- Infanticide sometimes occurs and the killing of porpoises

FOOD

- dolphins have a variety of feeding methods, some of which are (37) to one population
- Methods include:
•herding
•coralling
•(38) or strand feeding
•whacking fish with their flukes

PLAYING

- have a variety of playful activities
- common behaviour with an object or small animal include:
•carrying it along
•passing it along
•(39) away from another dolphin
•throwing it out the water
- may harass other animals
- playful behaviour may include other (40) such as humans

Anwser

Section 1	Section 3
10th / 10 July	C
parents	B
29	B
14	A
6pm	D
B (Q68- can be in any order)	F
D	C
G	F
B	E
A	D

Section 2	Section 4
	worldwide
B	1000 / one thousand
C	shallow water
C / E	use tools
C / E	both sexes
61% / sixty-one per cent	companions
(a/an) logo / an exellent logo	exclusive
expensive	beach
(very) nutritious	taking it
humans	(animal) species
increasing	

Reading

این بخش از آزمون دارای ۳ قسمت و ۴۰ سؤال می‌باشد. متون غالبا از ژورنال‌ها، کتب، مجلات و روزنامه‌ها اقتباس می‌شوند.

موضوعات این ۳ متن غالبا در زمینه مسائل روز و علایق عموم افراد می‌باشند ولی حداقل یک متن براساس استدلال منطقی با ذکر جزئیات همراه است.

این قسمت از آزمون ۶۰ دقیقه طول خواهد کشید.

Multiple Choicez

Question

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes on your answer sheet.

Anwsering strategy

Skim over the text.

Read the first question and underline the key words.

Find those key words or their synonyms in the text. The answer should be somewhere close to them.

One you've found the answer read the question again and make sure that it is correct.

Repeat this strategy with other questions. If you prefer, you can read the text by passages.

Tips

Scan text for the key words and their synonyms.

Cross out the answers which are obviously wrong. This will help you to identify the correct answers more quickly.

The order of questions can help you. Answer for question 4 will be between answers for questions 3 and 5 in the text.

Don't rely on your own knowledge, the correct answer contains ONLY information stated in the text.

Example

Rice That Fights Global Warming

More than half the global population relies on rice as a regular part of their diet. But rice paddies have a downside for the planet too: they produce as much as 17 percent of the world›s total methane emissions. That is even more than coal mining emissions, which make 10 percent of total! So Christer Jansson, a plant biochemist at the Pacific Northwest National Laboratory, spent the past 10 years developing SUSIBA2, a genetically modified rice plant that emits almost no methane.

Multiple choice question:

1. What is the negative effect of rice?

A. It is regular part of more than half of the world population's diet.

B. Rice paddies emit more methane than coal mining industry.

C. Its plantations produce %17 of the world's total methane emissions.

D. Rice has genetically modified sort SUSIBA2, which is harmful for health.

In this question key words are "rice" and "negative effect".

Now let's consider all the answers:

Answer A gives us true, but completely opposite information from what we›re looking for. The first sentence tells us that

More than half the global population relies on rice as a regular part of their diet.

But it is a positive effect! And we›re looking for the negative one. So this answer is false.

Answer B also gives us true information, but it is not what you're asked about. Look at the third sentence, which contains information that answer B uses:

That is even more than coal mining emissions, which make 10 percent of total!

This sentence is used only to highlight the negative effect, not to state it.

Answer C is correct. The second sentence clearly states the negative effect:

But rice paddies have a downside for the planet too: they produce as much as 17 percent of the world's total methane emissions.

downside = negative effect

As you see, it's very important to search key words or their synonyms in the text.

Answer D is irrelevant: it was not written anywhere that SUSIBA2 is harmful. This answer uses some words from the text just to confuse you.Don't be caught by

irrelevant answers! If you see that answer contains information that contradicts the text or was not stated at all, it›s an irrelevant answer.

TRUE, FALSE or NOT GIVEN

Question

Do the following statements agree with the information given in Reading Passage?
In boxes on your answer sheet, write
TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

Anwsering strategy

Read the first passage.
Look up for answers for the first few questions.
If you found an answer - read the whole sentence carefully, and only then answer the question.
When there are no answers left - move on to next paragraph, and repeat this strategy.
If you prefer, you can read the whole text and only after that answer the questions.

Tips

This type of questions needs attention to details. Don't just look for key words - read the whole question and the whole sentence with answer.
Words like often, always, never, some can completely change the meaning of the question. Be careful!
The order of questions can help you. Answer for question 4 will be between answers for questions 3 and 5 in the text.
If you can't find answer for some question, don›t spend too much time on it and return to it in the end. Probably, this information is just not given in the text.

Example

Programmable plants

In electronics, even the most advanced computer is just a complex arrangement of simple, modular parts that control specific functions; the same integrated circuit might be found in an iPhone, or in an aircraft. Biologists are creating this same modularity in – wait for it – plants, by designing gene «circuits» that control specific plant characteristics – color, size, resistance to drought, you name it.

The relatively new, interdisciplinary field is synthetic biology – the design of genetic circuits, just like in electronics, that control different functions and can be easily placed in one organism or the next. Most of today›s synthetic biologists work with simple microorganisms, like E. coli or yeast.

A CSU team led by June Medford, professor of biology, and Ashok Prasad, associate professor of chemical and biological engineering, is doing the same thing, but in the much more complex biological world of plants.

TRUE/FALSE/NOT GIVEN questions:

The scientists are using a technique from electronics to control specific plant properties.

TRUE

This is the first question, so answer to it should be somewhere in the first (or second) paragraph. The first sentence of the first paragraph tells us about electronics, and then we have:

Biologists are creating this same modularity in – wait for it – plants, by designing gene «circuits» that control specific plant characteristics – color, size, resistance to drought, you name it.

same modularity = same technique as in electronics

control specific plant characteristics = control specific plant properties

So this statement just summarizes the first paragraph. It is obviously true.

Some synthetic biologists work with genetic circuits of mammals.

NOT GIVEN

The second passage only tells us that

Most of today's synthetic biologists work with simple microorganisms, like E. coli or yeast.

But we don›t know anything about some biologists. Maybe some biologists work with mammals, maybe not. So the answer is not given.

Most of synthetic biologists work with mammals.

FALSE

The word some from the previous question was changed to most of, and this completely changed the meaning of the question! Now, this statement is clearly false as it contradicts the text:

Most of today›s synthetic biologists work with simple microorganisms, like E. coli or yeast.

This example shows how important is it to read the questions carefully, as one word can drastically change the meaning of the whole question.

Note that the last paragraph was not used at all. This sometimes happens, so don't worry if some of the paragraphs in your text don't contain any answers.

Sentence Completion

Question

Complete the sentences below.

Write NO MORE THAN THREE WORDS from the passage for each answer.

Write your answers in boxes 30–28 on your answer sheet.

28. Nowadays, scientists consider atoms' structures similar to tiny .....

Anwsering strategy

Read the text.

Use key words to find the needed paragraph.

Make sure you understand the question statement and search for sentence with similar meaning.

Once you've found the answer, check if it fits into the statement grammatically and doesn't exceed the word limit.

Repeat this strategy with other questions.

If you prefer, you can read the text by passages.

Tips

Make sure that your answer doesn›t exceed the word limit.

Make sure that your answer fits into the sentence grammatically.

The order of questions can help you. Answer for question 4 will be between answers for questions 3 and 5 in the text.

If text introduces new terms, some answers are likely to be among them.

Example

How atoms were discovered

Hundreds of years ago in 1785 Dutch scientist Jan Ingenhousz was studying a strange phenomenon that he couldn't quite make sense of. Minute particles of coal dust were darting about on the surface of some alcohol in his lab.

About 50 years later, in 1827, the Scottish botanist Robert Brown described something curiously similar. He had his microscope trained on some pollen grains. Brown noticed that some of the grains released tiny particles – which would then move away from the pollen grain in a random jittery dance.

At first, Brown wondered if the particles were really some sort of unknown organism. He repeated the experiment with other substances like rock dust, which he knew wasn't alive, and saw the same strange motion again.

It would take almost another century for science to offer an explanation. Einstein came along and developed a mathematical formula that would predict this very particular type of movement – by then called Brownian motion, after Robert Brown. Einstein's theory was that that the particles from the pollen grains were being moved around because they were constantly crashing into millions of tinier molecules of water molecules that were made of atoms.

By 1908, observations backed with calculations had confirmed that atoms were real. Within about a decade, physicists would be able to go further. By pulling apart individual atoms they began to get a sense of their internal structure.
It might come as a surprise that atoms can be broken down – particularly since the very name atom derives from a Greek term "atomos", which means "indivisible". But physicists now know that atoms are not solid little balls. It's better to think of them as tiny electrical, "planetary" systems. They're typically made up of three main parts: protons, neutrons and electrons. Think of the protons and neutrons as together forming a "sun", or nucleus, at the centre of the system. The electrons orbit this nucleus, like planets.

Sentence completion questions:

1.The type of random jittery movement of tiny particles is called ..... .
The key words here are type of movement, and they direst us to the third paragraph. There, we can see a phrase with the same meaning:
this very particular type of movement – by then called Brownian motion
It refers to the movement of tiny particles described in the first two paragraphs.
So the answer is Brownian motion.
Note how the new term from the text is used for sentence completion. This is quite common for sentence completion questions in IELTS Reading.

2. Einstein explained the phenomenon of particles› strange motion by the fact that they were collapsing with ..... .
The key words here are Einstein explained. The fourth paragraph tells us that Einstein's theory was that that the particles from the pollen grains were being moved around because they were constantly crashing into millions of tinier molecules of water
Look how the synonyms are used:
Einstein's theory = Einstein explained
crashing into = collapsing with
Now we see that the correct answer is water molecules.
But why not «molecules of water» as it was stated in the text? Because the question asked to complete the sentences with NO MORE THAN TWO words, so three-word answer is automatically incorrect. That›s why here we had to rephrase the

correct answer to make it fit into the word number boundaries. You should always pay attention to this!

3. Nowadays, scientists consider atoms› structures similar to tiny ..... .

Atoms' structures are discussed in the last paragraph, where we can find a paraphrase of our question statement:

But physicists now know that atoms are not solid little balls. It›s better to think of them as tiny electrical, «planetary» systems.

Scientists = physicists

Nowadays = now

Consider = think of them as

Correct answer: planetary systems.

4. ..... are parts that are circling around the nucleus.

Again, nucleus was introduced only in the last paragraph, so we should search for the answer there. The last sentence of the last paragraph states that

The electrons orbit this nucleus, like planets.

Knowing that circle around = orbit, the correct answer is obvious: electrons.

Matching Paragraphs

Question

Which paragraph contains the following information? Write the correct letter, A-F, in boxes 81- on your answer sheet

Anwsering strategy

Look through the list of headings.

Read the first paragraph. Don't pay much attention to details, just get the general idea of it. You can ask yourself: «What does author want to tell me in this paragraph?» or «How would most likely this text be called if I saw it in the newspaper?». These questions will help you to think in the right direction.

Read the headings list attentively and choose the best match.

If you don›t see a match, move on to the next paragraph.

If you are unsure about the right match (you think that paragraphs A and D are OK), write down all possible answers. Don't guess yet! Maybe some of your choices will be crossed out later.

Move on to next paragraph and repeat this strategy.

Tips

Don›t waste too much time on one paragraph. You can skip it and come back later.

Try all the headings for each paragraph. Even if you already used some headings, it›s always better to double-check!

If you see some unfamiliar words in the text, don›t worry! In this section you should just get the main idea of each paragraph. And you can do it without knowing all the words.

Example

The lost giants of Australian fauna

(A) Australia›s wildlife is unique. The vast majority of the animals that live there are not found anywhere else – and things were no different 1 million years ago during the Pleistocene: the age of the super-sized mammal. Before humanity became Earth›s undisputed superpower, giant beasts of all shapes and sizes dominated every continent, but the Pleistocene mammals of Australia were different. Some of them could grow to the size of small cars, or possessed teeth longer than knife blades.

(B) None of these animals survive today – although exactly why that›s the case is a mystery. Humans, with their advanced hunting techniques and use of fire to modify the landscape, may have played a central role in the megafauna›s disappearance, but this idea is still a matter of heated debate.

(C) Even if we cannot be sure that the arrival of Australian Aboriginals on the continent had catastrophic effects on its native animals, it seems that the animals had a rather spiritual effect on the humans. The Aboriginal mythological «Dreamtime» includes a cast of monstrous creatures, many of which bear a close resemblance to some of the real-life monsters that once stalked Australia›s plains. Are the myths based in fact? Perhaps: after all, these creatures are far stranger than anything dreamed up by humans.

(D) For instance, the two-tonnes weighting Diprotodon comfortably holds the title of largest marsupial ever. In size and appearance it looked superficially like a modern rhinoceros, but the Diprotodon seems to have had a social lifestyle more like that of an elephant, another mammal with which it shares anatomical similarities. What the Diprotodon most resembles, however, is exactly what it is: an enormous wombat.

(E) Another record breaker, this time a world champion; Varanus priscus, commonly known by its antiquated genus name Megalania – was the largest terrestrial lizard the world has ever known. Megalania was a goanna lizard, a relative of today›s

infamous Komodo dragon, and conservative estimates have predicted that it was at least 5.5m long.

(F) These monster marsupials were not the only giants. Their numbers were swelled by half-tonne birds and dinosaur-like tortoises. Although this biological assemblage was truly nightmarish for humans, it greatly enriched the Australia's fauna and contributed to the world's biological diversity. Unfortunately, all of these species are extinct nowadays. This fact shows us that even strong, monstrous creatures can easily die out. So we need to care about animals that surround us today and don't let them disappear as it happened to their distant ancestors.

Matching paragraphs questions:
Which paragraph contains the following information? Write the correct letter, A-F, in boxes 1-8 on your answer sheet

1. Extinction of monstrous creatures.....
2. The largest mammal.....
3. Myths and reality.....
4. Incredible creatures of Pleistocene Australia.....
5. Importance of animal protection.....
6. Giant lizards.....
7. Arrival of Australian Aboriginals.....
8. Mystery the giants› disappearance....

Short-answer Questions

Question

Write NO MORE THAN TWO WORDS from the passage for each answer. Write your answers in boxes 5–10 on your answer sheet.

5. Which animal has the most fat? .....

Anwsering strategy

Skim over the text.

Read the question and find the paragraph, which is likely to contain the answer. Use key words to navigate.

Read attentively the paragraph you've found, searching for the answer.

Once you›ve found the answer, check if it doesn›t exceed the word limit.

Repeat this strategy with other questions.

If you prefer, you can read the text by passages.

Tips

Make sure that your answer doesn›t exceed the word limit. It's super-important.

The order of questions can help you. Answer for question 4 will be between answers for questions 3 and 5 in the text.

If text introduces new terms, some answers are likely to be among them.

Example

The fattest animals

As the largest animal in the world, the blue whale also has the most fat. In a 1968 study involving 49 different species of mammal from across the US and Brazil, researchers deduced that the blue whale had the highest percentage of body fat – more than %35. With the whales weighing in at up to 180 tonnes, that's easily a record-breaking amount of fat for one animal.

But if we look at things proportionally, you might be surprised by some of the world's full-fat species. We'll begin with blubber, the fat rich tissue belonging to marine mammals that has myriad benefits for streamlining, buoyancy, defence, insulation and energy storage.

In waters further north live bowhead whales. To survive in these frosty, remote waters they have a layer of blubber almost half a metre thick. In his studies, Dr Craig George found blubber mass ranged from %43 to %50 of the body mass of yearling whales.

Answer the questions with NO MORE THAN TWO WORDS:

1. Which animal has the most fat?

This question is quite simple as the answer lies in the first sentence of the text: As the largest animal in the world, the blue whale also has the most fat.

After we›ve found the potential answer (blue whale), it›s time to check for its validity:

☑it›s no longer than two words;

☑it›s clearly stated in the text that blue whale has the most fat;

Thus, we can deduce that correct answer is blue whale.

2. How is called tissue of marine mammals that is rich with fat?

After we›ve read the text, we can see that fatty tissue of marine mammals was mentioned somewhere in the second passage. Okay, we scan the second passage for the answer. It›s easy to find this sentence:

We›ll begin with blubber, the fat rich tissue belonging to marine mammals ...

The found word (blubber) is a valid and correct answer. You can see how a new term from the text is used for question: it›s very common for short-answer questions in IELTS Reading.

3. Which marine animals need a thick layer of fat to survive in cold waters?

As questions follow the order of the text, we can assume that answer should be somewhere in the third paragraph. And that›s true:

In waters further north live bowhead whales. To survive in these frosty, remote waters they have a layer of blubber almost half a metre thick.

So the correct answer is bowhead whales.

Skimming and scanning

Question

What is the aim of this text?

Skimming

Skimming means quickly reading the text to get only its main idea. To skim effectively, you need to read only a part of the material.

You have already encountered skimming: when reading a long chapter of a book, or doing a research on a long article. In such case, you would probably read the first sentences of each paragraph, dropping down to the end of the paragraph.

How to skim?

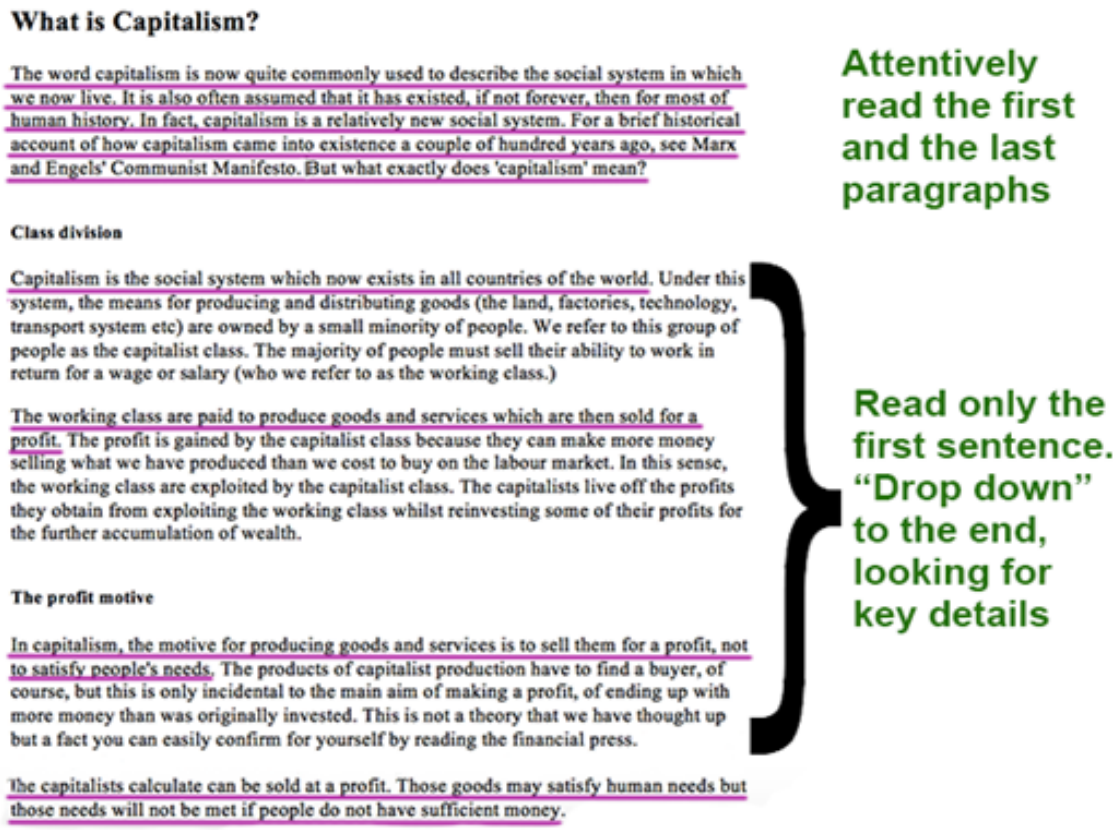
Read the first paragraph attentively to get an idea of what will be discussed in the text.

Read the first (and sometimes the second) sentence of each paragraph - they give the main idea of the paragraph.

After you have read the first sentences, your eyes should drop down to the end of the paragraph, looking for important pieces of information, such as dates and names.

Read the last paragraph attentively as it may contain the summary.

Here's a picture that illustrates skimming process:



Scanning

Scanning means searching for specific phrases in the text to answer some questions.

Underline!

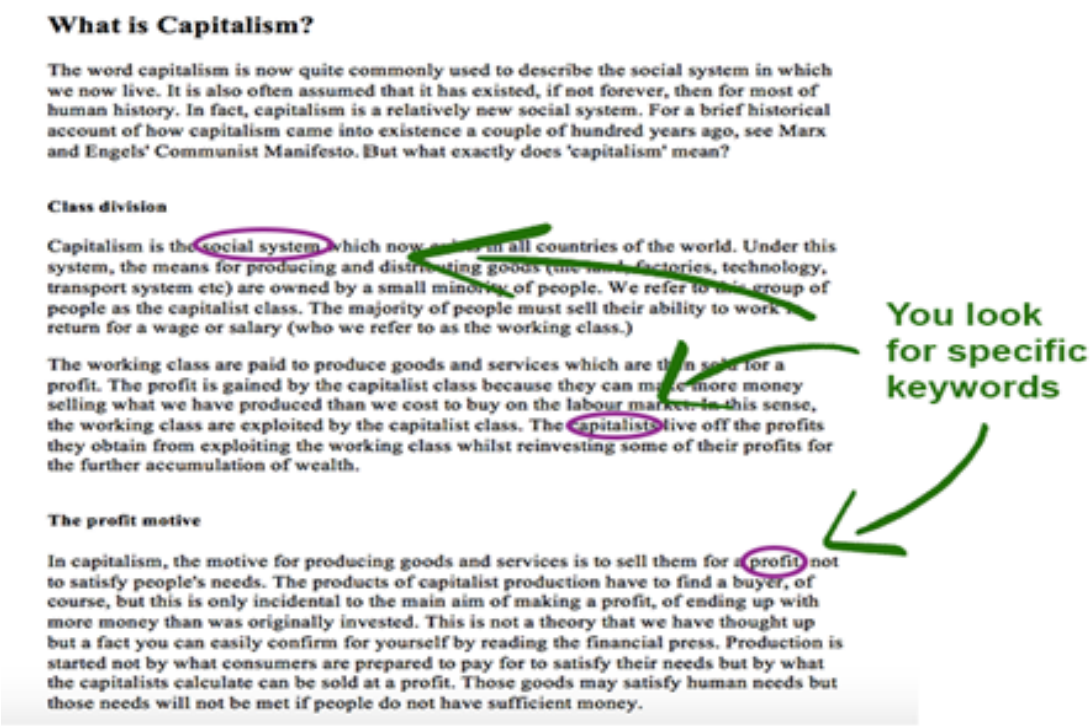
The questions on IELTS Reading test often include dates, names, numbers, new terms or other key words. So it's a very good idea to underline those key words while reading, so you could find the answers in the text more easily.

How to scan?

Underline the important information while reading the text (dates, numbers, names etc.)

When you read the question, identify the key word and scan the text for it. This way you'll find the answer more quickly.

Scanning process looks like this:



What is Capitalism?

The word capitalism is now quite commonly used to describe the social system in which we now live. It is also often assumed that it has existed, if not forever, then for most of human history. In fact, capitalism is a relatively new social system. For a brief historical account of how capitalism came into existence a couple of hundred years ago, see Marx and Engels' Communist Manifesto. But what exactly does 'capitalism' mean?

Class division

Capitalism is the social system which now [illegible] in all countries of the world. Under this system, the means for producing and distributing goods (the land, factories, technology, transport system etc) are owned by a small minority of people. We refer to this group of people as the capitalist class. The majority of people must sell their ability to work in return for a wage or salary (who we refer to as the working class.)

The working class are paid to produce goods and services which are then sold for a profit. The profit is gained by the capitalist class because they can make more money selling what we have produced than we cost to buy on the labour market. In this sense, the working class are exploited by the capitalist class. The capitalists live off the profits they obtain from exploiting the working class whilst reinvesting some of their profits for the further accumulation of wealth.

The profit motive

In capitalism, the motive for producing goods and services is to sell them for a profit, not to satisfy people's needs. The products of capitalist production have to find a buyer, of course, but this is only incidental to the main aim of making a profit, of ending up with more money than was originally invested. This is not a theory that we have thought up but a fact you can easily confirm for yourself by reading the financial press. Production is started not by what consumers are prepared to pay for to satisfy their needs but by what the capitalists calculate can be sold at a profit. Those goods may satisfy human needs but those needs will not be met if people do not have sufficient money.

Practice

Now it›s time for practice. Like on a real IELTS Reading test, you have to read the text and answer the questions below.

First of all, let›s practise skimming. When reading a text for the first time, you should skim over it to grasp the main idea. In this example, read the underlined text and quickly look over the rest of the text (you have about 2-1 minutes):

Example

Are electric cars really eco-friendly?

Electric-car drivers are saving the planet, right? Their vehicles produce none of the pollutants that dinosaur-burning, fossil-fuel-powered machines do. That is the standard view, and governments around the world provide incentives to encourage the uptake of this new technology.

That is why a Tesla owner got a rude shock when he went to import his vehicle into Singapore - the first person to do so. The Tesla Model S is a %100 electric vehicle. It does not have an exhaust to emit from. So what happened?

Instead of an expected rebate of around S15,000$ (US10,800$) he received a fine of the same amount for being a gross polluter. The company commented the incident, «The Model S that our customer imported into Singapore left our factory only two years ago with energy consumption rated at 181 Wh/km. This qualifies as the cleanest possible category of car in Singapore and entitles the owner to an incentive rather than a fine.»

The Singapore authorities calculated the 'carbon cost' of generating the electricity that will be used to charge the car. This is the elephant in the trunk of electric vehicles. Where and how the power is produced is not often considered, but perhaps it should be. Let's move the elephant up to the passenger seat and address it directly.

The authorities in Singapore apparently found the Tesla in question consumes 444 watt-hours of electricity per km (Wh/km) in tests. Without wanting to get too maths-heavy, the number of 444Wh/km does seem high. And as we still need power stations to produce such amount electric energy, the environmental impact is not so small as it seemed to be.

But what about the bigger picture - should we be factoring in the emissions of power stations when working out how green an electric car is? The logical answer is yes. Emissions shifted elsewhere are still emissions, and CO2 impacts the global atmosphere wherever it is released.

After you've skimmed the text, you should get the general idea: one man imported an electric car to Singapore and was fined for that, because the car was considered as a polluter. It turned out that electric cars can also be dangerous for the environment, because electric energy used to charge them is produced at power stations, which emit pollutants.
Now let's look at the questions:

1. What is the aim of this text?

A.To discourage people from visiting Singapore

B.To prove that electric cars are less eco-friendly than fossil-fuel-powered machines

C.To show that we need to count the emissions of power stations to see how green an electric car is.

This question can be answered immediately after you skimmed over the text. Here, you're required to understand only the main idea of the passage.

Obviously, the correct answer is C. It's also stated in the last paragraph:

But what about the bigger picture - should we be factoring in the emissions of power stations when working out how green an electric car is? The logical answer is yes.

2. When the owner of the electric car went to Singapore, he received

A. a rebate of around US10,800$

B. a fine of around US10,800$

C. a fine of around US15,000$

And this question, unlike the previous one, requires specific detail: amount of money. To answer it, you should scan the text for words 10,800$ and 15,000$. Don't read the text again! Just search these two key words. Once you have found the right sentence, read it attentively to get the answer.

The sentence that contains these key words is in the third paragraph:

Instead of an expected rebate of around S15,000$ (US10,800$) he received a fine of the same amount for being a gross polluter.

Now it's clear to us that the correct answer is B.

3. To prove that electric car was a gross polluter, the authorities in Singapore calculated the ..... of generating the electricity to charge the car.

After you skimmed over the article, you should know that the Singapore authorities and charging car were mentioned somewhere in the middle of the text. Moreover, you have another clue: the answer should be after the answer to the question 3. You can find the right answer by these key words:

- authorities in Singapore
- electricity to charge the car

If you scan the text for these key words, and you will find the answer in the fourth

paragraph:
The Singapore authorities calculated the 'carbon cost' of generating the electricity that will be used to charge the car.
The correct answer is carbon cost.

Classification

Question

Classify the following statements as referring to

A Matthew Walker
B Ravi Allada
C Paul-Antoine Libourel

Write the appropriate letters A, B or C in boxes 1-5 on your answer sheet:

1) There are three main behavioural features incident to sleep.
2) The idea that we sleep because we have nothing else to do is absurd.
3) At some point in the evolution, a new stage of sleep appeared: rapid eye movement (REM) sleep.
4) Natural selection did not suppress sleep, but developed it.
5) Sleep makes animals' reaction slower.

Anwsering strategy

Look at the given options (A, B, C).
Skim over the text to get its general idea and see where each option is described.
It may be useful to underline the options in the text, so it will be easier for you to find them later.
Attentively read all the information that relates to the option A.
Read the statements. If the statement corresponds to what you have just read, then classify it as A. You may use scanning to find the key words from the statement in the text.
Repeat steps 3 and 4 with other options (B, C etc.)

Practice

To understand the theory better, let's look at the following example: read the text and answer the questions below.

Questions 7-1

Classify the following statements as referring to

A Matthew Walker

B Ravi Allada

C Paul-Antoine Libourel

Write the appropriate letters A, B or C in boxes 1-7:

1) There are three main behavioural features incident to sleep.

2) The idea that we sleep because we have nothing else to do is absurd.

3) At some point in the evolution, a new stage of sleep appeared: rapid eye movement sleep.

4) Natural selection did not suppress sleep, but developed it.

5) Sleep makes animals› reaction slower.

6) Every major system in human›s body suffers because of lack of sleep.

7) Muscles are not very active during sleep.

Example

Why do we sleep?

Researchers have found that sleep is beneficial to humans in many ways: it helps us process memories, and keeps our social and emotional lives on track. Yet we still do not really know how, why or even exactly when sleep evolved.

"The cost of losing consciousness to survival is astronomical," says Matthew Walker at the University of California in Berkeley. Whatever functions sleep performs, they must be so fundamentally important that they far outweigh the obvious vulnerability associated with being asleep.

This means we can confidently reject one of the simplest theories of sleep: that we drift off simply because we have nothing better to do. This could be described as the indolence theory of sleep. Once an animal has eaten, seen off any rivals and exhausted any potential mating opportunities, it effectively has an empty schedule, and losing consciousness kills time for a few hours.

It is a fun idea, but considering that a sleeping animal is significantly more likely to be caught and eaten than a waking animal, this hypothesis makes "zero sense", says Walker.

There is now an emerging consensus on the behavioural features that define sleep, and these features can be used to look for sleep in simple animals, says Ravi Allada at Northwestern University in Evanston, Illinois.

There are three main elements, says Allada. First and foremost, sleep renders an animal quiet and still: muscles are not very active during sleep. Second, sleep makes animals slower to respond. For instance, if you make a loud noise near a sleeping animal, it will react more slowly than an awake animal. And finally, we can recognise sleep because it keeps animals from getting tired.

"I believe that the behavioural features used to characterise sleep are quite reliable for identifying this behaviour in animals… and to differentiate sleep from a simple rest," says Paul-Antoine Libourel at the Lyon Neuroscience Research Center in France.

According to Libourel, sleep now appears to be an almost universal feature of animal life. "This suggests that sleep is fundamental for the survival of species. Natural selection did not suppress it. In fact, natural selection did the exact opposite: it built on the concept of sleep, adding in new stages and new functions."

"At some point in prehistory, the most famous of all stages of sleep appeared: rapid eye movement (REM) sleep," says Walker. "Non-REM sleep was the original form."

Sleep impacts every major system in the body. Cut down on sleep and it is not just your brain that struggles: the reproductive, metabolic, cardiovascular, thermoregulatory and immune systems all suffer too, says Libourel.

All the explanations for sleep we have looked at ultimately boil down to the same thing: sleep is a state we enter to fix the systems that are put under stress when we are awake.

Answers & explanations

A. As you've read the information relating to Matthew Walker, look through the list of statements and see which ones correspond to what you have just read:

1) There are three main behavioural features incident to sleep.

2) The idea that we sleep because we have nothing else to do is absurd.
3) At some point in the evolution, a new stage of sleep appeared: rapid eye movement (REM) sleep.
4) Natural selection did not suppress sleep, but developed it.
5) Sleep makes animals' reaction slower.
6) Every major system in human's body suffers because of lack of sleep.
7) Muscles are not very active during sleep.
Clearly, sentences 2 and 3 belong to Matthew Walker. In the beginning of the text, he said:
This means we can confidently reject one of the simplest theories of sleep: that we drift off simply because we have nothing better to do.
And in the end of the passage, there's Walker's quote:
At some point in prehistory, the most famous of all stages of sleep appeared: rapid eye movement (REM) sleep.
B. Other statements are not referred to Mr. Walker, so we put letter A near statements 2 and 3 and move on to the next part. Now you should carefully read the Ravi Allada's part and look through the rest of the statements:
1) There are three main behavioural features incident to sleep.
4) Natural selection did not suppress sleep, but developed it.
5) Sleep makes animals' reaction slower.
6) Every major system in human's body suffers because of lack of sleep.
7) Muscles are not very active during sleep.
Again, it is clear from the text that Ravi Allada describes 3 behavioural features that define sleep (statement 1). The first feature corresponds to statement 7:
First and foremost, sleep renders an animal quiet and still: muscles are not very active during sleep.
The second feature corresponds to statement 5:

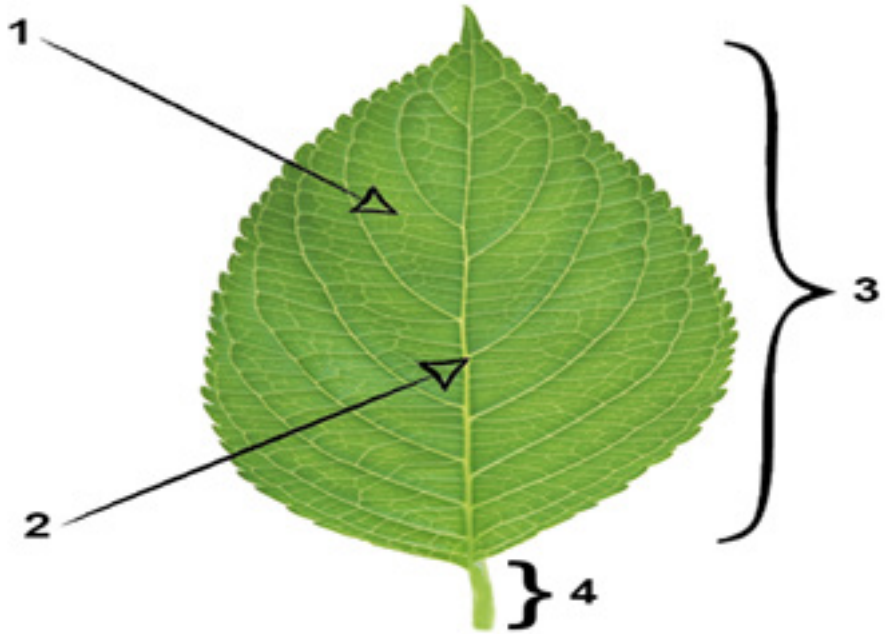
Second, sleep makes animals slower to respond.
So, statements 5 ,1 and 7 correspond to answer B.
C. Now, there are only statements 4 and 6 left. If you read the information referred to Paul-Antoine Libourel, you will make sure that statements 4 and 6 correspond to answer C.

Diagram completion

Question

Label the parts of a leaf on the diagram below. Choose ONE WORD from the Reading Passage for each answer. Write your answers in boxes 14- on your answer sheet.

IELTS Reading diagram completion - leaf diagram



Anwsering strategy

Read the text, underlining the new terms and important names.

Look at the diagram and think which parts of it you can label.

Check your assumptions by looking back at underlined terms and label the parts you're sure of.

If there are some unlabeled parts left, check the diagram for key words. Then, scan the text for the right answer.

Tips

Always underline new terms in the text - %99 that they will be used in the questions.

The key words in the diagram may help you to complete it.

Example

Leaves› structure

Plants play a very important role in our surroundings. Trees provide us with fresh air, shade in summers, food, and other benefits without which we cannot even think of living.

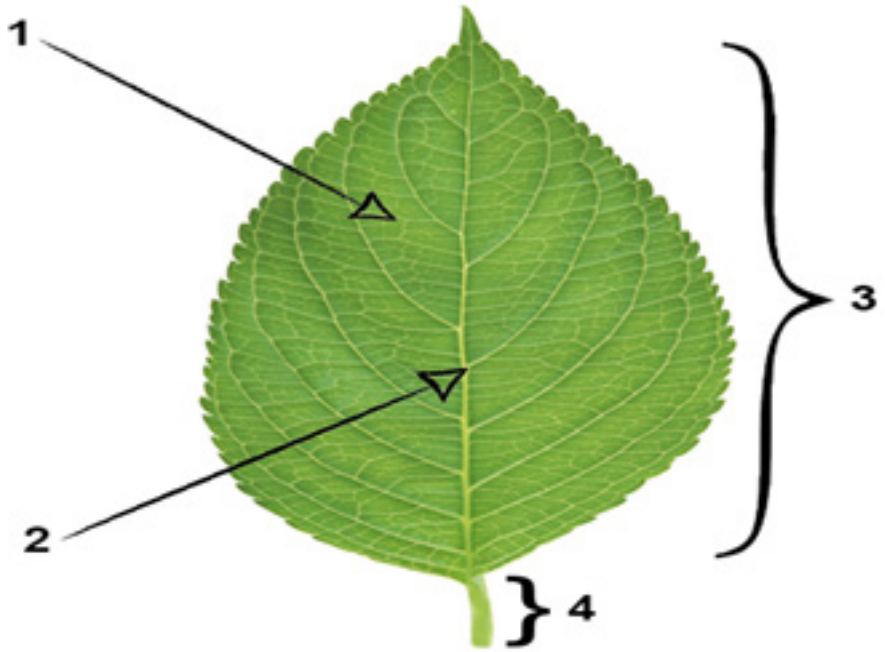
One of the most principal organs of a tree is a leaf. The leaves are the organs for photosynthesis - a process when carbon dioxide is turned into oxygen. The structures of leaves are adapted for efficient photosynthesis.

Most leaves are broad and so have a large surface area allowing them to absorb more light. Also, they are thin, which means a short distance for carbon dioxide to diffuse in and oxygen to diffuse out easily. The blade is the broad, flat part of the leaf. Photosynthesis occurs in the blade, which has many green food-making cells.

If you look closer at leaves, you will notice networks of thin threads. Those networks are called veins: they support the structure of the leaf and transport substances to and from the cells in the leaf. The main vein of a leaf, running down the centre of the leaf, is called midrib.

The area of some plants that connects the plant›s stem and leaf is called the petiole. The petiole is the pipeline through which the products of photosynthesis are moved from individual leaves to the rest of a plant and through which necessary chemicals and nutrients from other parts of the plant are brought to individual leave.

Now it›s time to label the diagram:



IELTS Reading diagram completion - leaf diagram

1.....

2.....

3.....

4.....

Answers and explanations

1. Arrow near the number 1 points to the little threads in the middle of the leaf. After you look at the underlined words, you'll see what's written in the fourth paragraph:

If you look closer at leaves, you will notice networks of thin threads. Those networks are called veins.

So the correct answer is: veins or vein.

2. The second arrow points to a large vein in the centre of the leaf. The last sentence of the fourth paragraph says: The main vein of a leaf, running down the centre of the leaf, is called midrib. So the correct answer is: midrib.

3.The bracket near number 3 captures the main part of the leaf. The third paragraph

tells us that

The blade is the broad, flat part of the leaf.

Thus, the correct answer is blade.

4. The fourth part you have to label is the part of the leaf that connects it to the plant's stem. And once again, you scan the text for the underlined words and see this phrase in the last paragraph:

The area of some plants that connects the plant›s stem and leaf is called the petiole.

So the correct answer is petiole.

Education

Word	**meaning**
curriculum	the entire school program including course materials and testing of students. Everything that a school aims to teach students
literacy	the ability to read and write
tuition	the fees for studying a course
revise	to review materials that have already been taught
enroll	to join a class
persevere	to not give up. To keep doing something for the success is achieved.
procrastinate	Delay
segregated	Seperated
tertiary education	university or vocation school
co-educational	when male and female students are taught together in the same school.
interpret	to understand in a particular way. For example, we need to interpret the meaning of the painting.

Passage 1

Early Childhood Education

A

‹Education To Be More› was published last August. It was the report of the New Zealand Government›s Early Childhood Care and Education Working Group. The report argued for enhanced equity of access and better funding for childcare and early childhood education institutions. Unquestionably, that›s a real need; but since parents don›t normally send children to pre-schools until the age of three, are we missing out on the most important years of all?

B

A -13year study of early childhood development at Harvard University has shown that, by the age of three, most children have the potential to understand about 1000 words - most of the language they will use in ordinary conversation for the rest of their lives.

Furthermore, research has shown that while every child is born with a natural curiosity, it can be suppressed dramatically during the second and third years of life. Researchers claim that the human personality is formed during the first two years of life, and during the first three years children learn the basic skills they will use in all their later learning both at home and at school. Once over the age of three, children continue to expand on existing knowledge of the world.

C

It is generally acknowledged that young people from poorer socio-economic backgrounds tend to do less well in our education system. That›s observed not just in New Zealand, but also in Australia, Britain and America. In an attempt to overcome that educational under-achievement, a nationwide programme called ‹Headstart› was launched in the United States in 1965. A lot of money was poured into it. It took children into pre-school institutions at the age of three and was supposed to help the children of poorer families succeed in school.

Despite substantial funding, results have been disappointing. It is thought that there are two explanations for this. First, the programme began too late. Many children who entered it at the age of three were already behind their peers in language and measurable intelligence. Second, the parents were not involved. At the end of each day, ‹Headstart› children returned to the same disadvantaged home environment.

D

As a result of the growing research evidence of the importance of the first three years of a child›s life and the disappointing results from ‹Headstart›, a pilot programme was launched in Missouri in the US that focused on parents as the child›s first teachers. The ‹Missouri› programme was predicated on research showing that working with the family, rather than bypassing the parents, is the most effective way of helping children get off to the best possible start in life. The four-year pilot study included 380 families who were about to have their first child and who represented a cross-section of socio-economic status, age and family configurations. They included single-parent and two-parent families, families in which both parents worked, and families with either the mother or father at home.

Questions 1-4

Reading Passage 79 has six sections, A-F.

Which paragraph contains the following information?

Write the correct letter A-F in boxes 1-4 on your answer sheet.

1 details of the range of family types involved in an education programme

2 reasons why a child›s early years are so important

3 reasons why an education programme failed

4 a description of the positive outcomes of an education programme

Questions 5-10

Classify the following features as characterising

A the ‹Headstart› programme

B the ‹Missouri› programme

C both the ‹Headstart› and the ‹Missouri› programmes

D neither the `Headstart› nor the ‹Missouri› programme

Write the correct letter A, B, C or D in boxes 5-10 **on your answer sheet.**

5 was administered to a variety of poor and wealthy families

6 continued with follow-up assistance in elementary schools

7 did not succeed in its aim

8 supplied many forms of support and training to parents
9 received insufficient funding
10 was designed to improve pre-schoolers› educational development

Questions 11-13

Do the following statements agree with the information given in Reading Passage 79?

In boxes 11-13 on your answer sheet, write:

YES if the statement agrees with the writer›s claims
NO if the statement contradicts the writer›s claims
NOT GIVEN if there is impossible to say what the writer thinks about this

11 Most ‹Missouri› programme three-year-olds scored highly in areas such as listening, speaking, reasoning and interacting with others.
12 ‹Missouri› programme children of young, uneducated, single parents scored less highly on the tests.
13 The richer families in the ‹Missouri› programme had higher stress levels.

Anwser:

1. D 2. B 3. C 4. E 5. B 6. D
7. A 8. B 9. D 10. C 11. TRUE
12. FALSE 13. NOT GIVEN

Passage 2

EDUCATING PSYCHE

Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning, describing the effects of emotion, imagination and the unconscious on learning. One the theory discussed in the book is that proposed by George Lozanov, which focuses on the power of suggestion.

Lozanov›s instructional technique is based on the evidence that the connections made in the brain through unconscious processing (which he calls non-specific mental reactivity) are more durable than those mad through conscious processing. Besides the laboratory evidence for this, we know from our experience that

we often remember what we have perceived peripherally, long after we have forgotten what we set out to learn if we think of a book we studied months or years ago, we will find it easier to recall peripheral details. The colour, the binding, the typeface, the table at the library where we sat while studying it than the content on which were concentrating If we think of a lecture we listened to with great concentration, we will recall the lecturer›s appearance and mannerisms, our place in the auditorium, the failure of the air-conditioning, much more easily than the ideas we went to learn. Even if these peripheral details are a bit elusive, they come back readily in hypnosis or when we relive the event imaginatively, as in psychodrama. The details of the content of the lecture, on the other hand, seem to have gone forever.

This phenomenon can be partly attributed to the common counterproductive approach to study (making extreme efforts to memorize, tensing muscles, inducing fatigue), but it also simply reflects the way the brain functions. Lozanov therefore made indirect instruction (suggestion) central to his teaching system. In suggestopedia, as he called his method, consciousness is shifted away from the curriculum to focus on something peripheral. The curriculum then becomes peripheral and is delta with by the reserve capacity of the brain.

The suggestopedic approach to foreign language learning provides a good illustration. In its most recent variant (1980), it consists of the reading of vocabulary and text while the class is listening to music. The first session is in two parts. In the first part, the music is classical (Mozart, Beethoven, Brahms) and the teacher reads the text slowly and solemnly, with attention to the dynamics of the music. The students follow the text in their books. This is followed by several minutes of silence. In the second part, they listen to baroque music (Bach, Corelli, Handel) while the teacher reads the text in a normal speaking voice During this time they have their books closed During the whole of this session, their attention is passive;.. they listen to the music but make no attempt to learn the material.

Beforehand, the students have been carefully prepared for the language learning experience. Through meeting with the staff and satisfied students they develop expectation that learning will be easy and pleasant and that they will successfully learn several hundred words of the foreign language during the class. In a preliminary talk, the teacher introduce them to the material to be covered, but does not ‹teach› it. Likewise, the students are instructed not to try to learn it during this introduction.

Some hours after the two-part session, there is a follow-up class at which the students are stimulated to recall the material presented. Once again the approach is indirect. The students do not focus their attention on trying to remember the vocabulary, but focus on using the language to communicate (e.g. through games or improvised dramatizations). Such methods are not unusual in language teaching. What is distinctive in the suggestopedic method is that they are devoted entirely to assisting recall. The ‹learning› of the material is assumed to be automatic and effortless, accomplished while listening to music. The teacher›s task is to assist the students to apply what they have learned paraconsciously, and in doing so to make it easily accessible to consciousness. Another difference from conventional teaching is the evidence that students can regularly learn 1000 new words of foreign language during a suggestopedic session, as well as grammar and idiom.

Lozanov experimented with teaching by direct suggestion during sleep, hpynossis and trance stages, but found such procedure unnecessary. Hypnosis, yoga, Silva mind-control, religious ceremonies and faith healing are all associated with successful suggestion, but none of their techniques seem to be essential to it. Such rituals may be seen as placebos. Lozanov acknowledges that the ritual surrounding suggestion in his own system is also a placebo, but maintains that with such a placebo people are unable to or afraid to tap the reserve capacity of their brains. Like any placebo, it must be dispensed with authority to be effective. Just as a doctor calls on the full power of autocratic suggestion by insisting that patient take precisely this white capsule precisely three times a day before meals, Lozanov is categoric in insisting that suggestopedic session be conducted exactly in that manner designated, by trained and accredited suggestopedic teachers.

White suggestopedia has gained some notoriety through success in the teaching of modern languages, few teachers are able to emulate the spectacular results of Lozanov and his associates. We can, perhaps, attribute mediocre results to and inadequate placebo effect. The students have not developed the appropriate mind set. They are often not motivated to learn through this method. They do not have enough ‹faith›. They do not see it as ‹real teaching›, especially as it does not seem to involve the ‹work› they have learned to believe is essential to learning.

Questions 1-4

Choose the correct letter A, B, C or D.
Write the correct letter in boxes 2730- on your answer sheet.

1.The book Educating Psyche is mainly concerned with
A the power of suggestion in learninng
B a particular technique for leaning based on emotions.
C the effects of emotion on the imagination and the unconscious.
D ways of learning which are not traditonal.

2.Lozanov›s theory claims that, then we try to remember things,
A unimportant details are the easiest to recall.
B concentrating hard produces the best results.
C the most significant facts are most easily recalled.
D peripheral vision is not important.

3.In this passage, the author uses the examples of a book and a lecture to illustrate that
A both these are important for developing concentration.
B his theory about methods of learning is valid.
C reading is a better technique for learning than listening.
D we can remember things more easily under hypnosis.

4.Lozanov claims that teachers should train students to
A memorise details of the curriculum.
B develop their own sets of indirect instructions.
C think about something other than the curriculum content.
D avoid overloading the capacity of the brain.

Questions 5-10

Do the following statement agree with the information given in Reading Passage?
In boxes 5 -10 on your answer sheet, write:

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

5 .In the example of suggestopedic teaching in the fourth paragraph, the only variable that chagnes is the music.
6.Prior to the suggestopedia class, students are made aware that the language experience will be demanding.
7.In the follow-up class, the teaching activities are similar to those used in conventional classes.
8.As an indirect benefit, students notice improvements in their memory.
9.Teachers say they prefer suggestopedia to traditional approaches to language teaching.
10.Students in a suggestopedia class retain more new vocabulary than those in ordinary classes.

Questions 11-14

Complete the summary using the list of words, A - K, below.

Write the correct letter A -K in boxes 15-11on your answer sheet.

Sugestopedia uses a less direct method of suggestion than other techniques such as hypnosis. However, Lozanov admits that a certain amount of 11..... is necessary in order to convince students, even if this is just a 12..... Futhermore, if the method is to succeed, teachers must follow a set procedure. Although Lozanov›s method has become quite 13....., the result of most other teachers using this method have been 14.....

A. spectacular	B. teaching	C. lesson	D. authoritarian
E. unpopular	F. ritual	G. unspectacular	H. placebo
I. involved	J. appropriate	K. well known	

Anwesr:

1. D	2. A	3. B	4. C	5. FALSE
6. FALSE	7. TRUE	8. NOT GIVEN		9. NOT GIVEN
10. TRUE	11. F	12. H	13 K	14. G

Health

Word	Meaning
abnormal	not normal for the human body . Exp:This amount of weight loss is abnormal for women your age.
acute	quick to become severe/bad Exp: We knew the baby was coming right away because the woman›s labour pains were acute.
amputate	permanent removal of a limb Exp: We had to amputate his leg because the infection spread so quickly.
arthritis	a disease that causes the joints to become swollen and crippled Exp: My grandmother can›t knit anymore because the arthritis in her hands is so bad.
bedsore	wounds that develop on a patient›s body from lying in one place for too long Exp:If you don‹t get up and take a walk, you will develop painful bedsores.
brace	a device that holds injured body parts in place.Exp: You will probably always have to wear a brace on your ankle when you jog.
bruise noun bruised (adj)	injured body tissue that is visible underneath the skin Exp: The woman was badly bruised when she came into the emergency room.
cast	a hard bandage that is wrapped around a broken bone to keep it in placeExp:My leg was in a cast for graduation.
chemotherapy	type of treatment used on cancer patients Exp:My mother has already had three rounds of chemotherapy.
chickenpox	a virus commonly contracted by children, characterized by itchy spots all over the body Exp: It is best to get chickenpox as a child so that you don›t get it worse as an adult.
crutches	objects that people with injured legs or feet use to help them walk Exp:I‹d rather hop on one foot than use crutches.

dementia	loss of mental capacity It is hard to watch a loved one suffering withdementia.
diagnosis	medical explanation of an illness or condition .Exp:The doctor would prefer to share the diagnosis with the patient himself.
dislocated	when a bone is temporarily separated from its joint Exp:You will have to wear a sling because of your dislocated shoulder.
fatal	causing death Exp:The doctor made a fatal error when he wrote the wrong prescription.
fractured	broken or cracked bone Exp:Your wrist is fractured and needs a cast.
hives	bumps that appear on the surface of the skin during an allergic reaction Exp:I broke out in hives after I ate that potato casserole.
immune system	the parts of the body that fight diseases, infections, and viruses.Exp: You can›t have visitors because your immune system is low.
incision	cut in the body made during surgery Exp:I had to have stitches to close the incision.
infection	diseased area of the body (viral or bacterial)Exp: The wound should be covered when you swim to prevent it from becoming infected.
itchy	feeling discomfort on the skin›s surface Exp:If you are allergic to this medication your skin will get red and itchy.
malignant	expected to grow and get much worse (especially related to cancerous cells) Exp:I›m afraid at least one of the tumours is malignant.
numb	no feeling in a certain body part Exp:The needle will make your lower body feel numb
pain killer	type of medicine that takes away some or all of the discomfort of an illness or injury Exp:You can take two pain killers every four hours.
paralyzed	unable to move certain areas of the body Exp:We thought her legs were paralyzed for life, but she is learning how to walk.

prenatal	of the time period leading up to giving birth Exp:The woman was well prepared for labour because she took the prenatal classes.
scrubs	plain uniform (usually green, white, or blue) worn by medical professionals Exp:I have some extra scrubs in my locker.
seizure	sudden violent movements or unconsciousness caused by electrical signal malfunction in the brain Exp:People who suffer from epilepsy are prone to seizures.
sprain	an injury (less serious than a break) to a joint (ankle, wrist, knee etc) Exp: I sprained my knee playing soccer.

Passage 1

ALTERNATIVE MEDICINE IN AUSTRALIA

The first students to study alternative medicine at university level in Australia began their four-year, full-time course at the University of Technology, Sydney, in early 1994. Their course covered, among other therapies, acupuncture. The theory they learnt is based on the traditional Chinese explanation of this ancient healing art: that it can regulate the flow of 'Qi' or energy through pathways in the body. This course reflects how far some alternative therapies have come in their struggle for acceptance by the medical establishment.

Australia has been unusual in the Western world in having a very conservative attitude to natural or alternative therapies, according to Dr Paul Laver, a lecturer in Public Health at the University of Sydney. 'We've had a tradition of doctors being fairly powerful and I guess they are pretty loath to allow any pretenders to their position to come into it.' In many other industrialized countries, orthodox and alternative medicines have worked 'hand in glove' for years. In Europe, only orthodox doctors can prescribe herbal medicine. In Germany, plant remedies account for %10 of the national turnover of pharmaceutical. Americans made more visits to alternative therapist than to orthodox doctors in 1990, and each year they spend about $US 12 billion on the therapies that have not been scientifically tested.

Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years. In a 1983 national health survey, %1.9 of people said they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. By 1990, this figure had risen to %2.6 of the population. The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel covered by the survey, according to Dr Laver and colleagues writing in the Australian Journal of Public Health in 1993. 'A better educated and less accepting public has become disillusion with the experts in general and increasingly skeptical about science and empirically based knowledge,' they said. 'The high standing of professionals, including doctors, has been eroded as a consequence.'

Rather than resisting or criticizing this trend, increasing numbers of Australian doctors, particularly younger ones, are forming group practices with alternative therapists or taking courses themselves, particularly in acupuncture and herbalism. Part of the incentive was financial, Dr Laver said. 'The bottom line is that most general practitioners are business people. If they see potential clientele going elsewhere, they might want to be able to offer a similar service.'

In 1993, Dr Laver and his colleagues published a survey of 289 Sydney people who attended eight alternative therapists' practices in Sydney. These practices offered a wide range of alternative therapies from 25 therapists. Those surveyed had experience chronic illnesses, for which orthodox medicine had been able to provide little relief. They commented that they liked the holistic approach of their alternative therapists and the friendly, concerned and detailed attention they had received. The cold, impersonal manner of orthodox doctors featured in the survey. An increasing exodus from their clinics, coupled with this and a number of other relevant surveys carried out in Australia, all pointing to orthodox doctors' inadequacies, have led mainstream doctors themselves to begin to admit they could learn from the personal style of alternative therapists. Dr Patrick Store, President of the Royal College of General Practitioners, concurs that orthodox doctors could learn a lot about beside manner and advising patients on preventative health from alternative therapists.

According to the Australian Journal of Public Health, %18 of patients visiting alternative therapists do so because they suffer from musculo-skeletal complaints; %12 suffer from digestive problems, which is only %1 more than those suffering from emotional problems. Those suffering from respiratory complaints represent %7 of their patients, and candida sufferers represent an equal percentage. Headache sufferers and those complaining of general ill health represent %6 and %5 of patients respectively, and a further %4 see therapists for general health maintenance.

The survey suggested that complementary medicine is probably a better term than alternative medicine. Alternative medicine appears to be an adjunct, sought in times of disenchantment when conventional medicine seems not to offer the answer.

Question 1and 2

Choose the correct letter, A, B, C or D. Write your answers in boxes 1 and 2 on your answer sheet.

1. Traditionally, how have Australian doctors differed from doctors in many Western countries?

A They have worked closely with pharmaceutical companies.
B They have often worked alongside other therapists.
C They have been reluctant to accept alternative therapists.
D They have regularly prescribed alternative remedies.

2. In 1990, Americans

A were prescribed more herbal medicines than in previous years.
B consulted alternative therapists more often than doctors.
C spent more on natural therapies than orthodox medicines.
D made more complaints about doctors than in previous years.

Questions 3-10

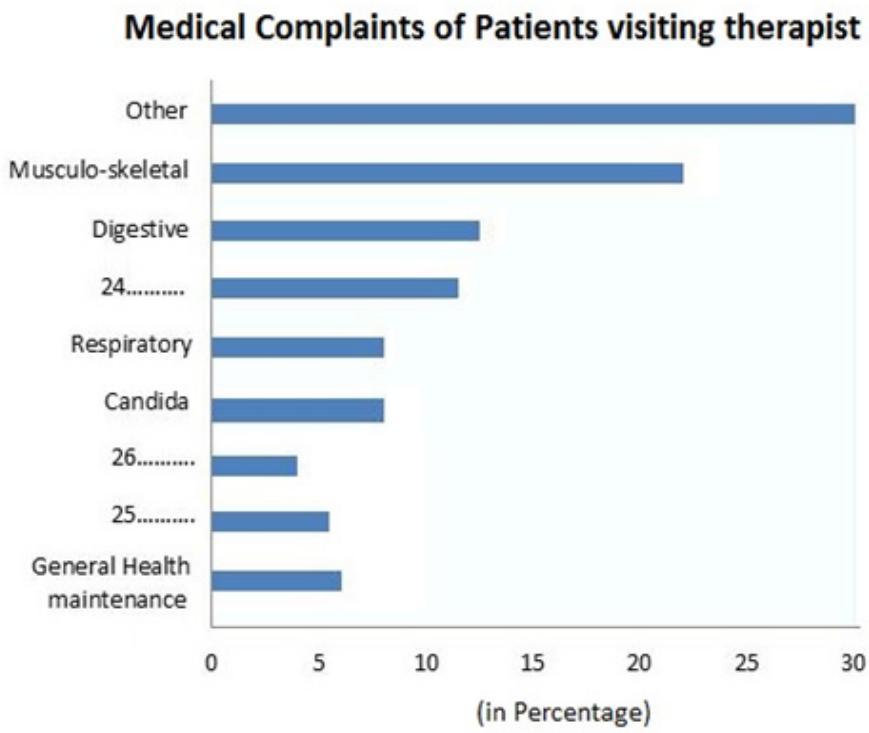
Do the following statements agree with the views of the writer in Reading Passage ?
In boxes 10-3on your answer sheet write

YES if the statement agrees with the views of the writer
NO if the statements contradicts the views of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

3. Australians have been turning to alternative therapies in increasing numbers over the past 20 years.
4. Between 1983 and 1990 the numbers of patients visiting alternative therapists rose to include a further %8 of the population.
5. The 1990 survey related to 550,000 consultations with alternative therapists.
6. In the past, Australians had a higher opinion of doctors than they do today.
7. Some Australian doctors are retraining in alternative therapies.
8. Alternative therapists earn higher salaries than doctors.
9. The 1993 Sydney survey involved 289 patients who visited alternative therapists for acupuncture treatment.
10. All the patients in the 1993 Sydney survey had long-term medical complaints.

Questions 11-13

Complete the vertical axis on the table below.
Choose NO MORE THAN THREE WORDS from the Reading Passage for each answer.
Write your answer in boxes 13-11 on your anwser sheet.



Answer:

1. C 2. B 3. YES 4. NO 5. YES 6. YES
7. YES 8 NOT GIVEN 9. NO 10. YES
11. emotional/emotional problems 12. headache / headaches
13. general ill health

Questions 14-18

Reading passage has six paragraphs B-F from the list of headings below Choose the most suitable headings for paragraphs B-F from the list of headings below. Write the appropriate numbers (i-ix) in boxes 18-14 on your answer sheet.

NB There are more headings than paragraphs, so you will not use them all.

List of Headings

i) Ottawa International Conference on Health Promotion
ii) Holistic approach to health
iii) The primary importance of environmental factors
iv) Healthy lifestyles approach to health
v) Changes in concepts of health in Western society
vi) Prevention of diseases and illness
vii) Ottawa Charter for Health Promotion
viii) Definition of health in medical terms
ix) Socio-ecological view of health

14. Paragraph B
15. Paragraph C
16. Paragraph D
17. Paragraph E
18. Paragraph F

Passage 2

Changing Our Understanding of Health

A

The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

B

For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

C

In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that ‹health is a complete state of physical, mental and social well-being and is not merely the absence of disease› (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D

The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase the risk of diseases, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours

and lifestyles. While this individualistic healthy lifestyle approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

E

During 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements. (WHO, 1986) .

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

F

At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986) .

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of ‹enabling people to increase control over and to improve their health› (WHO, 1986).

Questions 19-22

Using NO MORE THAN THREE WORDS from the passage, answer the following questions

Write your answers in boxes 19-22 on your answer sheet.

19. In which year did the World Health Organization define health in terms of mental, physical and social well-being?

20. Which members of society benefited most from the healthy lifestyles approach to health?

21. Name the three broad areas which relate to people›s health, according to the socio-ecological view of health.

22. During which decade were lifestyle risks seen as the major contributors to poor health?

Questions 23-27

Do the following statements agree with the information in Reading Passage?

In boxes 23-27 on your answer sheet write

YES if the statement agrees with the information.
NO if the statement contradicts the information.
NOT GIVEN if there is no information on this in the passage.

23. Doctors have been instrumental in improving living standards in Western society.
24. The approach to health during the 1970s included the introduction of health awareness programs.
25. The socio-ecological view of health recognises that lifestyle habits and the provision of adequate health care are critical factors governing health.
26. The principles of the Ottawa Charter are considered to be out of date in the 1990s.
27. In recent years a number of additional countries have subscribed to the Ottawa Charter.

14. viii
15. ii
16. iv
17. ix
18. vii
19.1946
20. (the) wealthy (members) (of) (society)
21. social, economic, environmental
22. (the) 1970s
23. NOT GIVEN
24. YES
25. NO
26. NO
27. NOT GIVEN

Environment

List of vocabulary for environment

Aqueduct: an artificial channel for transporting water, often in the form of a bridge.
Biodegradable: generally referring to packaging, it means something than can be decomposed by bacteria or other organisms.

Breeding in captivity: the reproduction of animals in confinement, not in their natural habitats.

CFC gases: (Chlorofluorocarbon) gases that are harmful to the ozone layer in the Earth›s atmosphere.

Condensation: water that has been transformed from a gas to a liquid and appears on a cold surface.

Conservation: the protection and preservation of the natural environment.

Conservation program: a formalized action plan for protecting or restoring a natural area.

Conserve: to care for, preserve and protect.

Contaminated: polluted, usually by toxic waste

Decay: to rot or decompose; also, to decline in quality, energy, etc.

Drought: the continuous absence of rain, thus causing the land to dry up.

Ecosystem: the natural organisms and flora and fauna that constitute and sustain a particular area.

Emissions: toxic gases from factories and machinery that are then leaked into the atmosphere.

Endangered species: a species of plant or animal that are in danger of becoming extinct.

Environmentalist: a person who actively works to promote the protection of the environment.

Erosion: the process of the wearing away of land due to there being little to no vegetation.

Erupt: when a volcano becomes active and begins to eject lava.

Evaporation: the process of a liquid heating up and turning into a gas or vapor.

Extinct: when a plant or animal species ceases to exist entirely.

Fault line: a fissure in the Earth›s crust where the tectonic plates move against each other causing an earthquake.

Flood: when a body of water, such as a river, becomes too full and water overflows beyond its normal confines.

Fossil fuels: fuel formed naturally over many years from the remains of animals, such as coal, oil, and natural gas.

Fumes: gases and vapor (usually harmful).

Genetically modified: normally related to food, it›s when an object›s genetic makeup has been altered.

Global warming: an increase in the temperature of the Earth›s atmosphere, which is due to the greenhouse effect.

Greenhouse effect: the trapping of the sun›s heat in the atmosphere caused by greenhouse gases.

Greenhouse gases: any gas, especially carbon dioxide, which contributes to the greenhouse effect.

Landfills: large areas of land where waste and garbage are disposed.

Landslide: when a large amount of land slides down from a mountain or cliff.

Natural resources: materials found in nature which are often exploited for economic gains.

Ocean: a large body of salt water spanning between continents.

Organic: without chemicals (such as sprays) or other man-made additives.

Organic farming: producing crops without the use of chemical pesticides or herbicides.

Ozone layer: the lower part of the atmosphere which contains a high level of ozone that absorbs the majority of the sun›s ultraviolet rays.

Poaching: the illegal hunting of animals.

Pollute: to contaminate a natural area

Pollution: contamination or toxic bi-products from factories

Power Lines: they›re used to conduct electricity to houses and buildings, and are often supported high above the ground by wooden poles or large metal structures.

Preserve: to not develop something so as to be maintained in its existing state.

Rainforest: a type of forest found in tropical climates with heavy rainfall.

Recycle: to convert or reprocess materials so that they can be used again.

Research: (verb) to investigate data, sources, material, or facts.

Research: (noun) the information and data gathered during an investigation.

Solar power: harnessing the Sun›s energy to generate electrical power.

Species: a group of living organisms that are of the same type and can breed with each other.

Sustainability: maintaining an ecological balance by avoiding the depletion of natural resources.

Tectonic plates: the different sections of the Earth›s crust that shift on the underlying mantle.

Tidal energy: using the energy produced by the changes in ocean tides to generate electrical power.

Toxic waste: poisonous byproducts of industrial manufacturing.

Underground aquifers: layers of rock or soil that can absorb and retain water.

Unleaded fuel: petrol that doesn›t contain lead additives.

Untapped resources: materials that could be useful (i.e. for energy, for building, etc.) but have not yet been explored.

Wetlands: damp areas of land.

Wildlife: untamed animals (in their natural habitat).

Wipe out: to completely remove something from a place.

Passage 1

Wind Power

The power of the wind has been used for centuries to directly drive various machines to perform such tasks as grinding wheat or pumping water. Recently, however, the wind has joined other natural forces such as water and steam as a viable method of generating electricity.

Traditional means of electricity generation using coal or oil-fueled plants have two major drawbacks; they pollute the environment and the fuels they use are inefficient and non-renewable. In response to growing environmental awareness there have been calls for a greener alternative. Nuclear power, while more efficient and less polluting, is seen by many people as unacceptable, because of the danger of accidents such as those that happened at Chernobyl or Three Mile Island. Wind power, however, is clean, renewable and, with modern advances, surprisingly efficient.

In the 1970s Britain was in the forefront of research into wind power. The interest in wind diminished in the 1980s due to cheap North Sea oil, a strong pro-nuclear lobby and pricing structures that made it uneconomical to set up wind farms. Britain, the windiest country in Europe, had to wait until 1991 for its first wind farm. Located at Delabole in Cornwall, the farm was originally the idea of locals

who opposed the construction of a nuclear power plant nearby and decided to set up a private company to generate power for the area using the wind. They had to fight opposition from local government and other local residents, who thought the turbines would be noisy and might interfere with television signals, but eventually, after showing local officials working wind farms in Denmark, they won and now there are 10 huge white wind turbines on the Delabole hills.

It is in Germany and Denmark that the greatest advances in wind power have come. Germany alone produces half of the wind generated electricity in Europe. Every year Germany adds 400 Megawatts (Mw) of capacity. In 2000 alone capacity expanded by 1669 Mw. Denmark now produces %30 of its electricity from wind power and this is predicted to rise to %50 by 2010. Both countries have encouraged this growth by "fixed feed tariffs" which guarantee a good price for private wind power operators.

Britain is catching up and the government has set a target %10 of all electricity to come from renewable sources by 2010, half of this to be from wind power. The 900 wind turbines in operation generate 400Mw of electricity and to meet the target roughly 400Mw will need to be added each year. With the advances in technology this is technically possible. Each turbine can now produce 400 Kilowatts (KW) compared to only 70 KW at the start of the 1980s. It will, however, need help from the government. This is being done by offering financial support and giving private power companies targets to meet.

Because many people feel wind farms spoil the view and, also, because the wind is stronger at sea, many wind farms are now being built offshore. They are usually built a few kilometres off the coast in shallow water. The construction and maintenance costs are higher, but electricity output is higher. The first in Britain was built in 2000 at Blyth, north of Newcastle, and was the largest in the world until May 2001, when a 20 turbine farm was opened at Middelgruden off Copenhagen. There are plans to construct up to 18 more in the UK by 2010. Together they will produce 800 Mw of electricity annually.

The use of wind power is far less advanced in the USA. Only %5 of America's power

comes from the wind, although it is estimated that this could be increased to as high as %12 with no changes to the power grid. However, there is an increased interest in wind power. There are plans to build a huge offshore wind farm off the coast of Cape Cod on the North East seaboard. The farm will take up over 25 square miles, have 170 turbines and produce 420Mw at a cost of 600$m. If constructed, it will be the world's second biggest wind farm, after the 520Mw farm planned in Ireland.

Questions 1 – 2

Choose the best answer to the questions below.

1. People do not like coal and oil powered power production because ...

   it damages the environment.
   it is wasteful..
   eventually it will run out.
   all of the above.

2. Wind power ...

   has only been used recently.
   promotes environmental awareness.
   cleans the environment.
   is not wasteful.

IELTS Sample Reading: Questions 3 – 7

Complete the following summary of the third paragraph from the IELTS sample reading using ONE OR TWO WORDS from the reading texts.

British Wind Power.

While there was a great deal of interest in wind power in the 1970s, it (3) _____ in the 1980s. This was mainly due to intense support for (4) _____ power and little help in making wind power affordable. So, even though Britain has some of the best winds in Europe, the first wind farm was only built in 1991. The farm at Delabole came out of opposition by (5) _____ to a nuclear power plant. Initially, they were opposed by local officials due to fears

about noise and possible obstruction to (6) _____ . This opposition was eventually overcome only after they were shown successful examples from (7) _____.

IELTS Sample Reading: Questions 8 – 13

Match the country below or mark none to the statements taken from the IELTS sample reading.

Note: Some countries may not be used and countries can be used more than once.

BR_____ Britain
G_____ Germany
D_____ Denmark
US_____ The United States
IRE_____ Ireland
N_____ None of the countries

8. Plans to produce %5 of its power using wind power.
9. Produces %50 of its power from wind.
10. Produces very little of its power using wind.
11.Will have the world's largest wind farm.
12. Used to have the world›s biggest off-shore wind farm.
13. Is the biggest producer of wind power in Europe

Answers:

1. D 2. D 3. diminished
4. nuclear 5. locals 6. television signals
7. Danish Farm / Denmark
8. BR (Para. 5: It has a target of %10, of which half - %5 - will be wind power)
9. N (Para. 4: Although Denmark is predicted to produce %50 wind power, none of the countries currently do. Don›t put «G» - Germany produces %50 of the wind power in Europe, but we are not given the percentage in Germany itself)
10. US (Para. 7: It is much less advanced in the USA, with only %5 from wind)
11. IRE (Para. 7: Ireland will have the largest, then the US)
12. BR (Para. 6: It had the largest until the one at Middelgruden surpassed it)
13. G (Para. 3: «Germany alone produces half of the wind generated electricity in Europe»)

You should spend about 20 minutes on Questions 2814- which are based on Reading Passage on the following pages.

Questions 14-18

Reading Passage has six sections A-F.

Choose the most suitable headings for sections A-D and F from the list of headings below.

Write the appropriate numbers i-ix in boxes 14-18 on your answer sheet.

List of Headings

i The probable effects of the new international trade agreement
ii The environmental impact of modern farming
iii Farming and soil erosion
iv The effects of government policy in rich countries
v Governments and management of the environment
vi The effects of government policy in poor countries
vii Farming and food output
viii The effects of government policy on food output
ix The new prospects for world trade

14 Section A
15 Section B
16 Section C
17 Section D

Example	**Answer**
Paragraph E	vi

18 Section F

Passage 2

Section A

The role of governments in environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often, however, governments act in an even more harmful way. They actually subsidise the exploitation and consumption of natural resources. A whole range of policies, from farmprice support to protection for coal-mining,

do environmental damage and (often) make no economic sense. Scrapping them offers a two-fold bonus: a cleaner environment and a more efficient economy. Growth and environmentalism can actually go hand in hand, if politicians have the courage to confront the vested interest that subsi-dies create.

SectionB

No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area, not counting Antarctica, and the proportion Is rising. World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in cultivation, but also because more land has been brought under the plough. Higher yields have been achieved by increased irrigation, better crop breeding, and a doubling in the use of pesticides and chemical fertilisers in the 1970s and 1980s.

Section C

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of mono-Culture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land In both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmtand as losing topsoil at a rate likely to diminish the soil's productivity. The country subse-uently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Section D

Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land.The annual value of these subsidies is immense: about 250$ billion, or more than all World Bank lending in the 1980s.To increase the output of crops per acre, a farmer's easiest

option is to use more of the most readily available inputs: fertilisers and pesticides. Fertiliser use doubled in Denmark in the period 1985-1960 and increased in The Netherlands by 150 per cent. The quantity of pesticides applied has risen too; by 69 per cent In 1984-1975 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land-clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil eroslon.

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land In environmentally friendlier ways, or to leave it follow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they die rarely competitive with fossil fuels unless subsidised - and growing them does no less environmental harm than other crops.

Section E

In poor countries, governments aggravate other sorts of damage. Subsidies for pesticides and artificial fertilisers encourage farmers to use greater quantities than are needed to get the highest economic crop yield. A study by the International Rice Research Institute Of pesticide use by farmers in South East Asia found that, with pest-resistant varieties of rice, even moderate applications of pesticide

frequently cost farmers more than they saved.Such waste puts farmers on a chemical treadmill: bugs and weeds become resis-tant to poisons, so next year's poisons must be more lethal. One cost is to human health, Every year some 10,000 people die from pesticide poisoning, almost all of them in the developing countries, and another 400,000 become seriously ill. As for artificial fertilisers, their use world-wide increased by 40 per cent per unit of farmed land between the mid 1970s and late 1980s, mostly in the developing countries. Overuse of fertilisers may cause farmers to stop rotating crops or leaving their land fallow. That, In turn, may make soil erosion worse.

Section F

A result of the Uruguay Round of world trade negotiations Is likely to be a reduction of 36 percent In the average levels of farm subsidies paid by the rich countries in 1990-1986. Some of the world's food production will move from Western Europe to regions where subsidies are lower or non-existent, such as the former communist countries and parts of the developing world. Some environmentalists worry about this outcome. It will be undoubtedly mean more pressure to convert natural habitat into farmland. But it will also have many desirable environmental effects. The intensity of farming in the rich world shoulddecline, and the use of chemical inputs will diminish. Crops are more likely to be grown p the environments to which they are naturally suited. And more farmers in poor coun-tries wilt have the money and the incentive to manage their land in ways that are sustainable in the long run. That is important. To feed an increasingly hungry world, farmers need every incentive to use their soil and water effectively and efficiently.

Questions 19-22

Complete the table below using the information in sections B and C of Reading Passage .

Choose your answers A-G from the box below the table and write them in boxes 19-22 on your answer sheet.

Agricultural practice	Environmental damage that may result
• 19.....	• Deforestation
• 20	• Degraded water supply
• More intensive farming	• 21.....
• Expansion of monoculture	• 22.....

A Abandonment of fallow period
B Disappearance of old plant varieties
C Increased use of chemical inputs
D Increased irrigation
E Insurance against pests and diseases
F Soil erosion
G Clearing land for cultivation

Answer:

14 v	15 vii	16 ii	17 iv	
18 i	19 G	20 C	21 F	22 B

Tourism

List of vocabulary for tourism

architecture =design of a building Exp:The architecture of this building is typical of the Renaissance age.

conveniencese=things that make life easier Exp:There you will find all of your conveniences, from suntan lotion to shampoo.

custom =something people of a region do often Exp:It›s a custom to hang beads in the windows at this time of year.

en route =on the way Exp:While we are en route to the hotel I will point out the beach and the golf course.

entertainment district :a place where there are theatres and concert halls Exp:If you want to catch a movie while you›re here, the entertainment district is off to your left.

exception :something/ someone that does not follow the usual rules or expectations Exp:With the exception of Johnson Street, it is safe to walk around here at night.

exhibition :objects (i.e. art) displayed for a short time for the public to view Exp:It may be tough to find parking with the car exhibition on this week.

grocery store/ supermarket =place to buy food to take home Exp:Since you have a kitchenette at your hotel you will need to know where the grocery store is.

highlight =the best part Exp :People often say that the highlight of their trip is the botanical gardens.

legend =a person or story known for a long time Exp:According to an old legend, a sea monster lives in this lake.

scenery =natural beauty to look atExp: It is impossible to capture the beauty of this scenery in pictures.

settlers =people who first made a home in an area Exp:The original settlers relied on oxen to carry their wares.

surroundings =things that you see around you Exp:I hope you enjoy the castle and its surroundings, including the secret garden.

ancient =very old Exp:The ancient village has been left untouched.

gorgeous =very nice looking Exp:You will find beautiful homemade jewellery in that shop.

breathtaking= when a view is very impressiveExp: Under the starlight the waterfall is simply breathtaking.

customary =traditional Exp:It is customary to shake hands and bow as you enter.

scenic =nice to look at (nature) Exp:We will go up to the balcony for a scenic view of the grounds.

superb= very good (i.e. service, food, entertainment) Exp: The children put on a superb concert at Christmas time.
thrilling= excitingExp: Cliff jumping is a thrilling experience for those of you who aren't afraid of heights.

Passage 1

The Impact of Wilderness Tourism

A

The market for tourism in remote areas is booming as never before. Countries all across the world are actively promoting their ‹wilderness› regions - such as mountains, Arctic lands, deserts, small islands and wetlands - to high-spending tourists. The attraction of these areas is obvious: by definition, wilderness tourism requires little or no initial investment. But that does not mean that there is no cost. As the 1992 United Nations Conference on Environment and Development recognized, these regions are fragile (i.e. highly vulnerable to abnormal pressures) not just in terms of their ecology, but also in terms of the culture of their inhabitants. The three most significant types of fragile environment in these respects, and also in terms of the proportion of the Earth›s surface they cover, are deserts, mountains and Arctic areas. An important characteristic is their marked seasonality, with harsh conditions prevailing for many months each year. Consequently, most human activities, including tourism, are limited to quite clearly defined parts of the year. Tourists are drawn to these regions by their natural landscape beauty and the unique cultures of their indigenous

people. And poor governments in these isolated areas have welcomed the new breed of ‹adventure tourist›, grateful for the hard currency they bring. For several years now, tourism has been the prime source of foreign exchange in Nepal and Bhutan. Tourism is also a key element in the economies of Arctic zones such as Lapland and Alaska and in desert areas such as Ayers Rock in Australia and Arizona›s Monument Valley.

B

Once a location is established as a main tourist destination, the effects on the local community are profound. When hill-farmers, for example, can make more money in a few weeks working as porters for foreign trekkers than they can in a year working in their fields, it is not surprising that many of them give up their farm-work, which is thus left to other members of the family. In some hill-regions, this has led to a serious decline in farm output and a change in the local diet, because there is insufficient labour to maintain terraces and irrigation systems and tend to crops. The result has been that many people in these regions have turned to outside supplies of rice and other foods.

In Arctic and desert societies, year-round survival has traditionally depended on hunting animals and fish and collecting fruit over a relatively short season. However, as some inhabitants become involved in tourism, they no longer have time to collect wild food; this has led to increasing dependence on bought food and stores. Tourism is not always the culprit behind such changes. All kinds of wage labour, or government handouts, tend to undermine traditional survival systems. Whatever the cause, the dilemma is always the same: what happens if these new, external sources of income dry up? The physical impact of visitors is another serious problem associated with the growth in adventure tourism. Much attention has focused on erosion along major trails, but perhaps more important are the deforestation and impacts on water supplies arising from the need to provide tourists with cooked food and hot showers. In both mountains and deserts, slow-growing trees are often the main sources of fuel and water supplies may be limited or vulnerable to degradation through heavy use.

C

Stories about the problems of tourism have become legion in the last few years. Yet it does not have to be a problem. Although tourism inevitably affects the

region in which it takes place, the costs to these fragile environments and their local cultures can be minimized. Indeed, it can even be a vehicle for reinvigorating local cultures, as has happened with the Sherpas of Nepal›s Khumbu Valley and in some Alpine villages. And a growing number of adventure tourism operators are trying to ensure that their activities benefit the local population and environment over the long term. In the Swiss Alps, communities have decided that their future depends on integrating tourism more effectively with the local economy. Local concern about the rising number of second home developments in the Swiss Pays d'Enhaut resulted in limits being imposed on their growth. There has also been a renaissance in communal cheese production in the area, providing the locals with a reliable source of income that does not depend on outside visitors. Many of the Arctic tourist destinations have been exploited by outside companies, who employ transient workers and repatriate most of the profits to their home base. But some Arctic communities are now operating tour businesses themselves, thereby ensuring that the benefits accrue locally. For instance, a native corporation in Alaska, employing local people, is running an air tour from Anchorage to Kotzebue, where tourists eat Arctic food, walk on the tundra and watch local musicians and dancers. Native people in the desert regions of the American Southwest have followed similar strategies, encouraging tourists to visit their pueblos and reservations to purchase high-quality handicrafts and artwork. The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses, while the Navajo and Hopi groups have been similarly successful with jewellery. Too many people living in fragile environments have lost control over their economies, their culture and their environment when tourism has penetrated their homelands. Merely restricting tourism cannot be the solution to the imbalance, because people›s desire to see new places will not just disappear. Instead, communities in fragile environments must achieve greater control over tourism ventures in their regions; in order to balance their needs and aspirations with the demands of tourism. A growing number of communities are demonstrating that, with firm communal decision-making, this is possible. The critical question now is whether this can become the norm, rather than the exception.

Questions 1-3

Reading Passage has three paragraphs, A-C.

Choose the correct heading for each section from the list of headings below.

Write the correct number i-vi in boxes 3-1 on your answer sheet.

List of Headings

i The expansion of international tourism in recent years

ii How local communities can balance their own needs with the demands of wilderness tourism

iii Fragile regions and the reasons for the expansion of tourism there

iv Traditional methods of food-supply in fragile regions

v Some of the disruptive effects of wilderness tourism

vi The economic benefits of mass tourism

1 Section A

2 Section B

3 Section C

Questions 4-9

Do the following statements reflect the claims of the writer in Reading Passage ?

In boxes 4-9 on your answer sheet, write

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

4 The low financial cost of setting up wilderness tourism makes it attractive to many countries.

5 Deserts, mountains and Arctic regions are examples of environments that are both ecologically and culturally fragile.

6 Wilderness tourism operates throughout the year in fragile areas.

7 The spread of tourism in certain hill-regions has resulted in a fall in the amount of food produced locally.

8 Traditional food-gathering in desert societies was distributed evenly over the year.

9 Government handouts do more damage than tourism does to traditional patterns of food-gathering.

Questions 10-13

Choose ONE WORD from Reading Passage for each answer.

Write your answers in boxes 10-13 on your answer sheet.

The positive ways in which some local communities have responded to tourism	
People/Location	Activity
Swiss Pays d›Enhaut	Revived production of 10 .....
Arctic communities	Operate 11 .....
Acoma and San Ildefonso	businesses Produce and sell 12
Navajo and Hopi Activity	..... Produce and sell 13 .....

answer:

1. iii 2. v 3. ii 4. YES 5. YES 6. NO 7. YES 8. NO 9. NOT GIVEN 10. cheese 11. tourist/ tourism/tour businesses 12. pottery 13. jewelry/ jewellry

Passage 2

TOURISM

A Tourism, holidaymaking and travel are these days more significant social phenomena than most commentators have considered. On the face of it there could not be a more trivial subject for a book. And indeed since social scientists have had considerable difficulty explaining weightier topics, such as work or politics, it might be thought that they would have great difficulties in accounting for more trivial phenomena such as holidaymaking. However, there are interesting parallels with the study of deviance. This involves the investigation of bizarre and

idiosyncratic social practices which happen to be defined as deviant in some societies but not necessarily in others. The assumption is that the investigation of deviance can reveal interesting and significant aspects of normal societies. It could be said that a similar analysis can be applied to tourism.

B Tourism is a leisure activity which presupposes its opposite, namely regulated and organised work. It is one manifestation of how work and leisure are organised as separate and regulated spheres of social practice in modern societies. Indeed acting as a tourist is one of the defining characteristics of being 'modern' and the popular concept of tourism is that it is organised within particular places and occurs for regularised periods of time. Tourist relationships arise from a movement of people to, and their stay in, various destinations. This necessarily involves some movement, that is the journey, and a period of stay in a new place or places. 'The journey and the stay' are by definition outside the normal places of residence and work and are of a short term and temporary nature and there is a clear intention to return 'home' within a relatively short period of time.

C substantial proportion of the population of modern societies engages in such tourist practices new socialised forms of provision have developed in order to cope with the mass character of the gazes of tourists as opposed to the individual character of travel. Places are chosen to be visited and be gazed upon because there is an anticipation especially through daydreaming and fantasy of intense pleasures, either on a different scale or involving different senses from those customarily encountered. Such anticipation is constructed and sustained through a variety of non-tourist practices such as films, TV literature, magazines records and videos which construct and reinforce this daydreaming.

D Tourists tend to visit features of landscape and townscape which separate them off from everyday experience. Such aspects are viewed because they are taken to be in some sense out of the ordinary. The viewing of these tourist sights often involves different forms of social patterning with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life. People linger over these sights in a way that they would not normally do in their home environment and the vision is objectified or captured through photographs postcards films and so on which enable the memory to be endlessly reproduced and recaptured.

E One of the earliest dissertations on the subject of tourism is Boorstins analysis of the pseudo event (1964) where he argues that contemporary. Americans cannot experience reality directly but thrive on pseudo events. Isolated from the host environment and the local people the mass tourist travels in guided groups and finds pleasure in inauthentic contrived attractions gullibly enjoying the pseudo events and disregarding the real world outside. Over time the images generated of different tourist sights come to constitute a closed self-perpetuating system of illusions which provide the tourist with the basis for selecting and evaluating potential places to visit. Such visits are made says Boorstin, within the environmental bubble of the familiar American style hotel which insulates the tourist from the strangeness of the host environment.

F To service the burgeoning tourist industry, an array of professionals has developed who attempt to reproduce ever-new objects for the tourist to look at. These objects or places are located in a complex and changing hierarchy. This depends upon the interplay between, on the one hand, competition between interests involved in the provision of such objects and, on the other hand changing class, gender, and generational distinctions of taste within the potential population of visitors. It has been said that to be a tourist is one of the characteristics of the modern experience. Not to go away is like not possessing a car or a nice house. Travel is a marker of status in modern societies and is also thought to be necessary for good health. The role of the professional, therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations.

Questions 14-18

Raiding Passage has 6 paragraphs (A-F).

Choose the most suitable heading for each paragraph from the list of headings below Write the appropriate numbers (i-ix) in boxes 1814- on your answer sheet.

Paragraph D has been done for you as an example.

NB. There are more headings than paragraphs so you will not use all of them You may use any heading more than once.

List of Headings

i The politics of tourism
ii The cost of tourism
iii Justifying the study of tourism
iv Tourism contrasted with travel
v The essence of modern tourism
vi Tourism versus leisure
vii The artificiality of modern tourism
viii The role of modern tour guides
ix Creating an alternative to the everyday experience

14 Paragraph A
15 Paragraph B
16 Paragraph C

Example	Answer
Paragraph D	ix

17 Paragraph E
18 Paragraph F

Questions 18-22

Do the following statements agree with the views of the writer in Reading Passage ? In boxes 19-22 write :

YES	if the statement agrees with the writer
NO	if the statement contradicts the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

19 Tourism is a trivial subject.
20 An analysis of deviance can act as a model for the analysis of tourism.
21 Tourists usually choose to travel overseas.
22 Tourists focus more on places they visit than those at home.
23 Tour operators try to cheat tourists.

Question 28-24

Chose one phrase (A-H) from the list of phrases to complete each key point below. Write the
appropriate letters (A-H) in boxes 28-24 on your answer sheet.
The information in the completed sentences should be an accurate summary of points made by the writer.
NB There are more phrases A-H than sentences so you will not use them all. You may use any phrase more than once.

24 Our concept of tourism arises from .....
25 The media can be used to enhance .....
26 People view tourist landscapes in a different way from .....
27 Group tours encourage participants to look at .....

List of Phrases
A local people and their environment.
B the expectations of tourists.
C the phenomena of holidaymaking.
D the distinction we make between holidays. work and leisure.
E the individual character of travel.
F places seen in everyday life.
G photographs which recapture our
H sights designed specially for tourists.

Traffic

List of vocabulary for traffic

passenger (n.) – a person who is not driving; the side of a car opposite the driver

Luckily there were no passengers on the bus when it got into an accident.

seatbelt (n.) – a safety belt in cars that protects drivers and passengers

I always ask passengers in my car to wear their seatbelts.

carpool (n.) – a group of people who ride (to work, etc.) in the same car to save money

We started a carpool at my company so we can protect the environment while saving money.

lane (n.)– a single "path" in the road (large highways often have several lanes on each side)

In the US, the right lane is for slower drivers, and the left lane is for passing.

Some highways have a special "carpool lane" for cars with 2 or more people.

speed limit (n.) – the fastest speed that you are allowed to drive on a road

The speed limit on this highway is 65 miles per hour.

residential area (n.) – an area with many houses where many people live

In residential areas, the speed limit is 25 miles per hour.

fine (n.) – money that you have to pay if you are caught breaking a law

I have to pay a 100$ fine because I was caught speeding in a residential area.

parking space (n.) – a place where you can park a single car

parking lot (n.) – an area with many parking spaces

When you go to the grocery store, you can park in their parking lot. There are usually many parking spaces available.

traffic jam (n.) – when too many cars are on the road and the traffic stops moving

I was late to work because there was a traffic jam on the highway.

pedestrian (n.) – a person who is walking (on a sidewalk, or across a street, for example)

You must be careful when you're driving in the city because there are many pedestrians.

intersection (n.) – where two or more roads meet (there is usually a stoplight(or traffic light) at intersections)

You must be careful when you're driving in the city because there are many pedestrians.

crosswalk (US) / zebra crossing (UK) – the white stripes at intersections where pedestrians cross the road

Pedestrians must use the crosswalk when crossing the street. Otherwise, they may get a fine.

Passage 1

THE BEAM-OPERATED TRAFFIC SYSTEM

The Need for Change

The number of people killed each year on the road is more than for all other types of avoidable deaths except for those whose lives are cut short by tobacco use. IELTS academic reading sample 14Yet road deaths are tolerated - so great is our need to travel about swiftly and economically. Oddly, modern vehicle engine design - the combustion engine - has remained largely unchanged since it was conceived over 100 years ago. A huge amount of money and effort is being channeled into alternative engine designs, the most popular being based around substitute fuels such as heavy water, or the electric battery charged

by the indirect burning of conventional fuels, or by solar power. Nevertheless, such innovations will do little to halt the carnage on the road. What is needed is a radical rethinking of the road system itself.

Section (ii)

The Beam-Operated Traffic System, proposed by a group of Swedish engineers, does away with tarred roads and independently controlled vehicles, and replaces them with innumerable small carriages suspended from electrified rails along a vast interconnected web of steel beams crisscrossing the skyline. The entire system would be computer-controlled and operate without human intervention.

Section (iii)

The most preferable means of propulsion is via electrified rails atop the beams. Although electric transport systems still require fossil fuels to be burnt or dams to be built, they add much less to air pollution than the burning of petrol within conventional engines. In addition, they help keep polluted air out of cities and restrict it to the point of origin where it can be more easily dealt with. Furthermore, electric motors are typically %90 efficient, compared to internal combustion engines, which are at most %30 efficient. They are also better at accelerating and climbing hills. This efficiency is no less true of beam systems than of single vehicles.

Section (iv)

A relatively high traffic throughput can be maintained - automated systems can react faster than can human drivers - and the increased speed of movement is expected to compensate for loss of privacy. It is estimated that at peak travel times passenger capacity could be more than double that of current subway systems. It might be possible to arrange for two simultaneous methods of vehicle hire: one in which large carriages (literally buses) run to a timetable, and another providing for hire of small independently occupied cars at a slightly higher cost. Travelers could order a car by swiping a card through a machine, which recognizes a personal number code.

Section (v)

Monorail systems are not new, but they have so far been built as adjuncts to

existing city road systems. They usually provide a limited service, which is often costly and fails to address the major concern of traffic choking the city. The Beam-Operated Traffic System, on the other hand, provides a complete solution to city transportation. Included in its scope is provision for the movement of pedestrians at any point and to any point within the system. A city relieved of roads carrying fast-moving cars and trucks can be given over to pedestrians and cyclists who can walk or pedal as far as they wish before hailing a quickly approaching beam-operated car. Cyclists could use fold-up bicycles for this purpose.

Section (vi)

Since traffic will be designated an area high above the ground, human activities can take place below the transit system in complete safety, leading to a dramatic drop in the number of deaths and injuries sustained while in transit and while walking about the city. Existing roads can be dug up and grassed over, or planted with low growing bushes and trees. The look of the city is expected to improve considerably for both pedestrians and for people using the System.

Section (vii)

It is true that the initial outlay for a section of the beam-operated system will be more than for a similar stretch of tarred road. However, costs for the proposed system must necessarily include vehicle costs, which are not factored into road-building budgets. Savings made will include all tunnels, since it costs about US 120,000$ per kilometer to build a new six-lane road tunnel. Subway train tunnels cost about half that amount, because they are smaller in size. Tunnels carrying beamed traffic will have a narrower cross-sectional diameter and can be dug at less depth than existing tunnels, further reducing costs.

Objections

The only major drawbacks to the proposal are entrenched beliefs that resist change, the potential for vandalism, and the loss of revenue for car manufacturers. Video camera surveillance is a possible answer to vandalism, while the last objection could be overcome by giving car manufacturers beam-operated vehicle building

contracts. %60 of all people on earth live in cities; we must loosen the immediate environment from the grip of the road-bound car.

Questions 1-4

You are advised to spend about 5 minutes on Questions 1 - 4.
Refer to Reading Passage 14 «The Beam-Operated Traffic System», and complete the flowchart below with appropriate words or phrases from the passage. Write your answers in boxes 1 - 4 on your Answer Sheet.
Proposed City Traffic System :

.....(1)..... rails	.....(2)..... -controlled carriages	.....(3)..... System	.....(4).... city without any

Questions 5 - 9

You are advised to spend about 8 minutes on Questions 9-5. Choose the most suitable heading from the list of headings below for the seven sections of Reading Passage 14 «The Beam-Operated Traffic System». Write your answers in boxes 5 9 - on your Answer Sheet.

List of Headings

A. Returning the city to the people

B. Speed to offset loss of car ownership

C. Automation to replace existing roads

D. A safe and cheap alternative

E. The monorail system

F. Inter-city freeways

G. Doing the sums (Example)

H. The complete answer to the traffic problem

I. Cleaner and more efficient

5. Section (ii)..... Q8. Section (v).....
6. Section (hi)..... Q9. Section (vi) .....
7. Section (iv)..... Example: Section (vii).....

Questions 10-12

You are advised to spend about 7 minutes on Questions 12 -10.
Refer to Reading Passage 14, and look at the statements below.
Write S if the statement is Supported by what is written in the passage, and write NS if the statement is Not Supported. Write your answers in boxes 12- 10 on your Answer Sheet.

Example: The combustion engine was designed over 100 years ago.
10. The increased speed of traffic in a Beam-Operated Traffic System is due to electric motors being %90 efficient.
11. Beamed traffic will travel through tunnels costing less to build than subway tunnels.
12. A possible solution to willful damage to the System is to install camera equipment.

Answer:

1. electrified	2. computer	3. Beam-Operated Traffic	4. roads	
5. C	6. I	7. B	8. H	9. A
10. NS	11. S	12. S		

Question 14 -19

Reading Passage 78 has seven paragraphs, A-G.
Choose the correct heading for paragraph A & C-G from the list below.
Write the correct number i-ix, in boxes 14 -19 on your answer sheet.

List of Headings:

i Disobeying FAA Regulations
ii Aviation disaster prompts action
iii Two coincidental developments

iv Setting Altitude Zones
v An oversimplified view
vi Controlling pilots› licence
vii Defining airspace categories
viii Setting rules to weather conditions
ix Taking of Safety
x First step towards ATC

Example	**Answer**
Paragraph B	X

14. Paragraph A
15. Paragraph C
16. Paragraph D
17 Paragraph E
18. Paragraph F
19 Paragraph G

Passage 2

AIR TRAFFIC CONTROL IN THE USA

A An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.

B Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.

C In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America›s airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes, reducing pilots› margin of error and practically demanding some set of rules to keep everyone well separated and operating safely in the air.

D Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation›s airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realised that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.

E To meet this challenge, the following elements were put into effect. First, ATC extends over virtually the entire United States. In general, from 365m above the ground and higher, the entire country is blanketed by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA regulations apply. Elsewhere, in uncontrolled airspace, pilots are bound by fewer regulations. In this way, the recreational pilot who simply wishes to go flying for a while without all the restrictions imposed by the FAA has only to stay in uncontrolled airspace, below 365m, while the pilot who does want the protection afforded by ATC can easily enter the controlled airspace.

F The FAA then recognised two types of operating environments. In good meteorological conditions, flying would be permitted under Visual Flight Rules (VFR), which suggests a strong reliance on visual cues to maintain an acceptable level of safety. Poor visibility necessitated a set of Instrumental Flight Rules (IFR), under which the pilot relied on altitude and navigational information provided by the plane›s instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace.

However, a pilot can only choose to fly IFR if they possess an instrument rating which is above and beyond the basic pilot›s license that must also be held.

G Controlled airspace is divided into several different types, designated by letters of the alphabet. Uncontrolled airspace is designated Class F, while controlled airspace below 5,490m above sea level and not in the vicinity of an airport is Class E. All airspace above 5,490m is designated Class A. The reason for the division of Class E and Class A airspace stems from the type of planes operating in them. Generally, Class E airspace is where one finds general aviation aircraft (few of which can climb above 5,490m anyway), and commercial turboprop aircraft. Above 5,490m is the realm of the heavy jets, since jet engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are IFR, and pilots must be instrument-rated, that is, skilled and licensed in aircraft instrumentation. This is because ATC control of the entire space is essential. Three other types of airspace, Classes D, C and B, govern the vicinity of airports. These correspond roughly to small municipal, medium-sized metropolitan and major metropolitan airports respectively, and encompass an increasingly rigorous set of regulations. For example, all a VFR pilot has to do to enter Class C airspace is establish two-way radio contact with ATC. No explicit permission from ATC to enter is needed, although the pilot must continue to obey all regulations governing VFR flight. To enter Class B airspace, such as on approach to a major metropolitan airport, an explicit ATC clearance is required. The private pilot who cruises without permission into this airspace risks losing their license.

Question 20-26

Do the following statements agrees with the given information of the reading passage?

In boxes 26-20 on your answer sheet, write:

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

20. The FAA was created as a result of the introduction of the jet engine.

21. Air traffic control started after the Grand Canyon crash in 56 19.
22. Beacons and flashing lights are still used by the ATC today.
23. Some improvements were made in radio communication during World War II.
24. Class F airspace is airspace which is below 365m and not near airports.
25. All aircraft in class E airspace must use AFR.
26. A pilot entering class C airspace is flying over an average-sized city.

Answer:

14. ii	15. iii	16. v	17. iv	18. viii
19. vii	20. FALSE	21. FALSE	22. NOT GIVEN	
23. TRUE	24. TRUE	25. FALSE	26. TRUE	

Life & job

List of vocabulary for job

bonus n. additional pay given to employee as incentive or reward

curriculum vitaeUK n. short account of one›s education, career etc; CVUK; resumeUS; resumeUS

dismiss v. to remove or discharge from employment; to sack [colloq.]; to fireUS

employer n. person or firm who employs people - employee n. person employed

fireUS v. [colloq.] to dismiss

interview v. an oral examination of an applicant for a job - also v.

make redundantUK v. [made, made] to dismiss because of not being needed - redundancyUK n.

maternity leave n. period of absence from work (for a woman) when having a baby

notice n. advance warning of intention to resign - to give or tender one›s notice v.

perk abbr. perquisite; something additional to regular salary [eg: free meals; a car]

personnel n. the people who work for a firm

personnel officer n. manager responsible for recruitment, training and welfare of personnel

promotion n. advancement in rank or position - to promote v.

prospects n. opportunity for success, promotion etc

recruit n. to look for and employ personnel - recruitment n.

resign v. to give up a job - letter of resignation n.

retire v. to leave employment, esp. because of age - retirement n.

salary n. a fixed, regular payment, usually monthly, made by employer to employee

staff n. the people who work for a firm or a particular department; employees

take on v. [took, taken] to employ; to hire

Passage 1

The Life & Work of Marie Curie

Marie Curie is probably the most famous woman scientist who has ever lived. Born Maria Sklodowska in Poland in 1867, she is famous for her work on radioactivity, and was twice a winner of the Nobel A Prize. With her husband, Pierre Curie. and Henri Raeqiierel, she was awarded the 1903 Nobel Prize for Physics, and was then sole winner of the 1911 Nobel Prize for Chemistry. She was the hist woman to win a •Nobel Prize. The Life & Work of Marie Curie: IELTS Reading sample 57

From childhood, Marie was remarkable for her prodigious memory, and at the age of 16 won a gold medal on completion of her secondary education. Because her father lost his savings through bad investment, she then had to take work as a teacher. From her earnings she was able to finance her sister Bronia›s medical studies in Paris, on the understanding that Bronia would, in turn, later help her to get an education.

In 1891 this promise was fulfilled and Marie went to Paris and began to study at the Sorbonne (the University of Paris). She often worked far into the night and lived on little more than bread and butter and tea. She came first in the examination in the physical sciences in 1893, and in 1894 was placed second in

the examination in mathematical sciences It was not until the spring of that year that she was introduced to Pierre Curie.

Their marriage in 1895 marked the start of a partnership that was soon to achieve results of world significance. Following Henri BecquereI's discovery in 1896 of a new phenomenon, which Marie later called ‹radioactivity›, Marie Curie decided to rind out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium.

Tuming her attention to minerals, she found her interest drawn to pitchblende, a mineral whose radioactivity, superior to that of pure uranium, could be explained only by the presence in thc orc of small quantities of an unknown substance of very high activity. Pierre Curie joined her in the work that she had undertaken to resolve this problem. and that led to the discovery of the new elements, polonium and radium. While Pierre Curie devoted himself chiefly to the physical study of the new radiations, Marie Curie struggled to obtain pure radium in the metallic state. This was achieved with the help of the chemist André-Louis Debierne, one of Pierre Curie›s pupils. Based on the results of this research. Marie Curie received her Doctorate of Science, and in 1903 Marie and Pierre shared with Becquerel the Nobel Prize for Physics for the discovery of radioactivity.

The births of Marie›s two daughters, Irene and Eve, in 1897 and 1904 failed to internrpt her scientific work. She was appointed lecturer in physics at the Ecole Nor-male Supérieure for girls in Sevres, France (1900), and introduced a method of teaching based on experimental demonstrations. In December 1904 she was appointed chief assistant in the laboratory directed by Pierre Curie.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie. but was also a turning point in her career: henceforth she was to devote all her energy to completing alone the scientific work that they had undertaken. On May ,19 1906, she was appointed to the professorship that had been left vacant on her husband›s death, becoming the first woman to teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium.

During World War I, Marie Curie, with the help of her daughter Irene, devoted herself to the development of the use of X—radiography, including the mobile units which came to be known as ‹little Curies›, used for the treatment of wounded soldiers. In 1918 the Radium Institute, whose staff Irene had joined, began to operate in earnest, and became a centre for nuclear physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications

In 1921, accompanied by her two daughters, Marie Curie made a triumphant journey to the United States to raise funds for research on radium. Women there presented her with a gram of radium for her campaign. Marie also gave lectures in Belgium. Brazil, Spain and Czechoslovakia and, in addition, had the satisfaction of seeing the development of the Curie Foundation in Paris. and the inauguration in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director.

One of Marie Curie›s outstanding achievements was to have understood the need to accumulate intense radioactive sources. not only to treat illness but also to maintain an abundant supply for research. The existence in Paris at the Radium Institute of o stock of grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irene and Frédéric Joliot- Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off.

Her contribution to physics had been immense, not only in her own work. the importance of which had been demonstrated by her two Nobel Prizes, but because of her influence on subsequent generations of nuclear physicists and chemists.

Questions 1-6

Do the following statements agree with the information given in Reading Passage 57?
In boxes 1- 6 on your answer sheet. write

TRUE it the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

Marie Curie›s husband was a joint winner of both Marla's Nobel Prizes.
Marie became interested in science when she was a child.
Marie was able to attend the Sorbonne because of her sister's financial contribution.
Marie stopped doing research for several years when her children were born.
Marie took over the teaching position her husband had held.
Marie's sister Bronia studied the medical uses of radioactivity.

Question 7-13

Complete the notes below
Choose ONE WORD from the passage for each answer
Write your answers in boxes 7-13 on your answer sheet.

Marie Curie›s research on radioactivity
When uranium was discovered to be radioactive. Marie Curie found that the element called 7 ..... had the same property.

Marie and Pierre Curie's research into the radioactivity of the mineral known as 8.....led to the discovery of two new elements.

In 1911, Marie Curie received recognition for her work on the element 9 .....

Marie and Irene Curie developed X-radiography which was used as a medical technique for 10 ..... .

Marie Curie saw the importance of collecting radioactive material both for research and for cases of 11 .....

The radioactive material stocked in Paris contributed to the discoveries in the 1930s of the 12 ..... and of what was known as artificial radioactivity.

During her research. Marie Curio was exposed to radiation and as a result she suffered from 13 .....

Answer:

1. FALSE	2. NOT GIVEN	3. TRUE	4. FALSE
5. TRUE	6. NOT GIVEN	7. thorium	8. pitchblende
9. radium	10. soldiers	11. illness	12. neutron
13. leukaemia/leukemia			

Questions 18-14

Reading Passage 149 contains six Key Points.
Choose the correct heading for Key Points TWO to SIX .from the list of headings below.

Write the correct number, i-viii, in boxes 14-18 on your answer sheet.

List of Headings

i Ensure the reward system is fair
ii Match rewards lo individuals
iii Ensure targets are realistic
iv Link rewards to achievement
v Encourage managers to take more responsibility
vi Recognise changes in employees› performance over time
vii Establish targets and give feedback
viii Ensure employees are suited to their jobs

Example	**Answer**
Key Point One	viii

14 Key Point Two
15 Key Point Three
16 Key Point Four
17 Key Point Five
18 Key Point Six

Passage 2

Motivating Employees under Adverse Condition

THE CHALLENGE

It is a great deal easier to motivate employees in a growing organisation than a declining one. When organisations are expanding and adding personnel, promotional opportunities, pay rises, and the excitement of being associated with a dynamic organisation create Slings of optimism. Management is able ta use the growth to entice and encourage employees. When an organisation is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organisation can least afford to lose- those with me highest skills and experience. The minor employees remain because their job options are limited.

Morale also surfers during decline. People fear they may be the next to be made redundant. Productivity often suffers, as employees spend their time sharing rumours and providing one another with moral support rather than focusing on their jobs. For those whose jobs are secure, pay increases are rarely possible. Pay cuts, unheard of during times of growth, may even be imposed. The challenge to management is how to motivate employees under such retrenchment conditions. The ways of meeting this challenge can be broadly divided into six Key Points, which are outlined below.

KEY POINT ONE

There is an abundance of evidence to support the motivational benefits that result from carefully matching people to jobs. For example, if the job is running a small business or an autonomous unit within a larger business, high achievers should be sought. However, if the job to be filled is a managerial post in a large bureaucratic organisation, a candidate who has a high need for power and a low need for affiliation should be selected.

Accordingly, high achievers should not be put into jobs that are inconsistent with their needs. High achievers will do best when the job provides moderately challenging goals and where there is independence and feedback. However, it should be remembered that not everybody is motivated by jobs that are high in independence, variety and responsibility.

KEY POINT TWO

The literature on goal-setting theory suggests that managers should ensure that all employees have specific goals and receive comments on how well they are doing in those goals. For those with high achievement needs, typically a minority in any organisation, the existence of external goals is less important because high achievers are already internally motivated. The next factor to be determined is whether the goals should be assigned by a manager or collectively set in conjunction with the employees. The answer to that depends on perceptions the culture, however, goals should be assigned. If participation and the culture are incongruous, employees are likely to perceive the participation process as manipulative and be negatively affected by it.

KEY POINT THREE

Regardless of whether goals are achievable or well within management›s perceptions of the employee›s ability, if employees see them as unachievable they will reduce their effort. Managers must be sure, therefore, that employees feel confident that their efforts can lead to performance goals. For managers, this means that employees must have the capability of doing the job and must regard the appraisal process as valid.

KEY POINT FOUR

Since employees have different needs, what acts as a reinforcement far one may not for another. Managers could use their knowledge of each employee to personalise the rewards over which they have control. Some of the more obvious rewards that managers allocate include pay, promotions, autonomy, job scope and depth, and the opportunity lo participate in goal-setting and decision-making.

KEY POINT FIVE

Managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such

as pay increases and promotions or advancements should be allocated for the attainment of the employee›s specific goals. Consistent with maximising the impact of rewards, managers should look for ways to increase their visibility. Eliminating the secrecy surrounding pay by openly communicating everyone›s remuneration, publicising performance bonuses and allocating annual salary increases in a lump sum rather than spreading them out over an entire year are examples of actions that will make rewards more visible and potentially more motivating.

KEY POINT SIX

The way rewards ore distributed should be transparent so that employees perceive that rewards or outcomes are equitable and equal to the inputs given. On a simplistic level, experience, abilities, effort and other obvious inputs should explain differences in pay, responsibility and other obvious outcomes. The problem, however, is complicated by the existence of dozens of inputs and outcomes ana by the Fact that employee groups place different degrees of importance on them. For instance, a study comparing clerical and production workers identified nearly twenty inputs and outcomes. The clerical workers considered factors such as quality of work performed and job knowledge near the top of their list, but these were at the bottom of the production workers› list. Similarly, production workers thought that the most important inputs were intelligence and personal involvement with task accomplishment, two factors that were quite low in the importance ratings of the clerks. There were also important, though less dramatic, differences on the outcome side. For example, production workers rated advancement very highly, whereas clerical workers rated advancement in the lower third of their list. Such findings suggest that one person›s equity is another›s inequity, so an ideal should probably weigh different inputs and outcomes according to employee group.

Questions 19-24

Do the following statements agree with the views of the writer in Reading Passage 149?

In boxes 2419- on your answer sheet, write:

YES if the statement t agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

19 A shrinking organisation lends to lose its less skilled employees rather than its more skilled employees.
20 It is easier to manage a small business ban a large business.
21 High achievers are well suited lo team work.
22 Some employees can fee! manipulated when asked to participate in goal-setting.
23 The staff appraisal process should be designed by employees.
24 Employees› earnings should be disclosed to everyone within the organisation.

Questions 27-25
Look at the follow groups of worker (Question27-25)and the list of descriptions below
Match each group with the correct description, A -E.
Write the correct letter, A-E, in boxes 27-25 on your answer sheet.

25 high achievers
26 clerical workers
27 production workers

List of Descriptions
A They judge promotion to be important.
B They have less need of external goats.
C They think that the quality of their work is important.
D They resist goals which are imposed.
E They have limited job options.

Answer:

14. vii
15. iii
16. ii
17. iv
18. i
19. NO
20. NOT GIVEN
21. NO
22. YES
23. NOT GIVEN
24. YES
25. B
26. C
27. A

Sports & city

List of vocabulary for sports

arena

The arena was full of excited spectators cheering on their team.

a level area for holding sports events, surrounded by seats for spectators

amateur

The Olympic Games were originally for amateur athletes only.

engaged in something, like playing sports, without payment; non-professional

athlete

Most professional athletes spend hours every day in training.

a person who trains for and competes in a sport

athletics

There are some very good runners on our athletics team.

track and field, events of running, jumping, throwing, etc.

champion
The boxer Muhammad Ali was World Heavyweight Champion three times.
a top-rated, highly successful player

cheer on
The fans made a lot of noise cheering on their team.
to shout encouragement to a team or a player

competitor
Each competitor in a golf tournament must record his or her own score.
a person who takes part in a competition or a sporting contest

contest
Do you know who won this year›s figure skating contest?
a game or event in which people compete to win

court
The tennis courts at Wimbledon in London have a grass surface.
a quadrangular area on which ball games are played, such as tennis or basketball

course
A golf course usually has eighteen holes.
an area of land prepared for racing, golf, or other sports

object
The object of the game of football is to score more goals than the opponents.
the thing you want to get or achieve; what you aim to do

offside
Forwards have to learn how to avoid being caught in an offside position.
In an illegal position ahead of the ball (in football, rugby, hockey, etc.)

opponent
Roger Federer›s opponent in the Wimbledon final was Rafael Nadal.
the person one competes against in a contest or a game; rival

pass
A defender tries to pass the ball to a forward in a good position to score.
to throw or kick the ball to another player on one›s own team

penalty
The penalty for abusing a referee is usually a one-match suspension.
a punishment imposed on a player or team for breaking the rules of a sport

perform
All the athletes will do their best to perform well in the Olympic Games.
to carry out a practised activity, such a play a sport

performance
Venus Williams put in one the best performances of her life to win the tournament.
an instance of competing in a sports event in public

skill
Ken has gone to a boxing camp to improve his boxing skills.
the ability to do something well

spectator
Spectators can add a lot to sporting events by creating an exciting atmosphere.
a person who watches an event

sportsmanship
Good managers know how to teach their players sportsmanship.
an attitude of fairness, respect for opponents, and graciousness in winning or losing

talent
Our daughter›s basketball coach says she has a lot of natural talent for the game.
a natural aptitude or skill

trophy
The players carried the trophy over their heads as they ran around the stadium.
a decorative object awarded as a prize in a contest or a tournament

umpire
In a game of cricket, there are two umpires on the field during play.
a sports official with authority to make rulings during a contest

victory
The players had worked very hard, and they deserved their victory.
the act of winning a game or contest

whistle
The referee blew his whistle twice to signal the end of the match.
a small instrument that makes a high-pitched noise when blown

Passage 1

AUSTRALIA›S SPORTING SUCCESS

A

They play hard, they play often, and they play to win. Australian sports teams win more than their fair share of titles, demolishing rivals with seeming ease. How do they do it? A big part of the secret is an extensive and expensive network of sporting academies underpinned by science and medicine. At the Australian Institute of Sport (AIS), hundreds of youngsters and pros live and train under the eyes of coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice.

B

Inside the academies, science takes centre stage. The AIS employs more than 100 sports scientists and doctors, and collaborates with scores of others in universities and research centres. AIS scientists work across a number of sports, applying skills learned in one - such as building muscle strength in golfers - to others, such as swimming and squash. They are backed up by technicians who design instruments to collect data from athletes. They all focus on one aim: winning. ‹We can›t waste our time looking at ethereal scientific questions that don›t help the coach work with an athlete and improve performance.› says Peter Fricker, chief of science at AIS.

C

A lot of their work comes down to measurement - everything from the exact angle of a swimmers dive to the second-by-second power output of a cyclist. This data is used to wring improvements out of athletes. The focus is on individuals, tweaking performances to squeeze an extra hundredth of a second here, an extra millimetre there. No gain is too slight to bother with. It›s the tiny, gradual improvements that add up to world-beating results. To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers. A wire-frame model of a champion swimmer slices through the water, her arms moving in slow motion. Looking side-on, Mason measures the distance between strokes. From above, he analyses how her spine swivels. When fully developed, this system will enable him to build a biomechanical profile for coaches to use to help budding swimmers. Mason›s contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmers performance into factors that can be analysed individually - stroke length, stroke frequency, average duration of each stroke, velocity, start, lap and finish times, and so on. At the end of each race, SWAN spits out data on each swimmer.

D

‹Take a look.› says Mason, pulling out a sheet of data. He points out the data on the swimmers in second and third place, which shows that the one who finished third actually swam faster. So why did he finish 35 hundredths of a second down? ‹His turn times were 44 hundredths of a second behind the other guy.› says Mason. ‹If he can improve on his turns, he can do much better.› This is the kind of accuracy that AIS scientists› research is bringing to a range of sports. With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete›s clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete›s ability to run. There›s more to it than simply measuring performance. Fricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present

in athletes› saliva. If IgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, IgA levels start rising again, and the danger passes. Since the tests were introduced, AIS athletes in all sports have been remarkably successful at staying healthy.

E

Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a ‹competition model›, based on what they expect will be the winning times. ‹You design the model to make that time.› says Mason. ‹A start of this much, each free-swimming period has to be this fast, with a certain stroke frequency and stroke length, with turns done in these times›. All the training is then geared towards making the athlete hit those targets, both overall and for each segment of the race. Techniques like these have transformed Australia into arguably the world›s most successful sporting nation.

F

Of course, there›s nothing to stop other countries copying - and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in 1996, these sliced as much as two per cent off cyclists› and rowers times. Now everyone uses them. The same has happened to the altitude tent›, developed by AIS to replicate the effect of altitude training at sea level. But Australia›s success story is about more than easily copied technological fixes, and up to now no nation has replicated its all-encompassing system.

Questions 1-7

Reading Passage 88 has six paragraphs, A-F.

Which paragraph contains the following information?

Write the correct letter A-F in boxes 1-7 on your answer sheet.

NB You may use any letter more than once

1 a reference to the exchange of expertise between different sports

2 an explanation of how visual imaging is employed in investigations

3 a reason for narrowing the scope of research activity
4 how some AIS ideas have been reproduced
5 how obstacles to optimum achievement can be investigated
6 an overview of the funded support of athletes
7 how performance requirements are calculated before an event

Questions 8-11

Classify the following techniques according to whether the writer states they
A are currently exclusively used by Australians
B will be used in the future by Australians
C
rite the correct letter A, B, C or D in boxes 8-11 on your answer sheet.
8 cameras
9 sensors
10 protein tests
11 altitude tents

Questions 12 and 13

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the Reading Passage 88 for each answer.
Write your answers in boxes 12 and 13 on your answer sheet.
12 What is produced to help an athlete plan their performance in an event?
13 By how much did some cyclists› performance improve at the 1996 Olympic Games?
Answer:

1. B	2. C	3. B	4. F	5. D	6. A
7. E	8. A	9. B	10. A	11. C	12. (a) competition model

13.(by)2percent

Questions 1-4

Reading Passage has seven paragraphs A-G.
From the list of headings below choose the most suitable headings for paragraphs B-E.
Write the appropriate numbers (i-viii)
NB There are more headings than paragraphs, so you will not use them all.

Example	**Answer**
Paragraph A	vii

List of Headings

i A truly international environment
ii Once a port city, always a port city
iii Good ports make huge profits
iv How the port changes a city›s infrastructure
v Reasons for the decline of ports
vi Relative significance of trade and service industry
vii Ports and harbours
viii The demands of the oil industry

1 Paragraph B
2 Paragraph C
3 Paragraph D
4 Paragraph E

Passage 2

What is a port city?

The port city provides a fascinating and rich understanding of the movement of people and goods around the world. We understand a port as a centre of land-sea exchange, and as a major source of livelihood and a major force for cultural mixing. But do ports all produce a range of common urban characteristics which justify classifying port cities together under a single generic label? Do they have enough in common to warrant distinguishing them from other kinds of cities?

A A port must be distinguished from a harbour. They are two very different things. Most ports have poor harbours, and many fine harbours see few ships. Harbour is a physical concept, a shelter for ships; port is an economic concept, a centre of land-sea exchange which requires good access to a hinterland even more than a sea-linked foreland. It is landward access, which is productive of goods for export and which demands imports, that is critical. Poor harbours can be improved with breakwaters and dredging if there is a demand for a port. Madras and Colombo are examples of harbours expensively improved by enlarging, dredging and building breakwaters.

B Port cities become industrial, financial and service centres and political capitals because of their water connections and the urban concentration which arises there and later draws to it railways, highways and air routes. Water transport means cheap access, the chief basis of all port cities. Many of the world›s biggest cities, for example, London, New York, Shanghai, Istanbul, Buenos Aires, Tokyo, Jakarta, Calcutta, Philadelphia and San Francisco began as ports - that is, with land-sea exchange as their major function - but they have since grown disproportionately in other respects so that their port functions are no longer dominant. They remain different kinds of places from non-port cities and their port functions account for that difference.

C Port functions, more than anything else, make a city cosmopolitan. A port city is open to the world. In it races, cultures, and ideas, as well as goods from a variety of places, jostle, mix and enrich each other and the life of the city. The smell of the sea and the harbour, the sound of boat whistles or the moving tides are symbols of their multiple links with a wide world, samples ofwhich are present in microcosm within their own urban areas.

D Sea ports have been transformed by the advent of powered vessels, whose size and draught have increased. Many formerly important ports have become economically and physically less accessible as a result. By-passed by most of their former enriching flow of exchange, they have become cultural and economic backwaters or have acquired the character of museums of the past. Examples of these are Charleston, Salem, Bristol, Plymouth, Surat, Galle, Melaka, Soochow, and a long list of earlier prominent port cities in Southeast Asia, Africa and Latin America.

E Much domestic port trade has not been recorded. What evidence we have sug3ests that domestic trade was greater at all periods than external trade. Shanghai, for example, did most of its trade with other Chinese ports and inland cities. Calcutta traded mainly with other parts of India and so on. Most of any city›s population is engaged in providing goods and services for the city itself. Trade outside the city is its basic function. But each basic worker requires food, housing, clothing and other such services. Estimates of the ratio of basic to service workers range from 1:4 to 1:8.

F No city can be simply a port but must be involved in a variety of other activities. The port function of the city draws to it raw materials and distributes them in many other forms. Ports take advantage of the need for breaking up the bulk material where water and land transport meet and where loading and unloading costs can be minimised by refining raw materials or turning them into finished goods. The major examples here are oil refining and ore refining, which are commonly located at ports. It is not easy to draw a line around what is and is not a port function. All ports handle, unload, sort, alter, process, repack, and reship most of what they receive. A city may still be regarded as a port city when it becomes involved in a great range of functions not immediately involved with ships or docks.

G Cities which began as ports retain the chief commercial and administrative centre of the city close to the waterfront. The centre of New York is in lower Manhattan between two river mouths, the City of London is on the Thames, Shanghai along the Bund. This proximity to water is also true of Boston, Philadelphia, Bombay, Calcutta, Madras, Singapore, Bangkok, Hong Kong and Yokohama, where the commercial, financial, and administrative centres are still grouped around their harbours even though each city has expanded into a metropolis. Even a casual visitor cannot mistake them as anything but port cities.

Questions 8 -5

Look at the following descriptions of some port cities mentioned in Reading Passage

Match the pairs of cities (A-H) listed below with the descriptions.

NB There are more pairs of port cities than descriptions, so you will not use them all.

5 required considerable harbour development
6 began as ports but other facilities later dominated
7 lost their prominence when large ships could not be accommodated
8 maintain their business centres near the port waterfront

A Bombay and Buenos Aires
B Hong Kong and Salem
C Istanbul and Jakarta

D Madras and Colombo
E New York and Bristol
F Plymouth and Melaka
G Singapore and Yokohama
H Surat and London

Questions 9-14

Do the following statements agree with the information given in Reading Passage?
Write:

YES if the statement agrees with the information
NO if the statement contradicts the information
NOT GIVEN if there is no information on this in the passage

9 Cities cease to be port cities when other functions dominate.
10 In the past, many port cities did more trade within their own country than with overseas ports.
11 Most people in a port city are engaged in international trade and finance.
12 Ports attract many subsidiary and independent industries.
13 Ports have to establish a common language of trade.
14 Ports often have river connections.

Answer:

1 ii	2 i	3 v	4 vi	5 D
6 C	7 F	8 G	9 NO	10 YES
11 NO	12 YES	13 NOT GIVEN		14 YES

Pollution

List of vocabulary for pollution

acid rain noun rain that contains harmful chemicals that collect in the atmosphere when fossil fuels are burned

carcinogen noun a substance that has been linked to causing one or more types of cancer

contaminated adj. has come in contact with organisms or substances that cause disease

developing country noun a nation that is working towards becoming more economically and socially advanced

domestic waste noun garbage that is produced by people in a household

dumping verb placing waste in an area that is not appropriate (ex. dumping chemicals in oceans)

hazardous waste noun a form of garbage that is harmful to health of plants, animals, or humans and requires careful disposal (ex. batteries or paint)

industrial adj. related to the advancement of the economy

pesticides noun chemicals that are sprayed on crops to prevent insects from destroying them

pollutant noun something that causes damage to the environment

pollution noun the contamination of the environmentpriority noun of top concern

sewage noun waste that humans put down drains

smog noun air pollution caused by a reaction between chemicals in the atmosphere and sunlight

sustain verb support

toxic chemicals (toxins) noun poisonous materials that can cause disease

ventilation noun the replacement of unclean air with fresh air

Passage 1

A Air pollution is increasingly becoming the focus of government and citizen concern around the globe. From Mexico City and New York, to Singapore and Tokyo, new solutions to this old problem are being proposed, Mailed and implemented with ever increasing speed. It is feared that unless pollution reduction measures are able to keep pace with the continued pressures of urban growth, air quality in many of the world's major cities will deteriorate beyond reason.

B Action is being taken along several fronts: through new legislation, improved enforcement and innovative technology. In Los Angeles, state regulations are forcing manufacturers to try to sell ever cleaner cars: their first of the cleanest, titled «Zero Emission Vehicles', have to be available soon, since they are intended to make up 2 percent of sales in 1997. Local authorities in London are campaigning to be allowed to enforce anti-pollution laws themselves; at present only the police have the power to do so, but they tend to be busy elsewhere. In Singapore, renting out road space to users is the way of the future.

C When Britain's Royal Automobile Club monitored the exhausts of 60,000 vehicles, it found that 12 per cent of them produced more than half the total pollution. Older cars were the worst offenders; though a sizeable number of quite new cars were also identified as gross polluters, they were simply badly tuned. California has developed a scheme to get these gross polluters off the streets: they offer a flat 700$ for any old, run-down vehicle driven in by its owner. The aim is to remove the heaviest-polluting, most decrepit vehicles from the roads.

D As part of a European Union environmental programme, a London council is resting an infra-red spectrometer from the University of Denver in Colorado. It gauges the pollution from a passing vehicle - more useful than the annual stationary rest that is the British standard today - by bouncing a beam through the exhaust and measuring what gets blocked. The council's next step may be to link the system to a computerised video camera able to read number plates automatically.

E The effort to clean up cars may do little to cut pollution if nothing is done about

the tendency to drive them more. Los Angeles has some of the world's cleanest cars - far better than those of Europe - but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in a car on the freeway in Los Angeles, which is 1.0, has been falling steadily. Increasing it would be an effective way of reducing emissions as well as easing congestion. The trouble is, Los Angelinos seem to like being alone in their cars.

F Singapore has for a while had a scheme that forces drivers to buy a badge if they wish to visit a certain part of the city. Electronic innovations make possible increasing sophistication: rates can vary according to road conditions, time of day and so on. Singapore is advancing in this direction, with a city-wide network of transmitters to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be controversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition.

PART 2

The scope of the problem facing the world's cities is immense. In 1992, the United Nations Environmental Programme and the World Health Organisation (WHO) concluded that all of a sample of twenty megacities - places likely to have more than ten million inhabitants in the year 2000 - already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more.

Of the six pollutants monitored by the WHO - carbon dioxide, nitrogen dioxide, ozone, sulphur dioxide, lead and particulate matter - it is this last category that is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a meter across, has been implicated in thousands of deaths a year in Britain alone. Research being conducted in two counties of Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant.

A world-wide rise in allergies, particularly asthma, over the past four decades is

now said to be linked with increased air pollution. The lungs and brains of children who grow up in polluted air offer further evidence of its destructive power the old and ill; however, are the most vulnerable to the acute effects of heavily polluted stagnant air. It can actually hasten death, so it did in December 1991 when a cloud of exhaust fumes lingered over the city of London for over a week.

The United Nations has estimated that in the year 2000 there will be twenty-four mega-cities and a further eighty-five cities of more than three million people. The pressure on public officials, corporations and urban citizens to reverse established trends in air pollution is likely to grow in proportion with the growth of cities themselves. Progress is being made. The question, though, remains the same: 'Will change happen quickly enough?'

Questions 1-5

Look at the following solutions (Questions1- 5) and locations. Match each solution with one location. Write the appropriate locations in boxes 1- 5 on your answer sheet.

NB You may use any location more than once.

SOLUTIONS

1. Manufacturers must sell cleaner cars.
2. Authorities want to have power to enforce anti-pollution laws.
3. Drivers will be charged according to the roads they use.
4. Moving vehicles will be monitored for their exhaust emissions.
5. Commuters are encouraged to share their vehicles with others.

Locations

Singapore
Tokyo
London
New York
Mexico City
Cambridge
Los Angeles

Questions 6-10

Do the following statements reflect the claims of the writer in Reading Passage 23?
In boxes 6- 10 on your answer sheet write

YES if the statement reflects the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

6. According to British research, a mere twelve per cent of vehicles tested produced over fifty per cent of total pollution produced by the sample group.
7. It is currently possible to measure the pollution coming from individual vehicles whilst they are moving.
8. Residents of Los Angeles are now tending to reduce the yearly distances they travel by car.
9. Car-pooling has steadily become more popular in Los Angeles in recent years.
10. Charging drivers for entering certain parts of the city has been successfully done in Cambridge, England.

Questions 11-13

Choose the appropriate letters A-D and write them in boxes 11-13 on your answer sheet.

11. How many pollutants currently exceed WHO guidelines in all megacities studied?
    A one
    B two
    C three
    D seven

12. Which pollutant is currently the subject of urgent research?
    A nitrogen dioxide
    B ozone
    C lead
    D particulate matter

13. Which of the following groups of people are the most severely affected by intense air pollution?

A allergy sufferers
B children
C the old and ill
D asthma sufferers

Answer:

1 Los Angeles	2 London	3 Singapore	4 London
5 Los Angeles	6 YES	7 YES	8 NO
9 NO	10 NO	11 A	12 D
13 C			

Passage 2

Light Pollution is a threat to Wildlife, Safety and the Starry Sky

A After hours of driving south in the pitch-black darkness of the Nevada desert, a dome of hazy gold suddenly appears on the horizon. Soon, a road sign confirms the obvious: Las Vegas 30 miles. Looking skyward, you notice that the Big Dipper is harder to find than it was an hour ago.

B Light pollution—the artificial light that illuminates more than its intended target area—has become a problem of increasing concern across the country over the past 15 years. In the suburbs, where over-lit shopping mall parking lots are the norm, only 200 of the Milky Way's 2,500 stars are visible on a clear night. Even fewer can be seen from large cities. In almost every town, big and small, street lights beam just as much light up and out as they do down, illuminating much more than just the street. Almost 50 percent of the light emanating from street lamps misses its intended target, and billboards, shopping centers, private homes and skyscrapers are similarly over-illuminated.

C America has become so bright that in a satellite image of the United States at night, the outline of the country is visible from its lights alone. The major cities are all there, in bright clusters: New York, Boston, Miami, Houston, Los Angeles, Seattle, Chicago - and, of course, Las Vegas. Mark Adams, superintendent of the McDonald Observatory in west Texas, says that the very fact that city lights are visible from on high is proof of their wastefulness. "When you're up in an airplane, all that light you see on the ground from the city is wasted. It's going up into the night sky. That's why you can see it."

D But don't we need all those lights to ensure our safety? The answer from light engineers, light pollution control advocates and astronomers is an emphatic "no." Elizabeth Alvarez of the International Dark Sky Association (IDA), a non-profit organization in Tucson, Arizona, says that overly bright security lights can actually force neighbours to close the shutters, which means that if any criminal activity does occur on the street, no one will see it. And the old assumption that bright lights deter crime appears to have been a false one: A new Department of Justice report concludes that there is no documented correlation between the level of lighting and the level of crime in an area. And contrary to popular belief, more crimes occur in broad daylight than at night.

E For drivers, light can actually create a safety hazard. Glaring lights can temporarily blind drivers, increasing the likelihood of an accident. To help prevent such accidents, some cities and states prohibit the use of lights that impair night-time vision. For instance, New Hampshire law forbids the use of "any light along a highway so positioned as to blind or dazzle the vision of travelers on the adjacent highway."

F Badly designed lighting can pose a threat to wildlife as well as people. Newly hatched turtles in Florida move toward beach lights instead of the more muted silver shimmer of the ocean. Migrating birds, confused by lights on skyscrapers, broadcast towers and lighthouses, are injured, sometimes fatally, after colliding with high, lighted structures. And light pollution harms air quality as well: Because most of the country's power plants are still powered by fossil fuels, more light means more air pollution.

G So what can be done? Tucson, Arizona is taking back the night. The city has one of the best lighting ordinances in the country, and, not coincidentally, the highest concentration of observatories in the world. Kitt Peak National Optical Astronomy Observatory has 24 telescopes aimed skyward around the city's perimeter, and its cadre of astronomers needs a dark sky to work with.

H For a while, that darkness was threatened. "We were totally losing the night sky," Jim Singleton of Tucson's Lighting Committee told Tulsa, Oklahoma's KOTV last March. Now, after retrofitting inefficient mercury lighting with low-sodium lights that block light from "trespassing" into unwanted areas like bedroom

windows, and by doing away with some unnecessary lights altogether, the city is softly glowing rather than brightly beaming. The same thing is happening in a handful of other states, including Texas, which just passed a light pollution bill last summer. "Astronomers can get what they need at the same time that citizens get what they need: safety, security and good visibility at night," says McDonald Observatory's Mark Adams, who provided testimony at the hearings for the bill.

I And in the long run, everyone benefits from reduced energy costs. Wasted energy from inefficient lighting costs us between 1$ and 2$ billion a year, according to IDA. The city of San Diego, which installed new, high-efficiency street lights after passing a light pollution law in 1985, now saves about 3$ million a year in energy costs.

J Legislation isn't the only answer to light pollution problems. Brian Greer, Central Ohio representative for the Ohio Light Pollution Advisory Council, says that education is just as important, if not more so. "There are some special situations where regulation is the only fix," he says. "But the vast majority of bad lighting is simply the result of not knowing any better." Simple actions like replacing old bulbs and fixtures with more efficient and better-designed ones can make a big difference in preserving the night sky.

***The Big Dipper:** a group of seven bright stars visible in the Northern Hemisphere.

Question 1-5

The first six paragraphs of Reading Passage 69 are lettered A-F.
Choose the most suitable headings for paragraphs A-F from the list of headings below.
NB There are more headings than paragraphs, so you will not use them all.

List of Headings
i Why lights are needed
ii Lighting discourages law breakers
iii The environmental dangers
iv People at risk from bright lights

v Illuminating space
vi A problem lights do not solve
vii Seen from above
viii More light than is necessary
ix Approaching the city

Example	**Answer**
Paragraph A	ix (Approaching the city)

1 Paragraph B .....
2 Paragraph C .....
3 Paragraph D .....
4 Paragraph E .....
5 Paragraph F .....

Question 6-9

Complete each of the following statements with words taken from the passage.
Write ONE or TWO WORDS for each answer.

6 According to a recent study, well-lit streets do not ..... or make neighbourhoods safer to live in.
7 Inefficient lighting increases ..... because most electricity is produced from coal, gas or oil.
8 Efficient lights ..... from going into areas where it is not needed.
9 In dealing with light pollution ..... is at least as important as passing new laws.

Questions 10-13

Do the following statements agree with the information given in Reading Passage 69?
In boxes 813- on your answer sheet, write

TRUE if the statement agrees with the information.
FALSE if the statement contradicts the information.
NOT GIVEN if there is no information on this

10 One group of scientists find their observations are made more difficult by bright lights.
11 It is expensive to reduce light pollution.
12 Many countries are now making light pollution illegal.
13 Old types of light often cause more pollution than more modern ones

Answer:

1. viii	2. vii	3. vi	4. iv	5. iii
6. DETER CRIME	7. AIR	8. BLOCK LIGHT	9. EDUCATION	10. YES
11. NO	12. NOT GIVEN		13. YES	

Sample tests

Sample 1

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

Aphantasia: A life without mental images

Close your eyes and imagine walking along a sandy beach and then gazing over the horizon as the Sun rises. How clear is the image that springs to mind?

Most people can readily conjure images inside their head - known as their mind›s eye. But this year scientists have described a condition, aphantasia, in which some people are unable to visualise mental images.

Niel Kenmuir, from Lancaster, has always had a blind mind›s eye. He knew he was different even in childhood. «My stepfather, when I couldn›t sleep, told me to count sheep, and he explained what he meant, I tried to do it and I couldn›t,» he says. «I couldn›t see any sheep jumping over fences, there was nothing to count.»

Our memories are often tied up in images, think back to a wedding or first day at school. As a result, Niel admits, some aspects of his memory are «terrible», but he is very good at remembering facts. And, like others with aphantasia, he struggles to recognise faces. Yet he does not see aphantasia as a disability, but simply a different way of experiencing life.

Mind›s eye blind

Ironically, Niel now works in a bookshop, although he largely sticks to the non-fiction aisles. His condition begs the question what is going on inside his picture-less mind. I asked him what happens when he tries to picture his fiancee. «This is the hardest thing to describe, what happens in my head when I think about things,» he says. «When I think about my fiancee there is no image, but I am definitely thinking about her, I know today she has her hair up at the back, she›s brunette. But I›m not describing an image I am looking at, I›m remembering features about her, that›s the strangest thing and maybe that is a source of some regret.»

The response from his mates is a very sympathetic: «You›re weird.» But while Niel is very relaxed about his inability to picture things, it is a cause of distress for others. One person who took part in a study into aphantasia said he had started to feel «isolated» and «alone» after discovering that other people could see images in their heads. Being unable to reminisce about his mother years after her death led to him being «extremely distraught».

The super-visualiser

At the other end of the spectrum is children›s book illustrator, Lauren Beard, whose work on the Fairytale Hairdresser series will be familiar to many six-year-olds. Her career relies on the vivid images that leap into her mind›s eye when she reads text from her author. When I met her in her box-room studio in Manchester, she was working on a dramatic scene in the next book. The text describes a baby perilously climbing onto a chandelier.

«Straightaway I can visualise this grand glass chandelier in some sort of French kind of ballroom, and the little baby just swinging off it and really heavy thick curtains,» she says. «I think I have a strong imagination, so I can create the world and then keep adding to it so it gets sort of bigger and bigger in my mind and the characters too they sort of evolve. I couldn›t really imagine what it›s like to not imagine, I think it must be a bit of a shame really.»

Not many people have mental imagery as vibrant as Lauren or as blank as Niel. They are the two extremes of visualisation. Adam Zeman, a professor of cognitive and behavioural neurology, wants to compare the lives and experiences of people

with aphantasia and its polar-opposite hyperphantasia. His team, based at the University of Exeter, coined the term aphantasia this year in a study in the journal Cortex.

Prof Zeman tells the BBC: «People who have contacted us say they are really delighted that this has been recognised and has been given a name, because they have been trying to explain to people for years that there is this oddity that they find hard to convey to others.» How we imagine is clearly very subjective - one person›s vivid scene could be another›s grainy picture. But Prof Zeman is certain that aphantasia is real. People often report being able to dream in pictures, and there have been reported cases of people losing the ability to think in images after a brain injury.

He is adamant that aphantasia is «not a disorder» and says it may affect up to one in 50 people. But he adds: «I think it makes quite an important difference to their experience of life because many of us spend our lives with imagery hovering somewhere in the mind›s eye which we inspect from time to time, it›s a variability of human experience.»

Questions 1–5

Do the following statements agree with the information in the IELTS reading text? In boxes 1-5 on your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1. Aphantasia is a condition, which describes people, for whom it is hard to see images in their imagination.
2. Niel Kenmuir was unable to count sheep in his head.
3. Many people with aphantasia struggle to remember personal traits of different people.
4. The author met Lauren Beard when she was working on a scene in her next book.
5. Different people expressed their satisfaction that the problem of aphantasia and hyperphantasia has finally been recognized.

Questions 6–8

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 6–8 on your answer sheet.

6. People with aphantasia are generally good at:

A. Remembering faces

B. Remembering facts

C. Remembering traits

D. This condition has no advantages

7. Unlike Niel, Lauren:

A. Can visualise different objects

B. Can write books

C. Has aphantasia

D. Has no conditions

8. Adam Zeman wants to:

A. Cure aphantasia

B. Compare people with different conditions

C. Do researches

D. Learn more about aphantasia and hyperphantasia

Questions 9–13

Complete the sentences below

Write NO MORE THAN TWO WORDS from the passage for each answer.

Write your answers in boxes 9- 13 on your answer sheet.

9. Niel's colleagues describe him as a person.

10. Only a small fraction of people have imagination as as Lauren does.

11. Hyperphantasia is to aphantasia.

12. Many people spend their lives with somewhere in the mind›s eye.

13. Prof Zeman is that aphantasia is not an illness.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

Life lessons from villains, crooks and gangsters

(A) A notorious Mexican drug baron's audacious escape from prison in July doesn't, at first, appear to have much to teach corporate boards. But some in the business world suggest otherwise. Beyond the morally reprehensible side of criminals› work, some business gurus say organised crime syndicates, computer hackers, pirates and others operating outside the law could teach legitimate corporations a thing or two about how to hustle and respond to rapid change.

(B) Far from encouraging illegality, these gurus argue that – in the same way big corporations sometimes emulate start-ups – business leaders could learn from the underworld about flexibility, innovation and the ability to pivot quickly. "There is a nimbleness to criminal organisations that legacy corporations [with large, complex layers of management] don't have," said Marc Goodman, head of the Future Crimes Institute and global cyber-crime advisor. While traditional businesses focus on rules they have to follow, criminals look to circumvent them. "For criminals, the sky is the limit and that creates the opportunity to think much, much bigger."

(C) Joaquin Guzman, the head of the Mexican Sinaloa drug cartel, for instance, slipped out of his prison cell through a tiny hole in his shower that led to a mile-long tunnel fitted with lights and ventilation. Making a break for it required creative thinking, long-term planning and perseverance – essential skills similar to those needed to achieve success in big business.

(D) While Devin Liddell, who heads brand strategy for Seattle-based design consultancy, Teague, condemns the violence and other illegal activities he became curious as to how criminal groups endure. Some cartels stay in business despite multiple efforts by law enforcement on both sides of the US border and millions of dollars from international agencies to shut them down. Liddell genuinely believes there's a lesson in longevity here. One strategy he underlined was how the bad guys respond to change. In order to bypass the border between Mexico

and the US, for example, the Sinaloa cartel went to great lengths. It built a vast underground tunnel, hired family members as border agents and even used a catapult to circumvent a high-tech fence.

(E) By contrast, many legitimate businesses fail because they hesitate to adapt quickly to changing market winds. One high-profile example is movie and game rental company Blockbuster, which didn't keep up with the market and lost business to mail order video rentals and streaming technologies. The brand has all but faded from view. Liddell argues the difference between the two groups is that criminal organisations often have improvisation encoded into their daily behaviour, while larger companies think of innovation as a set process. "This is a leadership challenge," said Liddell. "How well companies innovate and organise is a reflection of leadership."

Left-field thinking

(F) Cash-strapped start-ups also use unorthodox strategies to problem solve and build their businesses up from scratch. This creativity and innovation is often borne out of necessity, such as tight budgets. Both criminals and start-up founders "question authority, act outside the system and see new and clever ways of doing things," said Goodman. "Either they become Elon Musk or El Chapo." And, some entrepreneurs aren't even afraid to operate in legal grey areas in their effort to disrupt the marketplace. The co-founders of music streaming service Napster, for example, knowingly broke music copyright rules with their first online file sharing service, but their technology paved the way for legal innovation as regulators caught up.

(G) Goodman and others believe thinking hard about problem solving before worrying about restrictions could prevent established companies falling victim to rivals less constrained by tradition. In their book The Misfit Economy, Alexa Clay and Kyra Maya Phillips examine how individuals can apply that mindset to become more innovative and entrepreneurial within corporate structures. They studied not just violent criminals like Somali pirates, but others who break the rules in order to find creative solutions to their business problems, such as people living in the slums of Mumbai or computer hackers. They picked out five common

traits among this group: the ability to hustle, pivot, provoke, hack and copycat.
(H) Clay gives a Saudi entrepreneur named Walid Abdul-Wahab as a prime example. Abdul-Wahab worked with Amish farmers to bring camel milk to American consumers even before US regulators approved it. Through perseverance, he eventually found a network of Amish camel milk farmers and started selling the product via social media. Now his company, Desert Farms, sells to giant mainstream retailers like Whole Foods Market. Those on the fringe don't always have the option of traditional, corporate jobs and that forces them to think more creatively about how to make a living, Clay said. They must develop grit and resilience in order to last outside the cushy confines of cubicle life. "In many cases scarcity is the mother of invention," Clay said.

Questions 14-21

Reading Passage 2 has eight paragraphs A-H. Which paragraph contains the following information? Write the correct letter, A-H, in boxes 14-21 on your answer sheet.

14. Great escape
15. The most common characteristics among criminals
16. Comparison between criminals and traditional businessmen
17. Dauntless runaway
18. Main example
19. Ways of deceiving the law
20. An example and difference between legal and illegal organisations
21. Similarity between criminals and start-up founders

Questions 22–25

Complete the sentences below.
Write ONLY ONE WORD from the passage for each answer.
Write your answers in boxes 22–25 on your answer sheet.

22. To escape from a prison, Joaquin Guzman had to use such traits as creative thinking, long-term planning and .
23. The Sinaloa cartel built a grand underground tunnel and even used a to avoid the fence.

24. The main difference between two groups is that criminals, unlike large corporations, often have encoded into their daily life.
25. Due to being persuasive, Walid Abdul-Wahab found a of Amish camel milk farmers.

Question 26

Choose the correct letter, A, B, C or D.

26. The main goal of this article is to:

A Show different ways of illegal activity

B Describe various criminals and their gangs

C Draw a comparison between legal and illegal business, providing examples

D Justify crime

READING PASSAGE 3

You should spend about 20 minutes on Questions 40–27, which are based on Reading Passage 3 below.

Britain needs strong TV industry

Comedy writer Armando Iannucci has called for an industry-wide defence of the BBC and British programme-makers. The Thick of It creator made his remarks in the annual MacTaggart Lecture at the Edinburgh TV Festival.

«It›s more important than ever that we have strong, popular channels... that act as beacons, drawing audiences to the best content,» he said. Speaking earlier, Culture Secretary John Whittingdale rejected suggestions that he wanted to dismantle the BBC.

‹Champion supporters›

Iannucci co-wrote I'm Alan Partridge, wrote the movie In the Loop and created and wrote the hit HBO and Sky Atlantic show Veep. He delivered the 40th annual MacTaggart Lecture, which has previously been given by Oscar winner Kevin Spacey, former BBC director general Greg Dyke, Jeremy Paxman and Rupert Murdoch. Iannucci said: «Faced with a global audience, British television needs its champion supporters.»

He continued his praise for British programming by saying the global success of American TV shows had come about because they were emulating British television. «The best US shows are modelling themselves on what used to make British TV so world-beating,» he said. «US prime-time schedules are now littered with those quirky formats from the UK - the Who Do You Think You Ares and the variants on Strictly Come Dancing - as well as the single-camera non-audience sitcom, which we brought into the mainstream first. We have changed international viewing for the better.»

With the renewal of the BBC›s royal charter approaching, Iannucci also praised the corporation. He said: «If public service broadcasting - one of the best things we›ve ever done creatively as a country - if it was a car industry, our ministers would be out championing it overseas, trying to win contracts, boasting of the British jobs that would bring.» In July, the government issued a green paper setting out issues that will be explored during negotiations over the future of the BBC, including the broadcaster›s size, its funding and governance.

Mr Whittingdale appointed a panel of eight people to advise on the charter renewal, including former Channel 5 boss Dawn Airey and journalism professor Stewart Purvis, a former editor-in-chief of ITN. Iannucci bemoaned the lack of «creatives» involved in the discussions.

«When the media, communications and information industries make up nearly %8 our GDP, larger than the car and oil and gas industries put together, we need to be heard, as those industries are heard. But when I see the panel of experts who›ve been asked by the culture secretary to take a root and branch look at the BBC, I don›t see anyone who is a part of that cast and crew list. I see executives, media owners, industry gurus, all talented people - but not a single person who›s made a classic and enduring television show.»

‹Don›t be modest›

Iannucci suggested one way of easing the strain on the licence fee was «by pushing ourselves more commercially abroad».

«Use the BBC›s name, one of the most recognised brands in the world,» he said.

«And use the reputation of British television across all networks, to capitalise financially oversees. Be more aggressive in selling our shows, through advertising, through proper international subscription channels, freeing up BBC Worldwide to be fully commercial, whatever it takes.

«Frankly, don't be icky and modest about making money, let›s monetise the bezeesus Mary and Joseph out of our programmes abroad so that money can come back, take some pressure off the licence fee at home and be invested in even more ambitious quality shows, that can only add to our value.»

Mr Whittingdale, who was interviewed by ITV News› Alastair Stewart at the festival, said he wanted an open debate about whether the corporation should do everything it has done in the past. He said he had a slight sense that people who rushed to defend the BBC were «trying to have an argument that›s never been started».

«Whatever my view is, I don›t determine what programmes the BBC should show,» he added. «That's the job of the BBC.» Mr Whittingdale said any speculation that the Conservative Party had always wanted to change the BBC due to issues such as its editorial line was «absolute nonsense».

Questions 27-31

Do the following statements agree with the information in the IELTS reading text?
In boxes 27–31 on your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

27. Armando Iannucci expressed a need of having more popular channels.
28. Iannucci delivered an annual MacTaggart Lecture.
29. British television is praised worldwide by different people.
30. Iannucci suggests being more offensive in selling shows.
31. According to Mr Whittingdale, he wants an open debate about the corporation and its actions.

Questions 36–32

Choose the correct letter, A, B, C or D.
Write the correct letter in boxes 3236- on your answer sheet.

32. Who had not delivered the annual MacTaggart Lecture?

A Kevin Spacey

B Greg Dyke

C Mr Whittingdale

D Jeremy Paxman

33. Which of these Iannucci wrote with a partner?
A I'm Alan Partridge

B In the Loop

C Veep

D The hit HBO

34. Which of the following Iannucci did not praise in the text?
A US shows

B British shows

C Corporation

D British programming

35. Iannucci suggests using everything, except:
A The reputation of British television

B Modesty

C Monetizing

D The BBC's name

36. Who decides what shows will be on BBC?

A Iannucci

B Mr Whittingdale

C The BBC itself

D The Conservative Party

Questions 40–37

Complete the sentences below.
Write NO MORE THAN TWO WORDS from the passage for each answer.
Write your answers in boxes 40–37 on your answer sheet.

37. Our channels act like that draw people to worthy shows.
38. According to Iannucci, British TV needs its supporters.
39. Iannucci was disappointed due to the scarcity of involved in the debate.
40. We shouldn't be and

answer

Section1	Section 2	Section 3
1. False	14. C	27. True
2. True	15. G	28. True
3. Not Given	16. B	29. Not Given
4. True	17. A	30. False
5. True	18. H	31. True
6. B	19. D	32. C
7. A	20. E	33. A
8. B	21. F	34. A
9. Weird	22. Perseverance	35. B
10. Vibrant	23. Catapult	36. C
11. Polar-opposite	24. Improvisation	37. Beacons
12. Imagery hovering	25. Network	38. Champion
13. Adamant	26. C	39. Creatives
		40. Icky, Modest

Sample 2

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–16, which are based on Reading Passage 1 below.

Sea monsters are the stuff of legend - lurking not just in the depths of the oceans, but also the darker corners of our minds. What is it that draws us to these creatures?

«This inhuman place makes human monsters,» wrote Stephen King in his novel The Shining. Many academics agree that monsters lurk in the deepest recesses, they prowl through our ancestral minds appearing in the half-light, under the bed - or at the bottom of the sea.

«They don›t really exist, but they play a huge role in our mindscapes, in our dreams, stories, nightmares, myths and so on,» says Matthias Classen, assistant professor of literature and media at Aarhus University in Denmark, who studies monsters in literature. «Monsters say something about human psychology, not the world.»

One Norse legend talks of the Kraken, a deep sea creature that was the curse of fishermen. If sailors found a place with many fish, most likely it was the monster that was driving them to the surface. If it saw the ship it would pluck the hapless sailors from the boat and drag them to a watery grave.

This terrifying legend occupied the mind and pen of the poet Alfred Lord Tennyson too. In his short 1830 poem The Kraken he wrote: «Below the thunders of the upper deep, / Far far beneath in the abysmal sea, / His ancient, dreamless, uninvaded sleep / The Kraken sleepeth.»

The deeper we travel into the ocean, the deeper we delve into our own psyche. And when we can go no further - there lurks the Kraken.

Most likely the Kraken is based on a real creature - the giant squid. The huge mollusc takes pride of place as the personification of the terrors of the deep sea. Sailors would have encountered it at the surface, dying, and probably thrashing about. It would have made a weird sight, «about the most alien thing you can

imagine,» says Edith Widder, CEO at the Ocean Research and Conservation Association.

«It has eight lashing arms and two slashing tentacles growing straight out of its head and it›s got serrated suckers that can latch on to the slimiest of prey and it›s got a parrot beak that can rip flesh. It›s got an eye the size of your head, it›s got a jet propulsion system and three hearts that pump blue blood.»

The giant squid continued to dominate stories of sea monsters with the famous 1870 novel, Twenty Thousand Leagues Under the Sea, by Jules Verne. Verne›s submarine fantasy is a classic story of puny man against a gigantic squid.

The monster needed no embellishment - this creature was scary enough, and Verne incorporated as much fact as possible into the story, says Emily Alder from Edinburgh Napier University. «Twenty Thousand Leagues Under the Sea and another contemporaneous book, Victor Hugo›s Toilers of the Sea, both tried to represent the giant squid as they might have been actual zoological animals, much more taking the squid as a biological creature than a mythical creature.» It was a given that the squid was vicious and would readily attack humans given the chance.

That myth wasn›t busted until 2012, when Edith Widder and her colleagues were the first people to successfully film giant squid under water and see first-hand the true character of the monster of the deep. They realised previous attempts to film squid had failed because the bright lights and noisy thrusters on submersibles had frightened them away.

By quietening down the engines and using bioluminescence to attract it, they managed to see this most extraordinary animal in its natural habitat. It serenely glided into view, its body rippled with metallic colours of bronze and silver. Its huge, intelligent eye watched the submarine warily as it delicately picked at the bait with its beak. It was balletic and mesmeric. It could not have been further from the gnashing, human-destroying creature of myth and literature. In reality this is a gentle giant that is easily scared and pecks at its food.

Another giant squid lies peacefully in the Natural History Museum in London, in the Spirit Room, where it is preserved in a huge glass case. In 2004 it was caught in a fishing net off the Falkland Islands and died at the surface. The crew immediately froze its body and it was sent to be preserved in the museum by the Curator of Molluscs, Jon Ablett. It is called Archie, an affectionate short version of its Latin name Architeuthis dux. It is the longest preserved specimen of a giant squid in the world.

«It really has brought science to life for many people,» says Ablett. «Sometimes I feel a bit overshadowed by Archie, most of my work is on slugs and snails but unfortunately most people don›t want to talk about that!»

And so today we can watch Archie›s graceful relative on film and stare Archie herself (she is a female) eye-to-eye in a museum. But have we finally slain the monster of the deep? Now we know there is nothing to be afraid of, can the Kraken finally be laid to rest? Probably not says Classen. «We humans are afraid of the strangest things. They don›t need to be realistic. There›s no indication that enlightenment and scientific progress has banished the monsters from the shadows of our imaginations. We will continue to be afraid of very strange things, including probably sea monsters.»

Indeed we are. The Kraken made a fearsome appearance in the blockbuster series Pirates of the Caribbean. It forced Captain Jack Sparrow to face his demons in a terrifying face-to-face encounter. Pirates needed the monstrous Kraken, nothing else would do. Or, as the German film director Werner Herzog put it, «What would an ocean be without a monster lurking in the dark? It would be like sleep without dreams.»

Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?
In boxes 1–7 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information on this

Matthias Classen is unsure about the possibility of monster›s existence.

Kraken is probably based on an imaginary animal.

Previous attempts on filming the squid had failed due to the fact that the creature was scared.

Giant squid was caught alive in 2004 and brought to the museum.

Jon Ablett admits that he likes Archie.

According to Classen, people can be scared both by imaginary and real monsters.

Werner Herzog suggests that Kraken is essential to the ocean.

Questions 8–12

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 12–8 on your answer sheet.

8. Who wrote a novel about a giant squid?

A. Emily Alder

B. Stephen King

C. Alfred Lord Tennyson

D. Jules Verne

9. What, of the featuring body parts, mollusc DOESN›T have?

A. two tentacles

B. serrated suckers

C. beak

D. smooth suckers

10. Which of the following applies to the bookish Kraken?

A. notorious

B. scary

C. weird

D. harmless

11. Where can we see a giant squid?

A. at the museum

B. at a seaside

C. on TV

D. in supermarkets

12. The main purpose of the text is to:

A. help us to understand more about both mythical and biological creatures of the deep

B. illustrate the difference between Kraken and squid

C. shed the light on the mythical creatures of the ocean

D. compare Kraken to its real relative

Questions 13–16

Complete the sentences below.

Write NO MORE THAN THREE WORDS from the passage for each answer.

Write your answers in boxes 13–16 on your answer sheet.

13. According to the Victor Hugo›s novel, the squid would if he had such opportunity.

14. The real squid appeared to be and .

15. Archie must be the of its kind on Earth.

16. We are able to encounter the Kraken›s in a movie franchise.

READING PASSAGE 2

You should spend about 20 minutes on Questions 17–27, which are based on Reading Passage 2 below.

The atom bomb was one of the defining inventions of the 20th Century. So how did science fiction writer HG Wells predict its invention three decades before the first detonations?

(A) Imagine you›re the greatest fantasy writer of your age. One day you dream up the idea of a bomb of infinite power. You call it the «atomic bomb». HG Wells first imagined a uranium-based hand grenade that «would continue to explode indefinitely» in his 1914 novel The World Set Free. He even thought it would be dropped from planes. What he couldn›t predict was how a strange conjunction of his friends and acquaintances - notably Winston Churchill, who›d read all Wells›s novels twice, and the physicist Leo Szilard - would turn the idea from fantasy to reality, leaving them deeply tormented by the scale of destructive power that it unleashed.

(B) The story of the atom bomb starts in the Edwardian age, when scientists such as Ernest Rutherford were grappling with a new way of conceiving the physical world. The idea was that solid elements might be made up of tiny particles in atoms. «When it became apparent that the Rutherford atom had a dense nucleus, there was a sense that it was like a coiled spring,» says Andrew Nahum, curator of the Science Museum›s Churchill›s Scientists exhibition. Wells was fascinated with the new discoveries. He had a track record of predicting technological innovations. Winston Churchill credited Wells for coming up with the idea of using aeroplanes and tanks in combat ahead of World War One.

(C) The two men met and discussed ideas over the decades, especially as Churchill, a highly popular writer himself, spent the interwar years out of political power, contemplating the rising instability of Europe. Churchill grasped the danger of technology running ahead of human maturity, penning a 1924 article in the Pall Mall Gazette called «Shall we all commit suicide?». In the article, Churchill wrote: «Might a bomb no bigger than an orange be found to possess a secret power to destroy a whole block of buildings - nay to concentrate the force of a thousand tons of cordite and blast a township at a stroke?» This idea of the orange-sized bomb is credited by Graham Farmelo, author of Churchill›s Bomb, directly to the imagery of The World Set Free.

(D) By 1932 British scientists had succeeded in splitting the atom for the first time by artificial means, although some believed it couldn›t produce huge amounts of energy. But the same year the Hungarian emigre physicist Leo Szilard read The World Set Free. Szilard believed that the splitting of the atom could produce vast energy. He later wrote that Wells showed him «what the liberation of atomic energy on a large scale would mean». Szilard suddenly came up with the answer in September 1933 - the chain reaction - while watching the traffic lights turn green in Russell Square in London. He wrote: «It suddenly occurred to me that if we could find an element which is split by neutrons and which would emit two neutrons when it absorbed one neutron, such an element, if assembled in sufficiently large mass, could sustain a nuclear chain reaction.»

(E) In that eureka moment, Szilard also felt great fear - of how a bustling city like London and all its inhabitants could be destroyed in an instant as he reflected

in his memoir published in 1968:
«Knowing what it would mean - and I knew because I had read HG Wells - I did not want this patent to become public.» The Nazis were on the rise and Szilard was deeply anxious about who else might be working on the chain reaction theory and an atomic Bomb. Wells›s novel Things To Come, turned into a 1936 film, The Shape of Things to Come, accurately predicted aerial bombardment and an imminent devastating world war. In 1939 Szilard drafted the letter Albert Einstein sent to President Roosevelt warning America that Germany was stockpiling uranium. The Manhattan Project was born.

(F) Szilard and several British scientists worked on it with the US military›s massive financial backing. Britons and Americans worked alongside each other in «silos» - each team unaware of how their work fitted together. They ended up moving on from the original enriched uranium «gun» method, which had been conceived in Britain, to create a plutonium implosion weapon instead. Szilard campaigned for a demonstration bomb test in front of the Japanese ambassador to give them a chance to surrender. He was horrified that it was instead dropped on a city. In 1945 Churchill was beaten in the general election and in another shock, the US government passed the 1946 McMahon Act, shutting Britain out of access to the atomic technology it had helped create. William Penney, one of the returning Los Alamos physicists, led the team charged by Prime Minister Clement Atlee with somehow putting together their individual pieces of the puzzle to create a British bomb on a fraction of the American budget.

(G) «It was a huge intellectual feat,» Andrew Nahum observes. «Essentially they reworked the calculations that they›d been doing in Los Alamos. They had the services of Klaus Fuchs, who [later] turned out to be an atom spy passing information to the Soviet Union, but he also had a phenomenal memory.» Another British physicist, Patrick Blackett, who discussed the Bomb after the war with a German scientist in captivity, observed that there were no real secrets. According to Nahum he said: «It›s a bit like making an omelette. Not everyone can make a good one.»When Churchill was re-elected in 1951 he «found an almost complete weapon ready to test and was puzzled and fascinated by how Atlee had buried the costs in the budget», says Nahum. «He was very conflicted about whether to go ahead with the test and wrote about whether we should have ‹the art and not the article›. Meaning should it be enough to have the capability... [rather] than to

have a dangerous weapon in the armoury.»

(H) Churchill was convinced to go ahead with the test, but the much more powerful hydrogen bomb developed three years later worried him greatly.HG Wells died in 1946. He had been working on a film sequel to The Shape of Things To Come that was to include his concerns about the now-realised atomic bomb he›d first imagined. But it was never made. Towards the end of his life, says Nahum, Wells›s friendship with Churchill «cooled a little». «Wells considered Churchill as an enlightened but tarnished member of the ruling classes.» And Churchill had little time for Wells›s increasingly fanciful socialist utopian ideas.

(I) Wells believed technocrats and scientists would ultimately run a peaceful new world order like in The Shape of Things To Come, even if global war destroyed the world as we knew it first. Churchill, a former soldier, believed in the lessons of history and saw diplomacy as the only way to keep mankind from self-destruction in the atomic age. Wells›s scientist acquaintance Leo Szilard stayed in America and campaigned for civilian control of atomic energy, equally pessimistic about Wells›s idea of a bold new scientist-led world order. If anything Szilard was tormented by the power he had helped unleash. In 1950, he predicted a cobalt bomb that would destroy all life on the planet. In Britain, the legacy of the Bomb was a remarkable period of elite scientific innovation as the many scientists who had worked on weaponry or radar returned to their civilian labs. They gave us the first commercial jet airliner, the Comet, near-supersonic aircraft and rockets, highly engineered computers, and the Jodrell Bank giant moveable radio telescope.

(J) The latter had nearly ended the career of its champion, physicist Bernard Lovell, with its huge costs, until the 1957 launch of Sputnik, when it emerged that Jodrell Bank had the only device in the West that could track it. Nahum says Lovell reflected that «during the war the question was never what will something cost. The question was only can you do it and how soon can we have it? And that was the spirit he took into his peacetime science.» Austerity and the tiny size of the British market, compared with America, were to scupper those dreams. But though the Bomb created a new terror, for a few years at least, Britain saw a vision of a benign atomic future, too and believed it could be the shape of things to come.

Questions 17–25

Reading Passage 2 has ten paragraphs, A–J.

Which paragraph contains the following information?
Write the correct letter, A–J, in boxes 17–25 on your answer sheet. Note that one paragraph is not used.

17. Scientific success
18. Worsening relations
19. The dawn of the new project
20. Churchill›s confusion
21. Different perspectives
22. Horrifying prediction
23. Leaving Britain behind the project
24. Long-term discussion
25. New idea

Questions 26–27

Choose the correct letter, A, B, C or D.
Write the correct letter in boxes 27–26 on your answer sheet.

26. How can you describe the relations between Churchill and Wells throughout the years?

A. passionate ------> friendly ------> adverse
B. curious ------> friendly
C. respectful ------> friendly ------> inhospitable
D. friendly ------> respectful ------> hostile

27. What is the type of this text?

A. science-fiction story
B. article from the magazine
C. historical text
D. Wells autobiography

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

As More Tech Start-Ups Stay Private, So Does the Money

Not long ago, if you were a young, brash technologist with a world-conquering start-up idea, there was a good chance you spent much of your waking life working toward a single business milestone: taking your company public.

Though luminaries of the tech industry have always expressed skepticism and even hostility toward the finance industry, tech's dirty secret was that it looked to Wall Street and the ritual of a public offering for affirmation — not to mention wealth.

But something strange has happened in the last couple of years: The initial public offering of stock has become déclassé. For start-up entrepreneurs and their employees across Silicon Valley, an initial public offering is no longer a main goal. Instead, many founders talk about going public as a necessary evil to be postponed as long as possible because it comes with more problems than benefits.

"If you can get 200$ million from private sources, then yeah, I don't want my company under the scrutiny of the unwashed masses who don't understand my business," said Danielle Morrill, the chief executive of Mattermark, a start-up that organizes and sells information about the start-up market. "That's actually terrifying to me.

Silicon Valley's sudden distaste for the I.P.O. — rooted in part in Wall Street's skepticism of new tech stocks — may be the single most important psychological shift underlying the current tech boom. Staying private affords start-up executives the luxury of not worrying what outsiders think and helps them avoid the quarterly earnings treadmill.

It also means Wall Street is doing what it failed to do in the last tech boom: using traditional metrics like growth and profitability to price companies
Investors have been tough on Twitter, for example, because its user growth has slowed.

They have been tough on Box, the cloud-storage company that went public last year, because it remains unprofitable. And the e-commerce company Zulily, which went public last year, was likewise punished when it cut its guidance for future sales.

Scott Kupor, the managing partner at the venture capital firm Andreessen Horowitz, and his colleagues said in a recent report that despite all the attention start-ups have received in recent years, tech stocks are not seeing unusually high valuations. In fact, their share of the overall market has remained stable for 14 years, and far off the peak of the late 1990s.

That unwillingness to cut much slack to young tech companies limits risk for regular investors. If the bubble pops, the unwashed masses, if that's what we are, aren't as likely to get washed out.

Private investors, on the other hand, are making big bets on so-called unicorns — the Silicon Valley jargon for start-up companies valued at more than a billion dollars. If many of those unicorns flop, most Americans will escape unharmed, because losses will be confined to venture capitalists and hedge funds that have begun to buy into tech start-ups, as well as tech founders and their employees.

The reluctance — and sometimes inability — to go public is spurring the unicorns. By relying on private investors for a longer period of time, start-ups get more runway to figure out sustainable business models. To delay their entrance into the public markets, firms like Airbnb, Dropbox, Palantir, Pinterest, Uber and several other large start-ups are raising hundreds of millions, and in some cases billions, that they would otherwise have gained through an initial public offering.

"These companies are going public, just in the private market," Dan Levitan, the managing partner of the venture capital firm Maveron, told me recently. He means that in many cases, hedge funds and other global investors that would have bought shares in these firms after an I.P.O. are deciding to go into late-stage private rounds. There is even an oxymoronic term for the act of obtaining private money in place of a public offering: It's called a "private I.P.O."

The delay in I.P.O.s has altered how some venture capital firms do business. Rather than waiting for an initial offering, Maveron, for instance, says it now sells its stake in a start-up to other, larger private investors once it has made about 100 times its initial investment. It is the sort of return that once was only possible after an I.P.O.

But there is also a downside to the new aversion to initial offerings. When the unicorns do eventually go public and begin to soar — or whatever it is that fantastical horned beasts tend to do when they're healthy — the biggest winners will be the private investors that are now bearing most of the risk.

It used to be that public investors who got in on the ground floor of an initial offering could earn historic gains. If you invested 1,000$ in Amazon at its I.P.O. in 1997, you would now have nearly 250,000$. If you had invested 1,000$ in Microsoft in 1986, you would have close to half a million. Public investors today are unlikely to get anywhere near such gains from tech I.P.O.s. By the time tech companies come to the market, the biggest gains have already been extracted by private backers.

Just 53 technology companies went public in 2014, which is around the median since 1980, but far fewer than during the boom of the late 1990s and 2000, when hundreds of tech companies went public annually, according to statistics maintained by Jay Ritter, a professor of finance at the University of Florida. Today's companies are also waiting longer. In 2014, the typical tech company hitting the markets was 11 years old, compared with a median age of seven years for tech I.P.O.s since 1980.

Over the last few weeks, I've asked several founders and investors why they're waiting; few were willing to speak on the record about their own companies, but their answers all amounted to "What's the point?"

Initial public offerings were also ways to compensate employees and founders who owned lots of stock, but there are now novel mechanisms — such as selling shares on a secondary market — for insiders to cash in on some of their shares in private companies. Still, some observers cautioned that the new trend may be a

bad deal for employees who aren't given much information about the company's performance.

"One thing employees may be confused about is when companies tell them, 'We're basically doing a private I.P.O.,' it might make them feel like there's less risk than there really is," said Ms. Morrill of Mattermark. But she said it was hard to persuade people that their paper gains may never materialize. "The Kool-Aid is really strong," she said.

If the delay in I.P.O.s becomes a normal condition for Silicon Valley, some observers say tech companies may need to consider new forms of compensation for workers. "We probably need to fundamentally rethink how do private companies compensate employees, because that's going to be an issue," said Mr. Kupor, of Andreessen Horowitz.

During a recent presentation for Andreessen Horowitz's limited partners — the institutions that give money to the venture firm — Marc Andreessen, the firm's co-founder, told the journalist Dan Primack that he had never seen a sharper divergence in how investors treat public- and private-company chief executives. "They tell the public C.E.O., 'Give us the money back this quarter,' and they tell the private C.E.O., 'No problem, go for 10 years,' " Mr. Andreessen said.

At some point this tension will be resolved. "Private valuations will not forever be higher than public valuations," said Mr. Levitan, of Maveron. "So the question is, Will private markets capitulate and go down or will public markets go up?"

If the private investors are wrong, employees, founders and a lot of hedge funds could be in for a reckoning. But if they're right, it will be you and me wearing the frown — the public investors who missed out on the next big thing.

Questions 28–31

Choose the correct letter, A, B, C or D.
Write the correct letter in boxes 28–31 on your answer sheet.

28. How much funds would you gain by now, if you had invested $1000 in the Amazon in 1997?
A. $250,000
B. close to $500,000
C. It is not stated in the text
D. No funds
29. Nowadays founders talk about going public as a:
A. necessity.
B. benefit.
C. possibility.
D. profit.
30. In which time period was the biggest number of companies going public?
A. early 1990s
B. late 1900s and 2000s
C. 1980s
D. late 1990s
31. According to the text, which of the following is true?
A. Private valuations may be forever higher than public ones.
B. Public valuations eventually will become even less valuable.
C. The main question is whether the public market increase or the private market decrease.
D. The pressure might last for a long time.

Questions 33–36

Complete the sentences below.
Write ONLY ONE WORD from the passage for each answer.
Write your answers in boxes 32–36 on your answer sheet.

32. Skepticism was always expected by the of tech industry.
33. The new aversion to initial offerings has its .

34. Selling shares on a secondary market is considered a mechanism.
35. Workers› compensation might be an .
36. The public investors who failed to participate in the next big thing might be the ones wearing the .

Questions 37–40

Do the following statements agree with the information in the IELTS reading text? In boxes 40–37 on your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

37. Private investors are bearing most of the risk.
38. Not many investors were willing to speak on the record.
39. The typical tech company hitting the markets in 1990s was 5 years old.
40. Marc Andreessen, the firm›s co-founder, expressed amazement with divergency in how investors treat public.

Section 1	Section 2	Section 3
1. False 2. False 3. True 4. False 5. Not Given 6. True 7. Not Given 8. D 9. D 10. B 11. A 12. A 13.readily attack (humans) 14. balletic, mesmeric 15. longest preserved specimen 16. fearsome appearance	17. D 18. H 19. E 20. G 21. I 22. A 23. F 24. C 25. B 26. C 27. B	28. A 29. A 30. B 31. C 32. luminaries 33. downside 34. novel 35. issue 36. frown 37. True 38. True 39. Not Given 40. False

Sample 3

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1 below.

Reading

The students' problem

(A) The college and university accommodation crisis in Ireland has become 'so chronic' that students are being forced to sleep rough, share a bed with strangers – or give up on studying altogether.

(B) The deputy president of the Union of Students in Ireland, Kevin Donoghue, said the problem has become particularly acute in Dublin. He told the Irish Mirror: "Students are so desperate, they're not just paying through the nose to share rooms – they're paying to share a bed with complete strangers. It reached crisis point last year and it's only getting worse. "We've heard of students sleeping rough; on sofas, floors and in their cars and I have to stress there's no student in the country that hasn't been touched by this crisis. "Commutes – which would once have been considered ridiculous – are now normal, whether that's by bus, train or car and those who drive often end up sleeping in their car if they've an early start the next morning."

(C) Worry is increasing over the problems facing Ireland›s 200,000 students as the number increases over the next 15 years. With 165,000 full-time students in Ireland – and that figure expected to increase to around 200,000 within the next 15 years –fears remain that there aren't enough properties to accommodate current numbers.

(D) Mr. Donoghue added: "The lack of places to live is actually forcing school-leavers out of college altogether. Either they don't go in the first place or end up having to drop out because they can't get a room and commuting is just too expensive, stressful and difficult."

(E) Claims have emerged from the country that some students have been forced to sleep in cars, or out on the streets, because of the enormous increases to rent

in the capital. Those who have been lucky enough to find a place to live have had to do so 'blind' by paying for accommodation, months in advance, they haven't even seen just so they will have a roof over their head over the coming year.

(F) According to the Irish Independent, it's the 'Google effect' which is to blame. As Google and other blue-chip companies open offices in and around Dublin's docklands area, which are 'on the doorstep of the city', international professionals have been flocking to the area which will boast 2,600 more apartments, on 50 acres of undeveloped land, over the next three to 10 years.

(G) Rent in the area soared by 15 per cent last year and a two-bedroom apartment overlooking the Grand Canal costs 1,500£) 2,100€) per month to rent. Another two-bedroom apartment at Hanover Dock costs 2,350€ (almost 1,700£) with a three-bedroom penthouse – measuring some 136 square metres – sits at 3,200£) 4,500€) per month in rent.

(H) Ireland's Higher Education Authority admitted this was the first time they had seen circumstances 'so extreme' and the Fianna Fáil party leader, Michael Martin, urged on the Government to intervene. He said: "It is very worrying that all of the progress in opening up access to higher education in the last decade – particularly for the working poor – is being derailed because of an entirely foreseeable accommodation crisis.

Questions 1-8

Reading Passage 1 has eight paragraphs, A–H.
Choose the most suitable paragraph headings from the list of headings and write the correct letter, A–H, in boxes 1–8 on your answer sheet.

1. Cons of the commuting
2. Thing that students have to go through
3. Commutes have become common in Ireland nowadays
4. Danger of the overflow
5. Cause of the problems

6. Pricing data
7. Regression
8. Eyeless choice

Questions 9 –14

Do the following statements agree with the information given in Reading Passage 1?
In boxes 9–14 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information on this

9. The accommodation problem in Ireland is especially bad in Dublin.
10. Commutes are considered ridiculous.
11. The number of students in Ireland is not likely to increase in the future.
12. Due to the opening of the new offices around Dublin, the number of local restaurants will go up significantly over the next 3 to 10 years.
13. The rent price went up by %15 this year.
14. Michael Martin stated that crisis could have been omitted if the government reacted properly.

READING PASSAGE 2

You should spend about 20 minutes on Questions 15–30, which are based on Reading Passage 2 below.

The science of sleep

We spend a third of our lives doing it. Napoleon, Florence Nightingale and Margaret Thatcher got by on four hours a night. Thomas Edison claimed it was waste of time.

So why do we sleep? This is a question that has baffled scientists for centuries and the answer is, no one is really sure. Some believe that sleep gives the body a chance to recuperate from the day›s activities but in reality, the amount of energy

saved by sleeping for even eight hours is miniscule - about 50 kCal, the same amount of energy in a piece of toast.

With continued lack of sufficient sleep, the part of the brain that controls language, memory, planning and sense of time is severely affected, practically shutting down. In fact, 17 hours of sustained wakefulness leads to a decrease in performance equivalent to a blood alcohol level of %0.05 (two glasses of wine). This is the legal drink driving limit in the UK.

Research also shows that sleep-deprived individuals often have difficulty in responding to rapidly changing situations and making rational judgements. In real life situations, the consequences are grave and lack of sleep is said to have been be a contributory factor to a number of international disasters such as Exxon Valdez, Chernobyl, Three Mile Island and the Challenger shuttle explosion.

Sleep deprivation not only has a major impact on cognitive functioning but also on emotional and physical health. Disorders such as sleep apnoea which result in excessive daytime sleepiness have been linked to stress and high blood pressure. Research has also suggested that sleep loss may increase the risk of obesity because chemicals and hormones that play a key role in controlling appetite and weight gain are released during sleep.

What happens when we sleep?

What happens every time we get a bit of shut eye? Sleep occurs in a recurring cycle of 90 to 110 minutes and is divided into two categories: non-REM (which is further split into four stages) and REM sleep.

Non-REM sleep

Stage one: Light Sleep

During the first stage of sleep, we›re half awake and half asleep. Our muscle activity slows down and slight twitching may occur. This is a period of light sleep, meaning we can be awakened easily at this stage.

Stage two: True Sleep

Within ten minutes of light sleep, we enter stage two, which lasts around 20 minutes. The breathing pattern and heart rate start to slow down. This period accounts for the largest part of human sleep.

Stages three and four: Deep Sleep

During stage three, the brain begins to produce delta waves, a type of wave that is large (high amplitude) and slow (low frequency). Breathing and heart rate are at their lowest levels.

Stage four is characterised by rhythmic breathing and limited muscle activity. If we are awakened during deep sleep we do not adjust immediately and often feel groggy and disoriented for several minutes after waking up. Some children experience bed-wetting, night terrors, or sleepwalking during this stage.

REM sleep

The first rapid eye movement (REM) period usually begins about 70 to 90 minutes after we fall asleep. We have around three to five REM episodes a night.

Although we are not conscious, the brain is very active - often more so than when we are awake. This is the period when most dreams occur. Our eyes dart around (hence the name), our breathing rate and blood pressure rise. However, our bodies are effectively paralysed, said to be nature›s way of preventing us from acting out our dreams.

After REM sleep, the whole cycle begins again.

How much sleep is required?

There is no set amount of time that everyone needs to sleep, since it varies from person to person. Results from the sleep profiler indicate that people like to sleep anywhere between 5 and 11 hours, with the average being 7.75 hours.

Jim Horne from Loughborough University›s Sleep Research Centre has a simple answer though: «The amount of sleep we require is what we need not to be sleepy in the daytime.»

Even animals require varied amounts of sleep: Average total sleep time per day

Python 18 hrs
Tiger 15.8 hrs
Cat 12.1 hrs
Chimpanzee 9.7 hrs
Sheep 3.8 hrs
African elephant 3.3 hrs
Giraffe 1.9 hr

The current world record for the longest period without sleep is 11 days, set by Randy Gardner in 1965. Four days into the research, he began hallucinating. This was followed by a delusion where he thought he was a famous footballer. Surprisingly, Randy was actually functioning quite well at the end of his research and he could still beat the scientist at pinball.

Questions 15–22

Do the following statements agree with the information given in Reading Passage 1?
In boxes 22–15 on your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

15. Thomas Edison slept 4 hours a night.
16. Scientists don›t have a certain answer for why we have to sleep.
17. Lack of sleep might cause various problems.
18. Sleep-deprivation may be the cause of anorexia.
19. There are four stages of the REM sleep.
20. According to Jim Horne, we need to sleep as much as it takes to not be sleepy during the day.

21. Giraffes require less sleep than dogs.
22. After four sleepless days, Randy had a delusion about him being a football celebrity.

Questions 23–27

Choose the correct letter, A, B, C or D.
Write the correct letter in boxes 23–27 on your answer sheet.

23. During the Light Sleep stage:

A. Muscle activity increases
B . Jiggling might occur
C. It is not easy to be woken up
D. After waking up, one may experience slight disorientation

24. Heart rate is at the lowest level during:
A. Light Sleep stage
B. Rem Sleep
C. True Sleep stage
D. Third Sleep stage

25. The brain activity is really high:
A. During REM sleep
B. During the stage of True Sleep
C. When we are awake
D. During the Deep sleep stage

26. Humans require at least:
A. 7.75 hours of sleep
B. 5 hours of sleep
C. 8 hours
D. There is no set amount of time

27. Pythons need:
   A. Less sleep than tigers
   B. Twice as much sleep as cats
   C. Almost ten times more sleep than giraffes
   D. More sleep than any other animal in the world

Questions 30–28

Complete the sentences below.
Write NO MORE THAN THREE WORDS from the passage for each answer.
Write your answers in boxes 28–30 on your answer sheet.

28. If we continually lack sleep, the specific part of our brain that controls language, is .
29. True Sleep lasts approximately .
30. Although during REM sleep our breathing rate and blood pressure rise, our bodies .

READING PASSAGE 3

You should spend about 20 minutes on Questions 31–40, which are based on Reading Passage 3 below.

A new study finds that half of human cultures don›t practice romantic lip-on-lip kissing. Animals don›t tend to bother either. So how did it evolve?

When you think about it, kissing is strange and a bit icky. You share saliva with someone, sometimes for a prolonged period of time. One kiss could pass on 80 million bacteria, not all of them good.

Yet everyone surely remembers their first kiss, in all its embarrassing or delightful detail, and kissing continues to play a big role in new romances.

At least, it does in some societies. People in western societies may assume that romantic kissing is a universal human behaviour, but a new analysis suggests that less than half of all cultures actually do it. Kissing is also extremely rare in the animal kingdom.

So what›s really behind this odd behaviour? If it is useful, why don›t all animals do it – and all humans too? It turns out that the very fact that most animals don›t kiss helps explain why some do.

According to a new study of kissing preferences, which looked at 168 cultures from around the world, only %46 of cultures kiss in the romantic sense.

Previous estimates had put the figure at %90. The new study excluded parents kissing their children, and focused solely on romantic lip-on-lip action between couples.

Many hunter-gatherer groups showed no evidence of kissing or desire to do so. Some even considered it revolting. The Mehinaku tribe in Brazil reportedly said it was «gross». Given that hunter-gatherer groups are the closest modern humans get to living our ancestral lifestyle, our ancestors may not have been kissing either.

The study overturns the belief that romantic kissing is a near-universal human behaviour, says lead author William Jankowiak of the University of Nevada in Las Vegas. Instead it seems to be a product of western societies, passed on from one generation to the next, he says. There is some historical evidence to back that up.

Kissing as we do it today seems to be a fairly recent invention, says Rafael Wlodarski of the University of Oxford in the UK. He has trawled through records to find evidence of how kissing has changed. The oldest evidence of a kissing-type behaviour comes from Hindu Vedic Sanskrit texts from over 3,500 years ago. Kissing was described as inhaling each other›s soul.

In contrast, Egyptian hieroglyphics picture people close to each other rather than pressing their lips together.

So what is going on? Is kissing something we do naturally, but that some cultures have suppressed? Or is it something modern humans have invented?

We can find some insight by looking at animals.

Our closest relatives, chimpanzees and bonobos, do kiss. Primatologist Frans de Waal of Emory University in Atlanta, Georgia, has seen many instances of chimps kissing and hugging after conflict.

For chimpanzees, kissing is a form of reconciliation. It is more common among males than females. In other words, it is not a romantic behaviour.

Their cousins the bonobos kiss more often, and they often use tongues while doing so. That›s perhaps not surprising, because bonobos are highly sexual beings.

When two humans meet, we might shake hands. Bonobos have sex: the so-called bonobo handshake. They also use sex for many other kinds of bonding. So their kisses are not particularly romantic, either.

These two apes are exceptions. As far as we know, other animals do not kiss at all. They may nuzzle or touch their faces together, but even those that have lips don›t share saliva or purse and smack their lips together. They don›t need to.

Take wild boars. Males produce a pungent smell that females find extremely attractive. The key chemical is a pheromone called androstenone that triggers the female›s desire to mate.

From a female›s point of view this is a good thing, because males with the most androstonene are also the most fertile. Her sense of smell is so acute, she doesn›t need to get close enough to kiss the male.

The same is true of many other mammals. For example, female hamsters emit a pheromone that gets males very excited. Mice follow similar chemical traces to help them find partners that are genetically different, minimising the risk of accidental incest.

Animals often release these pheromones in their urine. «Their urine is much more pungent,» says Wlodarski. «If there›s urine present in the environment they can assess compatibility through that.»

It›s not just mammals that have a great sense of smell. A male black widow spider can smell pheromones produced by a female that tell him if she has recently eaten. To minimise the risk of being eaten, he will only mate with her if she is not hungry.

The point is, animals do not need to get close to each other to smell out a good potential mate.

On the other hand, humans have an atrocious sense of smell, so we benefit from getting close. Smell isn›t the only cue we use to assess each other›s fitness, but studies have shown that it plays an important role in mate choice.

A study published in 1995 showed that women, just like mice, prefer the smell of men who are genetically different from them. This makes sense, as mating with someone with different genes is likely to produce healthy offspring. Kissing is a great way to get close enough to sniff out your partner›s genes.

In 2013, Wlodarski examined kissing preferences in detail. He asked several hundred people what was most important when kissing someone. How they smelled featured highly, and the importance of smell increased when women were most fertile.
It turns out that men also make a version of the pheromone that female boars find attractive. It is present in male sweat, and when women are exposed to it their arousal levels increase slightly.

Pheromones are a big part of how mammals chose a mate, says Wlodarski, and we share some of them. «We›ve inherited all of our biology from mammals, we›ve just added extra things through evolutionary time.»

On that view, kissing is just a culturally acceptable way to get close enough to another person to detect their pheromones.

In some cultures, this sniffing behaviour turned into physical lip contact. It›s hard to pinpoint when this happened, but both serve the same purpose, says Wlodarski.

So if you want to find a perfect match, you could forego kissing and start smelling people instead. You›ll find just as good a partner, and you won›t get half as many germs. Be prepared for some funny looks, though.

Questions 31–35

Do the following statements agree with the information given in Reading Passage 3?
In boxes 31–35 on your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

31. Both Easter and Wester societies presume that kissing is essential for any part of the world.
32. Our ancestors were not likely to kiss.
33. Chimpanzees and bonbons kiss not for the romance.
34. There are other animal, rather than apes, that kiss.
35. Scent might be important in choosing your partner.

Questions 36–39

Complete the sentences below.
Write NO MORE THAN TWO WORDS from the passage for each answer.
Write your answers in boxes 35–39 on your answer sheet.

36. According to the Mehinaku tribe, kissing is .
37. Human tradition is to when they meet.
38. A male black widow will mate with the female if only she is .
39. Humans benefit from getting close due to the fact that we have an of smell.

Question 40
Choose the correct letter, A, B, C or D.
40. Passage 3 can be described as:

A. Strictly scientific text
B. Historical article
C. Article from a magazine
D. Dystopian sketch

Section 1	Section 2	Section 3
1. D 2. A 3. B 4. C 5. F 6. G 7. H 8. E 9. True 10. False 11. False 12. Not Given 13. True 14. Not Given	15. Not Given 16.True 17. True 18. False 19. False 20. True 21. Not Given 22. True 23. B 24. D 25. A 26. D 27. C 28. practically shutting down 29. minutes 30 are (effectively) paralysed	31.False 32.True 33.True 34.False 35.True 36. gross 37.shake hands 38.not hungry 39. (an) atrocious sense 40. C

Writing

نحوه ی نوشتن writing task1

این قسمت از رایتینگ آیلتس در حدود ۲۰ دقیقه طول می‌کشد و از ۱۵۰ کلمه تشکیل شده است.

این قسمت یک جدول، فرآیند، گراف، نقشه، نمودارهای ستونی و .... را شامل می‌شود و شما باید درباره‌ی آن تصویر یک مقاله با حدود ۱۵۰ کلمه بنویسید.

متن شما باید شامل ۳ قسمت زیر باشد:

Content:
- 1) introduction of graph
- 2) give an overview
- 3) give the detail

A) introduction

ابتدا به مثال زیر توجه کنید و با استفاده از مثال زیر قسمت معرفی شرح داده خواهد شد.

Exp: The table illustrates the proportion of monthly household income five European countries spend on food and drink, housing, clothing and entertainment. Summarize the information by selecting and reporting the main features and make comparisons where relevant.

	Food and think	Housing	Clothing	Entertainmant
France	25 %	31 %	7%	13%
Germany	22 %	33 %	15 %	19 %
UK	27 %	37 %	11 %	11 %
Turkey	36 %	20 %	12 %	10 %
Spain	31 %	18 %	8 %	15 %

در این قسمت به بازگردانی صورت سوال می‌پردازیم و صورت سوال را به طور دیگری بازنویسی می‌کنیم.

به عنوان مثال به قسمت introduction این جدول توجه کنید.

Introduction

The table shows the amount of house hold income that five countries in Europe per month on four items.

همانطور که می‌بینید این همان چیزی را می‌گوید که عنوان شکل و یا صورت سوال می‌گوید.

B) give the detail (پرداختن به جزئیات)

این قسمت در اصل همان body paragraph می‌باشد و در این قسمت می‌توانید به طور دقیق وارد تجزیه و تحلیل داده‌ها شده و به بررسی آن‌ها بپردازید.

برای تجزیه و تحلیل داده‌ها ابتدا باید شباهت‌ها و تفاوت‌ها را پیدا کنید و آن‌ها را بررسی کنید.در زیر به بدنه‌ی مقاله‌ی این جدول پرداخته شده است.

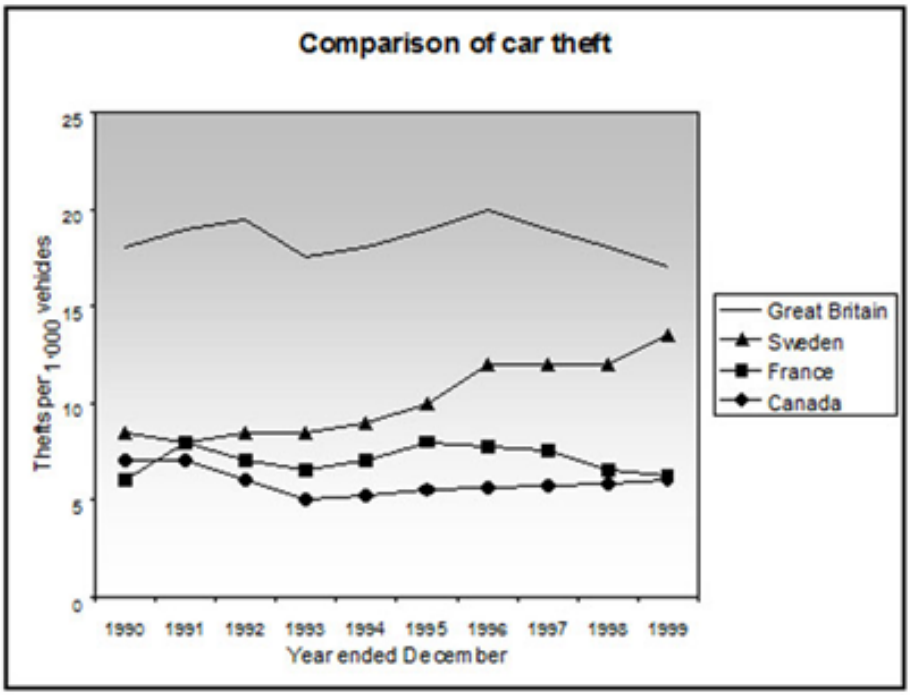
Housing is the largest expenditure item for France, Germany and the UK, with all of them spending around one third of their income on this, at 30%, 33% and 37%, respectively. In contrast, they spend around a quarter on food and drink. However, this pattern is reversed for Turkey and Spain, who spend around a fifth of their income on housing, but approximately one third on food and drink.

All five countries spend much less on the remaining two items. France and Spain spend the least, at less than 10%, while the other three countries spend around the same amount, ranging between 13% and 15%. At 19%, Germany spends the most on entertainment, whereas UK and Turkey spend approximately half this amount, with France and Spain between the two.

***Sample 2**

The line graph shows thefts per thousand vehicles in four countries between 1990 and 1999.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.



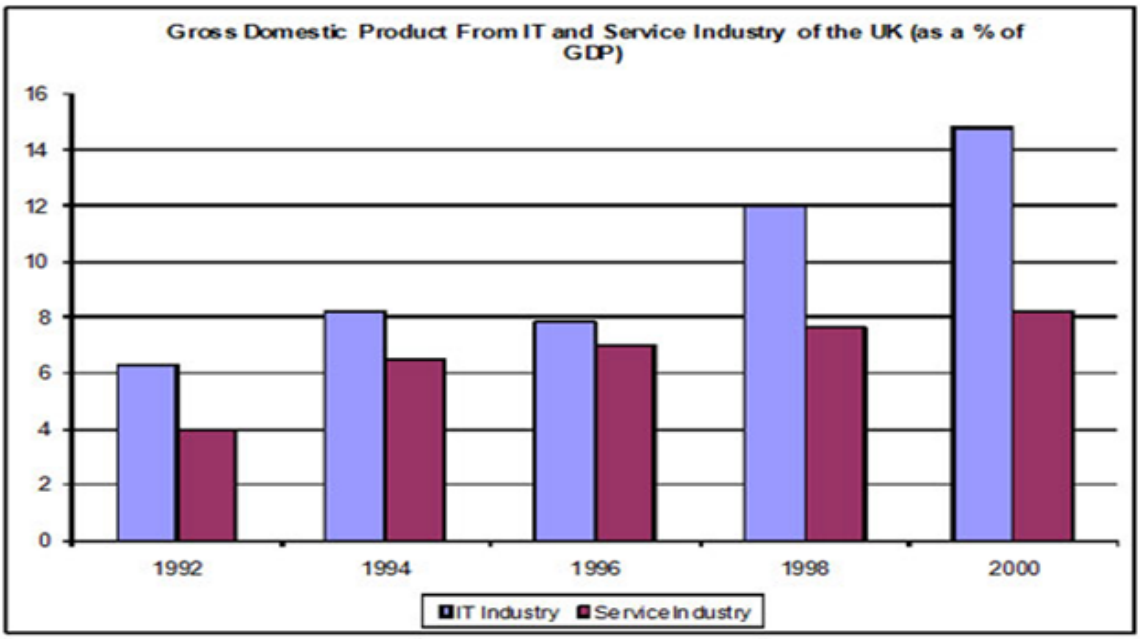
To begin, car thefts in Sweden, France and Canada followed a fairly similar pattern over the first five years, all remaining at between 5 and 10 per thousand. The general trend though for France and Canada was a decline in the number of vehicles stolen over the period, with both at around 6 in 1999. In contrast, Sweden experienced an upward trend, starting the period at approximately 8, and finishing at just under 15.

Interestingly, car thefts in Great Britain started at 18 per thousand, which far exceeded that of the other countries. It then fluctuated over the next nine years, reaching a peak of 20 thefts per 1000 in 1996, and ending the period slightly lower than where it began, at approximately 17 per thousand.

***Sample 3**

The chart shows components of GDP in the UK from 1992 to 2000.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.



At the beginning of the period, in 1992, the Service Industry accounted for 4 per cent of GDP, whereas IT exceeded this, at just over 6 per cent. Over the next four years, the levels became more similar, with both components standing between 6 and just over 8 per cent. IT was still higher overall, though it dropped slightly from 1994 to 1996.

However, over the following four years, the patterns of the two components were

noticeably different. The percentage of GDP from IT increased quite sharply to 12 in 1998 and then nearly 15 in 2000, while the Service Industry stayed nearly the same, increasing to only 8 per cent.

C)(conclusion) Give an overview

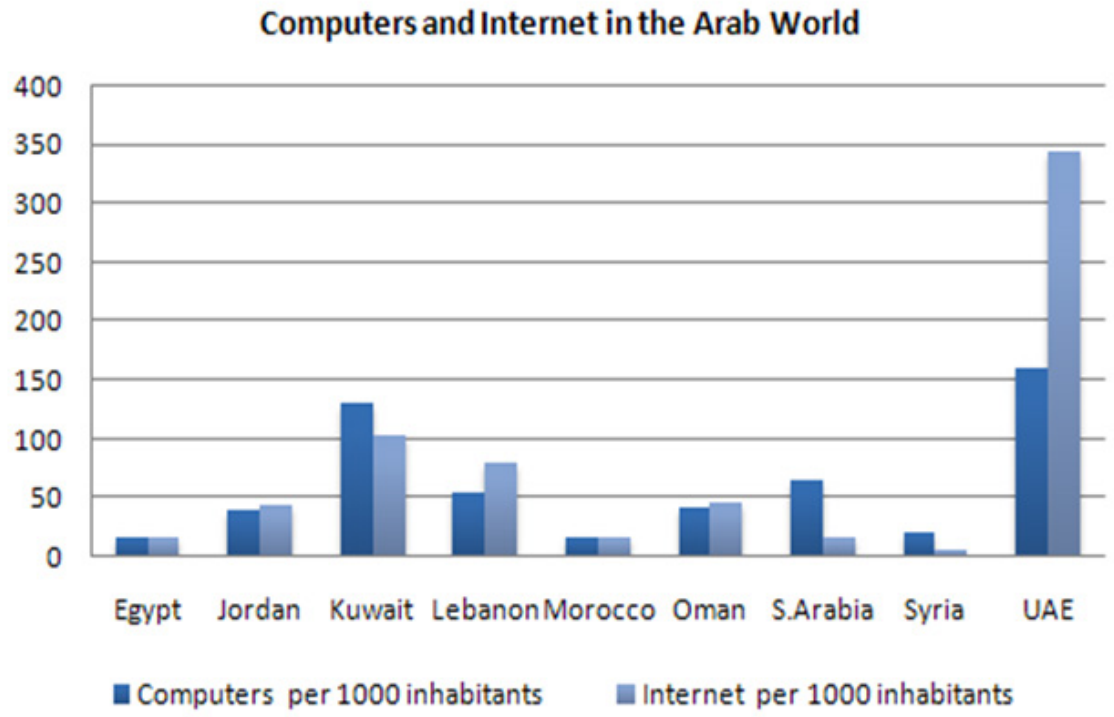
در این قسمت شما درباره‌ی روند کلی گراف، جدول، تصویر و ..... یک جمله می‌نویسید و به هیچ وجه وارد جزئیات نمی‌شوید. به نگاه کلی این جدول توجه کنید.

Over all it is evident that all five countries spend the majority of their income on food and drink and housing, but much less on clothing and entertainment.

نکته: این قسمت تقریباً شبیه نتیجه‌گیری (conclusion) می‌باشد و می‌توان به جای استفاده در قسمت دوم رایتینگ در قسمت سوم (آخر) استفاده کرد.به دو مثال زیر دقت نمایید.

The graph below shows the number of Computer and Internet users in different Arab countries.

Write a report describing the information in the graph below.



Introduction

The chart shows striking differences in the level of computer and Internet penetration in the Arab world.

The UAE and Kuwait are by far the most computerized countries, with Lebanon a distant third. The UAE has over 150 computers for every 1000 inhabitants, compared to Kuwait›s 130 and Lebanon›s 60. In contrast, countries such as Egypt, Morocco and Syria have less than 20 computers per 1000 inhabitants.

Body paragraph

There are also great differences in Internet use and availability. The UAE has by far the highest proportion of users, with more than one-third of its population using the Internet. Kuwait and Lebanon are second and third again, with 100 users per thousand in Kuwait and 80 in Lebanon. In some countries the number using the Internet is negligible: Saudi Arabia has less than 20 users per thousand, and there are fewer than 5 users per thousand in Syria.

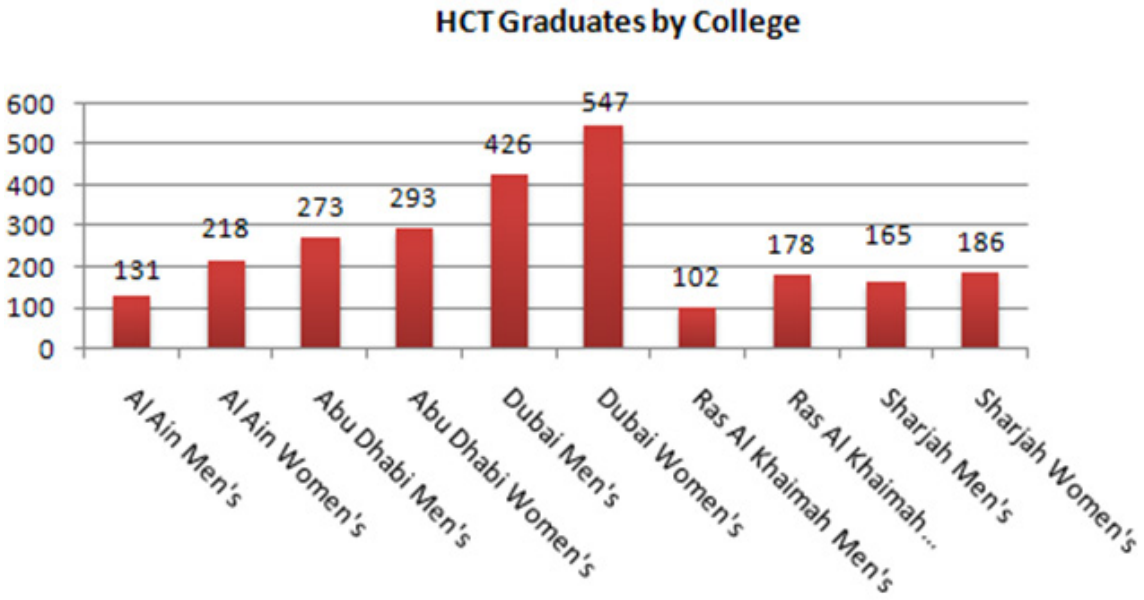
One unusual feature of the graph is that Internet use does not seem to be directly related to the number of computers. In several countries (the UAE, Lebanon, Jordan and Oman), there are more Internet users per thousand people than computers. However, in other countries, such as Kuwait, Saudi Arabia and Syria, the number of Internet users is lower than the number of computers.

Conclusion

In summary, there are major differences between computer use and Internet use in the Arab world, but the UAE clearly leads the area in both number of computers and number of internet users per capita.

***Sample 2**

The chart below shows the Higher Colleges of Technology graduates in the UAE. Write a report for a university lecturer describing the information below.



Introduction

The provided bar chart shows male and female graduates from the Higher Colleges of Technology colleges in the UAE.

Body paragraph

The most outstanding feature of the graph is female graduates outnumber males in all the colleges. For example, in Dubai, there are 30% more women graduates than men. There are also large differences in Al Ain and in Ras Al Khaimah. However, the number of men and women is almost equal in the colleges in Abu Dhabi. There are also big differences in the sizes of the colleges. Ras Al Khaimah has less than 300 students altogether, while Abu Dhabi has about 600 and Dubai has almost 1000

Conclusion

In summary, women outnumber men in all the colleges, and there are significant differences in the sizes of the colleges.

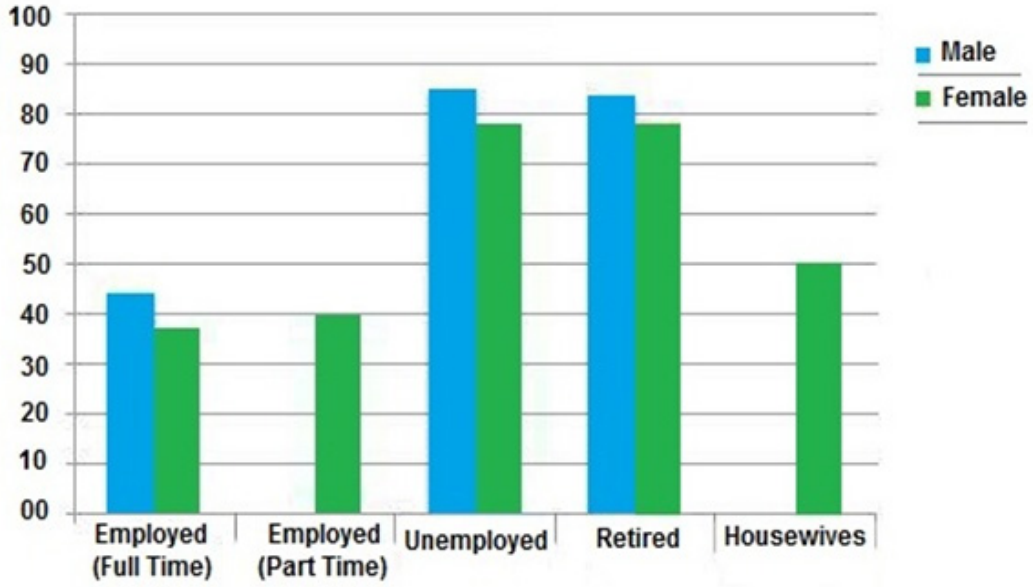
Bar graph

***Sample 1**

The chart below shows the amount of leisure time enjoyed by men and women of different employment status.

Write a report for a university lecturer describing the information shown below.

Leisure time in a typical week in hour: by sex and employment status, 1998- 99.



Model Answer 1:

The provided chart shows the number of leisure hours enjoyed by men and women in a typical week in 199899-, according to gender and employment status. As is observed from the graph, the unemployed and retired men and women had more leisure time than the other type of people.

Among the full time employed people, men had about 45 hours of leisure time on an average per week compared to the 38 hours of leisure time for woman. No data is given for the part-time employed men and woman from this category enjoyed 40 hours of leisure time in a week. This figure is slightly more than the employed woman perhaps because of their employment nature.

Unemployed and retired people had the longest period for leisure activity both for men and woman and men had a bit more hours than the women. As expected the retired and unemployed people enjoyed about 78 to 82 hours per week which is longer than people from other employment status. Lastly housewives enjoyed approximately 50 hours of leisure time which is more than the employed woman but less than the unemployed and retired woman. The graph reflects that men had more leisure time from all status than woman which indicates that woman spent on more time working at home than the male.

The graph summarises that the male enjoy more leisure time than woman and employed people had less time for leisure activity than retired and unemployed people.
(Approximately 244 words)

Sample Answer 2:

The graph compares the amount of leisure time enjoyed by people of different employment level s in a typical week in the year 1998- 1999.

In the given column graph, no data has been provided for the part-time employed and house-staying men. For rest of the cases, Men have more leisure time than women of the same category. The highest amount of leisure hours are enjoyed by those, who are unemployed. Unemployed men had approximately 85 hours of spare time and women from the same category had about 83 hours. The retired people also enjoyed the same amount of leisure activities as did the unemployed men and women. On the contrary, full-time employed men had a total of 40 hours leisure time compared to about 37 hours of women from the same status. Finally woman with part-time job had 40 hours-time to spend as leisure time and Housewives had 50 hours leisure time.

In conclusion, unemployed and retire people, both men and women enjoyed more leisure time than employed people and men compared to women had more time for leisure activities.
(Approximately 181 words)

Tips for writing answer for this Academic Writing Task 1:

1. The given bar graph compares the data for the year 1998 and 1999. So your answer should be in past tense. For instance: Full time employed men enjoyed about 44 hours of leisure time while the female of this category had approximately 38 hours of leisure time.

2. Notice that no data for the house-staying husbands and part-time employed men are given in the graph. So mention that fact as well. Example: No data for the part-time employed men and house-staying men are given in the illustration....

3. Observe that men and women of retired and unemployed categories had more free times than the employed people. This is an important fact of the graph. So mention this fact in your writing.

4. Female had less leisure time than the men in the given categories. As this is an important factor of the graph, mention this and also give a hint that this might have happened because of the females' engagement of household works, child rearing etc.

Summary of the graph:

Unemployed and retired people had more leisure time than the part-time and full-time employed men and women. Also, women enjoyed less leisure time than men as they have more involvement in household works. No data was given for the part-time job holding and house-staying male.

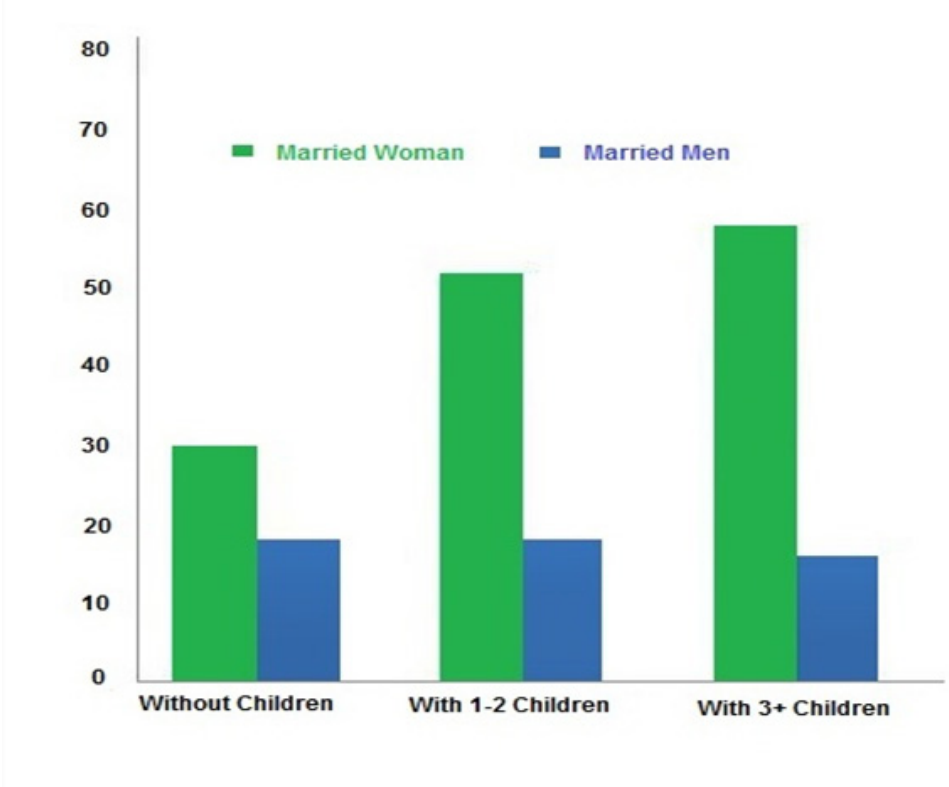
***Sample 2**

The diagram below shows the average hours of unpaid work per week done by people in different categories. (Unpaid work refers to such activities as childcare in the home, housework and gardening.)

Describe the information presented below, comparing results for men and women

in the categories shown. Suggest reasons for what you see.

» You should write at least 150 words.



Model Answer 1:

The graph shows data between married men and women of the number of hours spent per week on unpaid work. At first glance at the chart, it is noticeable that from all the three categories (without children, with 12- children and with 3 or more children), married women spend more hours involved in unpaid work such as housework, gardening and childcare than expected from men.

Married women with children spend more time than without children as the chart shows while having more than three children have invested around 60 hours of unpaid work. This is probably due to the extra load of housework and childcare that is evidently needed to run such a big family.

Furthermore, though there are visible variations of the number of hours of unpaid work carried out by married women, there is no significant variation among all three categories for married men in terms of work hours that is not paid (30 or less hours). In fact, it is observed that married men with three or more children spent slightly less number of unpaid work hours. This might be due to the high

requirement of commitment needed for a paid job to meet financial requirements for a big family.

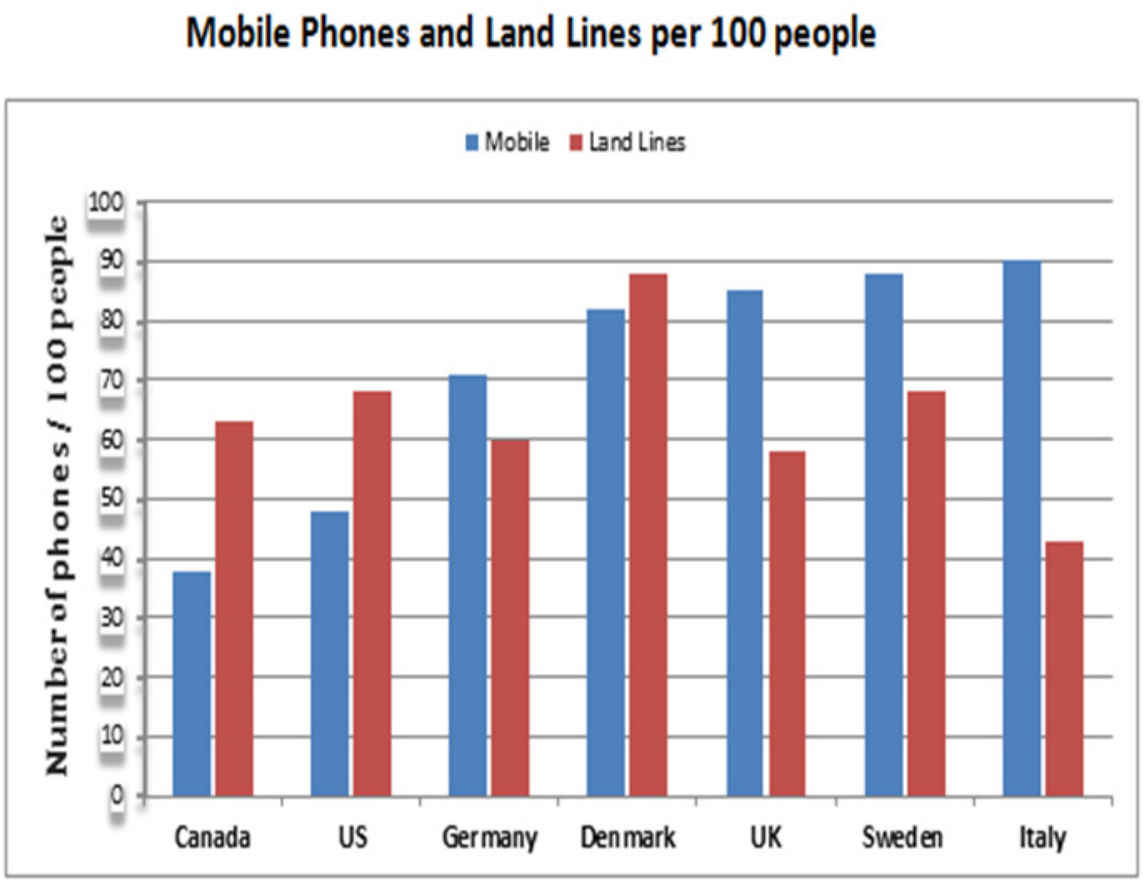
In conclusion, married women with three or more children spent the highest number of hours, yet married women from all categories spent dramatically higher number of hours for unpaid work than married men.

***Sample 3**

The chart shows the number of mobile phones and landlines per 100 people in selected countries.

Write a report for a university lecturer describing the information given.

» You should write at least 150 words.»



Model Answer 1:

The supplied bar graph shows data on the number of cell phone and land phone users in 6 countries in the Europe and the American regions. As is observed from the presentation, the number of land line users in Denmark, US and Canada are

higher than the number of cell phone users in these countries. On the contrary, in Italy, Sweden, Denmark and Germany the cell phone users are higher in number than that of land phone users.

In Italy, Sweden, UK and Denmark almost 8090- percent people use cell phone. Among these six countries, Italian people are highest in percent in terms of cell phone usages whereas the highest percentages of land phone users are found in Denmark which is almost 90%.

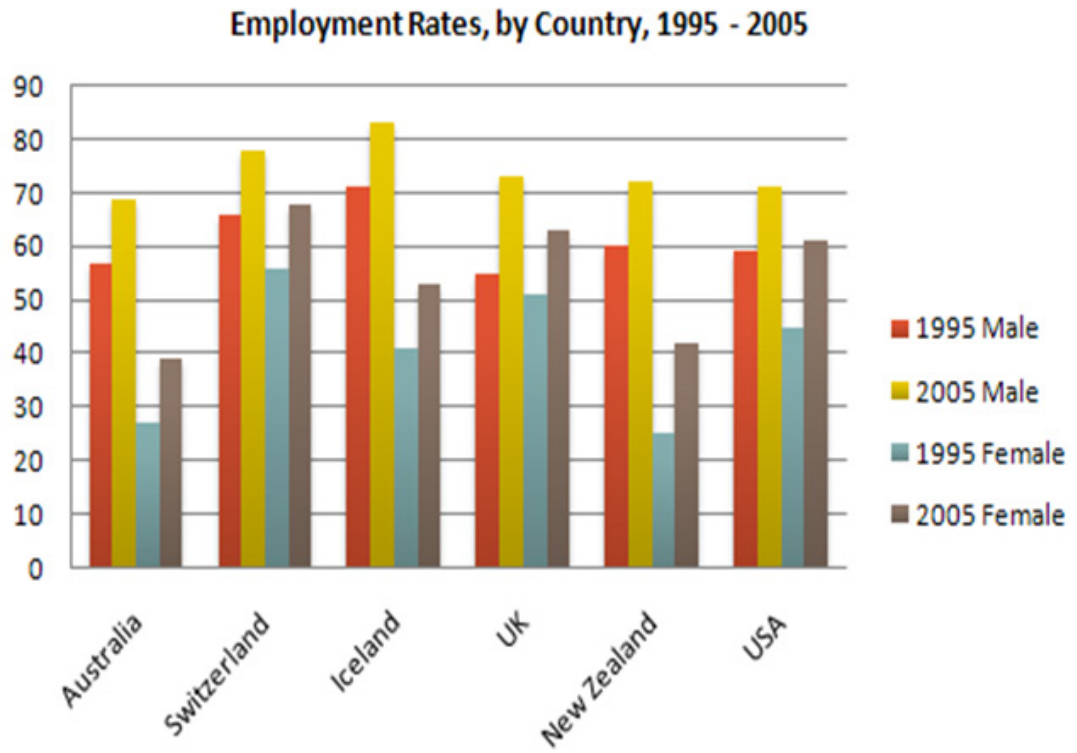
The difference between cellphone and land phone users is highest in Italy and in Denmark these two types of users are almost similar. The lowest number of land phone users can be found in Canada.

In summary, North America has more Land phone users than their cell phone users and most of the European people prefer to use mobile phones over land phones.

***Sample 4**

The graph below shows information of employment rates across 6 countries in 1995 and 2005.

Summarize the information by choosing and describe the main idea, and make comparisons where appropriate.



Sample Answer :

The supplied bar graph shows changes in employment rates in six countries namely Australia, Switzerland, Ireland, UK, New Zealand and USA between 1995 and 2005. As is observed, more and more people of working age are employed, and there have been significant improvements for women, although they leg behind men in entering the workforce.

The most obvious trend in the graph is that women have lower employment rates in most of the countries in the graph. For example, in Australia in 1995, 57 percent of men could find work or retain a job, but only 27 percent of women. The difference was even bigger in New Zealand, with 60 percent of women. Even in Switzerland and Iceland, slightly more men than women were in the job market.

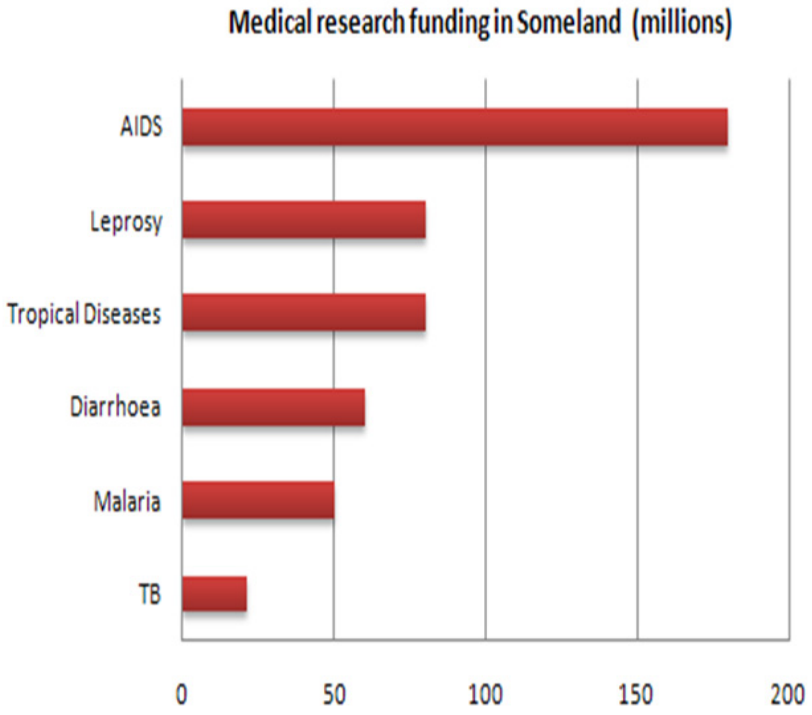
The second biggest trend in the graph is the improvement in employment between 1995 and 2005. In all countries shown, figures for both men and women improved. The biggest change was in the United Kingdom, from 55 percent of men in 1995 to 73 percent over the ten years period. Furthermore, the increases in employment rates for women were much higher in New Zealand. The percentage of working women jumped from 25 percent to 42 percent, and in the United States from 45 percent to 61 percent over the decade.

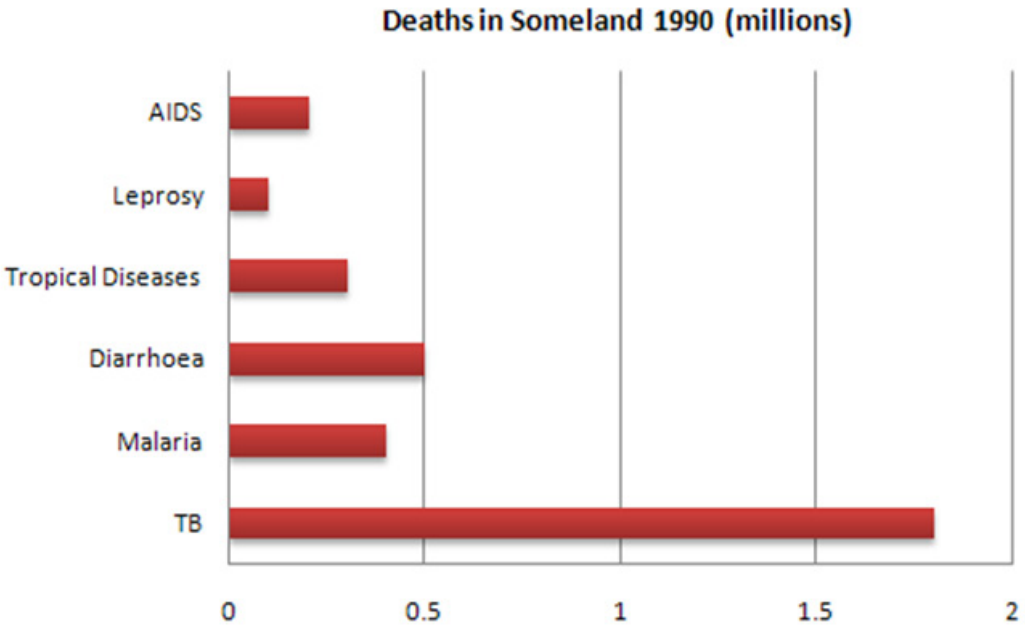
In conclusion, all the countries in the graph showed at least a 12 percent increase in employment rates of both men and women over the ten years. While men had relatively higher employment rate throughout the period, more and more women appear to be entering the labor market.

***Sample 5**

The charts below show the Medical research funding amount in millions of Dollars in Someland and also shows the death number for this area.

Write a report for a university lecturer describing the information in the graphs below.





Sample Answer :

The graphs compare the number of deaths caused by six diseases in Someland in 1990 with the amount of research funding allocated to each of those diseases. It can be clearly seen that the amount of research funding in many cases did not correlate with the seriousness of the disease in terms of numbers of deaths.

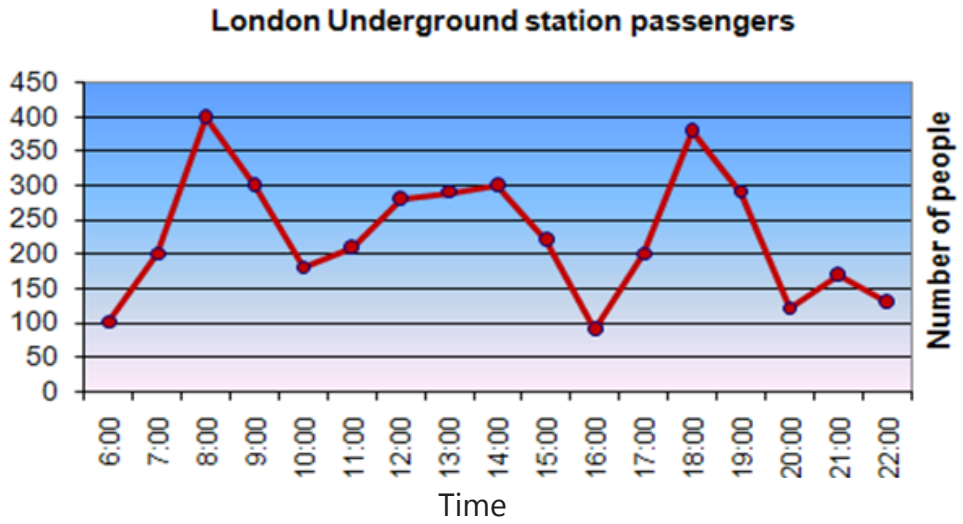
In 1990 there were around 0.2 million deaths from AIDS, 0.1 million deaths from leprosy, 0.3 million deaths from tropical diseases, 0.5 million deaths from diarrhoea, 0.4 million deaths from malaria and 1.8 million deaths from TB. These figures can be contrasted with the amount of funding allocated for each disease. In 1990 AIDS received 180 million dollars in research funding, leprosy 80 million dollars in research funding, tropical diseases 79 million dollars in research funding, diarrhoea 60 million dollars in research funding, malaria 50 million dollars and TB 20 million dollars in research funding.

In conclusion it is clear that funding allocation for disease research in Someland is not wholly determined by the number of deaths for which each disease is responsible in a given year.

Line graph

***Sample 1**

The graph shows Underground Station passenger numbers in London.
Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



The given line graph shows data on the number of underground station passengers of London city from 6:00 am till 10:00 pm. As is observed from the graph, the highest number of people use the underground stations of London at 8:00 am and 6:00 pm.

At 6:00 am around 100 underground passengers can be found at the stations and this number increases seamlessly until 8:00 am when the passengers› number reaches to 400. After 8:00 am the number declines steadily until 10:00 am when it reaches at around 180. The number keeps fluctuating until 4:00 pm and on an average 200 passengers can be observed during this period. After 4:00 pm the passenger number increases and reaches at 380 at around 6:00 pm. After 6:00 pm, the passenger number decreases with some fluctuations until10:00 pm.

In summary, the highest number of passengers of London underground stations can be found in the stations during the office going and office leaving times in a day.

Model Answer 2:

The graph shows the number of passengers travelling at various times in an underground station in London. As per the chart, there are 400 passengers travelling at 8.00 am and this seems to be the time that majority of the travelling takes place. This might be because people usually go to work or children to school at this time; hence, 8.00 am has the highest number of people using the underground station.

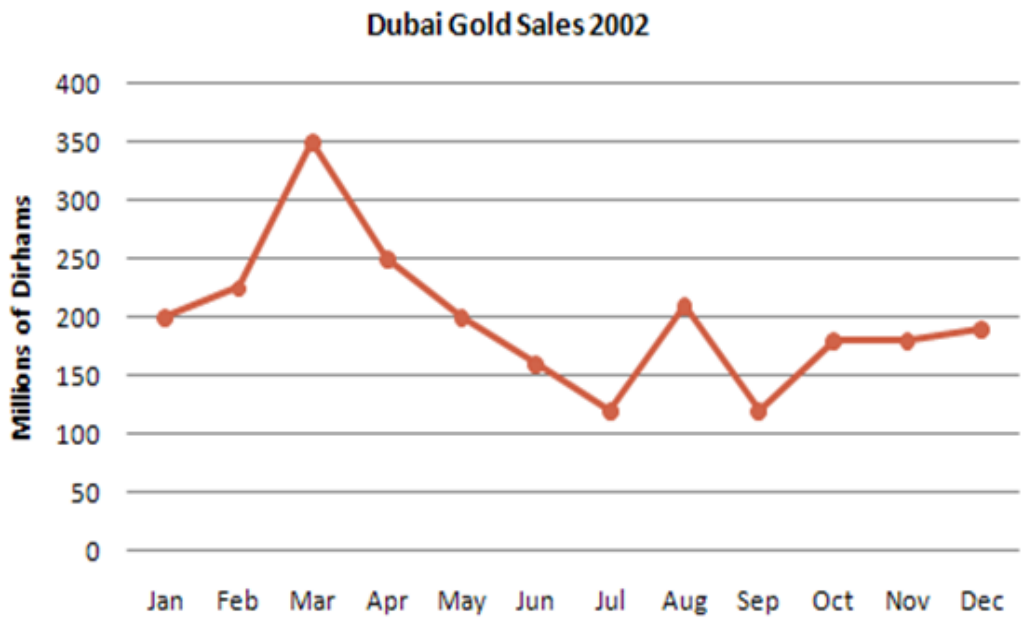
Moreover, the second highest numbers of travelers were, with a slightly less number than 8.00 am is the evening travel, at 18.00 having 390 travelers. Hence, the immediate justification would be as it is the time, people travelling back after work. However, it is noticeable that the time least number of people travelling are at 4.00 pm and 6.00 am assuming it is the same type of people travelling back and forth at different times staring work and finishing. It is also observed that the number of people travelling (300) seems to happen frequently at different times during the day.

Overall, the time of the day that shows a high number of people using the underground station in London are at 8.00am and 6.00pm.

***Sample 2**

The line graph shows estimated sales of gold in Dubai for 12 months in 2002 in millions of Dirhams.

Write a report describing the information in the graph below.



Sample Answer :

The given line graphs shows data on Gold sales in Dubai from January to December of the year 2002. As is presented on the illustration, the highest amounts of sales were done in March and lowest sales were in July and September.

As is presented in the line graph, initially in January, 2002 two hundred millions of Dirham Gold was sold in January and this amount keep increasing for the next two month and in March it reached to 350 million which is the largest amount throughout the whole year. After that the sales volume keeps declining steadily and reached to 110 million in July. With some fluctuation the sale amount reached to 200 million in August and finally in December it totaled about 200 million.

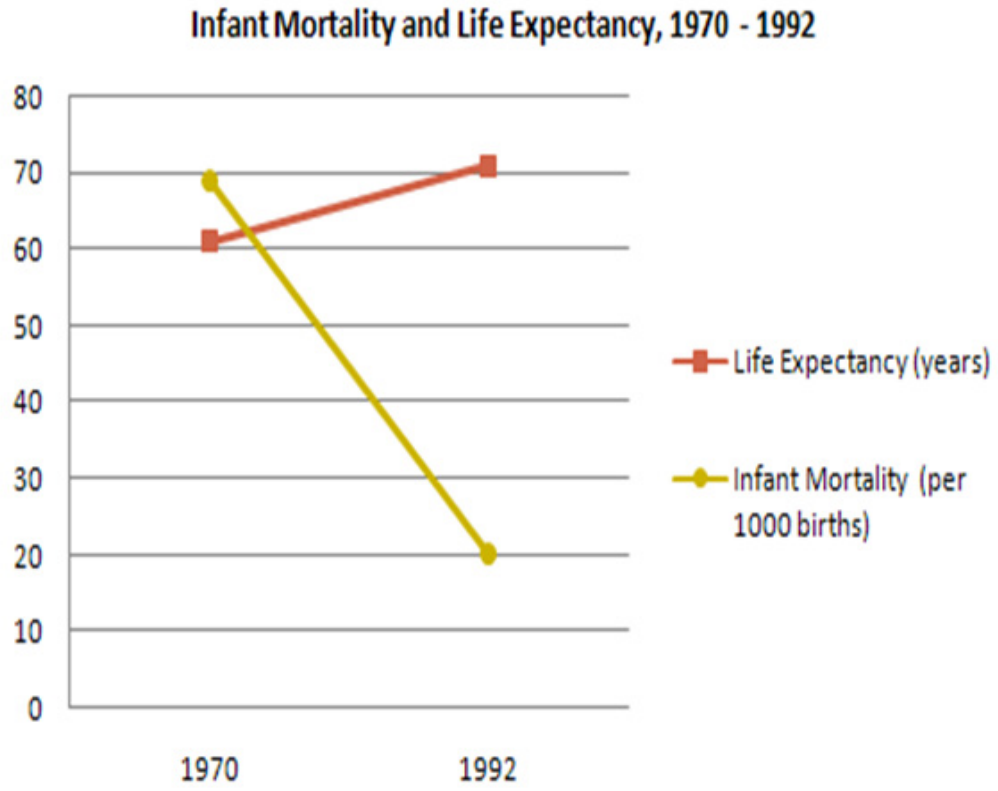
In summary, Mars was the best month for Dubai Gold sales in the year 2002 and throughout the year the sale volume fluctuated keeping an approximate average of 180 million of Dirham per month.

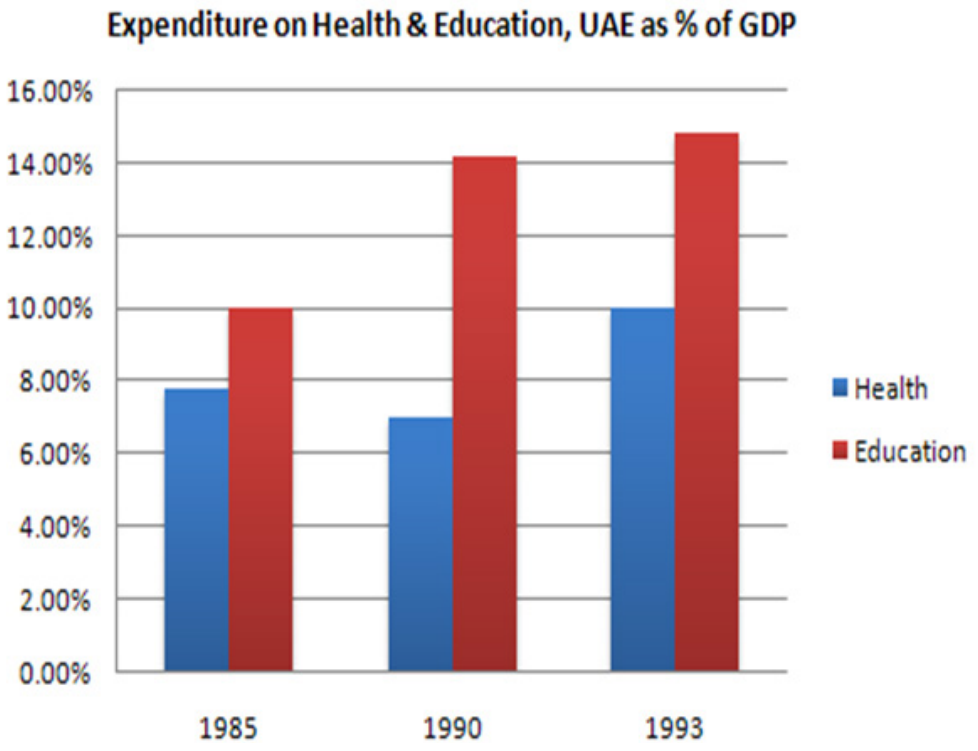
***Sample 3**

The graphs below show the Expenditure on Heath & Education, UAE as percentage of GDP and Infant mortality and life expectancy.

Write a report for a university lecturer describing the information below.

Decreasing:infant





Sample Answer :

The given graphs gives data on the percentage of GDP spent on health and education sectors in UAE from 1985 to 1993 and also shows the infant mortality and life expectancy of this country from 1970 to 1992.

As is observed from the first bar graph, UAE spent around 8% on health care and 10% on education of their GDP. After 5 years the expenditure on health decreased slightly while the expenditure on education increased by 4%. Finally in 1993, the percentages spent on both sectors increased and reached to 10% of GDP for health care and over 14% on education. This indicated the increased expenditure on both sector by the UAE government.

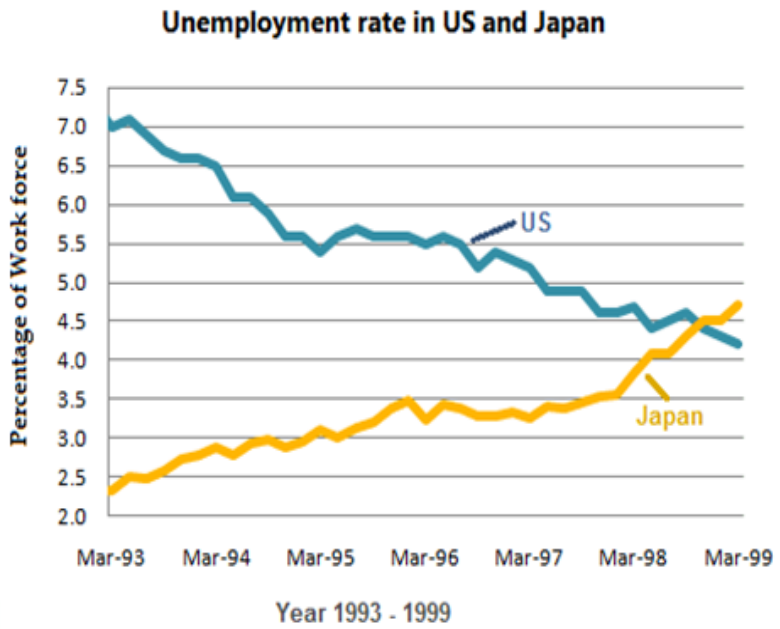
According to the second graph, life expectancy in UAE was 60 years initially in 1970 while the infant mortality rate was 70 per thousand. After 22 years, both of these situations improved and the life expectancy of UAE people increased to 71 years while the infant mortality rate decreased to only 20 per thousand.

In conclusion, UAE budget for health and education sector increased over the period and as a result the infant mortality rate has decreased and the life expectancy improved.

***Sample 4**

The graph below shows the unemployment rates in the US and Japan between March 1993 and March 1999.

Write a report for a university lecturer describing the information shown below.



Model Answer 1:

The given line graph compares the proportion of unemployed people in the US and Japan through the period from March 1993 to March 1999. It is obvious that the unemployment rates of these two countries changed oppositely.

The percentage of the US tended to decrease over the years. However, at the same time, unfortunately, Japan witnessed the rapid growth in the rates. Nevertheless, in 1999, both nations almost had the same percentage, which means the lowest figures of the US were equal to the highest ones of Japan.

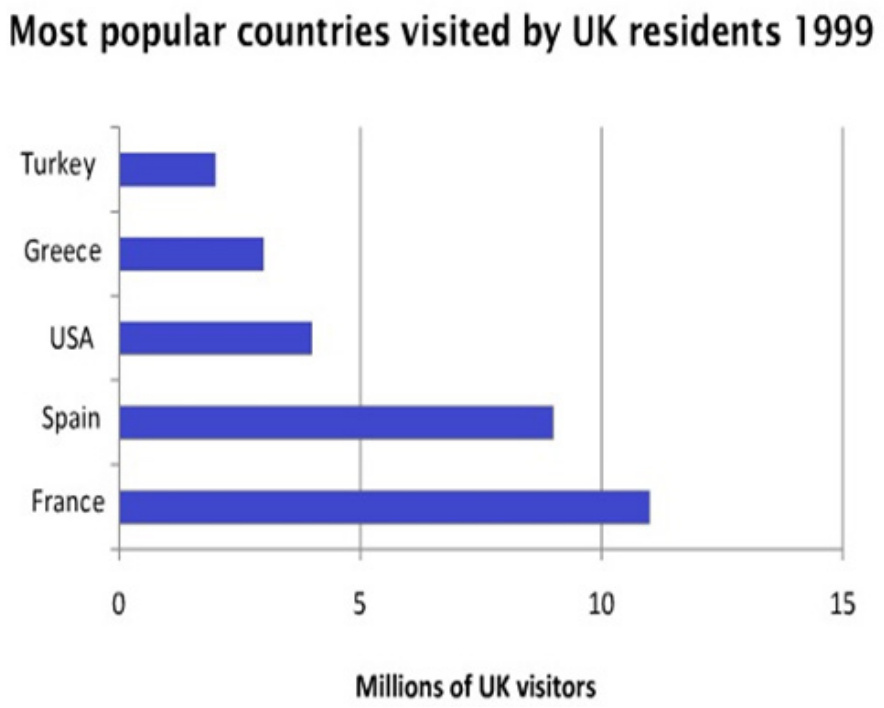
In March 1993, the proportion of unemployment in the US was a bit off 7% whereas that of Japan was about 2.5%. It was marked in 1998 when Japan›s rate reached the highest point of approximately 5.2%. The contradiction happened to the US: its rate went to the lowest of 4.8%.

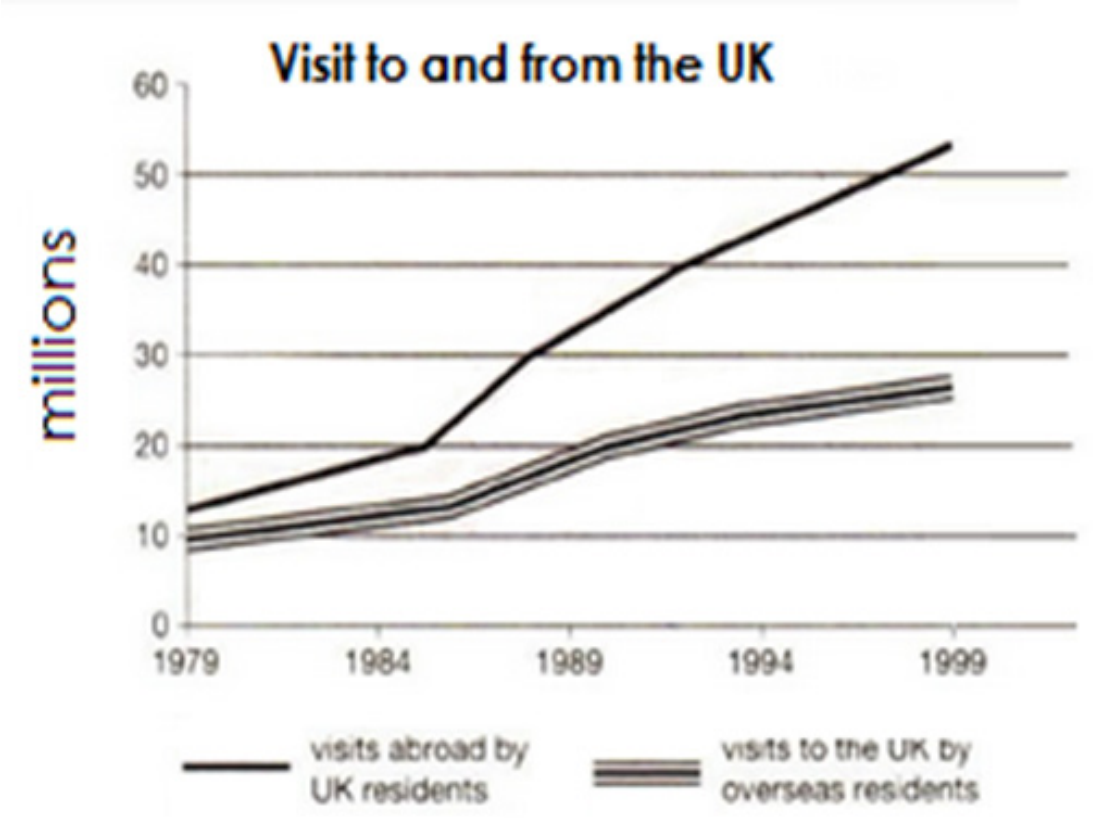
Although the processes of figures changing of these countries were totally opposite, the last numbers, amazingly, turned out to be extremely close. In March 1999, the rates of unemployment of the US and Japan stood still at about 5.1% and 4.9% respectively.

***Sample 5**

The charts below give information about travel to and from the UK, and about the most popular countries for UK residents to visit.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.





Sample Answer:

The given diagrams show data on the number of international tourists who travelled the UK and the UK residents who travelled outside UK from 1979 to 1999. The data also presents the countries where UK citizens travelled in 1999. As is observed from the given data, the number of international tourists travelling the UK kept on increasing after 1989 and more UK people travelled outside the UK than the number of tourists travelled the UK.

According to the first line graph, around 10 million international tourists travelled the UK and the number of UK residents travelled outside UK was also just over 10 million. Both of these numbers kept on increasing gradually till 1986 and after that the number of UK citizens travelling outside increased very sharply. The number of tourists the UK got kept on increasing and reached to over 25 million in 1999 while more than 50 million people travelled to other countries from the UK. The number of UK travelers who went to other countries was more than double than the number of people came to the UK for visiting.

The second bar graph shows the countries UK citizens travelled in 1999 and among them France was their most favourite destination where more than 10%

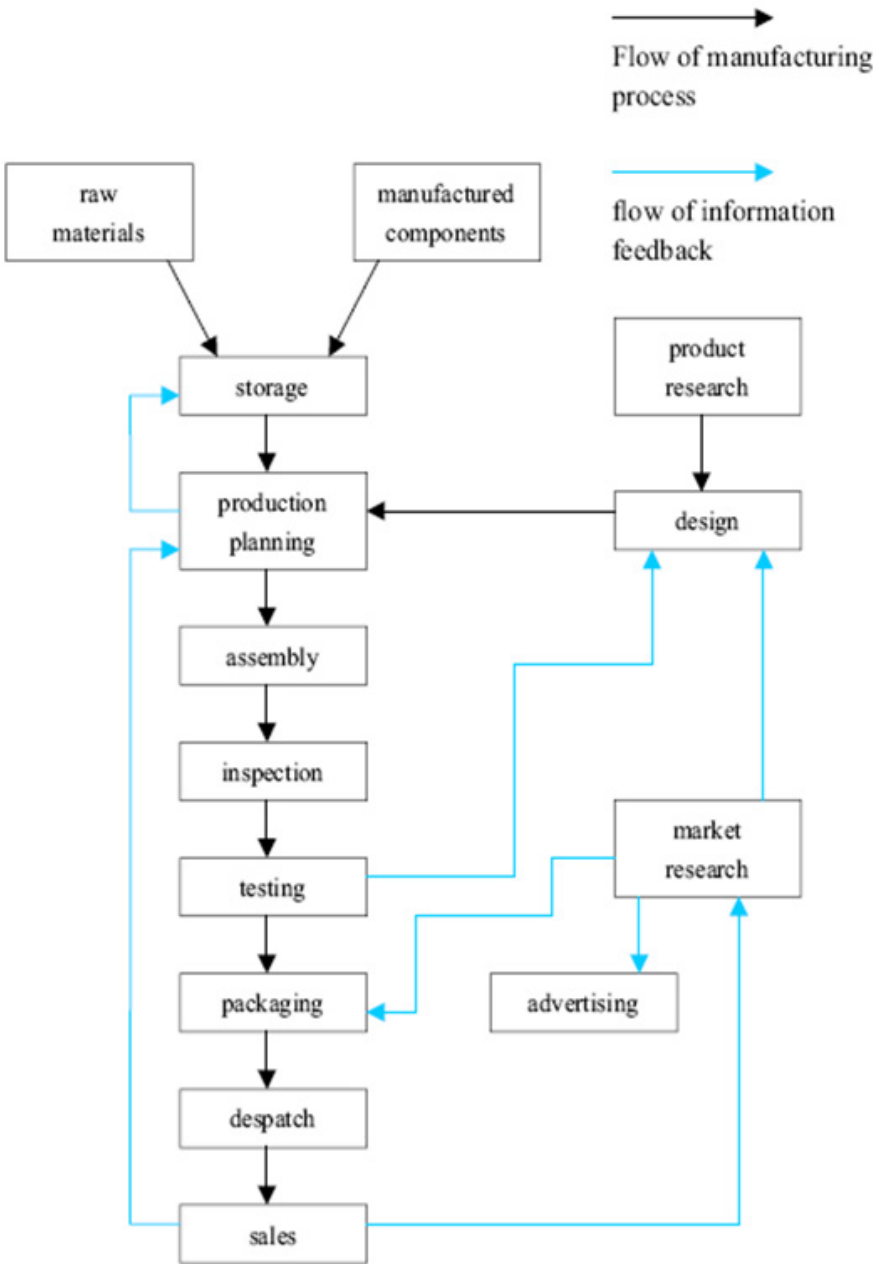
tourists travelled in this year. The second most visited country by UK people was Spain where about 8% of total UK tourists travelled. Other countries visited by UK tourists were the USA, Greece and Turkey where less than 5% UK tourists travelled in 1999.

Flow chart

***Sample 1**

The diagram below shows the typical stages of consumer goods manufacturing, including the process by which information is fed back to earlier stages to enable adjustment.

Write a report for a university lecturer describing the process shown.



Sample Answer :

The given diagram shows the stages of manufacturing and process adjustment of the consumer goods. As is observed from the flow chart, the goods manufacturing is a complex process which is done in several stages and information is sometimes fed back to earlier stages to make some adjustments.

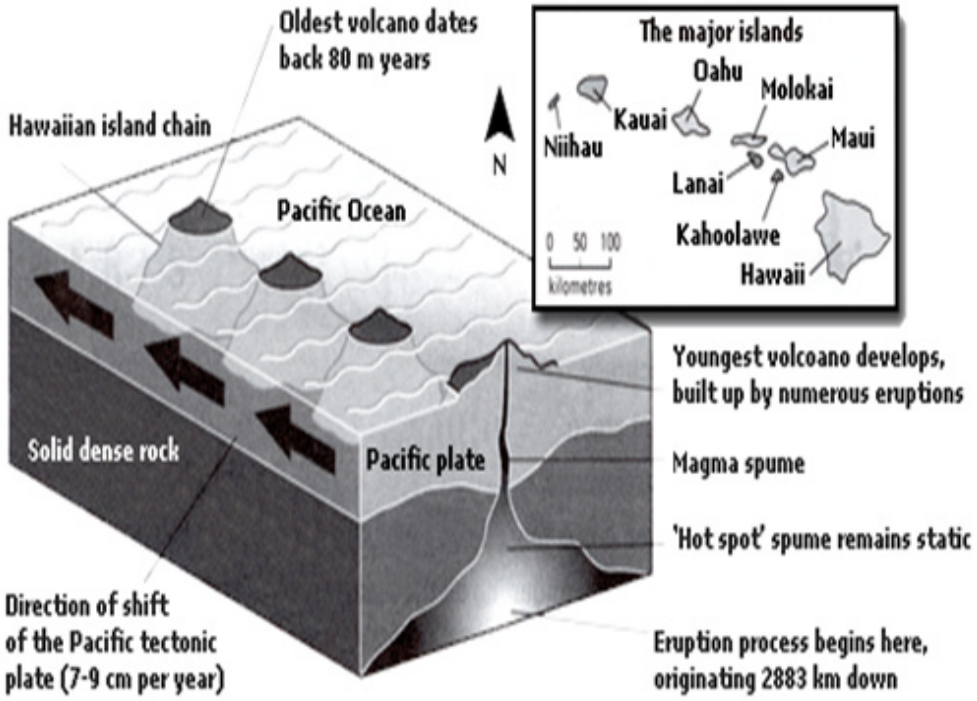
Firstly, raw materials and other components are stored together and production planning is done. There are two major process involves in the overall manufacturing process: one is manufacturing process itself and another one is the information feedback process with which the adjustment of the manufacturing is done. After the product research, the design part is done and this input is used in product planning stage. After the production planning is complete the assembly, inspection, testing and packaging stages are done sequentially. Feedback from testing phase is used in design stage and which led back to product planning stage. Again, the market research affects the design and advertising stages and inputs from the market research stage is used in packaging stage. The final two stages are dispatch and sales. The information flow stages gives feedback to other stages to refine and adjust the process.

In summary, the consumer goods manufacturing process involves both the multi-staged manufacturing and research methods. The manufacturing stages involve the storage, assembly, inspection, packing to the sales methods whereas the research stages include market & product research, design and advertisement.

***Sample 2**

The diagram below gives the information about the Hawaiian island chain in the centre of the Pacific Ocean.

Write a report for a university lecturer describing the information shown.



Sample Answer:

The given illustration presents information on the Hawaiian Island Chain center of the Pacific Ocean. As is observed from the diagram, the Hawaiian island chain directly affects the Pacific tectonic plate and because of it this plate shifts around 79- centimeter per year.

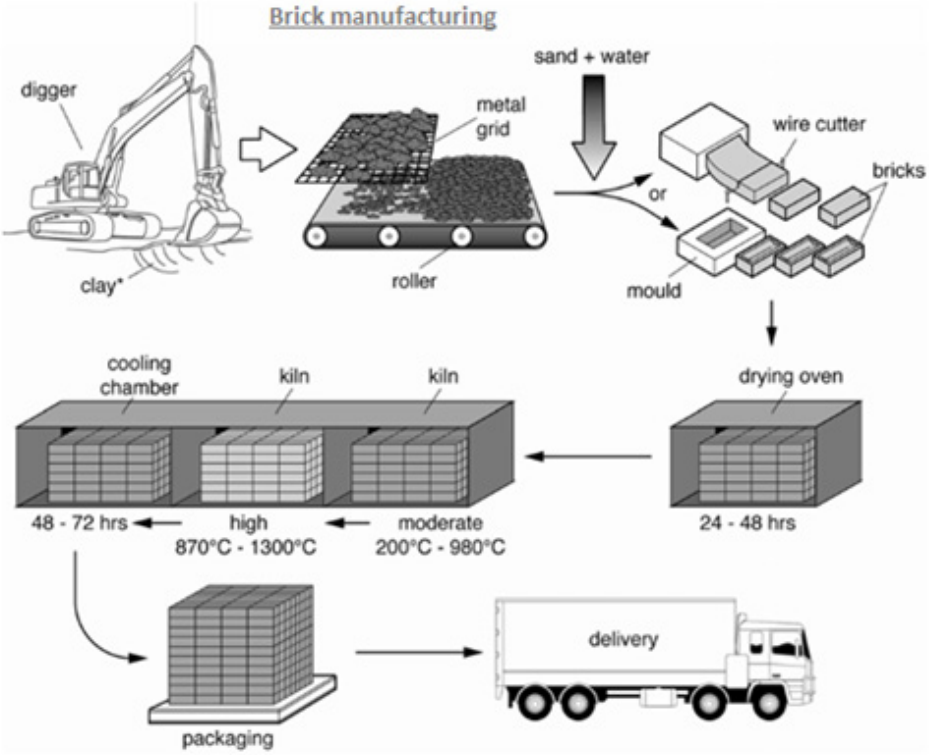
As is observed from the graph, below the Pacific Ocean, the Hawaiian island chain stands as several volcanos which are almost 80 million years old. These volcanos stand over the Pacific plate and the eruptions of these volcanos' created a new volcano just over the Magna spume. The Pacific plate is situated on solid dense rock and because of the new volcano development; the hot spot spume remained static. The eruption process of the volcano's starts from as deep as 2800 km and that has spitted the solid rock layer.

Major islands within 100 km of this area are Maui, Molokai, Oahu and Kauai and because of the eruption and sliding of the plates, the center of the Pacific Ocean is ever changing.

***Sample 3**

The diagram below shows the process by which bricks are manufactured for the building industry.

Summarise the information by selecting and reporting the main feature



Sample Answer :

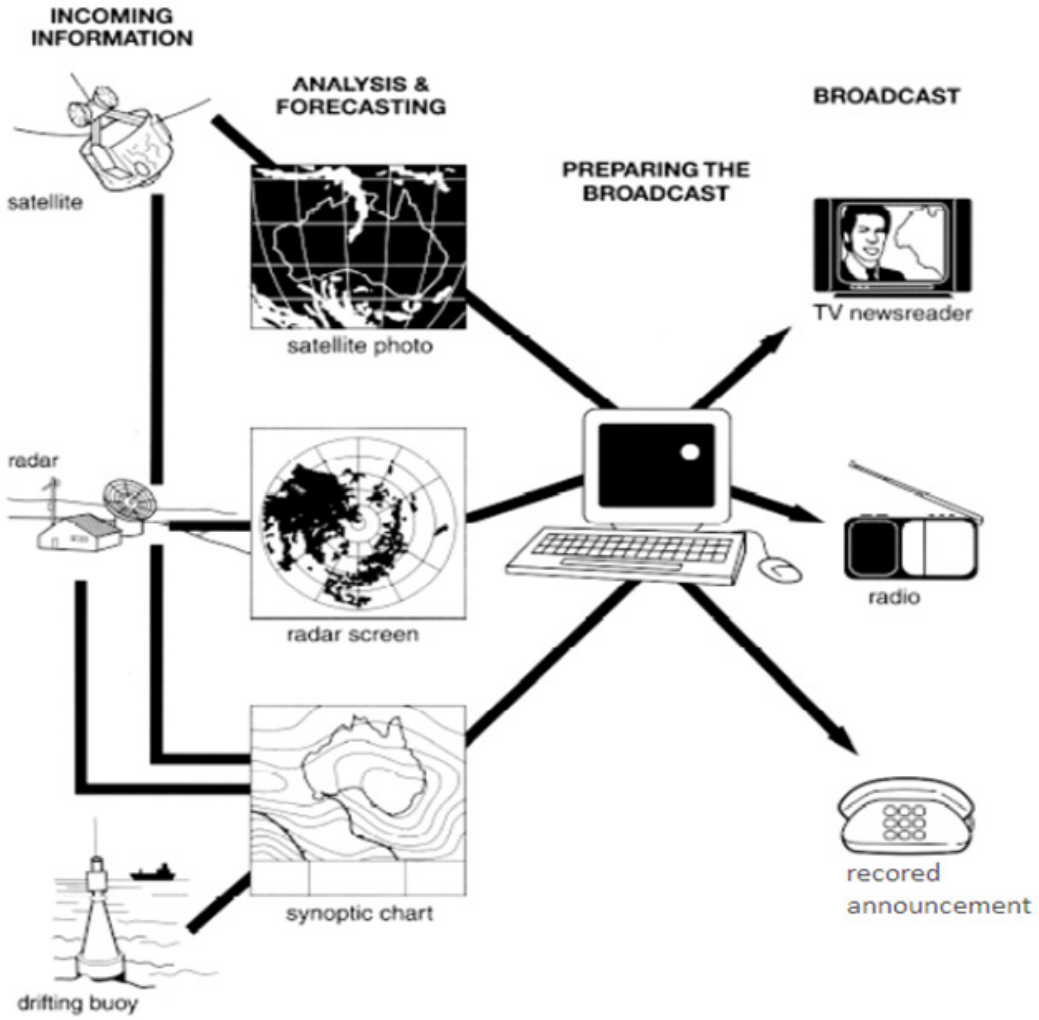
The given diagram shows the process of brick manufacturing process in different stages for the building industries. As is presented in the diagram, brick manufacturing involves about 7 steps including the digging stages to delivery stage.

As is given in the graph, the first step of brick manufacturing is digging the clay with a large digger. This clay is then filtered and processed in a roller machine and then mixed with sand and water. In the third stage, the mixture is either kept in a mould or cut in a wire cutter to make the raw shape of the bricks. In the next stage, the shaped raw bricks are dried for 24 to 48 hours in drying oven. After

that, the dried raw bricks are kept in kiln both in moderate and high temperature in up to 1300 degree centigrade and then placed in a cooling chamber for about 48 to 72 hours. This process makes the brick to be packed and delivered in the final two steps. The delivery process is the final process of brick manufacturing and as it is observed, brick making is a moderately complex process that requires some predefined stages to make it deliverable.

***Sample 4**

The diagram below shows how the Australian Bureau of Meteorology collects up-to-the-minute information on the weather in order to produce reliable forecasts. Write a report for a university lecturer describing the information shown below.



Sample Answer 1:

The given diagram shows how the weather information is collected by Australian Bureau of Meteorology to provide accurate and updated weather forecasting. As

is observed from the given illustration, the weather information collection is done via satellites, radars and drifting buoys and then analyzed before broadcasting them to the public.

As is presented in the diagram, the weather information is collected using three different types of sources namely, satellites, radars and drifting buoys. The raw data collected from satellites is basically satellite photos while radar information are observed from the radar screens and the synoptic charts are yielded from the drifting buoys and these three types of data are fed in a computer system to analyze and prepare the weather news for broadcasting.

After than the weather news is broadcasted in different public media like televisions, radios and telephones. The final information regarding the weather is provided to the public via TV news, radio broadcasting and as recorded announcement in devices like telephones.

Model Answer 2:

The given figure illustrates the process used by the Australian Bureau of Meteorology to forecast the weather. There are four stages in the process, beginning with the collection of information about the weather. This information is then analysed, prepared for presentation and finally broadcast to the public.

Looking at the first and second stages of the process, there are three ways of collecting weather data and three ways of analysing it. Firstly, incoming information can be received by satellite and presented for analysis as a satellite photo.

The same data can also be passed to a radar station and presented on a radar screen or synoptic chart. Finally, drifting buoys also receive data which can be shown on a synoptic chart.

In the third stage of the process, the weather broadcast is prepared on computers. Finally, it is delivered to the public on television, on the radio or as a recorder telephone announcement.

Model Answer 3:

The illustration provides information about the process of collecting current and reliable weather forecasts and then broadcasting this to mass people which is conducted by the Australian Bureau of Meteorology.

As can be seen, this process needs some equipment to gather news forecasts and three main sources, such as satellite, radar, and drifting buoy are used for collecting weather information.

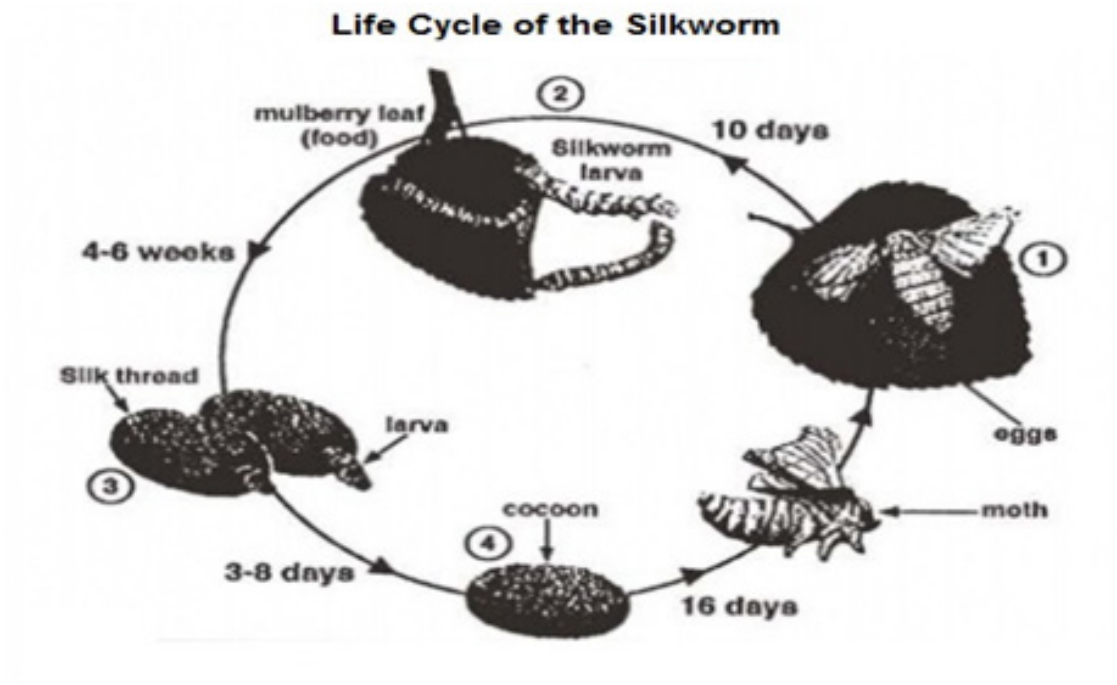
To begin with, satellite is used to capture images of Australian weather from the outside of planet. Meanwhile, radar can give screen pictures while a drifting buoy which is placed on the sea reveals a synoptic chart of Australian climate.

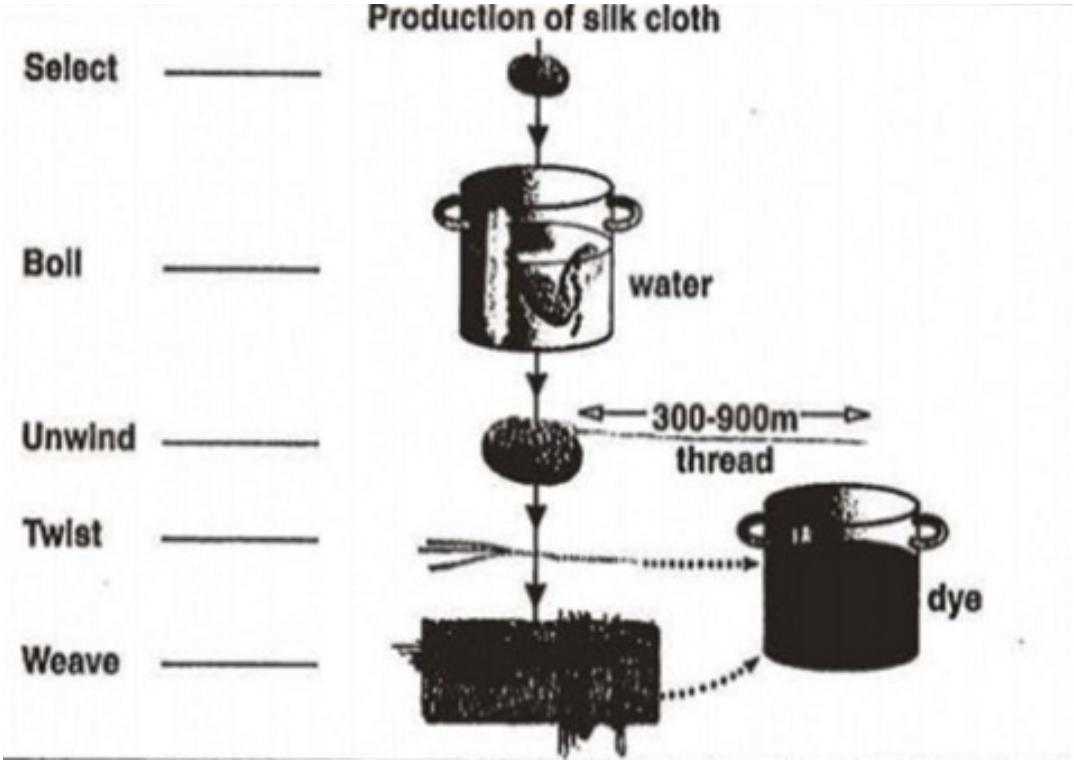
Subsequently, all of the information is analyzed to know the real weather condition in Australia. After that, these data are put on the computer to prepare the report for the public broadcast. People will know the weather forecasts in Australia through various media, in particular, TV newsreader, radio, and recorded announcement.

***Sample 5**

The diagrams below show the life cycle of the silkworm and the stages in the production of silk cloth.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.





Sample Answer 1:

The given pictorial show the life cycle of the silkworm and also shows the processes of silk cloth productions.

The life cycle of a silkworm begins from the eggs laid by the mother worm and from these eggs the silkworm larvae are generated after 10 days. The silkworm larva usually eats leaves like mulberry leaves and completes the second stage of the life cycle in 46- weeks. In their third stage, they create silk thread shells and remain there for another 3 to 8 days and then create an oval cocoons. The cocoon-stage lasts for around 16 days and they become moth in the final stage. With time the moths become grown-up and recycle the processes again.

The second picture describes the processes of the silk cloth production which has more than 5 stages. In the initial stage, the silk thread shells of the silk worm are selected and then boiled in the next stage. After boiling in water the threads are unwinded and they are usually 300 to 900 meter long. Then these are twisted and dyed and finally those are weaved to silks. The twisting, drying, weaving and then

drying again process is done more than once as per necessary to produce fine quality silks.

Sample Answer 2:

The two given pictures describe the life cycle of silkworm and also illustrate the procedure of silk cloth production.

As is presented in the first picture lifecycle of silkworm begins with eggs laid by mother worm. Silkworm eggs transform into shape of silkworm larva after around 10 days. Then the second process starts, and in this stage larva usually eat leaves like mulberry leaves in order to grow up.

Food process lasts 4 to 6 weeks. Larva generates silk threads shells in the end of second stage. Third stage begins when silk thread shells create cocoon, this process usually lasts for 3 to 8 days. In final stage cocoons transform into moth after 16 days. And moths grow up and recycle whole procedure step by step.

As is observed from second picture, which describes the producing of silk cloth from silk worm, total stages of silk cloth production are five. Initially in first stage silk thread shells are selected and boiled into hot water. Shells are unwinded properly and unwinded shells are exactly 300 to 900m long. Then threads are twisted and dyed in dyer. And finally those silks are weaved and again dyed.

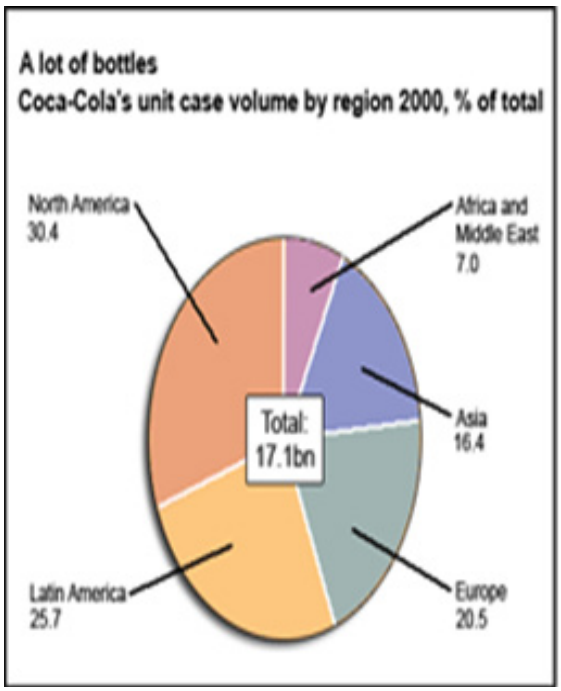
The process of twist and dry, weave and dry possibly repeated if it is necessary to produce high quality silk cloth.

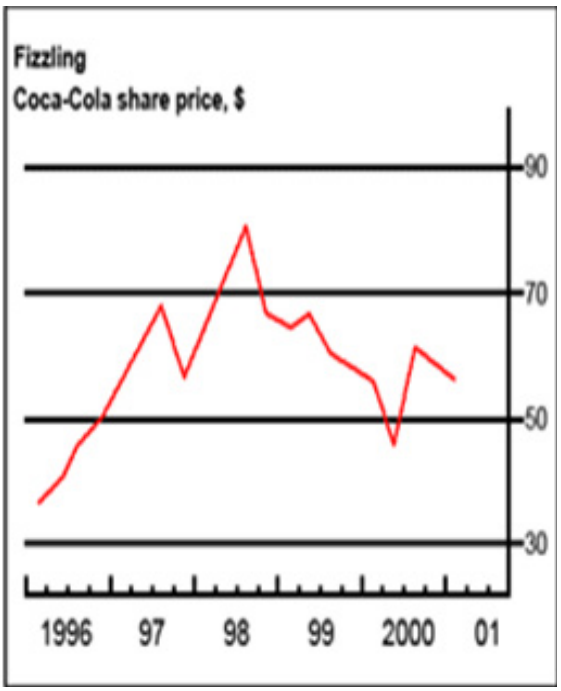
Pie chart

***Sample 1**

The chart and graph below give information about sales and share prices for Coca-Cola.

Write a report for a university lecturer describing the information shown below.





Model Answer 1:

The given graphical illustrations give data on sales volume of Coca-Cola in 2000 in unit cases and also show the share price of this brand from 1996 to 2001. The data gives break-up of total consumption of Coca-Cola, amounting 17.1 billion unit cases, as percentages consumed in various parts of the world.

In 2000, the largest proportion of Coca-Cola, according to the pie chart, was consumed in North America making 30.4 % of the total. The second largest consumption came from Latin America which was 25.7% of total followed by 20.5 % in Europe, 16.4% in Asia and 7% in Africa and Middle-East respectively. It is evident that the America was the major consumer of Coca-Cola in 2000.

The line graph represents the price per share of Coca-Cola from 1996 up to 2001. It is quite interesting to note that the price per share was lowest in the

beginning of 1996 staying just above 35. In the mid of 1996, it showed a steep rise and touched the figure of 50 dollar per share, continuing the same price hike it reached just below $ 70 in 1997. In the same year a slight decrease in price could observed which was quoted just below $ 65. A sharp increase was observed thereafter where the price was maximum, $ 80. Afterwards, the price tended to decline steeply until the beginning of year 2000. In mid 2000, the price increased again and at the start of year 2001, Coca-Cola share was traded at the floor of stock exchange at $55.

Model Answer 2:

The given graphical illustrations give data on sales volume of Coca-Cola in 2000 in unit cases and also show the share price of this brand from 1996 to 2001. The data gives break-up of total consumption of Coca-Cola, amounting 17.1 billion unit cases, as percentages consumed in various parts of the world.

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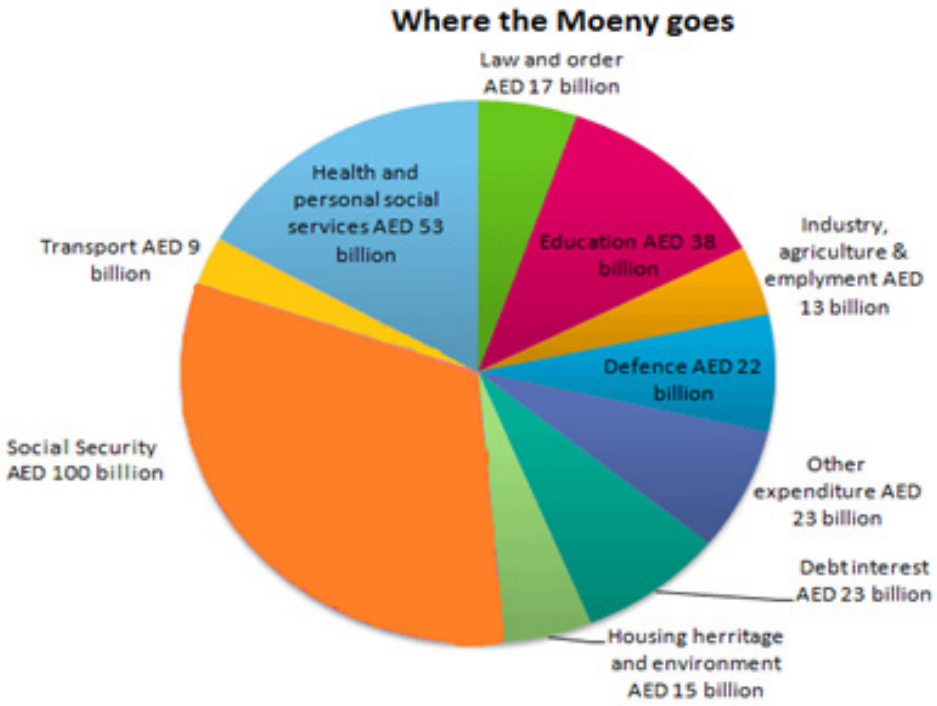
***Sample 2**

The pie chart gives information on UAE government spending in 2000. The total budget was AED 315 billion.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Model Answer 1:

The given pie chart shows the UAE government's spending in different sectors for the year 2000. As is given in the presentation, the UAE government had AED 135 billion budget for the year 2000 and they spent the highest amount in Social Security.

According to the pie chart, the UAE government spent AED 100 billion in social security among their total budget of AED 315. This single sector cost the UAE government almost one third of the total budget. This year the government spent 53 million on health and personal social services which was the second largest sector in terms of expenditure made by the UAE government in this year. 38 million AED was spent on education while 23 billion was spent both in debt and other expenditures. The government spent 22 billion in Defence sector while 13

billion was spent for the industry, employment and agriculture sectors. The lowest money spent was in transport sector which was only 9 billion. Finally 15 billion of the budget was spent on housing and environment.

In summary, UAE government›s maximum spending went in social security and healthcare sectors while the least amounts were spent on transport, law and order, housing and industry/agriculture and employment sectors.

(Approximately 205 words)

Model Answer 2:

The pie chart illustrates about expenditure of UAE government budget in 2000. The total amount of budget was 315 billion. The pie chart shows the segments of expenditure of the UAE government in different sectors in 2000.

At first glance, it is crystal clear that biggest slice of budget devoted to social security that is AED 100 billion. UAE spent 53 billion AED on health and personal social services followed by education with AED 38 billion. However, the less amount of budget was spent on transport that was AED 9 billion.

Moving to further description, it is vivid that debt interest and other expenditure accounted for same share AED 23 billion of budget. The expenditure of UAE budget was AED 15 billion on housing heritage closely followed by industry, agriculture and employment with AED 13 billion.

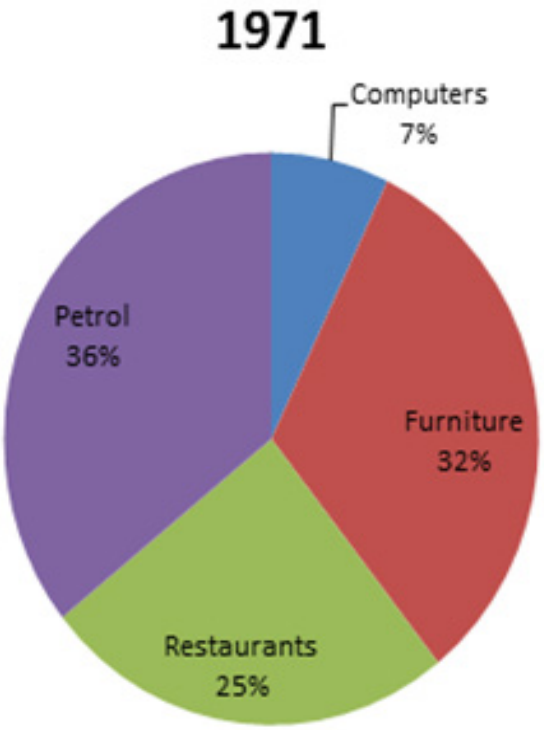
Overall, it can be deduced that lest money was spent on transport by UAE government.

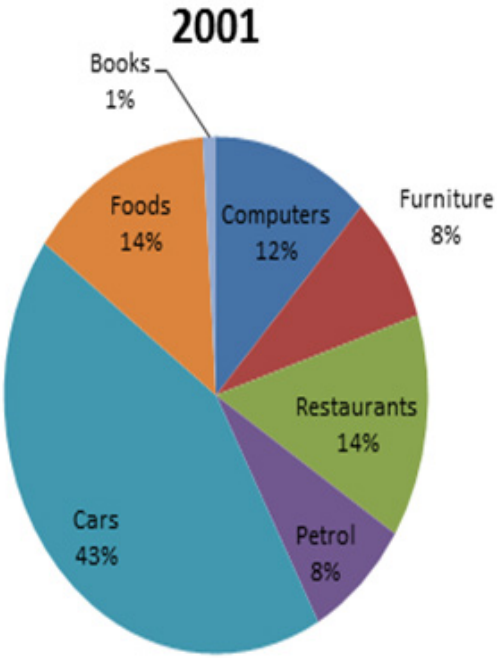
(Approximately 151 words)

***Sample 3**

The graphs show changes in spending habits of people in the UK between 1971 and 2001.

Write a report to a university lecturer describing the data.





Model Answer 1:

The pie charts illustrate the changes in household spending in the UK between 1971 and 2001. It is clear that the cost of petrol made up the largest proportion of the household spending in 1971 while expenditure on cars was the greatest share of the household spending in 2001.

Firstly, British citizens spent more than a third of their money on petrol and almost a third on furniture followed by money spent in restaurants, which was precisely a quarter. The smallest proportion of expenditures was the cost on computers with only seven percent in 1971.

Secondly, after 30 years in 2001, British citizens spent significantly less money on petrol, furniture and restaurants- 8%, 8%, 14% respectively. In comparison to 1971, they spent nearly double on computers. The greatest proportion of household spending was on cars with more than 40%. The proportion of expenditure on foods were 14% and the for books it was vanishingly small, only one percent in 2001.

Sample Answer 2:

The provided pie charts give information on the spending habits of UK citizens in 1971 and 2001. As is observed from the charts, the expenditure on petrol & furniture reduced significantly while the amount spent on computers increased.

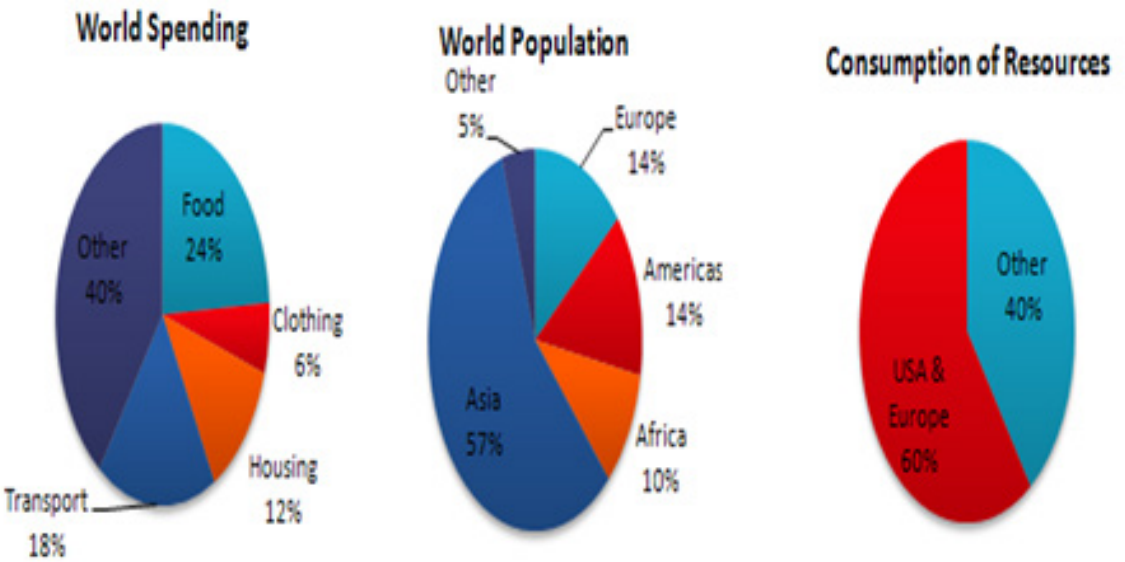
Initially in 1971, British people spent 36% on petrol which was the highest percentage among the given expense categories. Their expense on Furniture was second largest (32%) while they spent 25% on restaurants. The least amount spent by them was for computers, which was only 7% in this year.

After 30 years in 2001, the expense on petrol and furniture reduced to 8% which is significantly lower than the percentage in 1971. But the expense on computers increased by 5% in 2001. People spent 1% on books in this year. The expenses for restaurant decreased to 14% compared to the 25% in 1971 and this is probably people spent more on food preparing at home. The highest amount spent in 2001 by the UK people was on cars and that consisted almost half of the total expense in this year.

***Sample 4**

The pie charts below give data on the spending and consumption of resources by countries of the world and how the population is distributed.

Write a report for a university lecturer describing the information shown below.



Sample Answer:

The given pie charts shows data on world population, spending of people in basic needs and their share of resource consumption. As is presented in the graph, people of the world spent most of their amount for their foods and more than half of the population lives in Asia whereas more than half of the resources are consumed by USA and European people.

According to the first pie chart, people of the world on an average spent 24% on foods. In clothing they spent 6% while this percentage is double for housing and triple for the transport. The remaining 40% is the combination of other categories for spending.

The second pie chart shows that, more than half of the world populations live in

Asia continent while Europe & America have both only 14% of the total population. One tenth of the world population live in Africa and rest of the 5% people live in other places of the world.

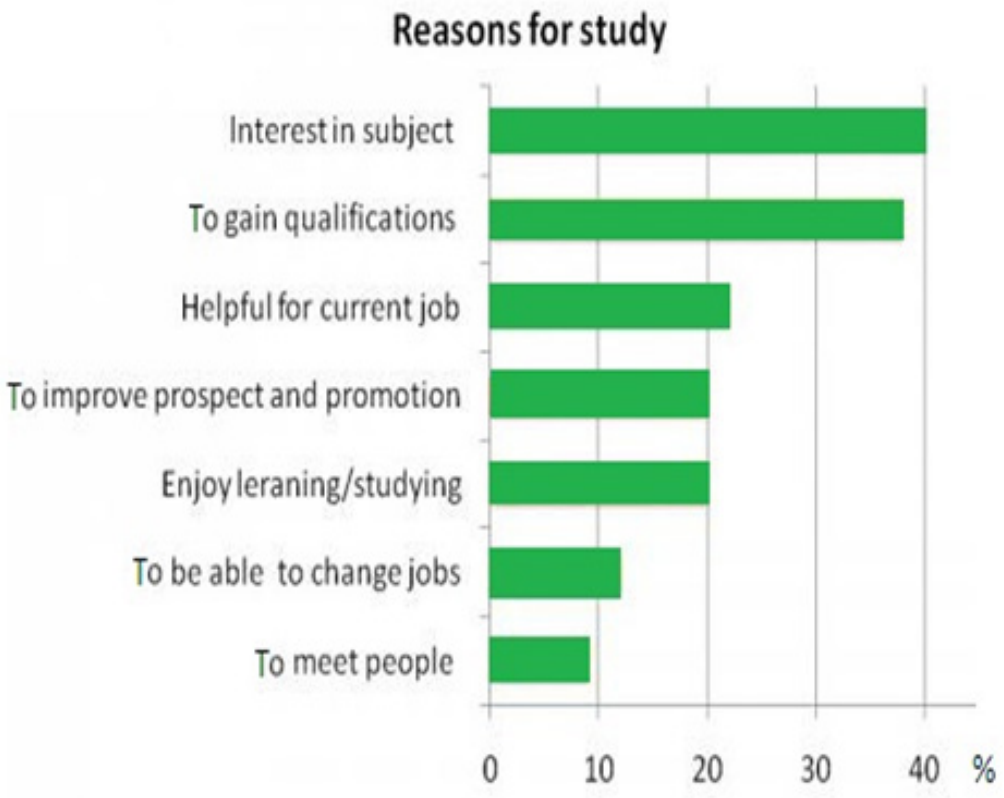
Finally the third pie chart shows that though that 60% of world resources are consumed by the population of USA and Europe though their percentage is only 28% in total. The remaining 40% resources are shared among the rest of the 72% world population of other regions of the world.

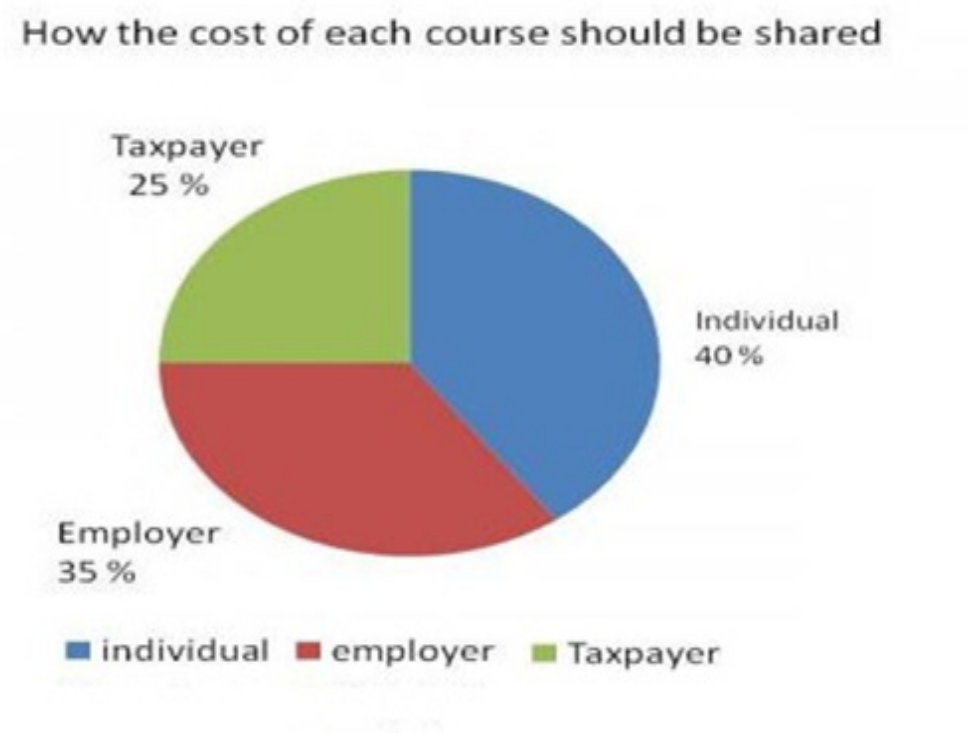
***Sample 5**

The charts below show the result of a survey of adult education. The first chart shows the reason why adults decide to study. The pie chart shows how people think the costs of adult education should be shared.

Write a report for a university lecturer, describing the information shown below.

Reasons why adult people decide to study.





Academic IELTS Writing task 1 Sample 85

Sample Answer 1:

The figures illustrate the result of an opinion survey about the reason why adult people choose to study and how tuition costs should be funded. It is clear that based on the survey result, the two main reasons why adults have continued their study are due to they are interested with the subject and to obtain the degree. It is also noticed that the survey also shown that most of the education cost should be funded by individuals themselves.

It can be seen that the two main purposes why adult continue their study are because they interested with the program and to obtain the qualification, as these two reasons result reached 40% and 38% respectively. Meanwhile, the percentages of the survey for reasons of helpful for their current job, improving prospect and promotion, and that they like studying were in the range between 22% and 20%. As for figures of those who study for the purpose of changing jobs and to meet new people, they were below 15% each.

As for the survey result of the education cost, it is obvious that 40% of the cost

should become the burden of the respective person themselves. Then 35% should be provided by the employer and 25% from the taxpayer.

Sample Answer 2:

The given data shows why the grownup people continue their study and their thinking how the coursed of this adult study should be shared.

According to the first bar graph, around 40% adults decide to study because of their interest in study which is the most influential reason for adult study. Gaining qualification is another important reason that influences more than 35% adult to continue their studies. Job related reasons contribute to around 20% adult to decide to study while meeting people inspire around 10% people to study.

According to the pie chart, the people who have decided to do the further education think that 40% of this cost should be provided by the individuals who are getting enrolled in the study while 35% cost should be shared by the employers since they are deciding to study to do better in their job position. The remaining 25% cost should be shared by the taxpayers according to these people.

In summary, interest in subjects, improving qualification, better job position and improving communication with people are the reasons most adults decide to study and according to them the cost of this study should be shared by individuals, employers and tax payers.

Sample Answer 3:

The graphs reveal the outputs of a research through education for adult. The first picture describes the motivation of adult who determines to study. The second picture unveils people's opinion about how the cost of adult education should be done together.

The data supplied indicate that the major factor of adult education is due to attraction to subjects. However, meeting new people is considered as the least favored purpose to study. Meanwhile, other varieties of assumptions on how adult education cost should be paid are presented in the second picture. Individual becomes the most chosen among of the options.

As being seen, the majority of adult prefer to get a study because of interest in subject. Indeed, it gives 40 percent and indicates as the most favorable option compare to others. Nevertheless, adding new friends is definitely the lowest criteria with just under 10 percent.

Furthermore, the next graph provides clear information about the way of education costs in every course has to be dealt with individual as the highest percentage with exactly 40 percent; in contrast, taxpayer is as the lowest with a quarter. In addition, both pictures describe information about adult education reason to enter the school and the person who should take the responsibility on paying education cost.

نحوه‌ی نوشتن Writingtask2

آیلتس اکادمیک

در Task2 از داوطلب خواسته میشود که دیدگاه و یا نظر خود را درباره یک معضل و یا یک مشکل بیان کند.
شما باید در این قسمت ۲۵۰در حدود کلمه بنویسید که ۴۰ دقیقه طول خواهد کشید.
در این قسمت به توضیح نحوه ی نوشتن یک Writing خوب برای Task2 می پردازیم. قبل از اینکه بخواهیم به بیان استراتژی های یک Writing مخصوص قسمت دو بپردازیم به یک نمونه سوال توجه کنید.

You should spend about 40 minutes on this task.
Present a Written argument to an educated reader With no Specialist knowledge of the following topic.
In the last 20 years there have been Significant developments in the field of information technology (IT), for
Example the World Wide Web and Communication by email. However. These developments in IT are likely to have more negative effects than positive in the future.
To What extent do you agree With this View?
Give reasons for your answer and include and relevant examples from your Own experience Or Knowledge.
You should write at least 250 Words.

قبل از آنکه مستقیماً وارد نحوهی نگارش بشویم باید مقداری درباره ی فرمت مقاله ی آیلتس صحبت کنیم.

در حالت کلی فرمت مقالهی آیلتس به ۲ بخش تقسیم می شود.

۱- فرمت ۳,۷,۷,۳ یا فرمت ۴ پاراگرافی که برای بیان نظرات موافق و مخالف به کار می رود.

۲- فرمت۳. ۵. ۵. ۵. ۳ یا فرمت ۵ پاراگرافی برای بیان نظرات موافق یا مخالف به کار می رود.

نکته ۱: یک مقاله از ۳ بخش تشکیل شده است.

Introduction
Body Paragraph
Conclusion

به عنوان مثال در فرمت ۳,۷,۷,۳ پاراگراف های اول و آخر یعنی ۳ جمله ای ها به ترتیب مقدمه و نتیجه می باشند.
حال به طورکلی به توضیح ۲ فرمت بالامی پردازیم.

۱) فرمت ۳,۷,۷,۳

از این نوع فرمت زمانی استفاده می کنید که از شما خواسته شود نظرات موافق و مخالف، برتری ها و معایب راتواما با هم بررسی کنید.

در این صورت در قسمت body Paragraph خودمی توانید ۷ جمله ی اول را به مزایای موضوع و ۷ جمله ی دوم را به معایب آن اختصاص دهید یا برعکس.

در زیر نمونه مثال‌هایی از فرمت مقاله ۳ و ۷ و ۷ و ۳ را مشاهده می‌کنید.

Do you believe that professional athletes make good role models for young people?

به صورت سوال بالا نگاه کنید، صورت سوال می‌گوید که آیا وزرشکاران می‌توانند به عنوان الگویی برای نوجوانان باشند. پاسخ سوال هم بله است و هم خیر. زیرا به عنوان مثال وزرشکاران می‌توانند الگوی مثبتی باشندبرای نوجوانان که به ورزش کردن بپردازند و هم می‌توانند به عنوان الگوی منفی قرار بگیرند، زیرا وزرشکاران حرفه‌ای پول فراوانی را دریافت می‌کنند و می‌تواند باعث این شود که نوجوانان فقط به علت پول و شهرت ورزش کنند. بنابراین صورت سوال‌هایی که جواب آن هم می‌تواند بله باشد و هم خیر، هم می‌تواند جنبه‌ی مثبت یک موضوع را در نظر بگیریم و هم جنبه‌ی منفی آن را، از فرمت ۳ و ۷ و ۷ و ۳ استفاده می‌کنیم. حال به چند صورت سوال دیگر از این فرمت توجه فرمایید.

Exp: studying abroad can have a lot of benefits, but while it may offer some advantages, it is probably better to study home because of some difficulties.To what extent do you agree or disagree with this statement?

همانطور که می‌بینید در این سوال از شما خواسته شده است که هر دو طرف صورت سوال را مورد بحث و بررسی قرار دهید بنابراین از فرمت ۳ و ۷ و ۷ و ۳ استفاده می‌کنیم که در ۷ متن اول می‌توانیم به جنبه‌ی مثبت و در ۷ متن دوم به جنبه‌ی منفی موضوع بپردازیم و برعکس.

It is becoming more and more difficult to escape the influense of the media on our lives.Discuss the adventages and disadvantages of living in a media rich society.

همانطور که واضح است در این قسمت نیز باید ۲ طرف بحث را مورد بررسی قرار دهیم و به معایب و مزایای این بحث توأماً بپردازیم.

در هر هفت یا پاراگراف بدنه ۲ یا ۳ مزیت یا عیب به همراه جملات حمایتی نظیر مثال و آمار را ارائه دهید.

۲)فرمت ۳,۵,۵,۵,۳

در این فرمت، موضوع کاملاً به طور یک طرفه مورد بحث قرار می گیرد. مواردی نظیر مزایای آموزش های عالی/ آلودگی هوا/ تشابهات آموزش الکترونیکی و سنتی و.... به عبارت دیگر در این نوع فرمت یک طرف موضوع بحث می شود و طرف دیگر مورد بحث قرار نمی گیرد و این نوع فرمت کاملاً برعکس فرمت ۳,۷,۷,۳ عمل می کند.

در زیر نمونه مثال‌هایی از فرمت مقاله‌ی ۳ و ۵ و ۵ و ۵ و ۳ را مشاهده می‌کنید.

Exp: The use of illegal drugs, such as heroin and cocaine, are becoming more and more common in many countries.What are some of the problems associated with drug abuse, and what are some of the possible solutions?

همانطور که می‌بینید در این صورت سوال بحث فقط یک طرفه است، زیرا استفاده از قرص‌های غیرقانونی جنبه‌ی مثبتی ندارد و فقط می‌توان جنبه‌ی منفی آن صحبت کرد بنابراین از فرمت ۳ و ۵ و ۵ و ۵ و ۳ استفاده می‌کنیم.

Exp: Deforestation caused by human activity is happening in many parts of the world, with serious results for the environment. What do you think can be done to solve this problem?

Exp: most countries have traditional celebrations that occur annually. In your opinion, what benefits do these celebrations have for society?

همانطور که می‌بینید در این سوال درباره‌ی منفعت های مراسم‌های سنتی سوال شده است و فقط باید بحث را یکطرفه ادامه دهیم بنابراین از فرمت مقاله‌ی ۳ و ۵ و۵و ۵ و ۳ استفاده می‌کنیم.

Exp: Modern medical science has made it possible to combat many diseases. This is one reason that people are living longer lives now than they did in the past. Discuss the effects this might have on society.

عنوان مقاله و درک آن (Understanding topic)

به طور کلی ۴ موضوع اصلی در نگارش آیلتس مورد توجه تصحیح کننده قرار می گیرد که عبارتند از:

1) Understanding topic

2) Grammatical accuracy

3) Lexical Resource

4) Cohesion and Coherence

برای نگارش یک مقالهی خوب ابتدا درک عنوان و اجزاء آن ضروری است. در عنوان هر مقاله ۳ بخش عمده وجود دارد. که به ترتیب عبارت اند از:

(Order) دستور جمله -3 (Limit) محدوده -2 (Core) هسته

به عنوان نمونه به صورت سوال زیر دقت کنید.

Now there is an in – Creased Work – related (محدوده) Stress (هسته)

Explain the Causes and What Should be done? (دستور)

همانطور که می بینید در عنوان بالا، Stress به عنوان هسته عبارت مطرح شده است که **اصل عنوان** را تشکیل می دهد. امامعمولا هسته به نحوی محدود شده است این بخش **محدوده** نامیده می شود. بعلاوه بخش دستور نیز در تمام عنوانها وجود دارد، این بخش شامل کلماتی نظیر توصیف، مقایسه و توضیح و... است.

در عبارت بالا استرس به کار محدود شده است و ربطی به مسائل دیگر، مانند موضوعات اجتماعی و... ندارد.

به مثال های دیگر در این باره دقت کنید.

Exp: Discuss the advantages and disadvantases of (دستور) Studing (هسته) abroad (محدوده)

همانطور که می بینید اصل عنوان (هسته) Studying می باشد و هسته ی عبارت (Studying) به خارج از کشور محدود شده است و عبارت دستوری جمله نیز معلوم شده است.

EXP: DO you think (دستور) a musuem (هسته) is to educate or (محدوده) entertain (محدوده) people?

EXP: In Many Countries, the Proportion of older people (هسته)

is increasing Steadily (محدوده) Do youthink is it a positive (دستور) or negative Change to the Society (دستور)?

EXP: Wearing Uniforms is Popular in Some Schools, (هسته)

But some people argue that it might Cause

damage to Childerns individuality (محدوده) What is your opininon (دستور)?

نکته: در بعضی از موارد، داوطلب عنوان را به راحتی درک می کند ولی به دستور عبارت عمل نمیکند مثلاً اگر عبارت از داوطلب معایب و مزایای یک بحث را می خواهد داوطلب صرفاًبه معایب و یا مزایای آن می پردازد.

ExP: Some People believe that in the future the internet Will Cause Some Problems to What extent do you agree or disagree?

در مواردی که دستور عبارت به این صورت باشد باید نظرات موافق و مخالف را تواما مورد بحث قرار دهیم.

حال می خواهیم به طور دقیق وارد بررسی ستون های اصلی یک مقاله می شویم.

Brainstorming

تا اینجای کار یاد گرفتیم که چگونه فرمت مقاله را تعیین کنیم و هسته محدوده و دستور صورت سوال را هم نیز تشخیص دادیم که چگونه تعیین کنیم. حال می‌خواهیم به یکی از مهمترین بخش‌های نوشتن یعنی بارش فکری بپردازیم، این قسمت اگر به خوبی مورد توجه داوطلب قرار بگیرد و بتواند از عهده‌ی این بخش برآید نمره‌ی خیلی خوبی انتظار داوطلب را می‌کشد.

سه تا پنج دقیقه اول را به این امر اختصاص دهید که هر آنچه در رابطه با موضوع انشاء به ذهنتان می‌رسد را بر روی کاغذ بنویسید. به موضوع انشاء از زوایای مختلفی نگاه کنید تا مطالب بیشتری به ذهنتان خطور کند، توجه کنید که شما باید از دید خودتان به قضیه نگاه کنید نه اینکه دیگران چه نظری ممکن است داشته باشند. برای هر ایده‌ای که به ذهنتان می‌رسد **(main idea)** مثال مناسب **(supporting idea)** پیدا کنید تا بتوانید از ایده‌های خود حمایت کنید با چند مثال به توضیح این قسمت می‌پردازیم.

Exp: Deforestation caused by human activity is happening in many parts of the world, with serious results for the environment. What do you think can be done to solve this problem?

Main idea

همانطور که می‌بینید در این مثال ایده‌ی اصلی داوطلب برای نوشتن ،صحبت کردن درباره‌ی کارخانه‌های الوارگری، بازیافت و کاهش استفاده از کاغذ می‌باشد، پس داوطلب می‌خواهد درباره‌ی این ۳ موضوع که در بدنه‌ی مقاله می‌آید صحبت کند حال داوطلب باید از ایده‌های اصلی خود دفاع کند. به عنوان مثال می‌گوید که کارخانه‌های الوار چوب، محصولات خود را به وسیله‌ی چوب تولید می‌کنند ولی می‌توانیم از مصارف چوبی بهتر استفاده کنیم و در صورت امکان آن‌ها را تعمیر کنیم تا مصرف چوب پایین بیاید.

دومین ایده اصلی داوطلب بازیافت مواد چوبی می‌باشد، به عنوان مثال می‌توانیم از علم استفاده کنیم و تمامی کاغذهای را که مصرف کرده‌ایم دوباره بازگردانیم.

سومین ایده اصلی داوطلب کاهش استفاده از کاغذ می‌باشد که داوطلب با استفاده از مثال‌هایی مانند استفاده از کاغذهای الکترونیک و یا خواندن اخبار بر روی کامپیوتر به جای استفاده از کاغذ استفاده نمود.

Supporting ideas:

Exp: in your opinion, what incentives coud be offered that would persuade more people to embrace electric cars?

Main idea:
- Logging companies fell tress
- Recycling
- Reducing our use of paper

Supporting ideas:
- Repairing wood materials
- Using technology to recycle
- Utilizing Electronic technology

Exp: most countries have traditional celebrations that occur annually. In your opinion what benefits do these celebrations have for society?

Main idea:
- money
- convenience
- education

Supporting ideas:
- Electric cars are cheaper
- Electric cars need to be easy to use
- People will become more they understand in driving cars while they understand problems with gasoline.

Exp:A growing number [illegible] e exploited by people and that they should have the same rights as humans, while others argue that humans must employ animals to satisfy their various needs, including uses for food and research.Discuss both views and give your opinion.

Main ideas
- Family members spend time together
- Give people a sense of identity
- Break from their normal routines

Supporting ideas:
- Eat food together at a restaurant
- Help them to feel that they are part of sth
- Relax and have fun with friends

1. Animals should not be exploited by people and they should have the same rights as humans
2. Humans must employ animals to satisfy their various needs, including uses for food and research.

Exp:Government investment in the arts, such as music and theatre, is a waste of money. Governments must invest this money in public services instead.
To what extent do you agree with this statement?
Main ideas
1. for spending most money on public services as well
2. put in priority but dont neglect other aspects

1) Introduction

معرفی شما دربارهی موضوعی خاص باید تقریباً کوتاه باشد و باید تقریباً سریع به سراغ اصل موضوع بروید.
قسمت معرفی خود از ۳ بخش اصلی تشکیل شده است که حال به بررسی آن ها خواهیم پرداخت.

1) Present Situation
2) Point of argument
3) Thesis Sentence

A)Present Situation

وضعیت حاضر یا به عبارت دیگر جمله ی اول مقدمه یک جملهی کلی راجع به هسته است.

Question: In the last 20 years there have been Significant developments in the field of information for example the World Wide Web and Communication by email. However these developments in IT are likely to have more negative effects than positive in the future To What extent do you agree With this View?

برای نوشتن Present situation ابتدا به دنبال هستهی عبارت بالا می گردیم. همانطور که معلوم است هستهی عبارت بالا IT می باشد.

نمونهی Present Situation

EXP: The last two decades have been enormous Changes in the Way People's lives are affected by IT.

همانطور که می بینید در این قسمت هسته ی سوال به نحوی دیگر تغییر کرده است وعبارت جمله به شکل دیگری بازنویسی شده است.

Exp:Some of the methods used in advertising are unethical and unacceptable in today's society.To what extent do you agree with this view?
Present situation :The world that we live in today is dominated by advertising. Adverts are on television, on the World Wide Web, in the street and even on our mobile phones.
Exp:Currently there is a trend towards the use of alternative forms of medicine.

However, at best these methods are ineffective, and at worst they may be dangerous.To what extent do you agree with this statement?
Present situation:Alternative medicine is not new. It is accepted that it pre-dates conventional medicine and it is still used by many people all over the world
Exp:Some people believe the aim of university education is to help graduates get better jobs. Others believe there are much wider benefits of university education for both individuals and society.Discuss both views and give your opinion.
Present situation:These days, more and more people are making the choice to go to university.
Exp:Government investment in the arts, such as music and theatre, is a waste of money. Governments must invest this money in public services instead.To what extent do you agree with this statement?
Present situation:These days, the government spends a large part of its budget not only on public services, but also the arts
Exp:Levels of youth crime are increasing rapidly in most cities around the world. What are the reasons for this, and suggest some solutions.
Present situation:Over the last few decades, many cities around the world have seen alarming increases in the levels of youth crime.
Exp:In order to solve traffic problems, governments should tax private car owners heavily and use the money to improve public transportation.What are the advantages and disadvantages of such a solution?
Present situation:Traffic congestion in many cities around the world is severe. One possible solution to this problem is to impose heavy taxes on car drivers and use this money to make public transport better.
Exp:Overpopulation of urban areas has led to numerous problems.Identify one or two serious ones and suggest ways that governments and individuals can tackle these problems.?
Present situation:Many countries of the world are currently experiencing problems caused by rapidly growing populations in urban areas, and both governments and individuals have a duty to find ways to overcome these problems.
Exp:The percentage of overweight children in western society has increased by almost 20% in the last ten years.Discuss the causes and effects of this disturbing trend.
Present situation:Over the last ten years, western societies have seen close to a 20% rise in the number of children who are overweight.

Exp:Many museums and historical sites are mainly visited by tourists rather than local people.Why is this?
What can be done to encourage local people to visit museums and historical sites?
Present situation:Although most places have sites of historical interest and a variety of museums to visit, it is predominantly tourists who come to see them, not local people.
Exp:Air traffic is increasingly leading to more noise, pollution, and airport constuction. One reason for this is the growth in low-cost passenger flights, often to holiday destinations.Some people say that government should try to reduce air traffic by taxing it more heavily.Do you agree or disagree?
Present situation:Over recent years there has been an enormous increase in the amount of air traffic around the world resulting in various problems, and a major cause of this has been the growth of low-cost airlines.
Exp:Do the dangers derived from the use of chemicals in food production and preservation outweigh the advantages?
Present situation:Most foods that are purchased these days in small stores and supermarkets have chemicals in them as these are used to improve production and ensure the food lasts for longer.
Exp:Nowadays, families are not as close as in the past and a lot of people have become used to this.
Why is this happening?Do the advantages of this trend outweigh the drawbacks?
Present situation:There has been a trend over recent decades for families to become less close than they were in the past and this situation is largely accepted in society.

همانطور که میبینید در تمامی جملات بالا هسته ی صورت سوال به طور دیگری بازنویسی شده است ،درواقع دراین قسمت هدف ما این است که اگر کسی صورت سوال را ندیده باشد با خواندن این قسمت کاملا متوجه بشود که می خواهیم درباره چه چیزی صحبت کنیم .

نمونه ساختارهای گرامری که برای Present Situation به کار می رود.

1) Many People believe that.....
2) IT is accepted by everybody that.....
3) The fact is that....
4) Most People act on the assumption that...
5) Unarguably...
6) Because of their Prevalence...

7) Today, it is important to note that...
8) In recent years...
9) In the Past...
10) It should be taken for granted that...

B) Point of argument

جمله ی دوم **introduction** که به **نکته ی مورد بحث و جدل** معروف است، ۲ طرف بحث را نشان می دهد و به این شکل نمایش داده می شود.

گرچه برخی فکر می کنند که... بسیاری بر این باورند که...

However, While these technological advances have brought many benefits to the World, it Can be argued that these developments in IT Will result in More negative impacts than Positive.

Exp: Some of the methods used in advertising are unethical and unacceptable in today's society.To what extent do you agree with this view?

Point of argument:However, many of the strategies used to sell a product or service can be considered immoral or unacceptable.

Exp: Currently there is a trend towards the use of alternative forms of medicine. However, at best these methods are ineffective, and at worst they may be dangerous.To what extent do you agree with this statement?

Point of argument:I am unconvinced that it is dangerous, and feel that both alternative and conventional medicine can be useful.

Exp: Some people believe the aim of university education is to help graduates get better jobs. Others believe there are much wider benefits of university education for both individuals and society.Discuss both views and give your opinion.

Point of argument:While some people are of the opinion that the only purpose of a university education is to improve job prospects, others think that society and the individual benefit in much broader ways.

Exp: Some people think that the best way to reduce crime is to give longer prison sentences. Others, however, believe there are better alternative ways of reducing crime.Discuss both views and give your opinion.

Point of argument:Although many people believe that the best way to tackle this is to place people in prison for longer periods, others are of the opinion that other measures will be more effective.

Exp: Government investment in the arts, such as music and theatre, is a waste of money. Governments must invest this money in public services instead.To what

extent do you agree with this statement?
Point of argument:Although I agree that it is important to spend money on public services, I do not think spending on the arts is a waste of money.
Exp: As people live longer and longer, the idea of cloning human beings in order to provide spare parts is becoming a reality. The idea horrifies most people, yet it is no longer mere science fiction.To what extent do you agree with such a procedure?Have you any reservations?
Point of argument:Although there are clear benefits to humankind of cloning to provide spare body parts, I believe it raises a number of worrying ethical issues.
Exp: Many old buildings protected by law are part of a nation's history. Some people think they should be knocked down and replaced by news ones.
How important is it to maintain old buildings?Should history stand in the way of progress?
Point of argument:In my opinion, it is very important to maintain these, but this does not mean progress should stop.
Exp: Examine the arguments in favour of and against animal experiments, and come to a conclusion on this issue.
Point of argument:It is often said that animals should not be used in testing because it is cruel and unnecessary.
Exp: Do the dangers derived from the use of chemicals in food production and preservation outweigh the advantages?
Point of argument :However, there are concerns that these have harmful effects. In my opinion, the potential dangers from this are greater than the benefits we receive.
Exp:According to a recent study, the more time people use the Internet, the less time they spend with real human beings. Some people say that instead of seeing the Internet as a way of opening up new communication possibilities world- wide, we should be concerned about the effect this is having on social interaction.How far do you agree with this opinion?
Point of argument:I strongly agree that although this use of the Internet has greatly increased the level of communication available, it has also had detrimental effects on the amount and type of social interaction that takes place.
همانطور که میبینید دومین قسمت از introduction به طور کلی به محدوده می پردازد و اطلاعاتی کلی درباره این قسمت به ما میدهد، point of argument می تواند یک طرفه و یا دوطرفه باشد .
یک طرفه درباره موضوعاتی هستند که منتقدان خاصی ندارد به عنوان مثال اگه موضوع درباره آلودگی هوا باشد همه

میدانند که آلودگی هوا طرفدار ندارد بنابراین منتقد خاصی هم ندارد و یک طرفه بحث میشود مانند نمونه زیر؛

I strongly believe that air contamination is turning into a serious problem for us in the near future .

هماطور که میبینید این موضوع به طور یک طرفه مورد بحث قرار گرفته و منتقدخاصی ندارد چون تقریبا همه با این نظر موافق هستند.

دوطرفه درباره موضوعاتی هست که یا در محدوده سوال دو طرف بحث مطرح شده و یا به طور طبیعی میتوان استنباط کرد که حتما طرف مقابلی هم نیز وجود دارد مانند مثال زیر؛

University education should be free to everyone, regardless of income.To what extent do you agree or disagree?

Although there are convincing arguments on both sides, I strongly believe that it should be free.

نمونه ساختارهای گرامری برای Point of argument

It is undoubtedly true that..... However ...

It is often argued that,..... However, it is ...

Some People Say that,..... However, it is ...

While it is true that....., I believe.....

Although many People think that.....,I feel that

Although it is often Said that....., in fact the Opposite is true.

C) Thesis Sentence

این بخش از معرفی که به دستور کار ادامه ی مقاله معروف است نشان می دهد که در ادامه‌ی این مقاله چه رخ می‌دهد. به مثال زیر دقت نمایید.

This essay looks at Some of the reasons Why We need to insist on the importance of debating about IT as Our first Priority.

نمونه جمله های پایانی مقدمه Thesis Sentence

1) This View is often to debate.

2) As Well as benefits trend is to bring Problems

3) In My Opinion, the recent improvements in technology

4) In this essay, I will examine Some reasons for the growth of tourism industry.

5) Below is an outline Of Some differences between IT. and Internet.

6) I agree on this Suggestion based on the following Concerns.

7) Below are some arguments against this Concern.

2) Body paragraph

همانطور که قبلاً نیز بیان کردیم در این قسمت بعداز تشخیص فرمت مقاله، از بدنه مقاله ی مخصوص به خود استفاده

می کنیم، اگر روش ۳,۵,۵,۵,۳ را بخواهیم استفاده کنیم فقط برای بیان معایب و یا فقط برای حمایت استفاده می کنیم. اگر این روش را انتخاب کنیم بدنهی مقاله ما از ۳ پاراگراف تشکیل می شود در هر پاراگراف یک موضوع مطرح می شود و برای هر موضوع از ۱ و یا ۲ مثال برای حمایت از آن استفاده می کنیم، ولی اگر فرمت ۳,۷,۷,۳ را انتخاب کنیم که همانطور که قبلاً نیز ذکر شد این فرمت برای معایب و مزایای یک متن به کار می رود، بدنه ی مقاله ی ما از ۲ پاراگراف تشکیل می شود که در هر پاراگراف ۲ موضوع مطرح می شود و برای هر موضوع یک و یا ۲ دلیل آورده می شود.

نکته: امکان دارد در بعضی از نمونه مثالهای رایتینگ شما با فرمت ۳،۵،۵،۵،۳ مواجهه شوید ولی بدنه مقاله از ۲ پاراگراف تشکیل شده باشد علت این است که ایده های حمایتی به اندازه کافی قابل بسط بوده و تعداد کلمات به حد نصاب رسیده اند ،بهتر است بگوییم که تعداد پاراگراف های بدنه مقاله در هر دو حالت حداقل دو پاراگراف می باشد واگر تعداد کلمات به حد نصاب نرسید به نوشتن ادامه می دهیم و وارد سومین و یا حتی چهارمین پاراگراف نیز می شویم.

جملات حمایتی: تنها بیان دلیل یا نظرکفایت نمی کند بلکه باید با جملاتی حمایتی از نظر خود دفاع کنیم. به طور کلی ایده ها انتزاعی (abstract) هستند و نیازبه مثال های قابل درک دارند.
اگرمثلا درباره ی معایب تکنولوژی در حال بحث هستید, یکی از معایب آن دور شدن افراد از یکدیگر و وقت گیر بودن بعضی از این تکنولوژی‌ها می‌باشد،این قسمت در اصل همان supporting ideas بار فکری می باشد.

First body paragraph:

To begin, email has made Communication, especially abroad much simpler and faster resulting in numerous benefits for Commerce and business, Furthermore, the World Wide Web means that information on every Conceivable subject is now available to us. For example, people can access news, medical advice, online education courses and much more Via the internet. It is evident that these improvements have made life far easier and more convenient for large number of people and Will Continue to do so for decades to Come.

به ایده ی اصلی متن بالا و متعاقبا ایده حمایتی آن ت
اکثر مقالات به بررسی جنبه های منفیIT می پردازد همانطور توجه کنید.

Main ideas

To begin, email has made Communication, especially abroad much simpler and faster resulting in numerous benefits for Commerce and business, Furthermore, the World Wide Web means that information on every Conceivable subject is now available to us

supporting ideas

For example, people can access news, medical advice, online education courses and much more Via the internet. It is evident that these improvements have made life far easier and more convenient for large number of people and

Will Continue to do so for decades to Come

پاراگراف بعدی تمرکز ما روی جنبه منفی آن معطوف می کند.

Nevertheless, the effects of this new technology have not all been beneficial. For example, many people feel that the Widespread use of email is destroying traditional forms of Communication Such as letter Writing, telephone and face-to-face conversation This Could result in a decline in peoples basic ability to Socialize and interact With each Other On a day-to-day basis.

Main idea

Nevertheless, the effects of this new technology have not all been beneficial.

Supporting ideas

For example, many people feel that the Widespread use of email is destroying traditional forms of Communication Such as letter Writing, telephone and face-to-face conversation This Could result in a decline in peoples basic ability to Socialize and interact With each Other On a day-to-day basis.

و پاراگراف آخر درباره آخرین ضرر و تأثیرات آن بحث میکند.

In addition, the large Size of the Web has meant that it is nearly impossible to regulate and control This has led to many concerns regarding Children accessing unsuitable websites and Viruses. Unfortunately, this Kind of problem might even get Worse in the future at least Until more regulated Systems are set Up.

درزیر به نمونه مثال های بدنه مقاله توجه نمایید.

Exp:Some of the methods used in advertising are unethical and unacceptable in today's society.To what extent do you agree with this view?

برای شروع کردن بدنه‌ی مقاله‌ی خود می‌توانید از جملات کلیشه‌ای زیر کمک بگیرید.

-To begin with, ...
-First of all, ...
-Secondly, ...
-Furthermore, ...
-On the other hand, ...
-Last but not least, ...

-Last, ...
-However, ...
-What's more, ...

برای ارائه مثال در بدنه مقاله از جملات کلیشه‌ای زیر کمک بگیرید.

-For example, ...
-For instance, ...
-If ....., say .....
-....., such as .....

برای ارائه‌ی دلیل انجام شدن کاری از جملات کلیشه‌ای زیر کمک می‌گیریم.

-This is primarily because .....
-After all, ...
-The reason for this is that .....

برای ارائه‌ی دلیلی دیگر در متن از جملات کلیشه‌ای زیر کمک می‌گیریم.

-What is more .....
-More over, ...
-Additionally, ...

برای ارائه‌ی تأکید در بدنه مقاله از جملات کلیشه‌ای زیر کمک می‌گیریم.

-In fact, ...
-Of course, ...
-In deed, ...
-Clearly, ...

برای ارائه‌ی تضاد در بدنه مقاله از جملات کلیشه‌ای زیر کمک می‌گیریم.

-On the other hand, ...
-Mean while, ...
-How ever, ...
-In contrast, ...

برای تسلط بیشتر به نمونه مثال‌های زیر توجه فرمایید.

Body paragraph

To begin with, the fact that we cannot escape from advertising is a significant cause for complaint. Constant images and signs wherever we look can be very intrusive and irritating at times. Take for example advertising on the mobile phone. With the latest technology mobile companies are now able to send advertising messages via SMS to consumers› phones whenever they choose. Although we expect adverts in numerous situations, it now seems that there are very few places

we can actually avoid them.

A further aspect of advertising that I would consider unethical is the way that it encourages people to buy products they may not need or cannot afford. Children and young people in particular are influenced by adverts showing the latest toys, clothing or music and this can put enormous pressure on the parents to buy these products.

In addition, the advertising of tobacco products and alcohol has long been a controversial issue, but cigarette adverts have only recently been banned in many countries. It is quite possible that alcohol adverts encourage excessive consumption and underage drinking, yet restrictions have not been placed on this type of advertising in the same way as smoking.

Exp: Currently there is a trend towards the use of alternative forms of medicine. However, at best these methods are ineffective, and at worst they may be dangerous.To what extent do you agree with this statement?

Body paragraph

There are several reasons why the conventional medical community is often dismissive of alternatives. Firstly, there has been little scientific research into such medicine, so there is a scarcity of evidence to support the claims of their supporters. Furthermore, people often try such treatment because of recommendations from friends, and therefore come to the therapist with a very positive attitude, which may be part of the reason for the cure. Moreover, these therapies are usually only useful for long-term, chronic conditions. Acute medical problems, such as accidental injury, often require more conventional methods.

On the other hand, there remain strong arguments for the use of alternatives. Despite the lack of scientific proof, there is a lot of anecdotal evidence to suggest that these therapies work. In addition, far from being dangerous, they often have few or no side effects, so the worst outcome would be no change. One of the strongest arguments for the effectiveness of alternative therapies in the West is that, whilst conventional medicine is available without charge, many people are prepared to pay considerable sums for alternatives. If they were totally unhelpful, it would be surprising if this continued.

Exp: Some people believe the aim of university education is to help graduates get better jobs. Others believe there are much wider benefits of university education for both individuals and society.Discuss both views and give your opinion.

Body paragraph

It is certainly true that one of the main aims of university is to secure a better job. The majority of people want to improve their future career prospects and attending university is one of the best ways to do this as it increases a person›s marketable skills and attractiveness to potential employers. In addition, further education is very expensive for many people, so most would not consider it if it would not provide them with a more secure future and a higher standard of living. Thus job prospects are very important.

However, there are other benefits for individuals and society. Firstly, the independence of living away from home is a benefit because it helps the students develop better social skills and improve as a person. A case in point is that many students will have to leave their families, live in halls of residence and meet new friends. As a result, their maturity and confidence will grow enabling them to live more fulfilling lives. Secondly, society will gain from the contribution that the graduates can make to the economy. We are living in a very competitive world, so countries need educated people in order to compete and prosper.

Exp: Some people think that the best way to reduce crime is to give longer prison sentences. Others, however, believe there are better alternative ways of reducing crime.Discuss both views and give your opinion.

Body paragraph

There are benefits of giving offenders longer prison sentences. Firstly, spending a long time in prison provides an opportunity for the prison services to rehabilitate a prisoner. For example, someone who has committed a serious offence such as assault will need a long time in prison in order to be sure they can be re-educated not to re-offend. In addition to this, longer prison sentences will act as a deterrent for someone who is thinking of committing a crime.

However, some people argue that leaving people in prison for a long time means that they will mix with other criminals and so their character will not improve. One alternative is community service. This gives an offender the opportunity to give something positive back to society, and so it may improve their character. Also, the government could focus its resources on the causes of crime, which would lead to less crime in the future.

In my opinion, it is important to look at alternative methods. Many countries have lengthy prison sentences, but crime has continued to increase throughout

the world, so it is clear that this is not completely effective. That said, long prison sentences should remain for those who commit serious crimes such as assault or murder, as justice for the victim and their family should take priority.

Exp: Government investment in the arts, such as music and theatre, is a waste of money. Governments must invest this money in public services instead.To what extent do you agree with this statement??

Body paragraph

There are several reasons for spending a significant amount of the government budget on public services. First and foremost, public services are the things such as hospitals, roads and schools, and these things determine the quality of life that most of us will have. For example, if the government does not spend enough money on hospitals, the health of our society may decline. Similarly, if not enough money is spent on schools, our children may not be properly educated. Also, it will be the poor in our society that will be affected more if we do not spend enough on these things because they are the ones more dependent on such services.

However, this does not mean that the arts should be completely neglected. To begin, it is difficult for many arts institutions to generate much profit, so without some help from the government, many theaters and other such places may have to close. Moreover, the arts also have an important impact on our quality of life. Many people get great pleasure in going to see music and theatre performances so it is important that the government assists such institutions so that they can continue to provide entertainment to the public.

3) Conclusion

در این قسمت برای نتیجه‌گیری شما می‌توانید چند کار زیر را انجام دهید.

۱. بازگویی هسته و محدوده قسمت معرفی جواب خود.

۲. ارائه‌ی خلاصه‌ای از چند ایده‌ی اصلی (main idea) خود فقط به این نکته توجه داشته باشید که شما در این قسمت نمی‌توانید ایده‌ی جدیدی را مطرح کنید.

۳. در این قسمت شما می‌توانید پیش‌بینی خود از اوضاع در آینده و یا توصیه‌های خود در آینده را مطرح کنید.

۴. در این قسمت شما می‌توانید سوالی بپرسید که جواب آن‌ها را می‌دانید (rhetonical Question) به عنوان مثال آیا کسی هست که وطن خود را دوست ندارد؟

در زیر تعدادی از جملات کلیشه‌ای را می‌بینید که در این قسمت به کار می‌روند.

-In conclusion, ...

-To conclude, ...

-To sum up, ...
-All in all, ...
-In summary, ...
-In view of these considerations, ...
-Finally, ...

اگر می‌خواهید که نظر خود درباره‌ی موضوعی را که در متن ارائه دادید بیان کنید از فرمت زیر استفاده کنید و ایده‌های اصلی خود را به شکل زیر بازنویسی کنید.(پرکاربدترین وآسانترین)

-In conclusion, ... (your idea)
-This is became, (main resean 1), and (main idea 2)

In Conclusion, developments in IT have brought many benefits, yet I believe developments relating to new technology are likely to produce many negative effects in the future that must be addressed if We are to avoid damaging impacts to individuals and Society.

درزیر به نمونه مثال های نتیجه گیری توجه نمایید.

Exp: Some of the methods used in advertising are unethical and unacceptable in today's society.To what extent do you agree with this view?

Conclusion

It is certainly true to say that advertising is an everyday feature of our lives. Therefore, people are constantly being encouraged to buy products or services that might be too expensive, unnecessary or even unhealthy. In conclusion, many aspects of advertising do appear to be morally wrong and are not acceptable in today's society.

Exp: Currently there is a trend towards the use of alternative forms of medicine. However, at best these methods are ineffective, and at worst they may be dangerous.To what extent do you agree with this statement?

Conclusion

To summarize, I strongly believe that conventional medicine and alternative therapies can and should coexist. They have different strengths, and can both be used effectively to target particular medical problems. The best situation would be for alternative therapies to be used to support and complement conventional medicine.

Exp: Some people believe the aim of university education is to help graduates get better jobs. Others believe there are much wider benefits of university education

for both individuals and society.Discuss both views and give your opinion.

Conclusuion

Therefore, I believe that although a main aim of university education is to get the best job, there are clearly further benefits. If we continue to promote and encourage university attendance, it will lead to a better future for individuals and society.

Exp: Some people think that the best way to reduce crime is to give longer prison sentences. Others, however, believe there are better alternative ways of reducing crime.Discuss both views and give your opinion.

Conclusion

To conclude, there are good arguments for and against long sentences, so governments must continue to research the various methods of crime reduction to ensure effective policies are in place.

Exp: Government investment in the arts, such as music and theatre, is a waste of money. Governments must invest this money in public services instead.To what extent do you agree with this statement??

Conclusion

To sum up, there are clear benefits of ensuring a large amount of investment goes into public services as this influences the quality of life for nearly all of us. That said, I do not believe spending money on the arts is a waste of money as this too provides important benefits.

Exp: Many old buildings protected by law are part of a nation's history. Some people think they should be knocked down and replaced by news ones.

How important is it to maintain old buildings?Should history stand in the way of progress?

Conclusion

To conclude, I believe that it is very important to protect and preserve old buildings as we can learn about our history as can others from other countries. Such knowledge can also help us to understand how to modernize our countries in the best way.

revise

در مرحله‌ی بازبینی متن خود، شما باید یک بار دیگر متن خود را بخوانید و علامت‌گذاری و واضح بودن متن را بررسی

کنید، این قسمت از آزمون حدود ۳ الی ۵ دقیقه طول خواهد کشید.

در زیر تعدادی از روش‌های علامت‌گذاری و کلمات ربط دهنده‌ی جملات آورده شده‌اند.

Punctuation

..... Point .....

*Mark the end of a sentence which is not a question or an exclamation

Examples

Rome is the capital of Italy.

I was born in Australia and now live in Indonesia.

The Dalai Lama is the spiritual leader of the Tibetan people.

*Indicate an abbreviation

Many abbreviations require a period. Dr, Mr, Mrs, and Ms do not take a period in British English, nor do most abbreviations taken from the first capital letters such as MA, Phd, or CIA. In American English, some of these do require periods or both usages are correct (with and without periods). If you require 100% accuracy in your punctuation, refer to a detailed style guide for the abbreviation usage rules in the variety of English you are using.

Examples

I will arrive between 6 a.m. and 7 a.m.

We are coming on Fri., Jan. 4.

*Ellipsis

Often you will see a sentence concluding with three dots. This indicates that only part of the sentence or text has been quoted or that it is being left up to the reader to complete the thought.

Examples

The Lord›s Prayer begins, «Our Father which art in Heaven...›»

He is always late, but you know how I feel about that...

*Period after a single word

Sometimes a single word can form the sentence. In this case you place a fullstop after the word as you would in any other sentence. This is often the case when the subject is understood as in a greeting or a command.

Examples

«Goodbye.»

«Stop.»

*Periods in numbers

Numbers use periods in English to separate the whole number from the decimal. A period used in a number is also called a «decimal point» and it is read «point» unless it refers to money.

Examples

$10.43 = ten dollars and 43 cents

14.17 = fourteen point one seven

Comma

*Separate phrases, words, or clauses in lists

When making a list, commas are the most common way to separate one list item from the next. The final two items in the list are usually separated by «and» or «or», which should be preceeded by a comma. Amongst editors this final comma in a list is known as the «Oxford Comma».

A series of independent clauses (sentences)

Examples

I met Harry, we went for a swim together, and afterwards Harry went home.

I like your son, I might even love him, but he is not a very good soccer player.

*a series of nouns

Examples

For dinner I had soup, fish, chicken, dessert, and coffee.

This afternoon I went to Oxford Circus, Picadilly, Hamstead, and Gatwick Airport.

*a series of adjectives

A list of adjectives usually requires commas. However, if an adjective is modifying another adjective you do not separate them with a comma (sentence 3).

Examples

She was young, beautiful, kind, and intelligent.

The house we visited was dark, dreary, and run-down.

She was wearing a bright red shirt.

*a series of verbs

Examples

Tony ran towards me, fell, yelled, and fainted.

The boy leapt, spun, twisted, and dove into the water.

*a series of phrases

Examples

The car smashed into the wall, flipped onto its roof, slid along the road, and finally stopped against a tree.

The dog leapt into the air, snatched the frisbee in its mouth, landed, and ran off into the forest.

*Enclosing details

Use a comma to enclose non-defining relative clauses and other non-essential details and comments. The comma is placed on either side of the insertion.

Examples

China, one of the most powerful nations on Earth, has a huge population.

Jason's grandmother, who was born in 1930, lived through the Second World War.

Cats, unlike dogs, do not respect their masters.

My friend, Jim, likes to go scuba diving.

*Participial phrases

Examples

Hearing that her father was in hospital, Jane left work immediately.

Walking to the bus stop that morning, Sam knew it was going to be a special day.

*Tag questions

Examples

She lives in Paris, doesn›t she?

We haven›t met, have we?

*Interjections

Examples

Yes, I will stay a little longer, thank you.

No, he isn›t like other boys.

Wait, I didn›t mean to scare you.

*A final warning

Putting a comma in the wrong place can lead to a sentence with a completely

different meaning, look at these two sentences:
I detest liars like you; I believe that honesty is the best policy. = I detest you because you are a liar.
I detest liars, like you; I believe that honesty is the best policy. = You and I both detest liars.

.....Question marks .....

*Use the question mark at the end of all direct questions.

Examples

What is your name?
Do you speak Italian?
You›re spanish, aren›t you?

*Do not use a question mark for reported questions

Examples

He asked me what my name was.
She asked if I was Spanish.
Ask them where they are going.

*Long questions still need question marks

Examples

Isn't it true that global warming is responsible for more and more problems which are having a disastrous effect on the world›s climate and leading to many millions of people in countries that can least afford it having to contend with more and more hardship?

Why is it that even though you are unkind to me, ignore me when I ask you for help, and consistently forget to thank me when I do favors for you, you still claim to want me to be your friend and appear surprised when I prefer to hang out with other people?

*Question marks can sometimes appear within sentences

Examples

There is cause for concern (isn›t there?) that the current world economic balance is so fragile that it may lead to a global economic downturn.

«Why is she here?» asked Henry.

..... Colon .....

*The colon expands on the sentence that precedes it, often introducing a list that demonstrates or elaborates whatever was previously stated.

Examples

There are many reasons for poor written communication: lack of planning, poor grammar, misuse of punctuation marks, and insufficient vocabulary.

He collected a strange assortment of items: bird›s eggs, stamps, bottle tops, string, and buttons.

Peter had an eclectic taste in music: latin, jazz, country and western, pop, blues, and classical.

He had just one fault: an enormous ego.

*The colon is also used to divide the hour from the minutes in writing a time in English.

Examples

4:15 = «four fifteen»

6:45 = «six fourty-five»

..... Semi colon .....

*The semicolon is somewhere between a full stop and a comma. Semicolons can be used in English to join phrases and sentences that are thematically linked without having to use a conjunction (example 1 below). Semicolons can also be used instead of commas to separate the items in a list when the items themselves already contain commas (example 2 below).

Examples

I like your brother; he›s a good friend.

Many great leaders, Churchill, leader of Britain during the Second World War; Alexander, the great Emperor and general; and Napolean, the brilliant French general, had strong characters, which were useful when their countries were at war but which did not serve them well in times of peace.

.....Quotation mark .....

*Use quotation marks to cite something someone said exactly. When rephrasing what someone told you, no quotation marks are needed.

Examples

«I'm going to the store now,» she said.

Harry told me, «Don›t forget your soccer jersey.»

Harry told me not to forget my soccer jersey.

*If quoting others within a quote, both single and double quotation marks are used to set the two separate quotations off from each other.

Example

‹I haven›t spoken to Peter for months,› Dianne said.›The last time I spoke to him he said, «I'm going to Bahrain and won›t be back for about three years», I›ve heard nothing since then›.

*You may see single or double quotation marks used to mark out idiomatic or unfamiliar expressions

Examples

I've always thought that he was very annoying, a bit of a ‹pain in the neck.›

I'm not sure what you mean by «custodial care», but I›m sure you will explain it to me.

*Quotation marks both single and double are also used for specific purposes in bibliographic references or when citing sources in academic writing. There are a number of ways of organising bibliographies which set out standard formats. Most organisations and academic institutions will prefer one of these or have their own format published in a ‹style guide›.

Example

«The Migration Flight of the Lesser Tweazle», by Jeremey Adams, The Bird Spotter Magazine, July 2009.

..... Hyphen and dash .....

*Hyphens

Generally, hyphens are used to join two words or parts of words together while avoiding confusion or ambiguity. Consult your dictionary if you are not sure if a hyphen is required in a compound word, but remember that current usage may have shifted since your dictionary was published.

Examples

run-down
up-to-date

*There are some cases where hyphens preserve written clarity such as where there are letter collisions, where a prefix is added, or in family relations. Many words that have been hyphenated in the past have since dropped the hyphen and become a single word (email, nowadays).

Examples

co-operate
bell-like
anti-nuclear
post-colonial
great-grandmother
son-in-law

*In some cases though, a hyphen does change the meaning of a sentence.

Example

I am thinking of re-covering my sofa (= to put a new cover on it)
I would like to recover my sofa. (= from someone who has borrowed or stolen it)

*Hyphens in numbers

Use a hyphen with compound numbers from twenty-one to ninety-nine.

Example

fifty-one
eighty-nine
thirty-two
sixty-five

*In written fractions place a hyphen between the numerator and

denominator except if there is already a hyphen in either the numerator or the denominator.

Examples

two-fifths
one-third
three-tenths
nine-hundredths
sixty-nine eighty-ninths

*Use a hyphen when a number forms part of an adjectival compound

Examples

France has a 35-hour working week.
He won the 100-metre sprint.
Charles Dickens was a great nineteenth-century novelist.

*Dashes

Dashes can be used to add parenthetical statements or comments in much the same way as you would use brackets. In formal writing you should use the bracket rather than the dash as a dash is considered less formal. Dashes can be used to create emphasis in a sentence.

Examples

You may think she is a liar - she isn't.
She might come to the party - you never know.

..... Coordinating Conjunctions (and, but, or, yet, so) .....

Put a comma before these conjunctions. (Don't use them at the beginning of a sentence in more formal writing.)
example: The movie has already started, but my friend has not arrived yet.

..... Correlative Conjunctions (These have two parts: either . . . or) .....

Put a comma before the second part if it connects 2 clauses (complete

sentences).

Example: Eric is not only an outstanding teacher, but he is also a gourmet cook.

You don't need a comma if it only connects words or phrases.

Example: Eric is not only an outstanding teacher but also a gourmet cook.

Transitional Words and Phrases

Put a comma after these if they are at the beginning of a sentence.

Example: I like to travel. Specifically, I enjoy places with old cathedrals.

Use a semicolon to connect the two sentences.

example: I like to travel; specifically, I enjoy places with old cathedrals.

Use a comma before and after the transitional word/phrase in the middle of a clause.

Example: I like to travel, and, specifically, I enjoy places with old cathedrals

Transitional words

Adding information

and
not only . . . but also
also
moreover (more formal)
furthermore (more formal)
in addition (more formal)

Examples

We have seen the movie twice, and now we want to see it again.
Not only did my brother break his leg, but he also bruised his rib.
My friend speaks Korean and English. She also speaks Chinese.

Cheating is dishonest. Moreover, it hinders students from learning.
Students should be on time. Furthermore, they must be prepared.
You must complete this essay by 5 p.m. In addition, you must do the exercises on page 47.

Giving examples

for example
for instance
specifically
in particular
The first (second, another, etc.) example/reason is . . .

Examples

I have been to many countries. For example, I have been to Russia, Canada, Mexico, and Spain.
He often eats strange foods. For instance, he once ate cow brains.
I like to travel. Specifically, I enjoy places with old cathedrals.
I love fruit. In particular, I like bananas, pineapple, and berries.
My friend hates skiing for several reasons. The first reason is that she dislikes being cold. Another reason is that she often falls.

Showing a contrast

but
however
on the other hand
otherwise
instead
in contrast (more formal)

Examples

Bill earned an A on his essay, but Susan got a B.
We wanted to leave at 8:00. However, Mike arrived too late.
She hates housecleaning. On the other hand, she doesn›t mind cooking.
Students should attend class. Otherwise, they may lose their status.
I am not going out tonight. Instead, I will stay home and watch a video.

Women usually enjoy shopping. In contrast, men often dislike it.

..... Showing a concession .....

yet
nevertheless (more formal)
even so
however
although
even though
despite the fact that . . .
despite

Examples

He knows that he should do his homework, yet he never does it.
I need to wear reading glasses. Nevertheless, I hate how I look in them.
I know you don›t like to study. Even so, you must pass your exam.
There are many benefits to exercising. However, you must take some precautions to avoid injury.
Even though the book is difficult to read, it is very interesting.
Although the book is difficult to read, it is very interesting.
Despite the fact that Kate is good at tennis, she lost the match.
Despite Kate›s skill at tennis, she lost the match.

..... Showing a similarity .....

likewise (more formal)
similarly (more formal)
in the same way

Examples

Math was hard for me in high school. Likewise, it is hard in college.
Houseplants require much care and attention. Similarly, outdoor plants must be cared for properly.
Rock climbing takes much practice and skill. In the same way, learning to write well requires a great deal of practice.

..... Showing a result .....

so
as a result
therefore
thus (more formal)
as a consequence
consequently (more formal)

Examples

Janet passed her exam, so she is very happy.
Tim was late. As a result, we could not go to the concert.
James is not feeling well. Therefore, he will not be here today.
The committee voted against the proposal. Thus, we must consider another idea.
I forgot that the cake was in the oven. As a consequence, it burned.
Tina lost her keys. Consequently, she could not drive home.

Time relation

first
second
finally
in conclusion
in summary
meanwhile

Examples

First, I think that she is studying hard.
Second, I believe that she is a bright student.
Finally, I know that she has great potential.
In conclusion, I feel that she deserves to win the scholarship.
In summary, we should offer her some financial help.
Jeff was working hard to clean the house. Meanwhile, his brother was watching television.

Showing a condition

or
whether . . . or
if . . . (then)

Examples
I must study hard, or I will fail my exam.
Whether you are coming or not, I am still going to Amy›s party.
If you want to get good grades, then you must do your homework.

Explaining or emphasizing

in fact
actually
in other words
namely (more formal)

Examples
The bookstore sells cards. In fact, they have the best cards around.
James is actually the first person I have known who has been to Africa.
He was late to class again. In other words, he didn›t wake up on time.
The plan needed only two things to succeed—namely, time and money.

Giving an alternative

or
either . . . or
neither . . . nor (more formal)

Examples
We can go to the beach, or we can go to the mountains.
You can either ride the bus or walk to my apartment.
I like neither that person nor his brother.

Some people think that it is important to use leisure time for activities that improve the mind, such as reading and doing word puzzles.Other people feel that it is important to rest the mind during leisure time.

You should write at least 250 words.

You should spend about 40 minutes on this task.

model answer:

It is generally accepted that we all need leisure time to recover from the stresses of work and everyday life.

Personally, I prefer to be active during this time, as I think this suits me better. However, what we do with our leisure time is up to us and no one can say that an; particular activity is the best.

Some people relax by watching movies, reading or surfing the internet. People who have physically demanding jobs may choose these types of activities. If you are a nurse or builder, you may feel that you don›t want to do a five-kilometer run after work, because you are already physically tired.

Other people do very sedentary jobs. Computer analysts, for example, may spend all day sitting in front of a computer screen. At the end of the working day, they may be keen to stretch their limbs and improve their health by swimming or going to the gym.

Another factor that influences our choice of leisure pursuit is where we work. People who work indoors often prefer outdoor hobbies, whereas for people who work outdoors, the reverse may be true. I am a student myself and this involves a lot of sitting in lectures, so I need to get out into the fresh air afterwards.

In any situation, the important thing is that people need to stay healthy by chooser what is best for them. The only wrong way to spend free time, in my view, is to have a sedentary job and then go home and watch television.

2

We have been living in the nuclear age now for over half a century. Since the fire atomic bombs were developed, nuclear technology has provided governments with the ability to totally destroy the planet. Yet the technology has been put to positive use as an energy source and in certain areas of medicine.To what extent is nuclear technology a danger to life on Earth? What are the benefits and risks associated with its use?

These days, many people are afraid of nuclear technology because of the dangers

associated with its use. In my opinion, although it is true that nuclear weapons pose the greatest threat to life, the use of nuclear technology for peaceful purposes also carries some serious risks.

Nuclear power stations provide an important source of cheap power for many industrialized nations and some developing countries. However, there is always the danger of radiation leaking from these plants. Even though safety precautions are taken, there have been numerous disasters such as the explosion of a nuclear plant in Russia not long ago.

Nuclear technology is even used to help cure some diseases such as cancer. Radiation can be applied to the body to burn away cancerous cells. This is, however, a dangerous procedure, and the application of radiation is almost always painful and not always successful.

The most worrying aspect of nuclear technology, though, is its use for military purposes. Enough atomic bombs have already been built to completely destroy the planet, and the real danger is that one day some country will start a war with these weapons. Too many countries now have the technology required to make such bombs, and there is currently much debate about how to control the situation.

In conclusion, nuclear technology certainly has positive uses, but is, nonetheless, dangerous. However, it would have been better if it had never been used to create nuclear weapons. If life on Earth is to continue.

3

People in all modern societies use drugs, but today›s youth are experimenting with both legal and illegal drugs, and at an increasingly early age. Some sociologists claim that parents and other members of society often set a bad example.Discuss the causes and some effects of widespread drug use by young people in modern day society. Make any recommendations you feel are necessary to help fight youth drug abuse.

Youth drug abuse is a serious problem nowadays in many cultures. Not only is illegal drug use on the rise, but children as young as 10 years old are experimenting with alcohol and tobacco. The reasons for this behavior are unclear, but certain sociologists blame the examples set by their elders.

Parents who drink and smoke to excess are, in effect, telling their children that it is acceptable to abuse their bodies with drugs. Consequently, children may have

a similar view towards illegal drugs, even if their parents are against their use. In addition, drug use shown on television and in films can only confuse children who are also taught at school that drug abuse is wrong.

The pressure on young people to perform well at school in order to compete for job is a possible cause of the problem. Many believe they cannot live up to their parents

Expectations, and feel a sense of hopelessness. Also, the widespread availability of drugs means teenagers are faced with the temptation to experiment. Drugs are use as a means of expressing dissatisfaction with the pressures they face in society.

The effects of drug abuse are well known. Many young people›s talents are wasted and addiction to hard drugs can cost a user his or her life. Furthermore, those who drink and drive may be involved in fatal road accidents. The cost to society is great and enormous amounts of money are spent on convicting drug dealers and on education programs.

To conclude, I recommend that the only sensible way to solve this problem is to educate young people about the dangers of drug use, and to take steps to reduce its pressure of competition placed upon them.

4

The world is experiencing a dramatic increase in population, This is causing problems not only for poor, undeveloped countries, but also for industrialized and developing nations.Describe some of the problems that overpopulation causes, and suggest at least one possible solution.

In most countries of the world the population is increasing alarmingly. This is especially true in poor, undeveloped countries. Overpopulation causes a considerable number of problems.

In poor countries it is difficult to provide enough food to feed even the present number of people. In addition, education to limit the number of children per family is not always successful. Poorer countries usually have a lot of unemployment too, and an increase in population simply makes the situation worse. The environment also suffers when there are too many people living on the land.

In rich, industrialized and developing countries it is very difficult for governments to provide effective public services in overcrowded cities. Moreover, there is usual a great deal more crime, which is often due to high rates of unemployment.

Furthermore, large increases in population only cause more overcrowding, unemployment and crime.
There are two main solutions to the overpopulation problem. Firstly, every woman who is pregnant, but who does not want to give birth, should be allowed by law to have an abortion. Secondly, governments must educate people to limit the size of the family. In China, couples are penalized financially if they have more than one child. This may seem cruel, but the «one-child policy» is beginning to have an effect in the world›s most populous nation. Eventually, similar policies might also be necessary in other crowded nations such as India, for example.
To sum up, if the population explosion continues, many more people will die of starvation in poor countries, and life in the cities, even in affluent nations, will become increasingly difficult.

5

Studying the English language in an English-speaking country is the best but not the only way to learn language.
Do you agree or disagree with this statement?
Studying a language in a country where it is widely spoken has many advantages. It is, therefore, a good idea to study English in a country such as Britain. However, I believe it is not the only way to learn the language.
In the first place, most students in non-English-speaking countries learn English at secondary school, and sometimes at university nowadays. Although their spoken English is not usually of a very high standard, their knowledge of grammar is often quite advanced. This is certainly useful when students come to an English-speaking country to perfect the language.
Secondly, studying the basics of English at secondary school is less stressful than learning the language while overseas. This is because students living at home do not have to worry about problems such as finding accommodation, paying for their study and living costs, and trying to survive in a foreign country where day to day living causes much stress.
However, there are obvious advantages of learning English in Britain. Every day there are opportunities to practise listening to and speaking with British people. Also, students can experience the culture firsthand, which is a great help when trying to understand the language. This is especially true if they choose to live with a British family, as exchange students for example. Furthermore, if students

attend a language school full-time, the teachers will be native speakers. In this case, not only will students› speaking and listening skills improve, but attention can be given to developing reading and writing skills as well.
In general, even though it is preferable to study English in an English-speaking country, a reasonable level of English can be achieved in one›s own country, if a student is gifted and dedicated to study.

6

«Although abuse of the system are inevitable, social welfare payments are essential to protect the rights citizens have to a guaranteed minimum income in democratic society»

Discuss.

Social welfare is an essential element of an advanced society. Good systems are always abused, but that does not mean they are faulty. In my opinion, the two main reasons why welfare payments are necessary are as follows:
First of all, critics forget that there are many forms of welfare besides payments to the unemployed. Their negative opinions harm those who are not capable of earning a wage, such as single-parent mothers, the disabled, and the sick. Moreover the unemployed have the right to an income, too. They are not always at fault for not having a job, and in most cases the tax they have paid in the past entitles them to assistance.
The second reason is that crime increases when people have no means of support. The desperately poor inevitably turn to crime, which is not only dangerous but costly. Policing the streets is more expensive than providing welfare. A policeman wage is four or five times higher than a «dole» payment.
Certain members of society believe that people should look after themselves. They point out that welfare increases dependency on others and destroys dignity. This may be true, but in the case of the unemployed, the relief payments are usually temporary. It is surely the fault of the government if there are long-term unemployed. Welfare critics also believe that it is the responsibility of a victim›s family to provide financial assistance. However, it is too expensive to provide complete help for a severely disabled person.
To conclude, it is vital to understand the need for welfare in a modern democratic society. Without welfare payments the poor are destined to become poorer. The full duty of a government is to provide a financial safety net for all disadvantaged

persons, and that includes those without work.

7

Disruptive school students have a negative influence on others. Students who are noisy and disobedient should be grouped together and taught separately.
Do you agree or disagree? Give reasons for your answer.
There is no doubt that some students in schools behave badly and their behavior causes difficulty for others either because it has a negative effect on the group or because ordinary students find it difficult to study with them.
One solution is to take these students away and teach them on their own. However, if we simply have them removed after one or two warnings, we are limiting their educational opportunities because it seems to me that a school which caters for difficult students is a sort of «prison» whatever name you give it and the people who go there may never recover from the experience. This can then cause problems for the wider society.
Perhaps we need to look at why the disruptive students behave badly before we separate them. Disruptive students may be very intelligent and find the classes boring because the work is too easy. Perhaps these students need extra lessons rather than separate lessons. Or perhaps the teachers are uninspiring and this results in behavioral problems so we need better teachers. On the other hand, most students put up with this situation rather than cause trouble, and some people argue that we have to learn to suffer bad teachers and boring situations and that students who can›t learn this lesson need to be taught separately.
So before we condemn the students to a special school, we should look at factors such as the teaching, because once the children have been separated, it is very unlikely that they will be brought back.

8

Should parents be obliged to immunize their children against childhood diseases? Or do individuals have the right to choose not to immunize their children?
Some people argue that the state does not have the right to make parents immunize their children. However, I feel the question is not whether they should immunize but whether, as members of society, they have the right not to.
Preventative medicine has proved to be the most effective way of reducing the incidence of fatal childhood diseases. As a result of the widespread practice of

immunizing young children in our society, many lives have been saved and the diseases have been reduced to almost zero.

In previous centuries children died from ordinary illnesses such as influenza and tuberculosis and because few people had immunity, the diseases spread easily. Diseases such as dysentery were the result of poor hygiene but these have long been eradicated since the arrival of good sanitation and clean water. Nobody would suggest that we should reverse this good practice now because dysentery has been wiped out.

Serious diseases such as polio and smallpox have also been eradicated through national immunization programmes.

In consequence, children not immunized are far less at risk in this disease-free society than they would otherwise be. Parents choosing not to immunize are relying on the fact that the diseases have already be (eradicated. If the number of parents choosing not to immunize increased, there would be a similar increase in the risk of the diseases returning.

Immunization is not an issue like seatbelts which affects only the individual. A decision not to immunize will have widespread repercussions for the whole of society and for this reason, I do not believe that individuals have the right to stand aside. In my opinion immunization should be obligatory.

9

Should parents be obliged to immunize their children against common Band 9 answer childhood diseases? Or do individuals have the right to choose not to immunize their children?

The issue of whether we should force parents to immunize their children against common diseases is, in my opinion, a social rather than a medical question. Since they are free to choose what we expose our bodies to in the way of food, drink, or religion for that matter, why should the question of medical ‹treatment› be any different?

Medical researchers and governments are primarily interested in overall statistics and trends and in money-saving schemes which fail to take into consideration the individual›s concerns and rights. While immunization against diseases such as tetanus and whooping cough may be effective, little information is released about the harmful effects of vaccinations which can sometimes result in stunning growth even death.

The body is designed to resist disease and to create its own natural immunity through contact with that disease. So when children are given artificial immunity, we create a vulnerable society which is entirely dependent on immunization. In th event that mass immunization programmes were to cease, the society as a whole would be more at risk than ever before.

In addition there is the issue of the rights of the individual. As members of a society why should we be obliged to subject our children to this potentially harmful practice? Some people may also be against immunization on religious grounds and their needs must also be considered.

For these reasons I feel strongly that immunization programmes should not be obligatory and that the individual should have the right to choose whether or not to participate.

10

We are becoming increasingly dependent on computers. They are used in businesses, hospitals, crime detection and even to fly planes. What things will they be used for in the future? Is this dependence on computers a good thing or should we he more auspicious of their benefits?

Computers are a relatively new invention. The first computers were built fifty years ago and it is only in the last thirty or so years that their influence has affected our everyday life. Personal computers were introduced as recently as the early eighties. In this short time they have made a tremendous impact on our lives. We are now so dependent on computers that it is hard to imagine what things would be like today without them. You have only got to go into a bank when their main computer is broken to appreciate the chaos that would occur if computers were suddenly removed world-wide.

In the future computers will be used to create bigger and even more sophisticated computers. The prospects for this are quite alarming. They will be so complex that no individual could hope to understand how they work. They will bring a lot of benefits but they will also increase the potential for unimaginable chaos. They will, for example, be able to fly planes and they will be able to co ordinate the movements of several planes in the vicinity of an airport. Providing all the computers are working correctly nothing can go wrong. If one small program fails disaster.

There is a certain inevitability that technology will progress and become

increasingly complex. We should, however, ensure that we are still in a position where we are able to control technology. It will be all too easy to suddenly discover that technology is controlling us. By then it might be too late I believe that it is very important to be suspicious of the benefits that computers will bring and to make sure that we never become totally dependent on a completely technological world.

11

Smokers can cause themselves serious health problems. The choice to smoke is made freely and with knowledge of dangers.Smokers should therefore expect to pay more for medical treatment than nonsmokers.
To what extent do you agree with this statement?
Everyone has the choice of being a smoker or not. The people who choose to smoke do so knowing there is a risk of causing harmful damage to themselves. However, do not entirely agree that these people should have to pay more to receive all the medical treatment they need.
I think there are many situations in which a medical problem has nothing to do with whether a person smokes or not. In these cases, where an illness has no relation to smoking, then I believe that smokers should not be required to pay more than other people for their medical treatment. Most car accidents, for example, have no connection with smoking, and the people who are injured ought to have the same medical help, regardless of the cost. And what about the common flu - it does not seem justifiable to me that a smoker should have to pay more to see a doctor for an illness we can all contract.
On the other hand, I agree that a smoker should pay more than a non-smoker for t necessary treatment of any condition which has been caused by smoking. The principle that people should take responsibility for their own actions is a good one Consequently, if a person chooses to smoke knowing that this habit can cause serious health problems, then there is no reason why the community or an insurance company should have to pay for medical treatment for an illness which could have been avoided.
In many countries, cigarette packets have a clear warning that smoking can cause health problems and so no smoker can claim not to know the danger. Lung cancer sometimes a fatal disease and the treatment is both lengthy and expensive, and it i unfair for the smoker to expect the hospital or the community to carry the cost.

In fact, it could also be argued that those who smoke in public should be asked to pa] extra because of the illness caused to passive smokers.
In conclusion, I feel that smokers should pay more in cases related to smoking, bu1 for any other illness they should pay the same as anyone else.

12

International entertainers, including sports personalities, often get paid millions of dollars in one year.
In your view, with widespread poverty in the world, are these huge earnings justified?
• You should give reasons for your answer using your own ideas and experiment
The salaries of many singers, dancers and sports people have increased out of all proportion in recent years, while in places like Sudan people are starving to death; do not believe that anyone should be able to earn such enormous salaries when so many people in the world are living in poverty.
One of the factors which should affect what a person can earn ought to be the benefit of person›s work to society. It is unreasonable for a famous singer to be able to earn far more from an evening›s entertainment than, for instance, a medical scientist who develops a new drug which produces a treatment for a common disease. The pop star certainly has a value in society, but the value in no way exceeds, or even matches, the value gained from a successful medication.
Secondly, work done should be paid according to the amount of effort and skill that goes into it. Nobody would deny that a famous person works hard and is skillful; yet such people do not work any harder than thousand of other workers who have no claim to fame. Yet market force is such that these superstars can obtain millions of dolor while other unknown people sometimes earn less than they need to survive.
Finally, it should be possible for governments to work together to ensure that the amount of money in circulation should be more equally and fairly distributed. This seems only fair given that there are so many suffering.
To conclude, it is clear that world poverty is a serious problem and yet the problem could be eased if governments and companies gave more thought to paying salaries on a more equitable basis and if they started to contribute more money to those in need.

13

Most writers of fiction do not earn enough money to live from their writing.Do you think the government should give them financial assistance to help encourage good literature?

• You should give reasons for your answer using your own ideas and experience.

There are some conditions under which a novelist could reasonably expect some government support. In general terms, if the writer has already proved that he or she can write well, and if the stories produced are stimulating and interesting, then I consider that some financial help might be given.

Language quality is difficult to define, but if the writing shows, for example, good grammar, a wide vocabulary, and elegance and imagination, then I can see a valid reason for assisting an author to spend some time free from money problems. Such writing needs to be encouraged; the entertainment value of a book would be also a factor in deciding whether to provide assistance to an author. Further consideration would include social and educational values expressed in the author›s work.

However, if the ideas were socially irresponsible, or if the stories contain unnecessary violence or pornography for its own sake, then I would not want to see the author sponsored to write stories which do not benefit society. Other exceptions are the many writers of good books who do not require financial help. Books which proved to be extremely popular, such as the Harry Potter stories, clearly need no subsidy at all because the authors have become rich through their writing.

Views on what good quality writing means will vary widely and so if any author to be given money for writing, then the decision would have to be made by a committee or panel of judge. An individual opinion would certainly cause disagreement among the reading public.

14

«Prevention is better than cure.»

Out of a country›s health budget, a large proportion should be diverted from treatment to spending on health education and preventative measures. To what extent do you agree or disagree with this statement?

Of course it goes without saying that prevention is better than cure. That is why, it recent years, there has been a growing body of opinion in favor of putting more resources into health education and preventive measures. The argument is that

ignorance of, for example, basic hygiene or the dangers of an unhealthy diet or lifestyle needs to be combated by special nationwide publicity campaigns, as well as longer-term health education.

Obviously, there is a strong human argument for catching any medical condition as early as possible. There is also an economic argument for doing so. Statistics demonstrate the cost-effectiveness of treating a condition in the early stages, rather than delaying until more expensive and prolonged treatment is necessary. Then there are social or economic costs, perhaps in terms of loss of earnings for the family concerned or unemployed benefit paid by the state.

So far so good, but the difficulties start when we try to define what the ‹proportion of the budget should be, particularly if the funds will be ‹diverted from treatment›. Decisions on exactly how much of the total health budget should be spent in this way are not a matter for the non-specialist, but should be made on the basis of an accepted health service model.

This is the point at which real problems occur - the formulation of the model. How do we accurately measure which health education campaigns are effective in both medical and financial terms? How do we agree about the medical efficacy of various screening programmes, for example, when the medical establishment itself does not agree? A very rigorous process of evaluation is called for, so that we can make informed decisions.

15

The position of women in society has changed markedly in the last twenty years. Many of the problems young people now experience, such as juvenile delinquency, arise from the fact that many married women now work and are not at home to care for their children.

To what extent do you agree or disagree with this opinion?

You should give reasons for your answer using your own ideas and experience.

It is certainly true that the position of women in society has undergone a dramatic change in the past twenty years but I do not feel that this is a direct cause of the indisputable increase in juvenile-related problems during this period.

It is now accepted that young women should find work on leaving school; indeed to rely totally on their parents› financial support is no longer an option in many families. Likewise, once they get married, the majority of women continue working since the financial pressures of setting up a house and establishing a reasonable

standard of living often require two incomes.

Twenty years ago it was common for women to give up work once they had children and devote their time to caring for their children. This is no longer the general rule and the provision of professionally-run child care facilities and day nurseries have removed much of the responsibility for child rearing that used to fall to mothers. However, these facilities come at a cost and often require two salaries coming into a family to be afforded.

16

People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge).

Why do you think people attend college or university?

You should give reasons for your answer using your own ideas and experience.

People attend college for a lot of different reasons. I believe that the three most common reasons are to prepare for a career, to have new experiences, and increase their knowledge of themselves and of the world around them.

Career preparation is probably the primary reason that people attend college. The days, the job market is very competitive. Careers such as information technology will need many new workers in the near future. At college, students can learn new skills for these careers and increase their opportunities for the future.

Students also go to college to have new experiences. For many, it is their first time away from home. At college, they can meet new people from many different places They can see what life is like in a different city. They can learn to live on their own and take care of themselves without having their family always nearby.

At college, students have the opportunity to increase their knowledge. As they decide what they want to study, pursue their studies, and interact with their classmates, they learn a lot about themselves. They also, of course, have the opportunity to learn about many subjects in their classes. In addition to the skills and knowledge related to their career, college students also have the chance to tak classes in other areas. For many, this will be their last chance to study different subjects.

Colleges offer much more than career preparation. They offer the opportunity to have new experiences and to learn many kinds of things. I think all of these are reasons why people attend college.

17

Do you agree or disagree with the following statement?
Parents are the best teachers. Use specific reasons and examples to support your answer.
• You should give reasons for your answer using your own ideas and experience.
Parents shape their children from the beginning of their children›s lives. They treat their children values. They share their interests with them. They develop close emotional ties with them. Parents can be very important teachers in their children1 lives; however, they are not always the best teachers.
Parents may be too close to their children emotionally. For example, they may limit a child›s freedom in the name of safety. A teacher may organize an educational treat to a big city, but a parent may think this trip is too dangerous. A school may want take the children camping, but a parent may be afraid of the child getting hurt.
Another problem is that parents sometimes expect their children›s interests to be similar to their own. If the parents love science, they may try to force their child to love science too. But what if the child prefers art? If the parents enjoy sports, they may expect their child to participate on different teams. But what if the child prefers to read?
Parents want to pass on their values to their children. However, things change. The children of today are growing up in a world different from their parents› world. Sometimes parents, especially older ones, can›t keep up with rapid social or technological changes. A student who has friends of different races at school may find that his parents have narrower views. A student who loves computers may find that her parents don›t understand or value the digital revolution.
Parents are important teachers in our lives, but they aren›t always the best teachers. Fortunately, we have many teachers in our lives. Our parents teach us, our teachers teach us, and we learn from our peers. Books and newspapers also teach us. All of them are valuable.

18

Nowadays food has become easier to prepare. Has this change improved the way people live?
• You should give reasons for your answer using your own ideas and experience.
Food is a basic part of life, so it follows that improved methods of food preparation have made our lives better. Nowadays we can prepare meals much faster than

we could in the past. We can also enjoy a greater variety of food and eat more healthfully, all because of modern methods of food preparation.

Microwave ovens have made it possible to prepare delicious food quickly. People these days rarely have time to shop and prepare meals the old-fashioned way. We live very fast lives. We are busy working, caring for our families travelling, playing sports, and many other things. Because of microwave ovens, we have time to enjoy a good meal with our family and then play soccer, go to a movie, study, or do anything else we want to afterwards.

Modern methods of preserving food have made it possible to enjoy a wide variety of food. Because of refrigerators, freezers, canning, and freeze-drying, we can eat fruits and vegetables that come from faraway places. We can prepare a meal one day and save the leftovers in the refrigerator or freezer to eat at another time. We can keep different kinds of food in the refrigerator or on the shelf. It's easy to always have food available and to be able to eat completely different meals every day.

Healthful eating is easier now than it ever was. Because of modern transportation methods, fresh fruits and vegetables are available all year round. Modern kitchen appliances make it easy to prepare fruits and vegetables for cooking. Bread machines make it possible to enjoy healthful, home-baked bread whenever we like We can eat fresh and healthful food everyday because modern methods have mad preparation easy.

Our lifestyle is fast, but people still like good food. New food preparation method have given us is more choices. Today we can prepare food that is more convenient healthier, and of greater variety than ever before in history.

19

It has been said, «Not everything that is learned is contained in books.» Compare and contrast knowledge gained from experience with knowledge gained from books.

In your opinion, which source is more important? Why?

• You should give reasons for your answer using your own ideas and experience

«Experience is the best teacher» is an old cliché, but I agree with it. We can learn a 1 of important things from books, but the most important lessons in life come from our own experiences. Throughout the different stages of life, from Primary School University to adulthood, experience teaches us many skills we need for life.

As children in primary school, we learn facts and information from books, but tha1 is not all we learn in school. On the playground we learn how to make friends. In our class work, we learn how it feels to succeed and what we do when we fail. We start to learn about the things we like to do and the things we don›t. We don›t lean these things from books, but from our experiences with our friends and classmates

In our university classes, we learn a lot of information and skills we will need for our future careers, but we also learn a lot that is not in our textbooks. In our daily lives both in class and out of class, we learn to make decisions for ourselves. We learn to take on responsibilities. We learn to get along with our classmates, our roommates, and our workmates. Our successes and failures help us develop skills we will need in our adult lives. They are skills that no book can teach us.

Throughout our adulthood, experience remains a constant teacher. We may continue to read or take classes for professional development. However, our experiences at work, at home, and with our friends teach us more. The triumphs and disasters of our lives teach us how to improve our careers and also how to improve our relationships and how to be the person each one of us wants to be.

Books teach us a lot, but there is a limit to what they teach. They can give us information or show us another person›s experiences. These are valuable things, but the lessons we learn from our own experiences, from childhood through adulthood, are the most important ones we learn.

20

As computers are being used more and more in education, there will be soon no role for teachers in the classroom.

• You should give reasons for your answer using your own ideas and experience.

There have been immense advances in technology in most aspects of people›s lives, especially in the field of education. Nowadays, an increasing number of students rely on computers to research for information and to produce a perfect paper for school purposes. Others have decided to leave the original way of learning to get knowledge through online schools. These changes in the learning process have brought a special concern regarding the possible decrease of importance of teachers in the classroom.

Some people believe the role of teachers started to fade because computers

have been helping some students to progress in their studies quicker than when compared with an original classroom. For example, in the same classroom, students have different intellectual capacities, thus some would be tied to a slow advance in their studies because of others› incapacity of understanding. In this way, pupils could progress in their acquisition of knowledge at their own pace using computers instead of learning from teachers.

However, the presence of a teacher is essential for students because the human contact influences them in positive ways. Firstly, students realize that they are not dealing with a machine but with a human being who deserves attention and respect. They also learn the importance of studying in group and respect other students, which helps them to improve their social skills.

Moreover, teachers are required in the learning process because they acknowledge some student›s deficiencies and help them to solve their problems by repeating the same explanation, giving extra exercises or even suggesting a private tutor. Hence, students can have a bigger chance not to fail in a subject.

In conclusion, the role for teachers in the learning process is still very important and it will continue to be in the future because no machine can replace the human interaction and its consequences.

21

Popular events like the football World Cup and other international sporting occasions are essential in easing international tensions and releasing patriotic emotions in a safe way.

• You should give reasons for your answer using your own ideas and experience.

Every four years, the whole world stops to watch international sporting events sue as the Olympics and the Football World Cup in which athletes show their best performance to make their country proud of them. These sporting occasions have proved to be helpful in easing international tensions in difficult times when powerful leaders were trying to control the world›s economy and other governments were fighting over land.

The Olympic Games are one of the best examples which prove how sporting even! can bring nations together, at least temporarily. From ancient History, when Greel and Romans would interrupt battles to participate in the games, to the more recent international disputes, when athletes from Palestine and Israel would forget their differences, compete pacifically and even embrace each other after

an event. Moreover, these popular events have called the world›s attention to the terrible consequences of wars; thus some leaders have tried to accept agreements to end their dispute and live peacefully.

Similarly, international sporting events show benefits in some developing countries which live in a daily internal civil war. For example, Brazil has a high rate of unemployment, lack of education, hunger, crime, poverty and corruption which leads to an immense embarrassment of being Brazilian and a low self-esteem. However, when the Football World Cup starts, the Brazilian squad, which is considered the best team in the world, provokes an amazing feeling of pride in the country. Most people seem to forget all their problems and even the criminal activity decreases. They paint roads with the national colors, use wear the Brazilian team shirt and buy national flags. Moreover, the competition brings families and neighbors together and even rival gangs watch the games and celebrate peacefully

In conclusion, popular sporting events play an important role in decreasing international tensions and liberating patriotic feelings as History has shown.

22

In the past, buildings often reflected the culture of a society but today all modern buildings look alike and cities throughout the world are becoming more and more similar.

What do you think is the reason for this, and is it a good thing or a bad thing?

• You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Every city has its architectural character, but the similarities between cities are more obvious these days than in the past. In my opinion, one reason for this is the high price of land.

In most large cities, land is scarce and consequently it is very valuable. This has led to the construction of tall buildings which occupy only a small area of land while providing lots of floor space where people can live or work. Buildings of this type are made of concrete and steel and can be built comparatively quickly using prefabricated materials. They do not use local materials, such as stone, timber or brick, which used to give cities their individual character. In consequence many cities, now look very much the same and you might not know whether you were in Brisbane, Bangkok or Berlin when you are on the street.

While I realize that we cannot stand in the way of progress, I believe that cities should try to keep some individuality. For example, in Paris it is prohibited to build very tall buildings in the centre of the city, as this would spoil the overall appearance of the skyline. Other cities have chosen to design unique buildings to ensure they look different. The twin towers in Kuala Lumpur or the Opera House in Sydney are examples of this approach, and I agree with this kind of initiative.
All in all, although it is regrettable that modem cities look similar, I tend to feel that this is unavoidable. However, it can be argued that, even if the buildings are similar, cities will maintain their own character as a result of cultural diversity, the terrain and the climate, which ultimately determine how people live.

23

Going overseas for university study is an exciting prospect for many people. But while it may offer some advantages, it is probably better to stay home because of the difficulties a student inevitably encounters living and studying in a different culture. To what extent do you agree or disagree with this statement?
Give reasons for your answer.
There is no doubt that going to study in a foreign country, with its different language and culture, can be a frustrating and sometimes painful experience. But while overseas study has its drawbacks, the difficulties are far outweighed by the advantages. Indeed, people who go abroad for study open themselves up to experiences that those who stay at home will never have.
The most obvious advantage to overseas university study is real-life use of a different language. While a person can study a foreign language in his or her own country, it cannot compare with constant use of the language in academic and everyday life. There is no better opportunity to improve second-language skills through living in the country in which it is spoken. Moreover, having used the language during one›s studies offers a distinct advantage when one is applying for jobs back home that require the language.
On a university campus, the foreign student is not alone in having come from far away. He or she will likely encounter many others from overseas and it is possible to make friends from all around the world. This is not only exciting on a social level but could lead to important overseas contacts in later professional life.
Finally, living and studying abroad offers one a new and different perspective of ti world and, perhaps most important, of one›s own country. Once beyond

the initial shock of being in a new culture, the student slowly begins to get a meaningful understanding of the host society. On returning home, one inevitably sees one›s other country in a new, often more appreciative, light.
In conclusion, while any anxiety about going overseas for university study is certainly understandable, it is important to remember that the benefits offered by the experience make it well worthwhile.

24

In some countries the average worker is obliged to retire at the age of 50, while others people can work until they are 65 or 70. Meanwhile, we see some politicians enjoying power well into their eighties. Clearly, there is little agreement on an appropriate retirement age. Until what age do you think people should be encouraged to remain in paid employment?
Give reasons for your answer.
Mandatory retirement age varies from society to society, perhaps a reflection of economics, population pressures or simply value systems. Indeed, retirement at 5C can probably be as easily justified as that at 70. It is my belief, however, that the longer an able person is allowed to work, the better for both the individual worker and the employer.
Chronological age is not always a true indicator of ability. While some 65year-old may not perform as well as they did in their past, many workers at this age do just As well or better than they used to. People›s suitability for a position should be a reflection of their performance in the job, rather than the number of wrinkles or gray hairs they have. Employers concerned about the increasing age of their employees need only observe their work records. Those doing poorly may be asked to retire, but those as yet unaffected by age should stay on. Indeed, it would appear economical for an organization to retain its older employees when possible rather than spend time and money on training new workers.
Remaining in one›s job for as long as one is able makes sense as life expectancies increase around the world. As people live longer, they are longer able to contribute to society in the form of meaningful work. But they are also in need of income for a longer period, so a mandatory retirement age of 55 for someone who is statistically likely to live to 77 becomes increasingly difficult to justify. At a time when populations are ageing, governments are less able to provide for their senior citizens, so by keeping able workers in paid employment for as long as is

practicable, public expenditures are less strained.
Thus, workers who can still demonstrate their capacity to carry out their work should not be asked to retire simply because they have reached a certain age. Societies that insist on early retirement may do well to look again at their policies.

25

Many people believe that women make better parents than men and that this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting.Write an essay expressing your point of view.
The view that women are better parents than men has shown itself to be true throughout history. This is not to say that men are not of importance in child rearing indeed, they are most necessary if children are to appreciate fully the roles of both sexes. But women have proven themselves superior parents as a result of their conditioning, their less aggressive natures and their generally better communication skills.
From the time they are little girls, females learn about nurturing. First with dolls and later perhaps with younger brothers and sisters, girls are given the role of career. Girls see their mothers in the same roles and so it is natural that they identify this as a female activity. Boys, in contrast, learn competitive roles far removed from what it means to nurture. While boys may dream of adventures, girls› conditioning means they tend to see the future in terms of raising families.
Girls also appear to be less aggressive than boys. In adulthood, it is men, not women, who prove to be the aggressors in crime and in war. Obviously, in raising children, a more patient, gentle manner is preferable to a more aggressive one.
Although there certainly exist gentle men and aggressive women, by and large, females are less likely to resort to violence in attempting to solve problems.
Finally, women tend to be better communicators than men. This is shown is intelligence tests, where females, on average, do better in verbal communication than males. Of course, communication is of utmost importance in rearing children, as children tend to learn from and adopt the communication styles of their parents
Thus, while it is all very well to suggest a greater role for men in raising children, us not forget that women are generally better suited to the parenting role.

26

‹Telecommuting› refers to workers doing their jobs from home for part of each week and communicating with their office using computer technology.
Telecommuting is growing in many countries and is expected to be common for most office workers in the coming decades.
How do you think society will be affected by the growth of telecommuting?
The spread of telecommuting is sure to have far-reaching effects on society. By its telecommuting refers to office workers spending much of their time working from home and using electronic technologies to communicate with their employers. The broader implications of telecommuting, however, may involve changes to corpora structure, workers› lifestyles and even urban planning.
The most obvious changes may be apparent in the ‹normal› offices of companies, governments and other organizations. If even half the working week is spent telecommuting from home, then we would initially expect many empty desks in its office. As offices grow smaller, workers coming in for the day would be expected share desks with their absent colleagues. This, in turn, may affect the social atmosphere of an organisation; however, as less social contact with one›s colleague could harm morale and loyalty.
For the individual office worker, telecommuting would mean spending more time at home. For a parent with young children, this may be a blessing. Moreover, man telecommuters would be able to work the hours they wished: having a nap in the afternoon, for example, but working some hours in the evening. One substantial benefit for all telecommuting workers is that there will be no need to travel to abroad.
The structure of urban life is also likely to be affected by telecommuting. We would expect to see fewer cars on the road during peak hours and, eventually, a smaller concentration of offices in cities› central business districts. In short, people will ha1
less reason to travel to city centers from outlying areas. As more people work and live in the same location, shops and cultural events will likely relocate themselves out of the city centre.
In sum, telecommuting will serve not only to change the way we work but also the way we live.

The rising levels of congestion and air pollution found in most of the world's cities can be attributed directly to the rapidly increasing number of private cars in use. In order to reverse this decline in the quality of life in cities, attempts must be made to encourage people to use their cars less and public transport more.
Discuss possible ways to encourage the use of public transport.
Anyone who lives in a city is aware of the increasing number of cars on the road and the kinds of problems this creates: traffic jams, air pollution and longer commuting periods. As economies grow and access to cars spreads to increasing numbers of people, this trend is likely to worsen. The solution, it would seem, is for government to encourage the use of public transport in urban areas, thus decreasing dependence on the car.
One way to stimulate public transport use is to make private car use more expensive and inconvenient. The introduction of tolls along urban motorways has been successfully employed in many cities. Other such measures are high-priced permits for parking in urban areas and the restriction of parking to a limited number of cars. Faced with high costs or no place to park, commuters would perhaps be more willing to abandon their cars in favor of buses or trains.
There are also less punishing ways of spurring public transport use. The construction of free car parks at suburban train stations has proven successful in quite a number of countries. This allows commuters to drive part of the way, but take public transport into the central, most congested, urban areas.
Indeed, making public transport more comfortable and convenient should work to attract more commuters and decrease traffic congestion. Public transport that is convenient and comfortable retains its passengers, much like any business that satisfies its customers. The more commuters committed to taking public transport, the less congestion on city streets.

28

The mass media, including television, radio and newspapers, have great influence in shaping people›s ideas.
To what extent do you agree or disagree with this statement?
Give reasons for your answer.
The mass media have a powerful influence in shaping our lives. We have come to depend on them for information and entertainment, and in doing so we let them affect important aspects of our lives.

The undeniable usefulness of the media in almost instantly providing information about events around the world is largely taken for granted. But in our dependence on the media we have allowed them to mould our notions and opinions of events, places and people. Though few of us probably think about it, our conceptions of, say, our elected official's spring from television images and newspaper stories. Mayor of us will never meet prime ministers or presidents, but anyone who is regularly exposed to the media will have an opinion of them. When it is time to cast our votes we will make our decision based on how the media portray the candidates. We art similarly swayed by coverage of wars. The media, representing the values of their owners, societies and governments, tend to report wars with a bias; which is the ‹good› side and which the ‹bad› is determined for us by reporters, editors and commentators, and sure enough the public begins to form opinions that reflect the coverage they see, hear and read in the major media.

The media are also influential in the way they facilitate the spread of culture and lifestyle. The so-called ‹global youth culture1, in which one finds young people around the world displaying a common interest in music, clothing styles and films is an example of the media›s enormous sway in this regard. A popular figure such Michael Jackson would never be so well known were it not for the media›s extends reach into every society on the globe.

Thus I would argue that the mass media›s influence is certainly great. Indeed, with technological advancements such as the Internet bringing even more forms of electronic media to our homes and workplaces, it is likely the media›s influence wi grow even stronger.

29

Some governments say how many children a family can hare in their country. They may control the number of children someone has through taxes. It is sometimes necessary and right for a government to control the population in this way.

Do you agree or disagree?

Give reasons for your answer.

It is certainly very understandable that some governments should start looking at ways of limiting their populations to a sustainable figure. In the past, populations were partly regulated by frequent war and widespread disease, but in recent years the effects of those factors have been diminished. Countries can be faced with a population that is growing much faster than she nation›s food resources or employment opportunities and whose members can be condemned to poverty

by the need to feed extra mouths. They identify population control as a 'means to raising living standards.

But how should it be achieved? Clearly, this whole area is a very delicate personal and cultural issue. Many people feel that this is not a matter for the state. They feel this is one area of life where they have the right to make decisions for themselves. For that reason, it would seem that the best, approach would be to work by persuasion rather than compulsion This could be done by a process of education that points out the way a smaller family can mean an improved quality of life for the family members, as well as less strain on the country›s perhaps very limited, resources.

This is the preferred way. Of course if this docs not succeed within a reasonable time scale, it may be necessary to consider other measures, such as tax incentives or child-benefit payments for small families only. These are midway between persuasion and compulsion.

So. yes. it is sometimes necessary, but governments should try very hard to persuade first. They should also remember that this is a very delicate area indeed, and that social engineering can create as many problems as it solves?

30

Millions of people every year move to English-speaking countries such as Australia, Britain or America, in order to study at school, college or university. Why do so many people want to study in English?

Why is English such an important international language?

Give reasons for your answer..

I am not surprise when I read in the newspapers that many people move to English speaking countries. I am an engineer in a process control since ten years and I understand the necessity of English language. For example, when I read technical English specifications, when I meet Japanese Industrials to build together some electronic materials or when I go on holidays in Italy where the best way (for me) to communicate is to speak English. Therefore, today, it›s necessary to learn English

and the best way is to study in English as soon as possible when we are at school but also when we have a job. It›s so Important to communicate with foreigners, because of work. For example: to seafood's in USA, to build electronic cards with tl Japanese, to obtain a certification with FDA (American organization) in order

to se some pharmaceutical products. In fact, it›s Important for everybody, the workers, the visitors, the scientists, etc ...
These are the main reason which explain why so many people go to English speaking countries (the best way to learn) and why English is such an Important International language (the communication between many the people over the world).
Comment:
This is an answer written by a candidate who achieved a Band 6 score. Here is the examiner›s comment:
This response is under length and is marked down because of this. Only a few relevant ideas are presented and these are used rather repetitively and are insufficiently developed or supported. However, the writing communicates fluent and a satisfactory range of structures and vocabulary are used.

31

«Fatherhood ought to be emphasized as much as motherhood. The idea that women are solely responsible for deciding whether or not to have babies leads (to the idea that they are also responsible for bringing the children up.»
To what extent do you agree or disagree?
Believe that child-rearing should be the responsibility of both parents and that, whilst the roles within that partnership may be different, they are nevertheless equal in importance. In some societies, it has been made easier over the years for single parents to raise children on their own. However, this does not mean that the traditional family, with both parents providing emotional support and role-model for their children, is not the most satisfactory way of bringing up children. Of crucial importance, in my opinion, is how we define ‹responsible for bringing to children up›. At its simplest, it could mean giving the financial support necessary i provide a home, food and clothes and making sure the child is safe and receives at adequate education. This would be the basic definition.
There is, however, another possible way of defining that part of the quotation. That would say it is not just the fathers responsibility to provide the basics for his children, while his wife involves herself in the everyday activity of bringing them up. Rather, he should share those daily duties, spend as much time as his job allow with his children, play with them, read to them, help directly with their education; participate very fully in their lives and encourage them to share his.

It is this second, fuller, concept of ‹fatherhood› that I am in favor of, although I also realize how difficult it is to achieve sometimes. The economic and employment situation in many countries means that jobs are getting more, not less, stressful, requiring long hours and perhaps long journeys to work as well. Therefore it may remain for many a desirable ideal rather than an achievable reality.

32

Without capital punishment (the death penalty) our lives are less secure and crimes of violence increase. Capital punishment in essential to control violence in society.

To what extent do you agree or disagree with this opinion?

Before talking about the essential role of death penalty, you have to think about the meaning, and the purpose, of any kind of punishment. If you consider that the purpose is to prevent the guilty from being nasty again, you can be seduced by an argumentation in favor of the suppression of capital punishment. But you have to think about another aspect of the problem: a punishment is also useful to impress people, to make them fear the law. In fact, let›s take the example of a young misfit, which has grown in a violent atmosphere, influenced by older delinquents, etc ... He lives in the streets, he›s got no aim but to survive. This is the kind of person who could possibly kill someone for money, or even for fun... Why would he fear prison? Life would be easier for him there. In addition, in many cases, when you behave normally, you can benefit from penalty reductions. This young misfit needs to be impressed, he needs to know that the law is a frontier. When you cross it, you can lose your life. That is why capital punishment helps keeping a distance between robbery and murder. If you abolish it, you suppress the difference between these two types of crime, which are completely different.

But there is also a limit to define: even if death penalty is unavoidable, it would be a crime to apply it to inadequate cases. If there is no premeditation or past facts which can justify such a punishment, it is far too strict to apply death penalty. That is why the lawmakers have to establish precisely the context in which capital punishment car be pronounced. That is the price to pay to limit violence without using excessive violence.

Comment:

This is an answer written by a candidate who achieved a Band 8 score. Here is the examiner›s comment:

This response is very fluent and well expressed in an appropriate register. A range of relevant issues is skillfully presented and discussed. The argument is logically developed and well organized. A wide range of structures and vocabulary are used appropriately and accurately with only minor flaws.

33

Television has had a significant influence on the culture of many societies. To what extent would you say that television has positively or negatively affected the cultural development of your society?

It has been around forty years since television was first introduced into Australian households and people today still have mixed views on whether it has a positive c a negative influence on the society.

Many people believe that television damages culture. It promotes the stronger cultures of countries such as Britain and North America and weakens the cultures less wealthy countries. This is because the stronger, wealthier countries are able to assert their own culture by producing more programs that are shown widely around the world. These programs then influence people, particularly young people, in the countries where they are shown.

Also, because television networks need to attract large audiences to secure their financial survival, they must produce programs which are interesting to a broad range of people. In Australia this range is very broad because we are a multicultural society and people of all ages like to watch television. To interest all these different people, most television programs are short in length, full of action and excitement, do not require much intelligence or knowledge to understand, and follow universe. Themes common to all cultures, such as love and crime. Television programs which concentrate on or develop themes pertinent to one particular culture are not so successful because they interest a smaller audience.

Nevertheless we much acknowledge that television does have some positive effect on the cultures within a society as well. People who do not live within their own culture can, in a limited way, access it through the multicultural station on the television. For example, Aboriginal children who have grown up in white families or migrants and international students living in Australia, can watch programs from their own culture on the television.

In conclusion, I hold the view that television promotes and strengthens those cultures that are wealthy and influential while it weakens the cultures that are

already in a weakened position.

34

Many people believe that television programs are of no value for children. Do you agree? Why or why not?
Provide reasons and examples to support your response.
Television media has become a pervasive force in the lives of families around the world today. Yet, a central question remains regarding whether watching television is harmful or beneficial for children. An analysis of this question reveals that television programs present three major concerns in the case of children, including depictions of violence, the use of profane language, and the representation of poor moral role models.
Television programs that portray violence are a paramount concern for parents nowadays. Recent research has shown that children may commit acts of violence because they wish to emulate the behavior that they see on television. This is especially true when violent acts are committed by well-known action «heroes.» In addition, television programs show cartoon figures, as well as actors, committing violent acts. Using comic situations to depict violent themes causes further problems with the way in which young people view violence.
Television programs that contain profane or disrespectful language also worry parents with young children. Because censorship laws have relaxed over the past few decades, it has become very common for television programs of each and every kind to show characters expressing impolite, rude, and insulting utterances to one another. Bearing resemblance to the case of portrayals of violence, children unfortunately often try to imitate these actions they watch on their television screens.
Finally, some parents are upset about the moral behavior depicted on television. As they struggle to teach their children moral and ethical values, parents might despair about the lack of morals and ethics represented in some of the so-called role models on television. For instance, certain characters not only have no remorse for their immoral actions, but also frequently go unpunished by larger society.
Because of these factors, many parents believe that television programs send their youth the wrong kinds of messages. The emulation of this poor behavior by their children is something they wish to avoid at all costs, and they have accordingly

decided to ban television in their households for these reasons.

35

News editors decide what to broadcast on television and what to print in newspapers.What factors do you think influence these decisions?
Do we become used to bad news?
Would it he better if more good news was reported?
It has often been said that. Good news is bad news, because it does not sell newspapers. A radio station that once decided to present only good news soon found that it had gone out of business for lack of listeners. Bad news on the other hand is so common that in order to cope with it, we often simply ignore it. We have become immune to bad news and the newspapers and radio stations are aware of this.
While newspapers and TV stations may aim to report world events accurately, be they natural or human disasters, political events or the horrors of war, it is also true that their main objective is to sell newspapers and attract listeners and viewers to their stations. For this reason TV and radio stations attempt to reflect the flavor o their station by providing news broadcasts tailor-made to suit their listeners, preferences. Programmes specializing in pop music or TV soap operas focus more on local news, home issues and up-to-date traffic reports. The more serious station and newspapers like to provide .so called, objective news reports with editorial comment aimed at analyzing the situation.
If it is true, then, that newspapers and TV stations are tailoring their news to their readers, and viewers, requirements, how can they possibly be reporting real world events in an honest and objective light? Many radio and TV stations do, in fact, report items of good news but they no longer call this news. They refer to these as human interest stories and package them in programmes specializing, for instance in consumer affairs or local issues. Good news now comes to us in the form of documentaries the fight against children's cancer or AIDS, or the latest developments in the fight to save the planet from environmental pollution.

36

Some people believe that children's leisure activities must be educational; otherwise they are a complete waste of time.Do you agree or disagree?
Give reasons for your answer and include any relevant examples from your

experience.

Today, education has become a priority for many parents seeking to secure a good More for their children in this rapidly changing world. They believe that if their children apply themselves and work hard at school, then they will increase their opportunities for going to higher education and eventually getting a good job. Of course they are right, and as access to the best education and best jobs is becoming more competitive, then it is true that children have to make the best of their study time when they are young.

However, the parents who do not allow their children sufficient free time for leisure activities outside school hours, are misguided. Such activities are far from being a waste of time for the children simply because they are not academic. It is important to remember that children need to develop skills other than intellectual ones, and the best way to do this is through activities such as sports, games and playing with other kids. If they cannot play make-believe games, how can they develop their imagination? How can they learn physical co-ordination or learn important social lessons about winning and losing if they do not practice any sports? Many children form strong, personal relationships with the friends they play with, and without the opportunity to do this, they could grow up emotionally immature or unformed.

Finally, I think it is also important to remember that children need to relax as well as work. If everything they do must have some educational or academic relevance, then they will soon get tired of studying altogether, which is the last thing parents would want.

37

It has been more than 30 years since man first landed on the moon.

Some people think that space research is a waste of money.

Discuss.

For over fifty years, a number of nations have been involved in the exploration of outer space. This research has been very costly, of course. Has this money been well- spent or wasted?

Some people believe that all or most space research should be eliminated because of its incredible expense, not only in terms of money, but also in terms of scientific and human resources. These people point out the fact that it cost billions of dollars to send astronauts to the moon, but all they brought back were some

worthless rocks. These people say that the money and effort now being wasted in outer space could be spent for homeless people, improving the education system, saving the environment, and finding cures for diseases.

However, other people believe that space research has provided many benefits to mankind. They point out that hundreds of useful products, from personal computers to heart pacemakers to freeze-dried foods, are the direct or indirect results of space research. They say that weather and communication satellites, which are also products of space programs, have benefited people all over the globe. In addition to these practical benefits, supporters of the space program point to the scientific knowledge that has been acquired about the sun, the moon, the planets and even our own earth as a result of space research.

I agree with those people who support space research and want it to continue. Spa research, as shown, has already brought many benefits to humanity. Perhaps it wi› bring even more benefits in the future, ones that we cannot even imagine now. Moreover, just as individual people need challenges to make their lives more interesting, I believe the human race itself needs a challenge, and I think that the peaceful exploration of outer space provides just such a challenge.

38

It is generally acknowledged that families are now not as close as they used to b Give possible reasons and your recommendations.

There is much discussion nowadays as to whether or not the relation-ship between family members is as close as before. Diverse contributing factors can be identified In the following, I would like to present my point of view.

Great changes have taken place in family life along with the development of society One of them is that the once-extended family tends to become smaller and smaller Many children have to leave their parents at an early age to study or work elsewhere. As time passes, children become emotionally estranged from their parents.

Compared with the past, social competition is becoming increasingly fierce. People are urged to concentrate their efforts upon work, so that they can achieve success, at least a good standard of living. As a result, they can›t afford to spend their leisure: hours with their families. The importance of bonds of kinship is gradually fading from their minds.

In addition, the availability of various kinds of recreational facilities also diverts people from enjoying chats with the members of their families. Their free time is

mostly occupied by watching TV, surfing the Internet or playing video games. The come to lose interest in communicating with the other members of their families. In view of such alienation within families, urgent steps must be taken, in my opinion. For members of families who live away from one another, regular contact on the phone can bring them the care that they need. Family reunions on holidays other important occasions can make a difference as well. For those living together, is a good idea to take some time off work or recreation periods to spend more time with each other. In the final analysis, a close family relationship can surely be maintained as long as we realize the significant role it plays in our lives and attach importance to it.

39

Many people think that nowadays people are being subjected to more and more pressure in their work, and thus are having less and less time to relax.
What is your opinion?
In modern society, especially in big cities, undoubtedly hard work has become a very important feature of ordinary people›s everyday life. It seems that many people are under the impression that their work is becoming more pressing and urgent, and thus they sacrifice more and more leisure time.
In the first place, with the rapid development of science and technology, work today is more demanding than it used to be. For example, college graduates nowadays have to master English, computer science and driving skills before they can find decent jobs. People have to spend more time acquiring new techniques and skills. And their spare time tends to be fully occupied, not with leisure pursuit, but with work-related pursuits.
In the second place, competition is becoming more intense. Many people feel anxious that they may be «laid-off» if they can›t work as hard as others. And they also feel at a disadvantage before new graduates. Therefore, it is understandable that people keep themselves involved in intensely hard work in order to preserve their positions.
In my opinion, the worst aspect of this phenomenon is that the huge pressure of work will gradually affect people›s mental health. Excessively hard work means that people can never get rid of the fatigue of their work, even in their leisure time. This means that they cannot enjoy a normal life.
In a word, in modern society overwork is stealing our leisure time, however, I

believe this problem will be settled eventually with the development of science and technology.

40

It is often said that the subjects taught in schools are too academic in orientation and that it would be more useful for children to learn about practical matters such as home management, work and interpersonal skills.

To what extent do you agree or disagree?

A criticism often heard these days is that the subjects taught in schools tend to be too academic, and contribute little to preparing a young person for the real-life taps' he or she will have to perform after graduation. They say that academic subjects are rooted in the past, and are not useful for solving modern problems. I disagree with! this point of view for three reasons.

My first reason is that it is the duty of parents, not teachers, to prepare their children to deal with the practical affairs of life. The home, not the classroom, is the ideal place to learn about home management and interpersonal skills. As for work abilities and attitudes, they are best learned «on the job» and under the supervision of an experienced older worker.

My second reason is that academic subjects have withstood the test of time. They represent the accumulated wisdom of our ancestors down through the ages, and, f from being impractical, they equip us with the knowledge and confidence to make sound judgments about any problems which may crop up. In addition, academic subjects are good for training us in mental discipline, while practical subjects are weak in this regard.

My third reason is based on the saying «Man does not live by bread alone.» Schooldays devoted solely to instruction in down-to-earth practical matters would be dull indeed! Lessons in the best literature of the world, and the epoch-making scientific and geographical discoveries of the past enrich our lives and make us feel that we are part of the great family of mankind.

All in all, the teaching of academic subjects in schools is entirely appropriate. It is my firmly held view that practical subjects have no place in the classroom. On the contrary, the curriculum should be more academic!

41

With the increasing popularity of computers and calculators, student literacy is decreasing dramatically. What are the positive and negative effects the progress of science and technology has brought about?

It has been widely noted that, with the growing use of computers and calculators both in the classroom and in the home, the level of literacy and mathematical ability of students is dropping. This raises serious doubts about the value of the progress science and technology. Here I will discuss the pros and cons of this question.

First of all, advances in science and technology have certainly brought about many benefits for mankind. They have made our lives more comfortable and healthier. In addition, they have eased the burden of work for most people and provided them with more leisure opportunities, while at the same time increasing productivity dramatically.

Nevertheless, it cannot be denied that technology has some negative side-effects. As mentioned above, with computers which check spelling, grammar and calculation for them, students have little incentive to learn how to do these things for themselves. Also, the availability of TV programs and videos encourages an unhealthy, sedentary lifestyle.

Another aspect of this issue is that technology may be good or bad, depending on how we use it. For instance, dynamite may be used to make road construction easier, or it may be used to kill people. Again, nuclear reactors can supply huge amounts of cheap electricity, but if they are carelessly handled they can cause devastating pollution.

We can conclude that the progress of science and technology has both positive and negative effects. What we must do is to make sure that the positive ones are encouraged and the negative ones are eliminated as far as possible. Among other things, this means that students are warned not to let computers and calculators do all their work for them.

42

Learning a foreign language offers an insight into how people from other cultures think and see the world.

The teaching of a foreign language should be compulsory at all primary schools. To what extent do you agree or disagree with this view?

• You should use your own ideas, knowledge and experience and support your

arguments with examples.
(Clear statement followed by a question based on the premise.)
Language is linked to the identity of a nation, and speakers of a common language share many things, but does this give governments the right to restrict the way a language is used or taught?
(Concession mode to the «For» case, but followed by the Against› point of view. An example
is given which comments on the likely effectiveness of such a policy.)
It can be argued that a nation maintains its culture through its language, and so there is a need to restrict the use of foreign words and changes in pronunciation. However, in reality this approach is fruitless, because language is a living thing and it is impossible to stop it from changing. This policy has been tried in some countries, but it never works. People, especially young people, will use the language that they hear around them, and which separates them from others; stopping the use of certain words will only make them appear more attractive.
(Puts the case against› governments preventing spelling reform, but concedes it may be useful)
As for spelling, we all know that the English system is irregular and, I believe, it would benefit from simplification so that children and other learners do not waste time learning to read and write. On the other hand, some people may feel, perhaps rightly, that it is important to keep the original spelling of words as a link with the past and this view is also held by speakers of languages which do not use the Roman alphabet.
(Puts both sides of the argument about which language to use in schools.)
While it is important for people who speak a minority language to be able to learn and use that language, it is practical for education to be in a common language. Th creates national pride and links people within the society. Realistically, schools are the best place for this to start.
(Ends with a clear statement.)
Ultimately, there is a role for governments to play in the area of language planning particularly in education, but at no time should governments impose regulations which restrict people›s linguistic freedom.

In many major cities of the world, you will find large public buildings, both new and old.
Discuss the advantages and disadvantages of such buildings.
How important is it for a country to construct impressive public buildings where houses are want is really required?
• You should use your own ideas, knowledge and experience and support your arguments with examples.
(Introduction: mention that public buildings exist in all cities and towns, large and small, e.g. post office, court pause, places of worship, theatre)
A public building is a building that belongs in some way o the state. The number c public buildings in any town or village will depend on the size of that community and its needs. For example, you will usually find a town hall of some sort, a school and a place of worship at he least. In anger communities there will be a police station, law courts, a library and maybe a theatre funded by he state.
(Pros: city pride, beautiful to look at, useful/necessary buildings, create a city centre.)
The desire to build impressive buildings is not new. The ancient cities of the Middle East and South America were designed with large public buildings to impress visitors and enemies and give a sense of pride. In modern times, outstanding public buildings still, create a great sense of local and national pride. They are what gives a city its character and they form asocial centre, a place where people like to meet.
(Cons: waste of public money, intimidating, nationalistic. Give opinion on whether they stop us from building houses or whether they can be compatible.)
However, some people argue that governments have constructed unnecessary, and sometimes ugly, buildings simply to make themselves feel important. I tend to feel that such buildings may be a waste of public money but I am not sure we can claim that they prevent houses from being built, because these governments have often ensured that adequate housing was also available. Houses and public buildings can exist side by side.
(Conclusion - sum up the two parts to the answer. Leave the reader thinking.)
The answer lies in finding ape right balance. We want o feel pride in our town, but we also want our citizens to have comfortable homes. It is hard to please everyone.

In the past, buildings often reflected the culture of a society but today all modem buildings look alike and cities throughout the world are becoming more and more similar.
What do you think is the reason for this, and is it a good think or a bad think?

• You should use your own ideas, knowledge and experience and support your arguments with examples.
city has its architectural character, but the similarities between cities are more obvious these days than in the past. In my opinion, one reason for this is the high price of land.
In most large cities, land is scarce and consequently it is very valuable. This has led to the construction of tall buildings which occupy only a small area of land while providing lots of floor space where people can live or work. Buildings of this type are made of concrete and steel and can be built comparatively quickly using prefabricated materials. They do not use local materials, such as stone, timber or brick, which used to give cities their individual character. In consequence many cities, now look very much the same and you might not know whether you were in Brisbane, Bangkok or Berlin when you are on the street.
While I realize that we cannot stand in the way of progress, I believe that cities should try to keep some individuality. For example, in Paris it is prohibited to build very tall buildings in the centre of the city, as this would spoil the overall appearance of the skyline.
Other cities have chosen to design unique buildings to ensure they look different. The twin towers in Kuala Lumpur or the Opera House in Sydney are examples of this approach, and i agree with this kind of initiative.
All in all, although it is regrettable that modern cities look similar, I tend to feel this is unavoidable. However, it can be argued that, even if the buildings are similar. Cities will maintain their own character as a result of cultural diversity, the terrain and the climate, which ultimately determine how people live.

45

Should animals be used in testing new drugs and procedures?
Gives reasons for your answer and include any relevant examples from your own knowledge or experience.
Every year, millions of animals undergo painful suffering or death as a result of

scientific research into the effects of drugs, food additives, cosmetics and other chemical products. While most people think animal testing is necessary, others are upset by what they see as needless suffering. This essay looks at some of the positive and negative aspects of animal testing.

Many medical treatments and procedures have been developed from experiments on animals. Since animals share many features with humans, scientists use animal to test the safety and effectiveness of newly developed drugs before pilot testing o: small groups of patients. Medical teams practice new operating techniques such as transplants on animals. Without animal testing, many procedures or new drugs would be extremely unsafe.

However, many people are concerned that animals are suffering unnecessarily ant cruelly. They do not believe that every new drug needs to be tested on animals, especially with the huge database of knowledge and modern computer models. They also are worried that many animal tests are ineffective, pointing out that any drugs have had to be withdrawn from the market despite extensive testing. They particularly feel that animal testing should not be used for non-essential products such as cosmetics, shampoos, soaps, and cleaning products. Furthermore, some campaigners would like to see certain tests replaced and more humane methods used.

We need to make sure that the millions of animals who are used for testing new products are treated with the minimum of suffering. Although some animal testing may be unavoidable at present, treating our fellow creatures as mercifully as possible will demonstrate our humanity.

46

Action movies with spectacular car chases are very popular with young people, it is often said that these sorts of movies lead to an increase in car accidents among young drivers as they try to copy what they have seen in the films.

Do you agree that such movies increase the amount of bad driving? What can be done to encourage young people to drive more safely?

Gives reasons for your answer and include any relevant examples from your own knowledge or experience.

Movies tend to have a very large influence on young people who are influenced both by what they see and hear. Because this is the case, it is true that car chases in action movies tend to lead to an increase in the number of car accidents among

young drivers because they try to copy what they have seen in the films. They drive too fast and take unnecessary risks and the difficulty is that most young people lack the skills and experience to do this.

There are a variety of ways in which young people can be encouraged to practice safer driving habits. Firstly, the Government should launch a safe driving campaign to convey the fact that driving safely is not un cool. In effect, it should be cool to stay alive and healthy! Secondly, every movie should make it clear that dangerous car chases are undertaken only in strict safety conditions with experienced drivers, and often special movie-making tricks are used to enhance the action. Thirdly, young people should be forced to take safe driving courses every year for the first five years that they have their driver›s license. In this way, they are forced to perfect their driving skills or their license will be taken away.

Finally, as part of this course, young drivers should go to hospitals and witness the effects of poor or dangerous driving on other people. When they see hospitalized people whose lives have been destroyed due to stupid risk-taking, they will surely change their minds about whether it is cool to copy action heroes and drive fast.

47

In Britain, when someone gets old they often go to live in a home with other old peoples where there are nurses to look after them. Sometimes the government pay for this care.

Who should be responsible for our old people?

Gives reasons for your answer and include any relevant examples from your own knowledge or experience.

Many old people in Britain, after a lifetime of hard work and the toil of bringing you children, are put into homes for the elderly by their families. There, they are looking after by professional nurses, and this is sometimes at the expense of the government. However, this situation has raised controversy about whether we extend to our elders the care and respect they deserve.

The critics of this system say that it is the duty of the family to look after its senior members in the years when they are no longer able to work. They point out that in retirement homes old people tend to feel useless and unwanted by their family members, who seldom come to see them. In addition, there is evidence that young people benefit from the experience and wisdom of older people who live with their on a daily basis.

On the other hand, those who support the system say that retired parents can be a burden to young families. Not only is it expensive to support old people who have little or no income, but the fact that old people are often ill and need a great deal o: looking after can be too much for their busy children.
In my opinion, neither side is completely right. Old people in good health and wit] enough finances to support themselves can be a great help to their children. For instance, they can look after their grandchildren while children are out at work. On the other hand, sick and penniless old people are better off being looked after in retirement homes at government expense.

48

The earth is being filled with waste material such as plastic bags and other rubbish. Is this really happening? What are some solutions to this problem?
Gives reasons for your answer and include any relevant examples from your own knowledge or experience.
Over the past few decades, the increasing amount of industrial wastes and household garbage has become a major problem in many countries. People have questioned what caused this problem and what can be done to improve the situation. In my opinion, two of the most critical causes of this waste material problem are the increased consumption and a shortage of space for landfill.
To begin with, modern lifestyle has contributed greatly to the increasing amount of waste and garbage we produce every day. In other words, we have turned into a materialistic and mass-consumption society where we use more and throw away more than ever before. Moreover, countries are running out of space to store garbage and waste material. In fact, securing land for waste disposal raises controversies in many countries.
To solve this intractable problem, every citizen needs to participate in producing less garbage. For example, we can bring our own personal shopping bags instead of using plastic bags provided by stores and shops. Besides, the government can enforce stricter laws on companies to use biodegradable packaging or use recycled material. Indeed, this alone can eliminate much of the waste which is sent to at landfills. Companies can also contribute by developing new raw material which is recyclable and will ultimately lead to less garbage. One good example of this is that tire companies develop new tires for cars which are not made of rubber but of new biodegradable material.

As discussed above, individuals, business and the government can share the responsibility to reduce the amount of waste material and to save the earth. I hope that in the future our offspring will be better off with the well-preserved environment.

49

Children who are brought up in the family that do not have a lot of money are better prepared to deal with problems when they become adults than children who are brought up by wealthy parent.

Do you agree or disagree with this statement?

Gives reasons for your answer and include any relevant examples from your own knowledge or experience.

Over the past few decades, along with growing interest in child education, people›s attention to the family environment where a child is brought up has also significantly increased. Some people have begun to feel that a child who has grown up in a poor family tend to be better prepared to deal with problems. In my opinion,

However, family environment alone does not much influence a child›s ability to solve problems.

A child who was born into a poor family would have had more situations where they had to solve a problem or make a decision on their own. This is because in most unfortunate families, both parents are usually working and children are put into situations where they have to take care of themselves. By contrast, due to thei] wealth, rich children can experience and learn things that unfortunate children cannot. For example, they usually go to the best schools and receive a higher education there, which prepares them better for solving problems in their life.

However, few would disagree with the fact that each individual is different. That i problem solving skills come more from life experience. That is, the more a person experiences in life, the more they can use these experiences to adjust, to adapt and solve problems they encounter. Personality also can be a factor in dealing with problems. A person who is optimistic, outgoing, confident and open-minded can look at and solve problems more effectively.

As discussed above, nature and nurture have an equal influence on a child›s ability to face challenges. Parents should spare no effort to figure out how they can help

their children to be independent. I hope that in the future the next generation will grow up as mature citizens.

50

Some people think high school graduates should travel or work for a period of time instead of going directly to study at university. Discuss the advantages and disadvantages of both approaches.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

High school students face many decisions as they prepare to graduate, including what they are going to do after graduation. Some high school students go directly college or university after graduation. Others prefer to travel or work for some tim before going to university.

For those who choose to go college or university after graduation, there are advantages and disadvantages. One of the big advantages of going directly from High school to college is that you are still in the habit of studying. By going to college after graduation, you do not lose the study skills that you developed during high school. The big disadvantages, however, is that you may not be ready for college. You may not know exactly what you want to study, or you may be more interested in freedom and parties than in your courses. At that age, it is often difficult for students to take on the responsibilities of college.

There are also advantages and disadvantages to working or traveling before starting college. Working or traveling allows you a better idea of what you want to do with your life. You gain practical experience that helps you define what you want to study. You also are well prepared for the responsibilities of college or university studies. On the other hand, by the time you start college, you will probably have obligations, like a job or spouse, which keep you from focusing on studies. In addition, travelling or working before college may cause you to spend enough time out of school that you forget how to study.

The decision of what to do after high school graduation can be a difficult one. Deciding whether to go straight into college or university or take time to work or travel is something that faces every high school student. After thinking about the advantages and disadvantages of both options, the decision should be based on what is best for you

Speaking

این قسمت از آزمون آیتلس از ۳ بخش تشکیل شده است و حدوداً بین ۱۱ تا ۱۴ دقیقه طول خواهد کشید.

بخش ۱: در این بخش مصاحبه کننده سوالاتی را درباره‌ی موضوعات عمومی مثل کار، آموزش، شغل، کشورها و .... می‌پرسد و یا سوالات خصوصی درباره اینکه کجا زندگی می‌کنید و یا اینکه چندتا برادر و یا خواهر هستید را می‌پرسد این قسمت حدوداً ۵ دقیقه طول خواهد کشید.

بخش۲: در این قسمت مصاحبه‌کننده یک کارت را به شما می‌دهد که بر روی آن کارت سوالی نوشته شده است و زیر آن سوال ۳ یا ۴ تا نکته آورده شده است که جواب شما باید آن نکات را شامل شود به عنوان مثال به کارت زیر توجه نمایید (حدوداً ۱ دقیقه درباره‌ی موضوع فکر می‌کنید بعداً ۱ تا ۲ دقیقه راجع به موضوع و سوالات صحبت می‌کنید)

Talk about your favorite country.

Talk about:

Which country it is.

In what continent it is situated.

Whether you have been there. If yes, when.....

بخـش ۳: در این بخش سوالاتی از داوطلب پرسیده می‌شود، که به نوعی به موضوع تاپیک مرتبط می‌باشد. (۴ تـا ۵ دقیقـه طول خواهد کشید)

ضوابط نمره‌دهی آزمون

1)Fluency and coherence	**روانی و پیوستگی کلام**
2) Lexical resource	**استفاده مناسب از لغات متنوع**
3) Grammatical range	**استفاده از گرامر صحیح و متنوع**
4) Accuracy and pronunciation	**تلفظ درست**

A) Dos and Donts (باید و نبایدها)

۱. مصاحبه آیلتس رسمی است، از زیاد غیررسمی شدن و صحبت‌های فرعی و شوخی پرهیز کنید.

۲. آرام باشید و هول نشوید و سعید کنید بهترین خود را ارائه دهید.

۳. جواب مرتبط با سؤال بدهید و از دادن پاسخ‌های طولانی و غیرمرتبط پرهیز کنید.

۴. ایده‌های اصلی خودد را (main ideas) را یا جملات حمایتی (supporting) تقویت کنید.

۵. اگر دامنه واژگانتان خیلی گسترده نیست جواب‌های خود را paraphrase کنید.

Exp: I'm very tidy, it really bothers me if a tidy is untidy.

در این مثال داوطلب با استفاده از کلمه‌ی untidy که مخالف کلمه‌ی tidy است،توضیح بیشتری داده است.

۶. از حفظ کردن جواب ها به شدت پرهیز کنید، اولاً؛ در شرایط امتحان معمولا یادآوری جواب‌های حفظ شده مشکل است،

ثانیاً، مصاحبه کننده به علت مصاحبه با آزمون دهنده‌های فراوان متوجه می‌شود که جواب شما از پیش آماده شده است و شما آن را فقط از کتاب، جزوه و ... حفظ کرده‌اید و به همین دلیل به جای کسب نمره، نمره از دست می‌دهید.

۷. اگر سؤالی را متوجه نشدید پاسخ بی‌ربط به موضوع ندهید، بلکه اگر سؤالی را متوجه نشدید، از مصاحبه کننده بخواهید آن را برای شما بازگو کند. مثلاً:

A) Whould you mind telling me what you exactly mean by ....?

B) Would you explain the meaning of the word .....?

C) Excuse me I did not quite get what you said whould you repeat that?

۸. نسبت به خودتان و آزمون و مصاحبه کننده ها دید مثبتی داشته باشید. اکثر مصاحبه‌کننده‌ها بسیار کمک کننده هستند و سعی در رفع استرس شما دارند.

۹. از بین درست حرف زدن و سرعت، درست حرف زدن را انتخاب کنید.

۱۰. لبخند و تماس چشمی را به خاطر داشته باشید. کسانی که با آرامش و لبخند به سؤالات پاسخ می‌دهند و از ایجاد تماس چشمی با مصاحبه کننده واهمه ندارند، حس اعتماد به نفس و تسلط به آزمون را به مصاحبه کننده منتقل می‌کنند که در افزایش نمره آن‌ها به طور ناخودآگاه تأثیر بسزایی دارد.

نکات کلیدی بخش ۱

در این بخش مصاحبه کننده سؤالاتی کلی از شما می‌پرسد مثلاً: کار، تحصیلات، خانواده، زادگاه، علایق، شخصیت، دوستی، محل زندگی و ..

Sample Questions

A) Do you spend most of your free time at home?

B) How old were you when you got your first job?

C) Why are you planning to ake IELTS?

۱) در این بخش هرگز جواب Yes و No ندهید.

در این بخش نباید جواب سؤالات خیلی کوتاه و خیلی بلند باشد، از دادن جواب بله و خیر به شدت پرهیز کنید. این نوع جواب یعنی من نمی‌توانم پاسخ را شرح و بسط بدهم و می‌خواهم سریع جواب را تمام کنم. برای نشان دادن تسلط خود به زبان و آزمون هر جواب حداقل ۲ تا ۳ جمله ترجیحاً جملات پیچیده برای توضیح بیشتر ارائه دهید.

به مثال زیر توجه کنید.

Q: Whould you prefer to live in a house or an apartment?

A: Neither of them (این جواب پسندیده نیست)

A: If you aske me, I prefer to live in a house, a big one with a garden and swimming pool. In my apartment, sometimes I feel I can't in hole fresh air, sometimes I feel dizzy.

۲) برای جواب دادن از چند جمله استفاده کنید، جملاتی که به هم ربط معنایی دارند و در آنها از کلمات و گرامر خوبی استفاده شده است.

۳) اگر می‌خواهید سؤالات را به خوبی متوجه شوید، سعی کنید که Listening خود را تقویت کنید، زیرا رابطه‌ای دوطرفه بین قسمت Listening و قسمت speaking وجود دارد.

۴) برای تقویت اسپیکینگ خود سعی کنید جلوی آیینه با خود حرف بزنید و صدای خود را ضبط کنید.

نکات کلیدی بخش ۲

در این قسمت جواب‌های شما باید یک مقدار فرمت‌بندی باشد یعنی ابتدا یک مقدمه می‌آورید که درباره‌ی صورت سؤال می‌باشد پس قسمت بدنه‌ی جواب شما سؤالات مورد نظر روی کارت را شامل می‌شود و در آخر سعی کنید با یک نتیجه‌گیری که در واقع بازگو همان مقدمه می‌باشد جواب خود را تکمیل کنید.

۱) هر تاپیک هدف خاصی را دنبال می‌کند که شما باید آن را فهمیده و در اسپیکینگ خودتان استفاده کنید. به عنوان مثال:

Describe the first job that your have done.
You should say:
How you got the job.
What the job involved.
How long the job lasted.
Describe how well you did the job.

۲) فقط توجه کنید که قرار نیست در این قسمت شما دقیقاً راست بگویید، اگر مطلبی به ذهنتان نیامد سعی کنید، خیال بافی کنید.

نکات کلیدی بخش ۳

این بخش از آزمون که حدوددا ۵ دقیقه طول می‌کشد، شما باید به سؤالاتی مرتبط با بخش دوم پاسخ دهید. هدف این بخش بیشتر به چالش کشیدن نظر شخصی و اطلاعات عمومی شما می‌باشد.

برای پاسخ دادن به این بخش باید دلیل کافی بیاورید و از دلیل‌های خود با استفاده از مثال‌های مناسب حمایت کنید.

در ادامه نمونه مثال‌هایی برای هر ۳ قسمت آورده شده است که در هر قسمت یک سری راه‌حل‌ها برای افزایش نمره آورده شده است که مطالعه‌ی آن‌ها برای افزایش نمره بسیار مؤثر است.

..... Speaking part 1 .....

Work

1.Do you work or study?

I graduated a few years ago and I'm now in full time employment.

2.What is your job?

I'm currently an English teacher working for the British Council in Ho Chi Minh City.

3.Why did you choose that job?

I was previously a lawyer and found it to be really stressful and never had any free time, so after quitting that job I thought teaching might be the complete opposite of being a lawyer, you know not as stressful and more time off.

4.Are there lots of English teachers in Ho Chi Minh City?

Oh yes! There is a such a big demand for English as a second language here and

it's also quite a cheap place to live compared to many other big cities in Asia.

5.Do you enjoy your job?

Most of the time. It's very rewarding to be able to help people every day and the students here are very hardworking and fun to teach, but you sometimes have lessons that do go so well and the money could always be better.

6.Do you get on well with your co-workers?

Yes, fine. I don't really see work as part of my social life, so I don't socialise with them, so I suppose I could be more friendly, but it's just my nature to be a bit colder with colleagues. I think it's more professional to be that way.

7.What was your first day at work like?

There were lots of teachers starting at the same time as me, 10 I think, so we all had a big induction day. The more senior teachers ran workshops with us to familarise us with the different systems they had and then we went for a team dinner in the evening.

8.What responsibilities do you have at work?

All of the teachers main responsibility is to plan good lessons and then teach them to the best of our ability. On top of that we have several admin. tasks to carry out like mark homework, fill out attendance sheets and write reports.

9.Would you like to change your job in the future?

Yes, as I said before, I like working by myself, so I would like to be my own boss. I'm currently developing my own website, so if it's successful I will leave teaching and work on it full time. This will also give me more time to work on other projects.

10.What is your typical day like in work?

I normally have 2 or 3 classes in the evening and I start the day by doing all the planning at home. This normally takes between an hour or two depending on the lessons. I then take the rest of the day to spend with my family, before going to work around 3 to print off my materials and then I teach all evening.

11.What would you change about your job?

As with most English teachers, we have to teach what is on the curriculum and this can mean that you are teaching some things that are quite boring or not very useful for your students, so I would like to have more freedom to teach outside the syllabus.

12.What do you do?

I do a job-share with a friend in a boutique ... I enjoy it ... I like working with customers ... unfortunately it's only temporary work but one of the perks of the job

is I get a discount on the clothes ...

13. Do you have any career plans yet?

Yes ... I'd like to be my own boss one day ... I'm interested in programming and I'd like to create apps for myself or for other companies ... I know being self employed would be a challenge but the idea of doing a nine-to-five job doesn't appeal to me at all ...

14.What do you see yourself doing in 10 years time?

I'd hope to be working ... not a high-powered job ... but I'm quite a creative person so something where I can work with my hands would be nice ... as long as I'm not stuck behind a desk doing something boring in a dead-end job I'll be happy ...

..... Related vocabularies .....

List of vocabulary for job

Employee= Someone who is paid to work for someone else.
The company has several hundred employees.
Employer= A person or organization that employs people.
Employers monitor their employees very carefully these days.
Employment =When someone is paid to work for a company or organization.
Due to the recession, there are thousands of people looking for employment.
I was employed in the company for several years.
Unemployment =Not working.
Levels of unemployment in the economy have been rapidly increasing.
He has been unemployed for 6 months now.
Commute =To make the same journey regularly between work and home
It is taking longer for people to commute to work because of traffic problems.
Commuting to work everyday by bus is tiring.
Occupation= Formal way to say ‹job›.
What is your occupation?
Career =Working life or a particular job during one›s working life that gets better in terms of salary and position.
He is retired now but he had an amazing career (= succesful working life).
He hopes to have a career in the army
Profession= Any type of work which needs special training or a particular skill, often one which is respected because it involves a high level of education.

The teaching profession is not as good as it used to be because salaries have decreased.
Salary / Wages= Money paid each month to an employee for their work.
Public sector salaries are not keeping up with inflation.
He receives a good wage because he works for a prestigious company.
Public Sector =Businesses and industries that are owned or controlled by the government.
You get a good pension if you work for the public sector, but the salary is not always so good.
Private Sector =Businesses and industries that are privately owned.
Most graduates hope to work in the private sector when they finish university as there are more opportunities and the pay is better than the public sector.
Retire= To stop working because of old age or ill health.
The retirement age in most countries is 65.
He had to retire early due to ill health.
Flexitime= Working a fixed number of hours but having flexibility with start and finish times.
They have introduced flexitime at my work place so I usually start at 10am now and finish at 6pm.
Resign / Quit =To leave a job.
He resigned from his job yesterday.
Don›t quit your job unless you have another one to start.
Fire / Sack / Dismiss= To remove someone from their job, especially because they have done something wrong
He was fired / sacked / dismissed because he was late for work every day.
Vacancy= A job position that is not filled and so is available.
I spoke to the company and they said they had several vacancies.
Overtime= Working more than your contracted hours.
The employees often work overtime but they are not given extra money so it is not fair.
Shift= The time worked in a job that is not normal hours.
She is a nurse so she has to work in shifts. One week she does the morning shift, and then the next week she will do the night shift.
Shift work can be very tiring.

Tip

Focus On What's Important When You Prepare

Unless you have particularly bad pronunciation, don't spend a lot of time and money on pronunciation lessons.

You are better to spend this time increasing your range of vocabulary and sentence structures, and practising speaking as much as you can to increase your fluency.

Extended questions

Can you describe your job to me?
What do you do for a living?
How long have you been doing it?
Can you describe one of your typical working days?
What's your daily routine on a working day?
Why did you choose to do that job?
What things do you enjoy about your work? Why?
What do you think is the attraction of your work?
What is your ideal job?
Do you want to change your current job? Why or why not?
Are you willing to keep your job permanently?
What are your plans for the future?
Do you have a job right now?
What did you want to be when you were a child?
Are there good job opportunities in your home country?
What job do you think you will be doing in five years?
What skills and qualifications are required for this job?
What do you do?
What are your responsibilities?
How many hours do you work each day?
Do you enjoy your work?
Is there some other kind of work you would rather do?
If you could change your job or profession, what would you do?
Describe the process of getting a job in your country.
Describe the company or organization you work for.
What is your position?
What do you like about your job?
What do you dislike about your job?

Holidays

1. What form of transport do you prefer to use? Why?

I prefer to travel by car because it means that I have my own space. Also, the buses and trains in my city are usually overcrowded; my car is much more comfortable.

2. How much time do you spend travelling on a normal day?

I probably spend about an hour and a half travelling to and from work. I travel during the rush hours, so there is quite a lot of traffic.

3. What do you do while you are travelling?

I usually listen to the radio or a CD. In the morning I like to listen to the news to find out what is happening in the world.

4. Do you ever have problems with transport?

Yes, as I said, I get stuck in traffic on my way to and from work. I used to get annoyed by traffic jams, but now I›m used to them.

5.What kind of holiday do you like?

I try to avoid tourist traps ... I like to get away from it all and prefer going somewhere off the beaten track ... last year I had the holiday of a lifetime ... a two week wildlife safari in Kenya.

6. What do you like to do when you're on holiday?

I enjoy visiting the local places of interest ... I like to go sightseeing and always sign up for guided tours as it's a chance to be shown around and take photographs ... one of my hobbies.

7. Do you have many tourists in your country?

Yes ... we have a lot of holiday resorts along the coast that are popular with tourists ... most people come on package holidays and stay in one of the many hotels and self-catering apartments.

8.What public holidays do you have in your country?

We celebrate a lot of public festivals in my country. I am sure you know about the Spring Festival which is the most important one. In addition, we get together with our family for the Mid-Autumn Day and the National Day.

9. Do people in your country celebrate Christmas?

Yes, there are so many people in my country, it's really hard to say, probably most people tend to go shopping with families or friends to take advantage of the sales the shops are offering, but personally speaking, I am afraid we don't celebrate Christmas like the way in Western countries.

10. Do you like public holidays?

Yes, I am fond of holidays. The main factor is that on these days, I don't have to work and have plenty of time travelling around to unwind myself and also I will have more consecutive time with my family.

11. Which public holidays do you like the most?

I believe my favourite public holiday would be the National Day because I will have at least seven days to go travelling and also it's the best time to go around, the weather is neither too cold nor too hot, and the foliage of trees have turned yellow or red, which will give you picturesque views.

12. What do other people in your country usually do on public holidays?

It's kind of hard to say but people that I know around me tend to go shopping with families or friends to take advantage of the sales the shops are offering, but maybe for others, they probably stay at home for resting.

13. Do you think there should be more public holidays in your country?

I believe the public holidays are rather important and there should be more of them in my country. The main factor is that people really need unwind themselves without any distractions after tiring work and also public holidays can dramatically boost consumption as the goods will be sold at a discount during these days.

.....Related vocabularies .....

List of vocabulary for holidays

all holiday: a time after you lost your job. He lost his job yesterday. Now it's all holiday for him.

breathtaking view: an amazing view. I've seen many breathtaking views during my journey to Paris.

busman›s holiday: when you spend your free time similarly to the time when you work. This expression comes from the idea that a bus driver would spend his holiday traveling somewhere on a bus. Unfortunately, many people spend a busman's holiday nowadays.

charter flight: a cheap regular flight. Due to our modest budget, we had to take a charter-flight.

check-in desk: the place at the airport where you register for your flight and deposit your luggage.

departure lounge: a place to wait for your flight. We had to wait a few hours in a departure lounge because our plane was late.

far-off destination: a distant place. Australia is a far-off destination, nonetheless I want to visit it.
getting away from it all: escaping in order to rest from a daily routine. After I passed my exams, I wanted to get away from it all for at least a couple of days.
go off the beaten track: to visit an uncommon place. Unlike my brother, I prefer to go off the beaten track.
guided tours: a group of people guided by an expert. Guided tours are a great way to learn about different places of interest.
head for: go in a direction for. I'm heading for the work now.
holiday brochure: a publication with details of holiday. Our guide gave us a great brochure about our hotel.
holiday destination: where you go for a holiday. We chose New York as our holiday destination for the next summer.
holiday of a lifetime: a very special holiday, once in a lifetime. Last year me and my family had a lifetime holiday in Italy.
holiday resort (tourist resort): a place where lots of people go for a holiday. Last year my family went on a journey to London. We lived in a great tourist resort.
hordes of tourists: crowds of tourists. Hordes of tourist can be seen during summer near the city park.
local crafts: thighs made in the region. My sister bought some amazing local crafts on her trip to India.
out of season: not within the main holiday period. I decided to go on a journey with my friends out of season.
passport control: a place where you get your passport checked. I spent a few hours waiting in line on a passport control.
picturesque village: a nice, beautiful village. My grandparents live in a picturesque village.
places of interest: memorable and honorable places. My native city has a variety of places of interest.
self-catering: a holiday where you have to provide the meals by yourself. Self-catering is neither pleasant nor efficient.
short break: a little holiday. My father had a short break this year, I hope he'll be able to relax some more.
stunning landscape: a beautiful countryside. Stunning landscapes are only one of many reasons why I want to visit Africa.

to go sightseeing: to go visiting sights of interest. Today we went sightseeing with my friends.
tourist attractions: places which tourists tend to visit. Despite not being a tourist attraction, new fountain is very popular among the locals.
tourist trap: place with many tourists. We›ve visited many tourists traps lately.
travel agency: a shop that specializes in booking holidays. I›ve bought tickets for my trip through a travel agency.
wildlife safari: an observational holiday, mainly in Africa. I'd love to go on a wildlife safari sometime.
youth hostel: a cheap hotel. During our trip we stayed in a youth hostel, because we didn't have enough money for a hotel.

.....Tip .....

Be fluent and liberated

Speak fluently and spontaneously. You will gain more points. Don›t worry too much about using clever vocabulary, it›s more important to be fluent. But also don›t speak too quick and mind your grammar. You should find a «healthy balance» between speaking too quickly and making long pauses.

Extended questions

What do you do when you have a holiday?
Who do you usually spend holiday with?
Where do you like to spend your holidays? Why?
Can you describe a typical day in your holidays?
Why are holidays and important to you?
If you could take a holiday anywhere in the world, where would you go? Why?
What do people usually do during holidays and in your town?
Have you visited many foreign countries? What was your favourite place? Why?
What countries would you like to visit (in the future)?
Would you like you live abroad? Why/ Why not?
What things would you recommend a foreign tourist to do in your country?
Have you ever had any problems while you were travelling?
When do you think you will next travel abroad? (Where would you like to go?)
Have you been to any English speaking countries? (What do you think about it/ them?)
Have you travelled much?

Have you visited any foreign countries?
What part of the world would you most like to travel in?
If you could live in any country/ travel anywhere, where would you choose?
Where was the last place you visited on holiday?
Would you like to go back there again?
What kind of tourist destination do you usually prefer?
Has a foreign visitor ever stayed at your home?
What's the best way to save money while travelling?
Do you like to travel?
What kind of places have you visited in your life?
Which place would you really like to visit? Why?
What's the best place you've ever visited?

Friends

1. How do people (in your country) meet others and make friends?
Well, it's kind of hard to say but people that I know around me tend to become friends because they were classmates in high schools or universities, but maybe for others, they just are co-workers so they develop good friendship in the workplace.
2. Do you think it's easy for people to make friends at work?
Yes, I do. I feel that it's hard not to have friends in the workplace. After all, we are going to spend over one third of our walking life each week at work, so you know, I don't want to be socially isolated during that time, which will have bad influence on productivity
3. Is it important for people to have good relationships with colleagues at their workplace? (Why?)
Yes, people in the workplace all tend to be sociable so that every one will have more promotion opportunities and at least be productive. Besides, working in the office without friends will be tame because people won't find partners to talk about work or their own life.
4. Would you say the students (at your school/university) have a good relationship with each other?
Well, I'm afraid that not every student in the school have a good relationship with others because some of them seem to have a social problem, they are good at chatting with others, and are only willing to indulge themselves in the study. Hopefully as they grow up, they will recognise the importance of communication.
5. (Possibly) How would you describe a "good relationship"?

A good relationship between friends in my opinion is where both people are able to be themselves, respect each other, treat each with kindness and know how to give themselves and the other appropriate space.

6. Do you ever help a friend by giving advice?

Oh, yes, one of my friends smoke a lot and if he keeps smoking he is going to get lung cancer or something. So I consistently tell him about the problems that this stuff causes, get him a little sentimental, exaggerate and tell him to stop.

7. Are your friends mostly your age or different ages?

Most of my friends are about the same age as me because we met at school or university. I›ve got one or two friends who are older or younger that I met through work.

8. Do you usually see your friends during the week or at weekends?

I tend to meet up with my friends at weekends because everyone›s too busy during the week.

9. The last time you saw your friends, what did you do together?

It was one of my friends› birthday last weekend. Six of us went out for a meal to celebrate.

10. In what ways are your friends important to you?

I think it›s important to have friends that you can talk to and share experiences with. My friends make me laugh, but I know I can also rely on them whenever I need help or support.

Related vocabularies

List of vocabulary for friend

close friend: a very good friend.

enjoy each other›s company: to like spending time with each other. Steve and Noah are always together, they definitely enjoy each others company.

fair-weather friend: someone who is your friend only when you are cheerful and successful. A lot of John›s friends turned out to be fair-weather friends. They were with him when he was rich and left him when he went bankrupt.

friends are like second family: that is to say your friends love you and make you feel comfortable.
get in touch with somebody: to contact somebody. I plan to get in touch with my friends when I return home.
near and dear to someone: very important to someone. Her parents are the only people who are near and dear to her.
shoulder to cry on: someone who is always ready to listen to your problems. I›m so glad my boyfriend is so kind and sympathetic, it›s good to always have a shoulder to cry on.
to be through thick and thin: to have some good times and difficult times together. Your parents are married for 15 years, they must have been through thick and thin together.
to be well-matched: to be similar to somebody in interests. They are well-matched.
to break up: to end a relationship. It is hard to believe that Jacob and Sarah broke up. They were dating since high school.
to drift apart: to become less close to someone. As years went by, school friends drifted apart.
to fall for someone (to fall in love with someone): to start loving somebody. They were childhood friends, and he fell for her!
to fall out with: to quarrel, to have a conflict. He left the party after falling out with his girlfriend.
to get on like a house on fire: people get on like a house on fire when they like each other›s company and become friends very quickly. I like my new roommate! We have a lot of same interests and get on like a house on fire.
to get on well with somebody: to have a good relationship with somebody. I›m an outgoing person and I easily get on well with new people.
to get to know someone: to become acquainted with someone. I thought Jenna was selfish until I got to know her and understood her real character.
to have a lot in common: to have similar interests.
to have friends in high places: to have friends in powerful positions in business or government. Joe owes his fast career growth to his friends in high places.
to hit it off with somebody: to quickly become close friends with somebody. I could not imagine that Laura will hit it off with Dylan! They are so different.
to keep in touch with someone: to maintain contact with someone. I keep in touch with my friends from high school, although we graduated five years ago.

to lose touch with someone: to lose contact with someone. I lost touch with Mary since she moved to Canada.
to see eye to eye: to agree. I think it›s better to live in a big city, but my brother doesn›t see eye to eye with me about it.
to strike up (a conversation, a relationship): to start. I feel awkward when I strike up a conversation with unknown people.
ups and downs: a mixture of good and bad things that happen. We›re friends for almost 30 years! Surely we›ve had our ups and downs.

Tip

Ask the question again if you need to
Don't be shy, if you want to clarify something. You will not lose points for asking the examiner.

Extended questions

Do you have a lot of friends?
Who is your best friend and why?
Who would you most like to be friends with and why?
What kind of person is it easy to make friends with?
Who are more important to you, friends or family?

Education and study

1.Do you work or study?

I'm currently a student at Queen's University, Belfast.

2.What do you study?

I study law because it's a really well thought of degree and I'm hoping to pursue it as a career in the future.

3. Is it a popular subject at your university?

Very popular, in fact it's one of the most sought after courses. I think there are about 350 people reading law at Queen's. I think lots of student's parents want them to study law so they can get a good job after they graduate.

4. Do you enjoy studying it?

It's such a huge subject that there will always be parts you like and parts you don't like. I find Human Rights fascinating because it can really make a difference to peoples' lives. On the other hand, modules like Land Law and Equity are really boring.

5. Do you get along with your classmates?

Yes, they are all really great. Most people like to socialise together in the evenings and this makes us a very tight group. If you know someone socially, it is much easier to work together in class.

6. If you could change to another subject, what would it be?

I planned to study medicine, but then when I went on work experience I fainted at the first sight of blood, so definitely not that. I'm a real history buff and read books about World War 2 all the time, so I suppose it would have to be Modern History.

7. Do you plan to use the subject you are studying in the future?

Yes, I've already started to apply for jobs as a lawyer. We normally have to secure a job a year before we graduate and then work very hard to get a high overall mark. After that, I will probably do a Masters in law to become a specialist in one particular area.

8. What is the most difficult part of your subject?

You have to remember lots of legislation and cases and not only remember their names, but also how the affect each part of the law and how they interact with each other. Physically it can also be exhausting because we have to read very dense texts for a few hours every day.

9. What would like to study in the future?

As I said before, my favourite type of law is Human Rights, so I would like to do a masters in International Human Rights Law. it's right at the cutting edge of my field and there are also lots of very high profile cases in the media, so it's really exciting and something I would like to become an expert in.

10.Why did you choose your university?

Mostly because it is close to my hometown and most of my friends were going there. I kind of regret it now. It's a great university, but because it's so close to home it doesn't give you much of a chance to experience new things and meet new people. If I were to choose again, I'd study abroad.

11. Do you like studying? Why / why not?

Yes, I like studying because it›s the best way to gain a deeper insight into any subject. I like reading, learning from others, and trying to understand difficult concepts.

12. Do you prefer to study alone or with others? Why?

I prefer to study alone because I need to be able to concentrate fully. Other people are a distraction.

13. Where do you prefer to go when you need to study? Why?

I like to find a quiet corner in my local library; being in an old building and surrounded by books seems to help me to focus on my work.

14. How do you feel if someone disturbs you when you are studying?

It frustrates me because it breaks my concentration. I prefer to avoid distractions by going somewhere where nobody will interrupt me.

.....Related vocabularies .....

List of vocabulary for education & study

A for effort: a good mark, which is given someone for trying hard rather than for a success. Although I›m not the smartest in my group, I often get an A for effort, because I try hard.

bachelor›s degree: an undergraduate course which usually lasts 3 or 4 years. I will receive my bachelor›s degree in two years.

bookworm: a term to describe someone who really likes to read and spends a lot of time on it. I›m a real bookworm. I won›t stop until the book is read.

distance learning (e-learning): education that takes place remotely, usually via the Internet. Distance learning is more flexible than traditional education, because students don›t have to attend classes and can schedule their timetables as they want.

eager beaver: an enthusiastic and hard-working person. My friend is an eager beaver. He studies everything with pleasure and gets great marks.

face-to-face classes: a traditional way of studying - in a classroom with a teacher. When I was a kid, face-to-face classes had alternatives, but nowadays a myriad of educational establishments offer online courses and individual tuition.

higher education: education that is followed after high school. I plan on getting higher education after finishing school.

hit the books: begin studying hard. I›m on my third year in the university, it is time to finally hit the books.

individual tuition (private tuition): instruction received individually or in a small group. Individual tuition is sometimes more effective than group work.

intensive course: a course that offers longer and more frequent classes. A few years ago I took an intensive French course in the university.

internship: a temporary position which students usually take to get work experience and practical knowledge. Before I went into design, I took an internship in a company.

learn the ropes: to learn how to do a certain job or activity. It took me a while to learn the ropes of engineering, but I still managed to do it.
master›s degree: a graduate course, which follows after bachelor›s degree. Master›s degree is often important to find a job with high salary.
mature student: someone who›s older than others. Once we had a mature student in our class. He was ten years older than me.
not the sharpest tool in the shed: a polite way of saying that someone isn›t very smart. Maybe John isn›t the sharpest tool in the shed, but he›s a good friend nonetheless.
public schools: exclusive independent schools in the UK. My friend finished a public school a few years ago.
schoolboy error: a very basic and stupid mistake. Sam made a schoolboy error on his English test.
single-sex schools: schools for either boys or girls. My brother studied in a single-sex school.
small fraction: small part. A small fraction of students managed to pass this exam.
state school: a school which is paid for by the state or country. It is hard to find a good state school nowadays.
subject specialist: a person who is very talented in one specific field. My math teacher was a real subject specialist. Thanks to him math is my favourite subject now.
teacher›s pet: student whom teachers like the most. Hugo is a teacher›s pet, he attends all classes and manages to get good marks with poor knowledge.
three R›s: basic educational skills (reading, writing, arithmetic). Pupils in a primary school study the three R›s.
to attend classes: to visit classes. In my college, students need to attend classes five times a week.
to fall behind with studies: to progress less quickly than others. Mary was ill for two weeks, so she fell behind with her studies.
to give feedback: to give some information or criticism on a subject. I launched a project a couple of days ago and I want my friends to give me some feedback.
to goof around: spend time doing nothing important. Sometimes I like to goof around, although my parents scold me for that.
to learn something by heart: to memorize something. Last year i had to learn a very big poem by heart for my literature class.
to meet a deadline: to finish something within a time limit. Unfortunately, we weren›t able to meet the deadline for our project.

to pass with flying colours: to pass easily and with excellent result. I›m studying hard and I will pass IELTS with flying colours.
to play truant: to skip classes without permission. During my school years I often played truant with my friends.
to pursue studying: to continue studying. Lora would like to pursue studying in the future to become a professor.
to set aside some time: to take some time. I need to set aside some time to collect my thoughts.
to sit an exam: to take an exam. Tomorrow I›ll have to sit a two-hour math exam.
to take a year out: to spend one year working or traveling before studying in the University. My friend took a year out and went traveling to the UK.
tuition fees: money you pay for your education. I had to pay tuition fees this summer.

Tip

Be emotional!

Speak with emotions. Nothing separates the experienced speaker from beginners as tone of the speech. Express your feelings like you would do using your native language.

Extended questions

Are you a full-time or part-time student?
What subject(s) are you studying?
Why did you choose this/these subject(s)?
Which topic/subject do you find the most difficult/interesting?
What was your favourite subject when you were at school?
What do you plan to do when you finish studying?
Is there anything else you would like to study in the future?
Describe your education.
What kind of school did you go to as a child?
Did you go to a co-educational school?
What was your favourite subject as a child?
Who was your favourite teacher?
What is the education system like in your country?
Do you think your country has an effective education system?

Sport

1.Do you play any sports?

Not as much as I should. I'm really busy with my job these days, so I don't get the chance to do as many sports as I would like. I try to play basketball on Saturdays for a couple or hours and I occasionally play golf.

2.Have you played basketball for long?

Since I was about 10 years old. I remember playing a computer game about basketball when I was about 10 and it made me obsessed with the sport. From then on I played basketball every day until I went to university and then other things took priority, but I regret not maintaining it because it was something I loved doing.

3.Do you watch sport on TV?

Football is my favourite sport to watch on TV. I'm terrible at football but I love watching it on TV, especially big games like the Champions League. I follow Liverpool Football Club and so do a few of my friends, so we normally go the pub every weekend and watch whoever Liverpool are playing and a few of the other big games in the Premiership.

4.What is the most popular sport in your country?

In my country there are two dominant sports Gaelic Football and Hurling. Gaelic is a little like soccer but you are allowed to pick up the ball with your hands and you can kick the ball over the bar for one point or in the goal for 3 points. Hurling is played with sticks and a smaller ball and involves hitting the ball over the bar or in the goal. Both of them are really fast-paced and a bit brutal at times. You can tackle someone much harder than you can in soccer.

5.How do people in your country stay fit?

We are blessed with beautiful countryside and a nice temperate climate so most people either go running or walking. Lots of young people play field sports, but more and more people are joining gyms. Gyms have really took off recently as people worry more and more about their appearance. I think it has much more to do with how good people look rather than actually keeping fit.

6.Is it important for children to play sports?

Definitely. Sport not only keeps them healthy, but it also teaches them discipline and keeps them out of trouble. For instance, in my school the kids who were dedicated to sport also achieved the highest grades in school and went on to good universities where they continued to work hard.

7. What games are popular in your country?

Well, if we can consider sports as games, then football is definitely the most popular game in my country, but we also love board games like chess.

8. Do you play any games?

Not regularly these days. I play the occasional game of tennis with my brother-in-law, and I recently played a bowling game on the Nintendo Wii with my nephew. I wasn›t very good at it.

9. How do people learn to play games in your country?

I think children teach each other to play games. I remember a friend at primary school teaching me to play chess, for example.

10. Do you think it›s important for people to play games?

Yes, it›s really important, especially for children. I think research has shown that play can improve brain development, intelligence, creativity, and the ability to cooperate with others.

.....Related vocabularies .....

List of vocabulary for sport

active rest: a leisure time during which you exercise. Active rest between lessons helps children to study more effectively.

athletics track (running track): a track for running, usually used for athletic races. The 9-lane running track is equipped to cope with competitions of all levels.

barbell: a weight-lifting gear.

blow the competition away: win easily the competition. After training for seven years, he blew the baseball competition away.

brisk walk (brisk walking): a sport in which people walk fast, but not as fast as a full run. Brisk walking is a great exercise for those, who want to lose weight.

to build muscle: to gain muscle mass. John was very skinny five year ago, but now he has built muscle and looks really strong.

fencing: a sport in which people use spit or saber in attack and defense.

fitness program: a timetable of activities to keep you in a good shape.

football fan: someone who adores football.

football pitch: the surface on which you play football.

football season: a period when football is played.

hurdles: a race in which runners must jump over a series of barriers.

hurdles

javelin: a sport where a metal or metal-tipped spear is thrown for distance.
jogging: a form of running at a slow pace.
keep-fit exercises: exercises that help you to keep your body in a good shape.
personal best: an achievement in sport that is better than anything you have achieved before. Today I›ve ran 100m in 12 seconds! That is my personal best.
personal trainer (sports coach): a person that helps you to train on a one-to-one basis. It›s much easier to train with a sports coach than alone.
pole vault: a sport in which a person uses a long, flexible pole to jump.
season ticket: a ticket that enables you to visit your teams' home stadium for the whole season for free.
sports centre (fitness centre): a specific building where people can do different sports. I practise fencing at a local sports centre.
sports facilities: the equipment and services needed to do a sport. I chose this gym because it offers a wide range of sports facilities.
sports meeting (athletics meeting): an event at which a number of athletic contests are held. The next athletics meeting will be held in November and will include javelin, pole vault, hurdles and steeplechase.
squash/tennis/badminton court: the surface where you play these sports.
steeplechase: a race in which people riding horses jump over fences, water, etc.
strength-training strategy: set of exercises to build muscles. My dad advised me a wonderful strength-training strategy.
strenuous exercise: exercise that needs a lot of physical effort. It is recommended to drink a lot of water after strenuous exercises.
strong swimmer: an experienced swimmer.
swimming pool: a place filled with water made specifically for swimming.
that›s the way the ball bounces: used to say that things don›t always go as planned, but there is nothing we can do about it. Dave didn›t win the game as he expected, but he never minds - that›s the way the ball bounces.
to be keen to do smth (to be keen on doing smth): to be very interested in doing something. I›m keen on cycling.
to be out of condition (to be out of shape): to be in bad physical condition, to lose strength. Lily hasn›t been training for years, she is out of condition now.
to be saved by the bell: to be saved from losing by a timely interruption.Evan would lose this round, if he wasn›t saved by the bell.
to build muscle: to gain muscle by working out.

to get into shape: to become fit. Paul started training in gym because he wanted to get into shape.
to keep fit: to stay in a good shape. I practise dancing to keep fit.
to run the marathon: to run a distance of 42.195 kilometres.
to set a record: to achieve the best result in a sport. A new record in pole vault was set two years ago.
to take up doing smth: to start doing something new (usually sport). I took up dancing last week.
to train hard: to train with effort and passion.
to warm up: to perform light exercises to prepare for a hard workout. A good warm-up readies your body for a hard training.
to work out: to exercise in gym.
treadmill: an exercise machine in the gym used for walking or running, while staying in the same place. Good treadmills provide a indoor workout experience as natural as the outdoors.
treadmill
trial-and-error method: a method of reaching a solution by trying various means until you succeed. I learned swimming by trial-and-error method, trying different moves until I figured out how to float on water.
workout : session of exercises in gym. You can do a workout for chest, for legs, for losing weight etc. My trainer suggested me a workout for abdominal muscles.

Extended questions

What sports are most popular in your country?
What sports and games did you most enjoy playing when you were a child?
Do people take as much exercise as in the past?
Why is exercise good for you?

Hometown & Home

1.Where is your hometown?

My hometown is on the south-east coast of Northern Ireland. It's called Dundrum and it's about 1 hour south of the capital city.

2. What do you like about it?

It's an area of outstanding natural beauty and for me, one of the most beautiful

places of earth. It has everything; fantastic beaches, rolling mountains, dense forests and picturesque countryside.

3.What do you not like about it?

It can be a little bit boring because it's really tiny. There are only a few small shops and a couple of pubs and that's it! In the summer, it's OK because you can enjoy the outdoors but it would be nice to have a few more indoor facilities for the winter.

4. How often do you visit your hometown?

Not as much as I should. I only get to visit about once a year now to see my family because I'm really busy with work and it's quite far away, but I hope to visit more in the future.

5. What's the oldest part of your hometown?

There is an old Norman castle that sits on top of the highest hill of the town. It's a ruin now, but there are some breathtaking views from it and it's easy to see why they chose that site for a castle, because you can see for miles around.

6.Do many people visit your town?

Thousands of tourists visit every summer. They come from the capital city mostly to get away from the hustle and bustle and enjoy the peace and quiet. There are more and more international tourists visiting because lots of scenes from the TV show 'Game of Thrones' were shot just outside the village.

7.Is there any way your hometown could be made better?

As I said before, the best thing about the town is its rural beauty and you can't really improve that. If I had to say something, it would be to improve the roads, they are in a terrible state and cause a few car accidents every year.

8.How has your hometown changed over the years?

Since I was a child the town has almost doubled in size and population. It used to consist of just one main street, but now there are many new housing developments and apartments next to the water. With all these new people moving in, it has changed the character of the town a little bit, people are not as friendly as before.

9.Are there good transportation links to your town?

The public transport system consists of just buses that pass through the town on an hourly basis. One bus goes north to the capital city which is really convenient if you need to do any shopping and the other bus goes south where you can switch buses and go across the border to the Republic of Ireland, so you could say we have

international transport links which is not bad for a little town like ours.

10. Would you recommend the town to people with children?

Yes and no. It is obviously a great place to bring up kids because there are so many things for them to do like swim in the sea, play in the forest and run on the beach. However, the good schools are pretty far away and I remember having to get up really early every morning to catch a bus to school that was 20 miles away.

11.Where do you live?

I live on the outskirts of Ho Chi Minh City, in a district called Tan Phu, about 15 km from the city centre.

12.Do you live in a house or a flat?

I live in a 3 bedroom flat on the 11th floor of a big apartment building.

13. Who do you live with?

I live there with my wife and little baby son.

14. Is it a big place?

It's pretty big for a flat. It has 3 large bedrooms, one for my wife and I and one for my son when he gets older. It also has a smaller bedroom that I use as a study and to store things in. The kitchen is small but it is part of a big open plan living room, so there is lots of space for the family.

15. What is your favourite room?

That would have to be my study because it's the only room that I can get peace and quiet in. When I'm in there my wife knows I'm working, so she leaves me alone and I can concentrate on my work.

16. How is your apartment decorated?

I don't like lots of over the top decoration, so I guess you would describe it as minimalist. The walls are all white and the furniture is also either white or black. There are very few ornaments or pictures because again, I like to keep things quite minimal and I hate clutter.

17. Is there anything you would like to change about your flat?

I would like to have a big balcony. We have a sort of balcony at the moment, but we mainly use it for washing and drying clothes. It would be really nice to have some tables and chairs on a proper balcony, with maybe a few plants, so we could sit there in the evenings and relax.

18. Do you plan to live there for a long time?

I really like where I live but it is really far from where I work in the centre of town. It takes around 45 minutes to drive there by motorbike and in the hot season and

wet season it can be really uncomfortable, so we will consider moving closer to the centre in a year or so.

19. Do you have a garden?

That's the best part of where we live, we have a huge garden. It takes around 40 minutes to walk around it. It has a few play parks for the kids, a number of gyms and four small lakes. We are really lucky to have it and I try to go for a walk around it every day, if I have time.

20. Are there many amenities?

Not really, because it is on the edge of town. If you want to go for a nice meal, use a swimming pool, go shopping or head out for a drink, you really have to drive for about 30 minutes. That's the major drawback, but if you are organised and buy everything when you are in the centre of town, it's not so bad.

Related vocabularies

Quality of a city	
cost of living	The cost of living is fairly reasonable.
pace of life	There is a fairly slow pace of life where I come from.
the rat race	I moved out to avoid the rat race.
atmosphere	It's got a really relaxed atmosphere.
pollution	The air quality is terrible because of the pollution.
overcrowding	Like most places it suffers from overcrowding.
poverty	You can see poverty everywhere.
amenities	One of the best points is that is has excellent amenities.
sense of community	What I enjoy most is the sense of community there.

Areas of a city	
residential area	We live in a residential area on the outskirts of the city.
housing estate	There is a shortage of accommodation so they are building some new housing estates.
industrial zone	Fortunately the industrial zone are outside the city limits so the pollution is not too bad.
suburbs	Most people choose to live in the suburbs as it is much quieter there.
outskirts	Most of the superstores are some way from the city centre on the outskirts of the city.

inner city It is quite a safe place but some of the inner-city areas can be dangerous late at night.

heart of the city I suppose the heart of the city is the main square in the city centre.

neighbourhood The neighbourhood I live in is quite affluent.

Means of transport

congestion Where I come from the congestion is terrible.

traffic jams Like most places we get traffic jams in the rush hour.

rush hour There is not really a rush hour – it is too quiet for that.

bus route Fortunately I live near a convenient bus route.

underground system/subway There are lots of means of transport – even a subway system.

commute Some people choose to live in the country and Commute in to work.

Adjectives

quiet/peaceful It is a fairly quiet place.

lively/bustling/vibrant The centre of town is really lively at night.

industrial Of course it is quite industrial like most modern cities.

provincial It is one of the largest provincial cities in the country.

cosmopolitan There is a really cosmopolitan atmosphere.

green While some parts of it are industrial it is still a green city.

historic It is a fascinating historic old town.

sleepy/relaxed/dull Some people might call it sleepy while I find it rather dull.

..... Tip .....

Extend your speech

Try to speak at least more than the examiner. If you are asked a question using one sentence, respond with two or more. And never give short, uncommunicative replies:

Examiner: Do you do any sport?

You: No, I don›t like sports... [Don›t stop there!] I›m not a very active person and I›ve never liked P.E. in school. But I like playing intellectual games instead. For example, I find chess very interesting.

Extended questions

Can you describe your town or village to me?
Tell me something about your hometown.
Where are you from?
Where is your hometown?
Where do you come from?
What is the name of the street you live on?
What kind of street do you live on?
What do you like about your town?
What is the weather like in your town?
What building is considered famous in your town?
What jobs do people in your town do?
How has your town changed over the last twenty years?
What changes have taken place in your city in recent years?
Do you think it is better to live in the center of town or outside in the country? Why?
Where were you born?
Do you consider this place your home?
How important is your hometown to you?
How many people live in your hometown?
What is your hometown famous for?
Do you live in a house or a flat? / What sort of home do you live in? What kind of accommodation do you live in?
Where do you live now? How long have you been living there?
Where are you living now?
Do you live near here?
What do you like about your home? Is there anything you would like to change/ improve about your home?
What would your dream house be like?
Can you tell me about the kind of accommodation you live in? What do you like about living there?
What is your local area like?
What sort of accommodation would you most like to live in?
Do you still live in your family home?
Can you tell me about where you are living at the moment?
Would you like to move house? Why/ why not?

What is your favourite room in your house? Why?
How long do you think you will continue living in your present accommodation?
Who do you live with? / Do you live on your own?

Technology

1. Do you like watching TV?
I don't get time really to watch TV and I don't like the fact that you have no choice about what to watch, so no I would say I don't really like watching normal TV, I much prefer streaming something on my iPad and watching it when I like.
2. How often do you watch TV?
I'd say maybe only a few times a month when there is a good football match on. I prefer watching football on TV with other people around because it's a great atmosphere, but if it's a normal TV show I will just watch it alone at home on my tablet.
3. What kind of TV programmes do you like to watch?
I like dramas and thrillers. I don't really like anything that is not set in the real world, so I'm not a big fan of sci-fi or fantasy, although I have been getting in to the latest season of Game of Thrones. I also really like to watch documentaries about military history, especially anything to do with the Second World War.
4. What are the most popular TV shows in your country?
The two most popular genres are soaps and reality TV. Soaps like Coronation Street have always been popular because people get to know the characters really well and the story lines can be quite gripping. I've no idea why reality TV is popular, I can't stand it, all those C-list celebrities trying to become popular again. I would rather watch paint dry, to be honest.
5. Do you like watching TV shows from other countries?
Yes, most of the programmes I watch are from the United States. Networks like HBO and Netflix have the biggest budgets and as a result can make some really high quality shows. I don't think Game of Thrones could be made without a huge budget and America is probably the only country that can make a TV show on that scale.
6. Has the internet affected your viewing habits?
Absolutely, I watch most TV shows on the internet now, rather than a normal TV. There are so many streaming services like Netflix offering on-demand TV and it suits me to be able to watch what I want, when I want. I also like to binge watch a series of TV shows, just watch a whole series in a day or two rather than waiting for the next episode.

7. What is your favourite TV show?

There was an American show called Fargo that I really loved. It was an adaptation of a film made about 15 years ago. The plot lines and characters were really interesting and the dialogue was well written. Unfortunately, there has only been one season of it so far, so I have to wait another year to see the next season.

8. What was your favourite show when you were a child?

I was a bit of a strange child because I didn't really like cartoons like most of the other kids. But there were a few shows I loved like The A-Team, Knight Rider and Air Wolf. They were so cool and always had great action scenes. I was a bit obsessed with violent action films when I was kid. When I think about them though they weren't really all that violent compared to shows these days, I don't think one person was ever killed in any of those programmes.

9. How important is the internet to you?

Extremely important. I depend on it for work, research, study and entertainment, so without it I'd be complete lost.

10. How often do you use the internet?

I use it constantly throughout the day, every day. I check my emails when I get up in the morning, I use it for work all day and then I watch videos, read books or listen to music through it at night.

11.Do you use it more for work or in your free time?

I'd say both really. About 50% of my job involves researching and writing on the internet so I would use it for about 4 hours a day. When I get home, I'm normally too tired to go to the gym or play sports so it is really easy to download a movie or stream some music and I normally do that until I fall asleep.

12. What are your favourite websites?

For work my two favourite sites are WordPress and Google. WordPress is a blogging tool that allows you to publish blogs easily and maintain a professional looking website. Google of course allows me to find the information I need quickly and accurately. In my spare time, I of course use Facebook like everyone else in the world, but my favourite site is The Guardian because it allows me to keep up to date with everything that's happening.

13. Do you use apps?

I'm a bit of an app addict. My favourite app at the moment is one called Stitcher. It allows you to listen to podcasts and helps you discover new podcasts. You can download them and then listen to them whenever you have time.

14. Do you think you use the internet too much?

I think most people do these days. My problem is that there are so many sites and apps that you end up checking them way too often and this wastes lots of time. It can also be a bit anti-social if you are checking your phone all the time when you are with other people.

15. How will the internet develop in the future?

I think it will be more on mobile phones than computers. Smart phones are becoming more powerful and more affordable all the time, so I think we will see a shift from people using the internet on desktop computers to mobiles and apps rather than traditional websites.

16. Are there any negative things about the internet?

Being connected all of the time is not a good thing. Before you had to sit down at your computer and log on and that took time, so you didn't do it so much. Now all people have to do is look at their phone and this is too much for me. I've been trying to leave my phone at home when I socialise with friends and family to stop myself from focusing too much on the phone rather than them.

..... Related vocabularies .....

List of vocabulary for technology

computer age: the period in modern history characterized by rapid technology development and widespread computer use. Living in a computer age has many benefits.

computer buff: a user who is good at working with a computer. Mike is a computer buff. He got an A+ on his programming exam.

computer fatigue: a syndrome of tiredness resulting from long

computer usage. About 60% of IT specialists are affected by computer fatigue.

cutting-edge: something innovational and leading. Cutting-edge technology.

desktop PC: a personal computer that remains on a desk. I have an old desktop PC that I use for surfing the net when I'm home.

digital editing: a process of changing digital materials like audio or video files. Being good at digital editing is essential in our time.

download (podcasts): to save a copy of a file from the internet to your own device. Yesterday I downloaded a few films that I plan to watch during the weekends.

essential: something you can't imagine your life without. Internet is an essential piece of technology for many people.
gadget: an advanced piece of technology, like smartphone. Nowadays almost everybody owns a gadget.
geek: someone who is obsessed with technology, especially computers. My friend is a real geek. He owns a bunch of computers and other gadgets.
hold the line: wait a minute. She told me to hold the line, because she had to open the door.
large screen: a big-sized monitor. A few days ago I decided to renew my computer, so I bought a large screen for it.
light years ahead: very far away from. Modern computers are light years ahead of those which people used in 90s.
on the cutting edge: at the forefront of progress. Paul›s new laptop is on the cutting edge of technology.
operating system: the most important program that runs the computer. I chose to buy a laptop which is based on the Windows operating system.
out of steam: tired, exhausted. Due to today›s intense workday I am out of steam, so I won't be able to work tomorrow.
rocket science: a very complicated subject for someone. Biology is a rocket science for me. I don't understand anything in it.
send an attachment: send an email with an added file. My brother sent an attachment with his homework to the professor.
silver surfer: an old person, who uses the Internet. Uncle Bob is a silver surfer. He uses the Internet every day, although he's almost 70.
social media: media used to interact with other people. Facebook is the biggest social media in the world.
time-consuming and inefficient: something that takes too much of your time and isn't rational to do. I find watching football time-consuming and inefficient.
to access websites/email: to visit websites/email. John accessed his email today to see if he had received any letters.
to back up files: to make a copy of files in case of a computer problem. I had to back up files on my computer, because I was going to reinstall my operating system.
to be stuck behind a computer: to use computer for a long period of time. A lot of teenagers are stuck behind their computers all day.
to boot up: to start a computer. I booted up my computer as soon as I got home

to browse websites: to search for websites. I spent a few hours browsing the websites today, until I found was I was looking for.
to crash: to suddenly stop working. My computer crashed when I was writing my essay.
to go online: to use the Internet. Millions of people go online every day.
to navigate a website: to find what you need on the website.
Navigating a website is not very easy, especially if the website is poorly designed.
to pull the plug: to end an activity. After being stuck behind a computer all day, I decided to pull the plug.
to push someone›s buttons: to do specific thing to irritate somebody (usually intentionally). I became so angry because he pushed my buttons by adding pepper to my ice cream!
to surf the web: to look through websites, searching for something you need, or simply for entertainment. I was surfing the web yesterday for three hours, because I had nothing else to do.
to upgrade: to renew a software or a piece hardware. Thanks to the new program for students, I updated my computer for free.
well-oiled machine: something that works perfectly well. My computer, despite being 7 years old, is still a well-oiled machine.
widespread computer use: that is to say people use computers very often.
Wi-Fi hotspots: a public place where you can access the Internet. Our university has a Wi-Fi hotspot. It is very convenient.
wireless network: a network where users can access the Internet without using any cables. We have installed a wireless network at home.
word processing: writing, editing and producing words on a computer, using special programs. There are tons of word processing programs.

Tip

Made a mistake? Don't panic!
If you made a mistake - don't panic! Try to correct yourself as smoothly as possible. And if you can't - just continue speaking, you won›t lose many points for a few mistakes.

Extended questions

How much time do you spend using a computer at work or at home?

What do you mainly use a computer for?
Did you learn how to use a computer at school?
Have you ever taken a course to improve your computer skills?
Has the internet made your job / studies easier?

Speaking part 2

Item 1

Favorite Person

- **What do you like about the person?**
- **Tell about the achievements of the person?**
- **How has the person affected your life?**

I have met a lot people in this world, and I have mostly not liked the people I have met. I personally feel that it is very difficult to consider a person as your favorite person as, we as human being keep on changing our opinion.
There is a person in this world who I consider to be my favorite person in the world. My favorite person is Mr. James
James is a very successful businessman in Canada. I met him for the first time when I was studying in Canada. He came to my college to deliver a lecture about business management, and since then I formed a unique kind of bond with him.

After the lecture I developed a relationship with him, which ultimately resulted in our friendship and I came to know about his life. He started his business roughly 9 years ago and now he is a well established businessman. He had only $100 in his pocket for the first time he started the business and now he has a net worth of $ 100 million. Besides adding the zeroes he also contributed a lot of towards the education industry.

Before meeting this person I used to come up with all kinds of excuses for not working, but after meeting him I realized that when a person wants to do something by the grace of God he gets all the strength to do it. I used to leave my work to the next day, but after meeting James I realized that there is no next day, we should try to complete everything now. I started organizing my life and now I can say that I am managing my life in a good way. He affected my life in a very positive way and now I can easily say that he is good person and has been a motivator for me.

Item 2

Favorite Person in the family

- **What is your relation with the person?**
- **When did you realize that he or she was your favorite person in the family?**
- **How do you spend time with the person?**

There are 4 members in my family other than me. I have good relation with all of my family members but my favorite person in the family is my brother. I like my brother a lot because he is not only my brother, but also my friend.

The strange thing is that approximately 3 years ago I used to think that he is my enemy because he always made fun of me, but one thing happened in my life which changed my opinion about him. The thing is that I needed money for my business and asked my father for the initial investment. My father said that my ideas would not develop into a viable a business so he rejected my request. I was very worried, and to everyone's surprise my brother came to my rescue. I never expected this thing from him. He sold his car to give the money for the business. That day I realized that he loved me a lot because when everyone gave up on me he was the only one who helped me.

I mostly play cricket with him. We have been playing cricket for the last 10 years. I really have fun when we play cricket with each other. The only thing which I do not like is that he starts cheating whenever he realizes that he is going to lose the match. Other than that we live in the same house so we are together in most of the family events and occasions.

Item 3

Describe your hometown

- **Describe the place**
- **What is special about it?**
- **Compare it to other cities in the world?**

My hometown is Lahore. I was born in Lahore and I like it a lot. Lahore is a very important city in Pakistan because it is the capital city of the largest province in Pakistan. Right now I am living in my hometown and I wish to live over here for the rest of my life.

Lahore is a very big city with wide and beautiful roads. Lahore is also regarded as the educational hub of Pakistan as there are many educational institutes in Lahore. Lahore also has its significance for the fact that it was a very important city during the Mughal period. People who visit Lahore can easily agree to the fact that it has very rich cultural heritage. There are many gardens, historical buildings and museums in Lahore. Another thing which is very special about Lahore is its food industry, there are many different restaurants which are offering different kinds of food.

I have been to many cities in this world, but still I regard Lahore to be the most beautiful city amongst all. Last month I went to Dubai and everybody knows that how beautiful it is, but still I was keen to return to my hometown. There is so much greenery in Lahore whereas I was not able to find enough in Dubai. I think that beauty lies in the eyes of the beholder. I think I can highlight all the good features of Lahore because it is my city, and that it is the reason, I often ignore the good features of other cities in the world.

Item 4

Describe your neighborhood

- **What are the places in your neighborhood?**
- **How can you improve your neighborhood?**
- **How do places near your house affect you**?

I live in a posh area of Lahore. I love my house because it is located in a very good place in the city. My house is in the suburbs and it is a very peaceful area. There are no commercial buildings near my house and I am very happy because of this.

On the right side of my house is a big bungalow whereas on the back side of my house is a vacant plot. The thing which I like the most is that there is a small park right across the street, so whenever I feel like walking or jogging I simply go to the park and get some fresh air.

On a whole I am quite satisfied from my neighborhood but there is no hospital near my house which has caused great distress to not only me but also to the other residents of the area. I think that there should be a hospital in my neighborhood because 2 days back one of my neighbor met with an accident on his way back to home and we had to travel 30 kilometers to find a hospital. This is causing a lot of pain to the people in the area.

I am an extrovert I meet new people and want to share my views with people. My neighborhood is actually helping me meet new people as there is also a club in the neighborhood where I go and meet new people and feel ebullient because of it.

Item 5
Describe your neighbor
- **What kind of relations do you have with your neighbors?**
- **Do you help out your neighbors?**
- **Should a person have good relations with his or her neighbors?**

I have very good relations with my neighbors. Actually my best friend is my neighbor. I spend most of my leisure time with my neighbors as I know them since my childhood. I can share all my feelings with them and they can also do the same.

I try to help out my neighbors as much as I can. Last year a child was cycling on the street and suddenly he fell which caused him a lot of bleeding. I rushed towards the child took and him in my arms. There was nobody around me so I had to take him to the hospital alone. As I was going towards the hospital I was getting worried and tears were coming out of my eyes and the child was just like a little brother to me. I reached the hospital on time and my neighbor got all the medical attention he needed.

I feel that a person should have very good relations with their neighbors because they are living close to us and they can provide us immediate help; furthermore, my religion has ordered me to keep good relations with the neighbors. We should try to lessen the grief of our neighbors and try to share our happiness with them.

Item 6
A visit to the museum
- **When did you visit?**
- **Describe the museum?**
- **How did you feel after going there?**

Last month my cousins came over to my house and they were insisting on going to the museum. I was not interested in going to the museum because I do not like the museums at all. They finally persuaded me to go there and when I entered the museum I was mesmerized by the beauty of the museum.

Museum was divided into sections. The first section was related to the great inventions whereas the other section was mainly concerned with the paintings and all other stuff. I was more inclined towards the inventions, so I went to the first section. As I entered the area I could see a huge computer. The computer was made in 1960s and it was of the size of the room. I was amazed to see its size and I realized that the computer engineers of today would have made a lot of effort to reduce the size of the computer. I also saw the first bulb and other stuff.

My cousin came to me and he told that there was some interesting stuff down there on the other section so I decided give it a look. The other section consisted of paintings of the Mughal era. The paintings were very beautiful and they were depicting the beauty of that period. There was also a huge food court in the museum so we went to eat something.

The overall experience of the museum was simply fantastic. I saw a lot of things and I came to know about my country's culture. I think that if I had not visited the museum I would have regretted this decision for the rest of my life. I feel that everyone should pay a visit to the museum because it keeps him or her well informed about the culture and we should all applaud the efforts of our ancestors as they made many sacrifices to make our life easier.

Item 7
First day at college
- **Name of college and course**
- **What difficulties did you encounter?**
- **How did you feel in the end?**

I had taken admission in the Business marketing course at Fanshawe College and I was all set to go to the college. My first day at college was very tough. I knew nothing about the city so when I sat on the bus to go to my college I reached the wrong place. I reached my college after 3 hours and I missed my classes.

I was an international student so I had to report to the International office. The place was cramped with international students who were trying to get information about their classes and courses. I had to wait for a long time and finally my turn came. I am not saying that the college staff was not helpful; it is just that anxiety was creating

more confusion as I was going through this process for the first time.
You would not believe that I was not even able to find my class for 2 hours and then I realized that my class was just near the international office. A lot of weird and stupid things were happening on that day, but some good things also happened in the end.

Luckily, I was able to find my class and I attended the last lecture. Last lecture was about Principles of Marketing and I had great interest in this subject. I also met a girl who was sitting right beside me and we became very good friends as the time progressed. I feel that most of the students do not have good memories of the first day at college because there are so many unanswered questions but as the time progresses college becomes a second home for most of the people.

Item 8
Saddest moment in your life
- **What happened?**
- **How did it change your life?**
- **How did you cope with it?**

I have had a lot of sad moments in my life but the saddest moment in my life is when I failed my Math exam. It was grade 9. I was struggling a lot with my math so my father came to my rescue and he taught me. He used to teach me well but I never revised the concepts. I got 49% in the math exam and I came back to my home. My father asked me about the result as he had great expectations from me, but I told him that I had failed the exam.

At that moment I saw his face, his face showed as if he was blaming himself for my failure. He did not even scold me and he went straight in to his room. That moment I realized that not taking my seriously was not only hurting me, but also my parents. I did not make any fake promises this time and I made a true promise to myself that no matter what happens I will work very hard for my exams and I will try my best to achieve good grades in the exams.

I stopped watching movies and I started concentrating on my studies. I don't know what was happening I was getting a kind of strength to work harder and I was fully determined to show to the world that I was capable of something good and ultimately I passed the next math exam with an A grade.

Item 9

Your Favorite Music

- **What kind of music do you like?**
- **When do you listen to it?**
- **How does it change your mood?**

Music is a very important part of every human being's life. Some people like hip hop, some people like rap and others like jazz. Different people have different tastes for music but there is one thing common amongst all these people, which is that almost everyone in this world is madly in love with music.

I am very fond of music. I like all types of music, but my favorite type of music is Indian music. I like to listen to sad Indian songs because I feel that I can relate to them. My life has not worked according to the plan and I have been sad for most part of my life. So I think that those songs are made for me.

I like the Indian songs because they are in my native language and the music in those songs is very good. Whenever I am very sad I play the songs so that I could feel sadder. I know it seems weird but I kind of like it when a song is telling my story. I also listen to sad songs when I am driving a car and my time is spent in a very good manner.

I really like the songs in which the piano is played. I also know how to play the piano so I also play the same tunes on my own piano.

As I told you earlier that if I am sad I listen to sad songs so that I could become more sad, but when I am happy I do not listen to sad songs on the contrary I listen to happy songs which make me more happy. So I would say that sad songs make me more sad whereas as the happy songs make me more happy. I recall a day when I was sad and my cousin turned on a rap song and it actually infuriated me and I went out of the room, banging the door.

Item 10

Means of communication

- **Different means of communication?**
- **What is your favorite means of communication?**
- **What are the advantages and disadvantages of using it?**

Communication is very important to impart information from one person to another.

In the medieval times people used to communicate via birds, signs and fire. Now the means of communication have changed, but the purpose of communication is the same. Languages were made to facilitate communication and people learnt languages to make communication better.

There are many means of communication in this world. I would like to tell you about the means of communication which I use. I use phone, laptop, e-mails and letter. I personally feel that phone is the best means of communication. I remember that once I met with an accident and I was travelling alone in a rainy night. I did not know what to do, but I had my phone and I straight away called for help and I was able to get the help because of the phone.

There are many advantages of using a phone as I mentioned earlier that it can help a person in emergencies other than that the phones are operating as min-computers as they have all the features which are available in a computer. We can catch up with a friend without actually meeting the friend personally. Phones tend to save time if they are used properly, for instance if I have to cancel a class I simply sends a message to the students and they come to know that there is no class today. This would apply if you are a teacher.

There are also some disadvantages of using the phone. The most obvious ones are that people waste a lot of time and money by talking on the phone for hours. I also hate the ring tones of the phones so I mostly keep my phone silent.

Item 11

Means of transportation

- **Means of transportation in urban and rural areas in your country?**
- **Which means of transportation do you use?**
- **What are the advantages and disadvantages of using it?**

There are many means of transportation in my country. People in the urban areas usually have their own cars or they use the public transport whereas the people in the rural areas tend to travel on bicycles and tractors. People in this world use the means of transportation which are suitable for them. The previous mentioned means of transportation are used to travel within the country whereas the airplanes are used to travel from one county to another.

My favorite means of transportation is a car. I got this car when I was 19 years old. First I used to travel on a bus, but after getting the car my life got a lot of easier and felt that car was a necessity rather than a luxury. First I used to travel on a bus and I never reached my destination on time. There was a day when I missed a bus and due to that I also missed my exam so I got a zero on my exam. I think that the use of a car enables a person to reach on time and it also protects a person from bad weather. There are also some disadvantages attached to the use of car as it is very expensive to keep a car and a person also has to pay for the maintenance charges. Cars also create pollution and traffic congestion.

I still feel that the benefits of using a car outweigh the drawbacks and more and more people in this world are trying to get their own car.

Item 12
Favorite room in the house
- **Which is your favorite room in the house?**
- **Why do you regard it as the favorite?**
- **What changes do you want to make in it?**

Everyone in this world has a favorite place. Some people tend to stay at their workplaces and some people like to spend time at restaurants, but I an introvert and I mostly like to spend time at my home. I love my house and my favorite room in my house is my bedroom. My bedroom is on the first floor of my house and it is a very beautiful room.

I spend most of time in my bedroom. The first thing is that I sleep in my bedroom, so it is the place which gives me the ultimate relaxation. I also like to watch movies in my room. Some people like to watch movies in their living room but I think otherwise. I want privacy and my bedroom is the only place where I can get it. There is no noise, no disturbance. My friends also like my room and whenever they come to my house they prefer to sit in my room.

Well if you want me talk about the room; I would say that my room has all the things which a person can dream of. It has a TV, air-conditioner, bed and sofa. The interior of the room was done by my sister and she spent a lot of time decorating it in a very

unique way. She is really inspired by the Mughal style so gave that kind of touch in my room which makes it quite exquisite.
I like my room but there are certain changes I would like to make in it. Firstly I am not satisfied with the size of the room. I want my room to be bigger because I would like to put more stuff in it. The other change I would I like to make in my room is that I would like to put some paintings in the room. The wall looks empty and sad without paintings. I went to an exhibition recently and I was really impressed by the art collections and I am thinking about buying some stuff for my room.

Item 13
Uniform
- **Why do people wear uniform?**
- **Have you ever worn a uniform?**
- **What role does uniform play in a person's life?**

We all have seen people wearing uniform. People of different professions wear uniforms in order to distinguish them from other people and to show unity. You can easily observe that different organizations have different uniforms. I personally like the uniform of lawyers. Lawyers wear a black coat in my country which is quite good. Apart from lawyers there are also other people who wear uniforms. The most obvious ones are army men, doctors, students, police men and people of other law enforcement agencies.

I used to wear a uniform when I was in my school. I used to wear a white shirt and black pants. I was totally not cool with it. I always thought that my school should have allowed all the students in my school to wear their own clothes. I never felt good after wearing the uniform and I wanted to just take it off. But now that I am an adult I realize how wise it was of the school to make us wear these clothes. Wearing a uniform just saves us from the effort to try so hard to choose the clothes. Now I contemplate the idea behind making the students where the uniform. There are some rich and poor people in a school, so the schools introduce a uniform to promote equality and brotherhood amongst them. Uniform plays a vital role in the life of a person. It promotes unity, discipline and integrity. I can easily say that uniform has played a very imperative role in my life.

Item 14

Clothes

- **What kind of clothes do you like?**
- **How much money do you spend on clothes?**
- **Are you brand-conscious?**

We can classify clothes in to two types of clothes. The first one is the casual clothes and the other is formal clothes. I am obsessed with formal clothes. I fail to understand when people say that they feel comfortable in casual clothes. I do not see anything good in them. I always want to wear formal clothes because I feel confident after them. I like formal shirts and pants.

I do not spend a lot of money on my clothes because I buy my clothes when the stores are offering huge discounts. The last time I shopped was when I went to Dubai. I bought many things from there because there was up to 75% off on many things. I spent about $ 2,000 on my clothes, so I was pretty much done with my shopping for the year. I never kind of plan my shopping, and sometimes I even get lucky because my sister brings a lot of clothes for me so I do not even have to buy them.

I am not at all brand-conscious. I fail to understand the notion behind spending a lot of money on brands. Yes, people who have the money should buy these expensive brands, but people who do not have the money should not keep fantasizing about these things. The main reason I do not like these expensive brands is that I do not have enough money to buy them. I buy the things which I like given that they are in my budget. I have no allegiance towards a particular brand I would regard myself an independent shopper.

Item 15

Type of movies you like

- **What type of movies do you like?**
- **Compare different types of movies?**
- **How do you feel after watching?**

I like to watch sad movies. I know that people would consider me as a sad person, but I feel good after watching them. I am mostly interested in watching sad Indian movies. I feel that no one does sad movies better than the Indians and the songs make the entire thing a very unique experience. 2 days ago I watched 2 sad Indian

movies and both of them were of Shah Rukh Khan. The actor acted well in all the films. I go for movies every week with my friends and all of them are interested in the action movies. So, on their repeated requests I decided to watch the movie and in the end I was bored to death. The action was so childish and all the people were jumping over the building as if they were spider-mans. It was pathetic and I think that I would never been able to adopt a liking for action movies as I so in to these sad movies

I also watch action movies, but I have no connection with those movies. I get bored after thirty minutes, but there is a whole different story with sad movies. My life has been sad lately. I feel that I am able to relate myself to those movies and I endeavor to find a pattern which matches my life. I know this might be sounding crazy but it is how I feel about the thing.

Item 16
Favorite movie
- **Name of your favorite movie?**
- **Why do you like it so much?**
- **What message did the movie give?**

I watch a lot of movies and this is the thing which I do in my leisure time. I love to watch movies and there some movies which I watch again and again. My favorite movie is The Terminal. I have watched this movie a million times and I am not exaggerating it. I loved the way Tom Hanks acted in the movie and it was a very well executed movie. The movie is about a person who gets stuck in an airport and he has to live over there for months because the authorities do not let him go outside of the airport. Tom Hanks plays a character of a person who comes to America to fulfill his father last wish and due to some reason he is unable to do what he has to do.

In the movie Tom hanks lands at the airport at the airport and at the same time there is a mutiny in his country and America stops recognizing his country. The movie shows how a person survives all these months and fulfills the wish of his dead father. There is scene in the movie when the authorities ask him to say that he is afraid of his country, but he says no.

You would not believe what I am going to tell you now. Once I was travelling and

I was stuck in Schipol Airport for 2 days and I had to face similar kind of situation because my ticket had expired. I just felt as if the whole movie was going to be played again and I was to play the main character this time.

The movie shows that no matter what happens a person should never compromise on his or her love for the country. The move also gives a message that no matter how long the wait is, people with strong determination always achieve their goals.

Item 17

An incident which changed your life

- **What happened?**
- **Who was involved in it?**
- **How did it change your life?**

It was about 3 years ago when I was going to my friend's house I was driving the car really fast. Speed always thrilled me and I always felt good by driving the car very fast so I was driving the car fast when a car passed me. It was so faster than me and I reckon it would be travelling at a speed of 200km/hr. First I thought I going at the same speed but then I stopped. After about 30 seconds I saw that the car had hit the truck and the driver of the fast car was dead.

I was not directly involved in the accident, but it had an overwhelming affect on my life. It changed everything. I never took life seriously and I never considered driving to be hazardous activity, but the killing of the person had a devastating effect on my life. I realized that the thing which I considered to be fun could even take my life away and could destroy others too.

I made a strong determination that day that I would end this kind of behavior and try to avoid these things. I thought that doing this stuff could I also take another person's life which for which I would have never been able to forgive myself.

Now when I drive the car I drive the car at a low slow speed, and even if I have to reach to a place urgently I decide to drive slow because it is better to reach late than never.

Item 18

Happiest moment in your life

- **Describe it?**
- **Why do you regard it as the happiest moment?**
- **How did it affect your life?**

The happiest moment in my life was when I passed my Grade 12. It was a crazy day. I was behaving like a maniac as I was so stressed out. I had to go to my school to get my result and I was panicking. My admission in the college was solely dependent on whether I pass or fail the exam, so it was very important for me to pass the exam.

I reached my school and I was trembling with fear because I thought that I would fail in one of the subjects. After a long wait I was asked to pick my result and with trembling hands I opened the envelope.
I had passed the exam. It was the happiest moment in my life. The main reason it was the happiest moment in my life was that I had not worked for the exam, but it still I passed the exam. Somewhere in my heart I thought that I did not deserve the passing mark, so getting it had without any effort.

If I compare this situation to other events in my life I can say that I have had better marks in other exams, but this was the most important one. After getting the HSD I got admission in the college and I started my studies. I remember that most of the students in my class had not gotten it and they had to sit for the make-up exam; however I was damn lucky and it also helped me realized that luck was not always going to work and in the future I will have to put up some real effort to get success in life.

Item 19

The most embarrassing moment in your life

- **Describe the event**
- **Why did you feel so much embarrassed?**

The most embarrassing moment in my life was when I went to school without my books. I was studying really hard all night, actually I was pulling an all-nighter, and I forgot to bring my book to school. As I was sitting in the class my math teacher asked all the students to take their books out , and as the students were taking their book out the principal entered the class.

I put my hand in the bag and I realized that I had forgotten the books at home. Everyone in the class had brought the books and I was the only one who had not brought the books. Principal approached me and asked me that why had I not brought the books? I told him that I was studying late, so I forgot the books in house. He said that to me that the only reason you have to study at home is that you do not bring your books to school and you do not study over here. It was such an embarrassing moment for me that I felt like crying. The entire class started laughing at me and I was the new dumbo of the class.

I do not think that we can avoid these embarrassing moments in our life. They are beyond our control as in my situation my hard work for the night was not acclaimed and a slightest mistake just turned out to be a blunder and I had to face embarrassment in front of the whole class. Some people say that we can avoid certain things to avoid these incidents, but I do not think in a similar way.

Item 20
Favorite electronic device
Name of the device
When do you use it?
How do other people regard this incident?

My favorite electronic device is a laptop. I am exaggerating by saying that I cannot live without it. When I did not have it I never thought it would become such an important thing in my life, but when I started using it I realized that I could not live with it. I use a Dell laptop and it is very beautiful, apart from being beautiful it is has a lot of functions and features which have made my life easier.

I use my laptop all the time and I carry it with me at all times. The main reason I use the laptop is that I am running my own website and for that reason I have look at the website statistics at all times. If I do not use my laptop, I would not be able to operate my website. I also use the laptop when I have to talk to my friends or when I have to check e-mail. I have some friends who live in other cities so when I feel that I am missing them, or I feel that I should keep in touch with them then I talk to them on skype.

Laptop is an electronic device which has not only made my life better, but also the life of many people better. People have been able to communicate in a much better and faster way and the communication done via the laptop or internet is mostly free. At first it was considered to be a luxury, but thanks to the modern technology it has now become affordable for everyone.

Item 21

Sports event

- **Why did you attend it?**
- **Describe a sports event you attended?**
- **What was the best part about the sports event?**

It was about 9 years ago when I went to the annual sports day of school. It was a very grand event; more than 600 students were participating in different games. I also had to attend it because my cousin was playing in the hockey team. I had come to watch the hockey match because I wanted to sport my cousin.

It was a magnificent event. Things were organized incredibly well and the head boy of the school was organizing everything by himself. I was really impressed by the look of the event and it would not be wrong to compare the event to Olympics. There was a massive display of fireworks at the beginning of the hockey match and then the teams came for the match. I must say that it was a very interesting encounter.

The best of the sports event was when my cousin scored the goal. He had been working really hard for to get a place in the team, and when he used this opportunity in the best way by scoring the only goal of the match. The entire crowd was cheering for my cousin and it was a moment to cherish. I was feeling proud of my cousin and I realized that he was not celebrated person at the school. After the match was finished I congratulated my cousin and I told him that the entire sports event was a blast and I has enjoyed a lot by coming to the event and by watching the match.

Item 22

Sports event

- **Why did you attend it?**
- **Describe a sports event you attended?**
- **What was the best part about the sports event?**

Actually I was asked to organize a school carnival last week. I think I would be able to talk a lot on this subject. I was asked to make all the arrangements for the school carnival. As you know the carnival is held every year before the lent and most of the schools celebrate it as a very important event.

First of all I had to seek help of some volunteers, I asked my cousins to help me out and they agreed to help. It was a carnival for the children so I had to get the things which would be of interest to the children. I contacted the magician and asked him to show his tricks at carnival. This thing was very interesting for the students. Another thing which was of interest to the students was that the theme of the carnival was Hollywood and all the children were dressed up as their favorite Hollywood start.

I regret one decision which I made during the organization of the carnival. The carnival would have also acted as a fund raiser if I could have sold some tickets.

Item 23
Favorite food
- **What kind of food do you like?**
- **How do you feel after eating it?**
- **Do you know how to cook it?**

My favorite food is Pakistani food and my favorite dish in Pakistani food is Biryani. I like to eat Pakistani food because I have been eating it since my childhood and I am fond of eating spicy food. I have been to many countries in this world and I have tried many things, but still I consider Pakistani food to be my favorite food. Some people like to eat things which are expensive and they feel that the things which they eat or like are recognized worldwide, but I have different opinion. I like to eat things which are delicious and the food which I have been eating since my childhood.

I remember that once I was feeling very sad, and I did not want to eat anything at all but then as I saw Biryani I started feeling hungry. There are times when I am not even feeling hungry, and I start eating Biryani the moment I look at it. I feel very good after eating Biryani. It is so mouth-watering and scrumptious that sometimes I eat it in high quantity.

Some people think that only girls should be the one who should be cooking, but I think boys should also know how to cook the food. I learnt making this dish and it was a unique kind of experience. I never thought that cooking was so fun, and now whenever I want to eat Biryani I prefer to make it myself. I believe that you should also try it out someday as most people in my country love it so much.

Item 24
Favorite drink
- **Name of favorite drink?**
- **Tell me something about the taste?**
- **When do you drink it?**

My favorite drink is mountain dew. I drink it every day and you can say that I am almost addicted to it. I cannot live a day without. I fridge is always stuffed with chilled cans of mountain dew. It also started 5 years ago when I saw the ad of mountain dew. I was really impressed by the adventurous ad of mountain dew and I thought of trying it out. The surprising thing is that I liked it the first time tasted it and the entire feeling was incredible.

It is easy to tell about the taste of the drink. It has unique taste and it feels as if there is lemon taste in the drink. The drink tastes the best when it is chilled. I cannot describe the taste, but you could get a good idea of its taste if you try it yourself. I can say that
I drink it every day. This is the reason I have been a lot of weight. Mountain dew has a lot of calories, but I just ignore the calories as I am a slave of its taste. I drink 1 500-ml bottle everyday and I prefer to drink this drink while I am having dinner. I do not get mad at people and it is very difficult to annoy me, but once I had put my mountain in the fridge, and my cousin drank. This thing irritated me so much that even shouted at him. I am just so possessive about mountain dew that I cannot tolerate anyone else drinking my drink and getting all the pleasure.

Item 25
Favorite magazine
- What is the name of the magazine?
- How does it interest you?
- What is your favorite part in the magazine?

The name of my favorite magazine is CAFELS. It is a very unique magazine which is about the education sector of Pakistan. It was initially a website, but then the founder of the website also decided to make his own magazine. I started reading this magazine when I was 17 years old and I have been reading this magazine for the last 3 years and I can't complain. The magazine has 100 pages and each page has a different and unique things in it.

I like this magazine a lot because it is really exciting. Other magazines in the country are normally about fashion and all other stuff which does not interest me. This magazine tells about all the good schools and colleges in Pakistan. One day my friend brought me another magazine and the name of the magazine was "Confuse News". He strongly recommended me to read the magazine as it was really interesting, but I could not read it. My brand loyalty towards CAFELS is so great that I cannot imagine reading another magazine other than this one.

Right now I am doing High School Diploma from Pakistan, and I also want to study in Pakistan so this magazine gives me a good idea of the colleges and universities in Pakistan. My favorite part of the magazine is the section when different colleges and universities are ranked from 1 to 10. This is ranking is based on the survey conducted on the internet, so no one can say that the survey was biased or not in accordance with the rules.

Item 26
Favorite website
- **Why is it your favorite website?**
- **How often do you use it?**
- **What would your life be without it?**

My favorite website is youtube.com. A lot of people in this world regard youtube to be their favorite website and I feel in the similar way. This is a website in which a person can watch or upload videos for free, and the great part is that the user can even create his or her channel and then earn money by the by the videos he or she has uploaded. We can find almost everything on youtube and everything is available over there free of charge.

I started using youtube 4 years ago and it has been a really great experience. I spend most of my time on youtube. I have to upload my own video lectures on youtube and these video lectures are provided to the people for free. I also stay on youtube to watch trailers and songs. You can find almost every song of this world on youtube. There was a day when I missed a cricket match because I was busy in something, but because of youtube I was able to watch the entire math again because someone had uploaded the match and it made me very happy.

My life would be hell without youtube. I would not be able to function without it. I am running an educational institute in Pakistan, and I provide free online video lectures to everyone irrespective of the fact that they are my students or not. If youtube goes out of my life I would not be able to provide this free service and it would be bad not only for me, but also for all the people who are benefitting from it.

Item 27
Favorite book
- **What is the name of the book?**
- **When did you read it?**
- **Tell about the book briefly?**

I am not book worm and I am not fond of reading books, though I cannot say the same for 7 Rejections. I have read this book for at least 50 times. The book is just mind blowing. I read about this book on the internet and I eventually bought this book from www.amazon.com because the book was not available in my country.

I read the book 4 months ago and this because gave me a lot of inspiration. The book has a 3 pages and every page is so gripping and intriguing that once a person starts reading the book it is impossible to leave it and do something else. You know the exciting part is that the a movie is also being made of this book and I hope that the movie is a big hit.

It takes me a lot of time to a novel, but read this novel in 1 day. The book is about a person who gets rejected by 7 girls because he is poor. The book describes the story of this man who could bear his insult and then he eventually starts working for his business. The book tells about his struggle and how he becomes a billionaire. The

way I am telling you might think that the man was taking revenge, but actually the clearly describes that everything the man does is not out of revenge but because of love. The story tells that without money a person is not only deprived of the big house and car, but also from love.

Item 28

Favorite drama character

- **What is the name of your favorite drama?**
- **Why do you like the person?**
- **Can you find a similar kind of person in the world?**

My favorite drama character is Michael Scofield. He is the main character of Prison Break. My favorite drama is Prison Break, so I consider Michael Scofield to be my favorite drama character. He is playing a role of an architect in the drama, and he had to break the prison in order to get his innocent brother out of the prison. Michael is a very intelligent person and he thinks about the situation and tries to make the right decision.

I have seen a lot of dramas, but I consider Michael to be my best character because he is different from the other drama characters. I have seen that most of the drama characters are wannabes and they tend to be very aggressive, but Michael is very subtle. I started liking the character a lot when he left his life to save the life of his innocent brother. This is something which is very hard to see in this world. I also liked the way Michael made the plans. His planning was so good that his plans always worked and his enemies were left astounded by the way he disguised them. It is just because of Michael that I saw this drama 4 times and strangely I am even thinking of watching it the 5th time.

As I told you earlier it is quite impossible to find a person like Michael in this present world. Everyone is so much occupied with his or her that no one has the time to care for another person.

Item 29

Favorite perfume

- **What is the name of the favorite perfume?**
- **Describe the smell?**
- **Should people wear perfume?**

The name of my favorite perfume is Pr 37. This perfume is only available in my

city and it is growing in popularity day by day. I had gone to the mall and I saw an advertisement over there. First I was confused about whether to buy it or not, but then I decided to buy it. The smell was just incredible. I was so crazy about the perfume that I bought 10 bottles of it and whenever I go to a restaurant or to a friend's house I wear the perfume.

It is impossible to describe the smell of a perfume, but I will try to describe how I feel after I wear it on. The smell is very strong and it remains for at least 24 hours. The smell of the perfume gives me the feeling of as if I am a very powerful man. My friends told me that the perfume smells like chocolate. Some people even say that the perfume smells like a flower, but I think that Pr 37 smells like a thunderstorm. People have often associated perfume with women, but I feel both women and men should use it. I am living in a very hot country and it if people do not use a perfume they smell terrible so it would be a very good idea to wear a perfume. People often complain that they do not have the finances to buy a perfume, but I think it is just a lame excuse because if people can spend so much money on clothes in order to look good how can they not spend money on smelling good.

Item 30

Favorite sport

- **What is the name of the sport?**
- **When do you play it?**
- **How do you feel after playing it?**

My favorite sport is cricket. I can keep on talking on this subject for 10 days, but I will only tell you the exciting stuff. Cricket is a game which is very popular in Pakistan and India. There are many teams which play the game. About 6 years ago I started hating this game but with the introduction of the 20-over match my interest in the game developed more and I started loving it.

I play this game every Saturday. I play this game with my friends and we have a very good time at playing this game. The exciting part is that I am going to play cricket two times this week. I am going to play it two times because one of my cousins has invited me to come over to his house to play the game. I have been doing the preparation from the last 10 days in order to play the match well. I am good bowler, but I cannot play well with the bat. I think the primary reason is that I want to hit each ball for six and this gets me out, each time I come on to the crease.

I feel very good after playing the game. It makes me energetic and also makes me happy. This game is a good way to socialize with my friends and the achievement of hitting a six is just awesome. I think that every person in this world should play some kind of sport because it a very good form of exercise.

Item 31
Favorite drama
- **What is the name of the TV drama?**
- **What type of TV drama is it?**
- **What message did it convey?**

My favorite drama is Prison Break. I watched this drama 3 years ago. The drama has 4 seasons and all of them are quite gripping. The drama is about 2 brothers who break the prison in order to prove their innocence. All the characters in the drama are very good and I can definitely say that people who watch one episode will not be able to leave the seat unless they watch the entire season which quite exciting.

This drama is an action thriller. I know that you might heard of these types of dramas a lot so I wish I could come with another word which could clearly distinguish from this ordinary word. I live in a conservative society where children are not allowed to watch movies or dramas with parental guide and even if they are allowed the dramas should not expose the children to adult content. This drama does not contain any vulgar content, yet it is very interesting.

The message which the drama conveyed is that a person has to be strong in his or her life because a person does not know what might happen in his or her life. The drama showed that even when one brother was living a good life, he still sacrificed his life just in order to give a better life for his brother. The drama showed no matter how difficult the circumstances are, a person should never leave his or her loved ones in the time of need.

Item 32
Favorite song
- **What kind of song is it?**
- **How often do you listen to it?**
- **Do you know how to sing it?**

My favorite song is "Tune jo na kaha". This is a Hindi song from an Indian movie. I watched the video of this song on my flight back to Lahore and since then I have loved this song a lot. This is a very sad song. Actually the movie was very sad, so one would expect that the song would also be sad. This song is about a boy who fails to tell a girl that he loves her and as a result of this she marries someone else.
I listen to this song a lot. I think I have been through a similar kind of situation in my life, so I think as if the song has been made for me. The song has excellent music and the lyrics just hit a person's heart. The lyrics are so simple and true that anyone in this world could remember them. This song is very popular in my country. I have seen most of the people singing or listening to this song. These days Indian music has lost its touch and they are not producing good sad songs the way they used to do in the past, but this song is quite good. It has the ability power to make a true lover cry.

I can sing songs, and I like to sing songs whenever I am free. I remember that 3 months ago when I went to a friend' wedding ceremony, my friends asked to sing the same song and I sang the song which was appreciated by all the people. Sometimes I go wrong with the lyrics, but for most of the time I am pretty good at remembering the lyrics as the song is so close to my heart.

Item 33
Health situation in your country
- **What are the common diseases in your country?**
- **Is healthcare expensive in your country?**
- **How should the government deal with this problem?**

I am going to talk about my country Pakistan. The health situation in my country is no very good. The common diseases in my country are acute respiratory infection, malaria, cancer and dengue fever. There are thousands of people who blame the government for not providing the proper care, but I think it is also the responsibility of a citizen to safeguard oneself.

A staggering percentage of the health care is provided by the private sector. More than 50% of the health facilities are being provided by the private sector. We cannot say that the healthcare is expensive as long as it is being provided by the government, but the healthcare provided by the private sector is very expensive. There are some very good social welfare associations which are providing free healthcare facilities to

the poor people in the country. I would like to tell you about Wasila Welfare Society which try to provide free healthcare facilities to the deserving people of the country.

The government can solve the problem by taking some drastic measures. The government should start a campaign of making people aware of the ways on how to make prevent different diseases. The government should also try to make new medical colleges in the country. There is huge shortage of doctors in our country and all the doctors, who are good, are trying to leave the country as they are not provided ample opportunities to succeed in life. Government should also take the initiative to provide pure drinking water to the people because it will solve half of the problems which may lead to the contagious diseases.

Item 34
Favorite video game
- **What is the game about?**
- **For how long have you been playing it?**
- **Compare this game to others games?**

Some people believe that games are only for the people under the age of 18 and the all these video games are a waste of time, but I do not feel the same way. I am 26 years old but I still like to play video games whenever I get the chance. My favorite video game is Cricket 2007. This game is about cricket and the game is being offered on PS2. There are about 12 teams which play in this game and the user has the option of either bowling or batting in the match.

I bought PS2 6 years ago and since then I have been playing this game. I do not know what the connection is. Sometimes I behave like a crazy guy and I play this game for 6 -7 hours in a day. I am obsessed with cricket so whenever my country loses the match I select my country in the game and I try to win from the country which actually defeated my country in the real life match. I would like to tell you about a day when my cousins were actually convincing watching a Pakistan-India match in the stadium, but I decided to go for this game.

There are many games which are being offered on PS2, but this one is quite different. The other games are most of the time associated with violence and killing whereas this Cricket 2007 does not consist of any violence and it relaxes a person's mind as

everything in the game is based on the way you want to play the game.

Item 35
Importance of exercise
- **When do you the exercise?**
- **What exercise do you do?**
- **How do you feel after doing exercise?**

I do not think that anyone in this world can deny the importance of exercise in his or her life. I have seen that people who do exercise live a way more healthy and wealthy life. I would even consider obesity as a disease which deserves to be eradicated from this world.

I definitely know about the importance of exercise because first I used to be very fat. I weighed 200 pounds and I was obsessed with junk food. I got so much fat that I started hating myself. One day I made a commitment to myself that I would lose my weight and that could only be done by exercise.

I started off with jogging on the treadmill, but as the time progressed I also started weight training. The exercise which I like the most is running. After running I feel as if I am in the air and I feel very good. I run for about 30 minutes every day and it is a very good experience. Last month I had to go out of town for a business meeting. As I was attending the meeting I did not get a chance to do exercise and I felt so bad. Some people say that they feel tired after doing exercise, but that is not the case with me. Whenever I do exercise I feel energetic and I am able to perform my other tasks in a very good manner. I would recommend everyone to indulge in to some kind of exercise because it would be make a person both mentally and physically fit.

Item 36
A visit to the mall
- **When did you visit the mall?**
- **Why did you visit it?**
- **How was the experience**?

I went to Masonville Mall 3 months ago. I went over there because I had to do some shopping. I went to the mall with my cousins. We all had to do some shopping for the upcoming wedding of a friend, so we all decided to go to the mall.

The mall was extraordinary. I was really impressed by the decoration of the mall. I had limited budget, and I had decided that I would spend only $500 on the clothes, but things were so good that is why I had to borrow some money from my cousin and then I bought other stuff.
The best thing about the mall was that the staff over there was very friendly. I have visited a lot malls in the world, but I have never seen such good customer service. After doing all the shopping we were so exhausted that we could not even walk a step. I came up with the idea of eating food, so we went to the food court which was located in the mall. It was a huge food court and almost everything was available over there. I had New York Fries and a burger.

I always miss the mall a lot as the trip was fantastic. I sometimes think of going there again, but these days I am kind of busy, so I do not find the time to go over there. But, I am planning a visit to the same mall somewhere around next month.

Item 37
A musical instrument you like
- **Which musical instrument can you play?**
- **Did you get training for it?**
- **How do you feel after playing it?**

I am very good at playing the piano and I regard it as my favorite musical instrument. When I was a child I was really inspired by the guitar because I thought it was for boys, but when I played it I did not like. My finger used to hurt a lot whenever I used to play the guitar, I thought trying something else. I bought the piano with the money I had received on my birthday. It was not a very expensive piano, but it still has all the good features which one would expect in a goo piano.

I did not get any training for the piano. I used to spend 3 to 4 hours on the piano and I used to try to play some tunes. For the first 2 weeks I was not successful, but as the time progressed I started learning it. It would not be wrong to say that I did not take any help from anywhere because I used to watch some free online piano tutorials on youtube
There is also a website by the name of www.bornsingers.com which has a lot of articles to help the amateur piano learners.

This is a very famous website because it has a lot of music videos of new singers. I feel so good after playing the piano that I cannot even describe it in words. I mostly like to play the tune of my favorite song and I also sing while I am playing the song. Sometimes I do commit some mistakes and that is the most irritating part, but the people who practice it well never make these kinds of mistakes.

Item 38

Your favorite car

- **What is name of your favorite car?**
- **What are the features of the car?**
- **How has it changed your life?**

The name of my favorite car is Toyotta Corolla. I bought this car 3 years ago. Before this I used to travel on the bus, but after buying this car my life changed significantly. This car is not very expensive, yet it provides all the good features which a person might from a luxury car. I like red color so I chose to buy a red a car. It is true that I cannot always look at the color of my favorite car, but whenever it is parked somewhere I feel good.

The car has power windows, so we do not have to manually do the work. The car also has a very beautiful interior. The interior of the car is comparable to the interior of any good luxury car in the world. The thing is that I do not like to drive the car fast, but for all those people who want to drive the cars fast should definitely go for this car. This car also has an SRS airbag which means that in the event of an accident the driver's life would be safeguarded. The design of the car also strives to provide a certain kind of protection for all those people who are sitting in it.

I bought the cat 3 years ago since then my life has been great. Before buying this car I was in a dilemma. I never reached at places on time and I was not able to manage my in a proper way. This car has made my life easier and I can easily say that I can't survive without it now.

Item 39

Newspaper

- **What is the name of the newspaper?**
- **What part of the newspaper do you like?**
- **How often do you read the newspaper?**

My favorite newspaper is Confuse News. This newspaper is a local newspaper in my country and people like it a lot. The newspaper deals with all the news which arouses confusion amongst the public. Confuse News tries to answers all the question which are in the reader's mind and after reading the newspaper people say that most of the questions are answered. Other newspapers simply state facts whereas confuse news stated the facts along with the proposed solution.

I love the sports section of this newspaper. Last weekend the national cricket team of Pakistan cancelled its tour of Dubai and I was so much confused and I was not able to find the reason for this, but Confuse news had an article on this and all my questions were answered. I also like the size and quality of the paper which is used by Confuse news. You know the ads on this newspaper are not even irritating. I have read so many newspapers and I find most of the newspapers irritating because of their ads, but Confuse News blends the ads with content in a way that no one can complain.

These days I am very busy because I am starting a new website, but I try to find as much time possible to read Confuse news. When I was less busy used to read the newspaper everyday and I used to spend about 20 minutes. There was a day when I had not read the Confuse News for 6 days and I was feeling as if I was cut off from the world.

Describe a course you took in your college or university.
Item 40
Describe a course you took in your college or university.

- **what it was**
- **when you took it**
- **what you learned from this course**

'Book Keeping & Banking' was one of the most interesting courses I took in my university level and I thoroughly enjoyed this course. In fact I learned many new concepts and theory from this course that it helped me a lot throughout the remaining semesters. This was a mandatory course in the 3rd semester in my Bachelor of Business Administration studies and the courses on this subject lasted for four months. I was so interested in this course that later on I took 3 other courses in different semesters related to banking.

I learned the accounting concept of banking, how a bank is operated, how the banking transactions and accounting are maintained, how the central banks control the money supply of the market and many more concepts from this course. A practical session was included in this course and I learned some basic transaction processes of bankers from this lab sessions.

In my third semester this was a mandatory course and I had no alternatives other than taking this course. I came from Science background until my undergraduate course and that's why I had no prior accounting course experience. I was bit dubious about this course in my university level as I did not know what it includes. But after I completed this course, I found myself very much interested in Banking procedure and automated banking.

Speaking part 3

7 Common Question Types

The seven common question types that appear in IELTS speaking part 3 are:

1. Opinion– What do you think about 'this'? Remember to say why you think that way and give examples.
2. Evaluate– What do you think about someone else's opinion?
3. Future– What do you think will happen in the future?
4. Cause and Effect– What caused 'this' and/or what effects has 'it' had?
5. Hypothetical– Talk about imaginary or unreal situations.
6. Compare and Contrast– Talk about the difference and/or similarities between two things.
7. Past– How were things different in the past and how have they changed?

Grammatical Structures

Opinion

One thing you should not do is start every sentence with 'I think…' or 'In my opinion…' The IELTS examiner will be looking for how you vary your language. Below are a number of ways you could do that:

As I see it,.....

Personally,.....

For me,.....

If you feel very strongly about something you could use:

I'm convinced that....

I'm certain that....

I'm sure that....

If you are less sure about your opinion you could give a weaker opinion by using:

I guess that...

I suppose that....

I'd say that....

Example Question

What are some of the ways people can help others in the community?

As I see it, there are many ways one can help the needy, but the best way is by making charitable donations. People can choose a charity and simply donate a sum of money and leave it to them to help others in need. For instance, I recently gave money to an orphanage. I don't have time to help them personally, so I'll leave it up to them to use the money as they see fit.

Evaluate

In these kinds of questions you will be asked what you think about someone else's opinion. We will therefore need to use expressions that allow us to agree or disagree.

For agreement we can use:

I couldn't agree with you more.....

That's so true.....

That's for sure.....

That's exactly how I feel.....

No doubt about it.....

I suppose so./I guess so.....

You/they have a point there.....

For disagreement we can use:

I don't think so.....

I'm afraid I disagree.....

I totally disagree.....

I beg to differ.....

I'd say the exact opposite.....

Not necessarily.....

That's not always true.....

That's not always the case.....

Remember that you will have to extend your answers with explanations and examples.

Example Question

Some people say that people helped others more in the past than they do now. Do you agree or disagree?

I don't think so. When it comes to my parent's generation I think they are quite sceptical about helping other people in the community, but my generation are regularly doing things to improve it, such as volunteering for various environmental and charitable organisations. Young people are actively encouraged to help out in the community and I don't think this happened in the past, so I'm afraid I'd disagree.

Future

You are often asked to predict how a certain topic will change in the future.

For making future predictions we normally use 'will + verb', however this is quite simple and the examiner will be looking for your ability to use more complex structures to predict the future. More complex structures could include:

X plans to.....

It is predicted that....

X intends to....

I foresee.....

It is foreseeable....

Conditionals- If X + verb.....

It is likely that...

It is probable that....

It is unforeseeable that....

I envisage....

As always you will have to explain why you think this will occur in the future. You may also want to use future conditionals to extend your answer.

Example Question

Some people say that working from home will be quite common in the future. Do you agree?

It is foreseeable that more people will work from home in the future. If the internet

becomes faster and there are more programs, such as Skype, that allow people to work from home more easily, I'd predict that more people will stay at home. If you think about it, most people don't need to be physically present to do their jobs and I envisage that face to face meetings will be a thing of the past.

Cause and Effect

You may also be asked to discuss what has caused a certain situation and what effects this has. This language will also help you in IELTS writing task 2.

To talk about cause and effect you can use:

...because...
...as a result....
...resulted in...
...as a consequence...
...due to....
...caused...
...led to....
...means that....

These are just some examples and the form of the words may change depending on the words around them in the sentence. Only use them if you are sure your sentences are grammatically correct.

Example Question

How does advertising influence what people choose to buy?

I think advertising has a big influence on what people purchase and often leads to them always sticking with the same brand. For example, I always drink Coca Cola and I believe this is because I grew up watching all those ads on TV and I instinctively buy it as a result. I mean, why would companies spend so much money on adverts, unless it led to more sales?

Hypothetical

The second conditional is used to talk about 'unreal', 'unlikely' or 'impossible' situations. You might get asked a question about an 'unreal' situation, for example 'If you were mayor of your city, what would you do to improve it?'

The grammar we use for this is:

If + (subject 1) + past participle, then (subject 2) + would + verb
Example Question
If you could choose any country to live in, where would you choose?
If I could live in any country, I would probably choose Australia. The weather is great; the people are super friendly and just imagine living beside all those beaches. If I could choose another country, it would have to be Italy, for the architecture, the culture and its fascinating history.

Compare and Contrast

To compare two things, use a comparative adjective + than e.g. He's taller than his sister.
Some comparative adjectives are irregular:
Good- better
Bad- worse
Far- further
For short adjectives, add –(e)r. If they end in –y change to –ier. For example:
Hard- harder
Cheap- cheaper
Easy- easier
Lazy- lazier
For longer adjectives, use more. For example:
More interesting
More difficult

Example Question

Do you think primary school children should learn a second language or should they wait until secondary school?
It's obvious that the earlier children start a language the easier it becomes in later life. However, some parents might think that subjects like maths are more important than languages at primary level. They may also think that a foreign language is less important than their first language and this should be prioritised.

Past

We may use the present perfect continuous to talk about something that started in the past and continues up until the present. Example: They have been developing

the city centre for the past five years. For this tense we use the structure has/have + been + past participle.

Used to + infinitive to talk about past habits or states that are now finished.

Would + infinitive to describe past habits.

Past simple to talk about things you did in the past that you no longer do or are no longer true.

Past continuous to talk about the background of a story or how you felt at a particular time.

Past perfect to say something happened before something else in the past.

Example Question

How has teaching changed in your country over the past few decades?

In the past, teachers simply lectured students and the students just listened to what they said. We were given lots of facts to learn and there was no room for creativity or freedom of expression. I remember learning lots of things without thinking about the theory behind it. Now, there's been a movement towards students thinking for themselves.

Employees and uniforms

Why do some companies have uniforms for their employees?

There might be various reasons… for example, to help build a sense of belonging and teamwork among the employees. Wearing a uniform can help employees identify with the company and feel valuable. It could also be simply due to the need to protect employees own clothes from being damaged while working, for example while working on a production line in a factory.

Another reason might be to identify the employees of the company to clients or customers so that they know who they are, for example in a large store, or employees who need to visit a client's business premises to carry out maintenance or repairs or some other technical function. It helps in terms of security, allowing others to recognize that the person wearing the uniform is a visitor to the business premises or manufacturing plant.

So I suppose companies have uniforms for employees for practical purposes; because employees do not want to get their own clothes dirty or worn by wearing them to do physical or manual work; to identify the fact that an employee represents a particular company; and for brand building and team building purposes also.

Fashion

Do you think the Internet influences the fashion industry today? Why?

Absolutely, fashion is geared towards the younger generation, and they spend hours every day on the internet and social media sites so there's a lot of influence. All the big fashion brands are on social media and promote their products online because they know that's where their target audience is.

Also, fashion brands can get instant feedback from people online through comments and shares, so they can see how popular their own brand and products are, as well as those of their competitors.

They can also see trends that start among the population and take advantage of them by tailoring their own offerings to be in line with what people prefer, basically brands can see what's hot and what's not – even if they are not driving the trend themselves.

Making decesion

Who do you think has a harder time making decisions, children or adults? Why?

That would definitely be adults – children are much more intuitive and tend to decide very quickly about things. Children don't consider all the same factors that adults do when they are trying to make a difficult decision. Children follow their 'gut' more – they feel that something is good or bad rather than analysing it from all angles.

And probably the biggest difference is that children in general have very little concept of failure, as opposed to adults who may have experienced it and generally fear failure – and this is what stops many people from trying new things - because they are afraid of failing.

The thinking process of children is much simpler, as they have much less life experience to base any decisions on. Most adults tend to overcomplicate even simple decisions. which are not so difficult to make.

Using apps

Is it convenient to use an APP?

Yes, that's why they're so popular – people use apps all the time for a wide variety of purposes, and to be honest, most brands and businesses have apps; even IELTS has their own app for IELTS test-takers, so they must be worthwhile.

Apps make life simpler, well, easier anyway, and they're a great way of organizing

everything you do, you can have an app for almost anything you want to do, music, pictures, shopping, there's almost no limit to the kind of apps available – which ones you end up using just depends on what you want to do – and how you want to do it.

The law & social class

Do you think the law is applied equally to all people, no matter what social class they belong to? (give examples)

In most cases I think it's true – that the law is applied equally – but there are always cases you see reported in the news which show that it's not always the case. Sometimes, it seems that wealthy people appear to manage to avoid being fined or imprisoned because their lawyers know how to get them off or at least avoid them going to prison.

There has been a lot of debate about the bankers who were involved in the financial crisis not so long ago – and how none of them have been prosecuted for what some experts have declared were criminal acts. Sometimes, it seems that if you are wealthy or powerful, there are always methods you can use, or your lawyers can use, in order to avoid any severe form of punishment, or in some cases, any punishment at all – and that doesn't seem fair to most people.

Delivering letter box

What are the different kinds of things that the post office delivers to people's letter boxes?

I suppose that would include things such as letters, small packages or parcels, newspapers, magazines, flyers, newsletters, catalogs, brochures and other advertising material, as well as official documents such as utility bills, bank statements, credit card statements and other similar documents – really, anything that somebody decides to send through the mail/post.

Forgetting/remembering

Why do people often forget small things?

Well, I suppose it could be because they have a lot of things to think about or remember and sometimes it's easy to remember big important things - but little things are more easily forgotten.

Most people try to remember everything without using anything to help them and

while it may be easy enough to remember a few important things – the more things you have to remember the higher the probability that you forget some of the smaller things that maybe aren't so important.

What are the reasons for this?

Most people try to remember everything without using anything to help them, like writing everything down, and while it may be easy enough to remember a few important things – the more things you have to remember the higher the probability that you forget some of the smaller things that maybe aren't so important.

Modern Machines

Can you think of any examples of modern machines or high-tech equipment that people have in their homes today?

Yes, there are lots of such appliances and devices, for example, coffee makers, automatic washing machines, dishwashers, microwave ovens, and then there are other domestic appliances such as vacuum cleaners, floor polishers, and all the usual electronic entertainment gadgets like computers, TVs, music players and similar things.

What do you suggest a person, for example, an old person, do if he or she cannot understand how to use modern equipment?

That›s easy, the first thing to do would be to ask for help in the store before buying a new piece of equipment for use in the home or a new electronic device. Ask the sales assistant to demonstrate all the functions and any other important points the user should be aware of.

Once the person has the equipment in their home and if they experience problems with using it - then probably the easiest thing to do is to ask a family member who might be more knowledgable about such things, maybe their children, or even grandchildren, to help them learn how to use the equipment correctly.

What do you suggest could be done to help old people understand how to use modern hi-tech equipment?

Really, I don›t think it›s a big problem - or at least it›s only a short-term problem. Most older people will have family or even friends who can help them understand how to work any new high-tech equipment they buy. Of course, sales people in stores could make a point of trying to be extra helpful when an older person makes such a purchase but apart from that I don›t think there›s much more that needs to be done.

The only reason it›s a bit of a problem at the moment is due to the rapid development of technology devices and gadgets which we now incorporate in our daily lives, for someone who grew up without these devices it might be a challenge, but for the generation which have grown up with tech as part of daily life - when they get older - they'll be more able to deal with future tech developments and probably won›t need any help at all.

Do you think today›s young people will also have problems with hi-tech equipment when they are old?
I don›t think so, as I said, they'll probably keep up to date with stuff like that and it won't be anything new for them. They'll be much more tech savvy and used to using it and learning how to use new technology devices as part of everyday life.

What are the advantages of using electrical equipment?
Well, there are plenty depending on the particular equipment in question, but generally speaking, electrical equipment is easier and faster to use than doing things manually. For example, my grandfather used to mow the lawn with an old fashioned mechanical lawnmower - it was hard work and used to take him a lot of time.
Nowadays you can do the same with an electric mower in less than half the time, and it›s a loss less effort too. Another common example would be the use of electric power tools. These have become very common and are much easier and quicker than conventional tools, I›m thinking about electric drills, screwdrivers and things like that - which make doing repairs around the home much easier.

Does your university have (or use) much high-tech equipment?
Yes, I think it does. Apart from all the audio visual equipment used in classrooms or lecture theaters, they obviously have some high-tech equipment in the engineering and science faculties as well as computer equipment such as servers and so on which run the conputer networks within the university.

What are some examples of high-tech equipment that is used in some classrooms today?
I suppose you could class video projectors as high-tech, as well as laptops and other devices used to present data or information for students. Then there is other equipment like interactive whiteboards which are used in some classes - they›re a more recent addition to the teaching aids used.

Do you think the amount of high-tech equipment a university uses can help attract more students to that university?
It might help - but it›s not the main reason why most students choose a particular university or course of study. I think the reputation and standard of education is much more important for most students when selecting the university they want to attend.
Obviously though, in some cases, students might be primarily swayed by the equipment available, especially if they are Phd students doing scientific research, that sort of thing, then I suppose that the equipment they will have access to could be much more important than other factors.

Do you think there are any (possible) shortcomings to using high-tech equipment in classrooms (as teaching tools)?
No, not really, it›s usually a more effective way of doing things and at the end of the day students still have to digest or assimilate the information whether they see it on a video screen or read it in a book, it›s really only the method of presentation of information which is affected in most cases.
Do you think computers (and other hi-tech electronic equipment) might one day replace teachers?
No, well, not in the near future, it›s unlikely that a computer will replace a teacher, for many reasons but the main one is at the moment the ability of a computer to interpret and explain information to students in a relevant and interesting manner is lacking - there is also the ability to interact with different students and perceive the subtle nuances of human speech, interaction and behaviour which would cause problems.

While computers can gather, store and present information very effectively - the art of discussion and debate, which is essential for students to develop their skills, is not readily available with computers. Maybe at some point in the future when artificial intelligence is sufficiently advanced - it might happen.

Noise

What are some common sources of a lot of noise these days?
Well, a lot depends on where you live, but if you live in a large city, for example, then you probably don't realize just how much traffic noise there is. I remember when I first moved here, I thought the noise from the traffic was incredibly loud – but now,

having been living here for a few years, I hardly even notice it anymore. Sometimes there's an exceedingly noisy truck or an old car or something – but in general the traffic noise just blends in and becomes like background noise.
One source of noise which is more intrusive and annoying is the noise of construction work. Some days it seems to be endless, and it's always a combination of loud drilling, scraping, chattering, clanging and banging. The problem in the city is that the sound carries quite far, bouncing off other buildings, so they could be constructing a new building or renovating an old building quite some distance away – but it sounds like it's right outside your window. That can be very irritating if it goes on and on.
Other noise sources that are common would probably be airplanes landing and taking off, and loud music coming from clubs and bars, especially at night. Obviously for many people that's not a problem but for those who live near the source, it can be devastating to their peace and quiet and a source of stress for them, particularly if it affects their sleep or things like that.

In your opinion, will the level of noise increase in the future?
No, I don't believe so. I mean, we're constantly making things less noisy, even things like washing machines and other domestic appliances are now being designed to be quieter and less intrusive, and if electric cars become more popular and eventually the norm, then a large source of noise – traffic – will have been almost entirely eliminated, or at least seriously reduced in terms of the noise levels in built-up areas such as towns and cities.
I think that we've become much more aware of noise pollution as an issue and things will only get better in the future - not worse.

What do you think when you see a person on the street listening to music using headphones?
Nothing really, I mean it's so common it doesn't really attract any attention anymore. Loads of people do it, and also talk into their phones using hands-free while driving. That used to puzzle me until I realized what they were doing – I thought for a while that they were talking to themselves, silly I know, but I soon discovered they were actually talking to someone else on the phone – just not holding it.
As for the headphones, well, who doesn't do it? I listen to music when I'm out frequently – not every day but certainly several times a week. I just plug in my ear buds in the bus or when I'm walking along if I know that I'm going to be out for

some time. It's a nice way to block out the background noise and enjoy some music while outside.

What is the reason that some people like to meet other people at a place with loud music?
It might be because if there's music then there is less pressure to make conversation with the person, if it's someone they are meeting for the first time, you know, sometimes it can be a bit awkward, and the music takes off some of the pressure to try and say smart things or be funny or stuff like that.
I guess another reason could be, especially in the case of friends going to a club, that loud music just creates a totally different atmosphere from the one we normally spend most of our time in, like at school, work, or at home, so it's just something different and you can just block everything else out and enjoy the music and dance maybe.

Skills & abilities

What skills and abilities do people most want to learn today? Why?
I suppose many young people are interested in technology skills because they seem to be almost essential in most careers nowadays. A lot of my friends are interested in people-based skills as well and are interested in pursuing careers in marketing and consulting so they are interested in the psychological and social aspects of managing people among other things.
Another thing which is important is that many young people tend to be choosing a broader range of career paths these days, which involve a greater blend of skills from more traditional professions.
Obviously there are still those who choose to become doctors or similar but there are newer careers which didn't exist some years ago, for example, forensic accounting and criminology which have also become popular amongst people I know.
So I believe that high-tech skills and the ability to possibly move from one professional area into another through transferable skills is becoming not only more desirable and sought after but almost essential for those who wish to be professionally mobile and build a good career for themselves in the long term.
Which skills should children learn at school? Are there any skills they should learn at home? What are they?
Well, I think it's important for children to learn all the basic and traditional academic

skills at school, you know, like math, language, science and so on. But it's also important that they are encouraged to develop their ability in critical and analytical thinking.

Then there are other skills, for example, creative skills and problem-solving abilities which should be nurtured while at school. Certainly at the school I attended that was the case, with a lot of emphasis on the development of creative and problem-solving skills.

With regard to skills which should be learned at home, I believe that parents do have a responsibility to teach their children to be good citizens or responsible members of their community, and that is usually best done through setting them a good example through their own behavior as parents.

It's also popular to encourage children to be creative while at home through the use of creative activities and in my own case my parents always encouraged me to read a lot as well to develop my vocabulary skills and learn about many different things. I also think that parents can teach their children about discipline, determination and setting goals and how to achieve them.

Some people might consider these as skills while others might consider them to be simply personal qualities or attributes. Personally I think they are skills you can learn.

Which skills do you think will be important in the future? Why?

That's difficult to say, but based on what we've seen happening in recent years, there's definitely a trend to automate as much as possible the manual and repetitive operations which were once done by workers. These functions are, in great part, being carried out by computer systems, so as we've seen the advent and development of the knowledge-based economy it would be safe to assume that in the near future this will continue with knowledge becoming ever more important rather than skills which can be automated or replaced by computer systems.

In the more distant future it's incredibly difficult to even imagine some of the new technologies that might be introduced and therefore the skills which will be in demand – but there will always be a demand for creative skills, entrepreneurial skills and anything which can't be easily replicated by systems.

People skills will always be important so if you could combine all of these into a career – you'd be on to a good thing – but I've no idea what that would be.

One thing is for sure, young people looking at careers now need to think in terms of skills flexibility and possibly cross-functional or cross-discipline skills and not simply limit themselves to one area.

Professional mobility and agility will be highly valued in the future as the pace of

change in the business world is ever increasing.

Which kinds of jobs have the highest salaries in your country? Why is this?
Traditionally, it's been jobs or careers in areas like banking, accounting, legal and specializations in medicine. But it's been changing quite a bit in recent years – there are more and more young entrepreneurs who are starting their own enterprises and if they have a good product or idea and it becomes popular and the business is a success then they generally earn much more than the examples I mentioned before. It's always been the case that a good remuneration package was offered for those positions which required a high level of responsibility and/or a long time in training and extensive knowledge or expertise. I suppose it was like a reward for all the effort and years of studying and training involved.
However, nowadays, quite a lot of young people are not so attracted by just high salaries – they want to do something they believe in, something they are passionate about – and in many cases that's becoming the most important factor when thinking about the types of jobs you might like to do.

Are there any other jobs you think should have high salaries? Why do you think that?
Really, I don't think you can just say that a particular job deserves to have a high salary. It's more based on supply and demand. You don't necessarily have to be a doctor or lawyer to earn a good salary.
If you have skills and experience in your field and there are not a lot of other people who have the same then your value is much greater than if you can only offer the same skills and experience as everyone else in your professional field.
And sometimes when there's a shortage of a particular skill set or type of worker, they can receive higher salaries than normal, but it may not be a permanent situation – it may only last for some years until the skill shortage passes. What usually happens is that when young people realize, for example, that lawyers are earning a lot because there aren't enough lawyers to meet the current demand, you'll see an increase in students enrolling in law school to take advantage of this.
The problem is when there are so many young law graduates that law firms no longer have to offer high salaries because young lawyers are just happy to get a job so it's a kind of constant balancing act.

Some people say that it would be better for society if everyone got the same salary. What do you think about that? Why?
Well, it's an interesting idea – but what would be the purpose of that? It has been

proven that humans are naturally competitive, although some people much more than others, but it doesn't really seem practical to propose paying everyone the same no matter what they do.

For example, if everyone received the same salary, a person working in a factory would receive the same as a doctor, but the doctor has to spend around six years studying and training and has much greater responsibility, why would any young person choose to become a doctor?

And if that was the case everyone would simply choose the easiest job to do – and we would end up with no doctors or specialists – it would be ridiculous! It might be hypothetically fun to debate the pros and cons – but we live in the real world – which in general is driven by market forces – and so therefore value attached to jobs is dependent on the demand for those jobs and salaries generally reflect the degree of training, experience and responsibility required to carry out those jobs, among other factors.

I can't really imagine such an 'equality' system actually functioning, for the simple reason I gave – how would you get people to do the jobs nobody wanted or those that required a lot of qualification and so on.

Family members

Should family members be treated in the same way as other employees? Why?

Ideally, yes, it should be the case in terms of the work they do so that other employees do not feel that family members receive preferential treatment which is unfair. But, I suppose that when it comes to responsibility and trust, then maybe family members might be treated a little differently, they might know more details about the business or be aware of some information which other employees are not, just because they are family and the level of trust is generally greater within a family.

Computer

Is computer knowledge important in order to be a good employee? Why?

That very much depends on the type of work you do, doesn't it? I mean if your work doesn't involve or need computer skills in order to do it successfully then computer knowledge isn't important. I guess if you were employed to catch fish or lay bricks to build a house then you wouldn't need to know much about computers to be a good employee.

On the other hand, there are many service and technology related jobs nowadays

which do require quite a good level of computer and technology skills for employees to be able to carry out their duties and responsibilities, so it would certainly be an advantage to have the appropriate computer knowledge if you want to be a valued employee within such an organization.

Jobs & technology

Do you think some jobs will be replaced by technology in the future?

Absolutely, in fact it has been happening for some time now. Many traditional manual labor jobs have been replaced by machines and technology. For example, the majority of auto assembly is now carried out by a combination of technology, robots and other machines with only a limited number of skilled personnel as part of the process – this was an assembly process mainly done by hand in the past. For sure in the future even more jobs will be carried out by automated machines as systems develop and society advances.

Some jobs will even disappear completely, as is already the case. Look at how the banking industry has already eliminated many jobs just by the installation of ATMs so that customers can withdraw cash without the need to interact with a bank teller inside the branch - and that is nothing new, it started decades ago. The further replacement of people by automated processes is sure to continue wherever it is possible and in the interests of the organizations involved in terms of reducing costs or improving services.

Bussiness

What do you think about globalization and its effect on businesses?

Well, it's something which has been happening and will continue to happen. As more information and culture becomes shared across the world there will be fewer and fewer individual markets.

Large multinational companies have been operating globally for many decades but now even smaller enterprises can sell their products and services across the world with few problems now. The net result is that business has become more competitive for everyone and especially in terms of e-commerce and such like; small companies can actually compete with large companies in any market irrespective of where they are based.

Globalization and technology has made it far easier to do business in any part of

the world, and while there may still be some challenges – they are far fewer than in the past. It's likely that things will be even more open and competitive in the future.

Companies in the future

Do you think that all smaller businesses will be replaced by bigger companies? Why?
No I don't believe that will happen, quite the reverse actually. Some big companies might remain so, or even get bigger, they may merge with other big companies in order to consolidate their market share and grow their profits, especially in many mass produced products which are not very personal or interesting such as laundry detergent and household cleaning products. But there has been a trend in recent years for small niche businesses providing specialist products and services to consumers, and it's a trend which is still growing.
There is a lot of emphasis on personalizing the purchasing experience and customizing products for customers and I believe that in the future there will be even more small enterprises serving very specialized markets as a response to people's desire to consume in this way. This is also a direct result of globalization and the developments in e-commerce which allow even a small business to cater to a customer base which is international – even for what you might think are very niche products, their market on a global scale makes it a viable business proposition now.

Family business

What do you think about family business?
They are essential for the economy, as are all small business startups which hopefully grow into larger businesses. Some of the largest companies today started as family businesses, so it's an important part of the economy and society in many countries. A small family business can grow over several generations to become a very large and successful organization.
There are also some families which work very well together and for them it's maybe an ideal way to maintain themselves independently and provide security for their future also. In fact, job security may be one of the biggest benefits of working in a family business. It's less likely that your boss will fire you if your boss is your father, mother or other family member.

Complete samples

Sample 1

Part 1 - Introduction:

Q. What›s your name?

A. My name is Marco Guido. You can call me Marco.

Q. Are you working or studying?

A. I am currently working in a Bank in Italy.

Q. How long have you been working for this company?

A. I have been working for this Bank for the last one year. To be more precise, it would be 14 months now.

Q. What are you main duties?

A. I work there as a senior officer and my main responsibility is to take care of the bank customers including registering their complaints, issuing cheque books, doing transactions, helping my co-workers etc.

Q. What do you like about work you do?

A. I had almost no experience in banking and financial sector before I joined the Bank. I have learned how the Banking sector function, how it helps rolling the economy of the country, how it contribute to ensure the money supply in the market and how financial world function. I am yet to learn a lot but I would say I have learned a lot in the last 14 months. The opportunity to learn is the most important aspect that I really love about my job. The working environment, the coworkers and the salary structure are other attractive things I like about this job.

Q. What do you want to change or improve in it?

A. I would recommend more Bank account types for different segments of population, also adding innovative and modern banking and more transparency in the Bank business. The bank is pretty organized and structures in Italy. There would be very little to change. But in terms of adding innovation there are still plenty of scopes to implement.

Q. Do you like shopping?

A. I am not that much fan of shopping but yes, sometimes I love to shop, especially

the food items, electronic gadgets, clothes and household appliances are in my favourite shopping list.

Q. What do you usually shop for? What food items do you buy?
A. I mostly shop food items for my home. Besides that I often go to shopping malls to purchase clothes, electronic and home appliances. Whenever I find that my food reserve and daily necessity items are almost consumes, I feel the need to visit a shop. For the clothing items, I usually shop for different occasions.

Q. What time do you do the shopping? Why?
A. I usually shop the food items in the early morning. For the cloths and other items I prefer shopping in the evening. From my experience, fresh food items and vegetables could be bought in the early morning when the shops get the supply. In the evening the fruits and vegetables are not as fresh as they are in the morning. And that's why I prefer purchasing them in the morning.

On the other hand, I have more time to roam in the shopping malls in the evening after my work and for this I prefer this time for buying items like electronic gadgets, clothes etc.

Part 2 of the IELTS Speaking Module - Cue Card:

Topic:
Describe a child you know.
You should say:
-- how old is he or she
-- what does s/he look like
-- how you two are related
and explain why do you like / dislike this child.

Model Answer:
My grandfather had been the father of six children and later on when they became parents, the family grew up quite large. In our joint family there are several children and among them the youngest boy of my elder sister is the one I›d like to talk about. He is 45- years old and is my most favourite nephew. His name is Abraham and I call him Nir. I still remember the day he came in to this world and I chose to name him Abraham. He lives with his parents in a different city and they visit us almost 34- times each year.

From his childhood he was very cute and adorable. I loved him very much and because of my affection towards him, he became very fond of me. I usually see him with an interval of 34/ months and each time I get the feeling that he has grown up more.

We often play hide-and-seek and cricket together with other people and kids. He loves to listen to the ghost stories, adventurous stories and fairy stories. While their stay at our home, he stays with me at night and I tell him bed time stories. We often go to walk in the field, go to open places like parks, near river and forest. He likes ice-cream and I buy him chips, ice-creams and chocolates. He loves sweet and hates to eat any pungent food. I often cuddle him, make fun with him and play with him.

My affection and love for him is acute and I love to spend time with him.
Tips for answering this cue card topic:
This cue card asks you to talk about a child whom you know. So this child can be someone from your family, a neighboring child, a child of your relative or can be even your own kid 9 if you have one!). If this is a kid from your family, it is expected that you know his/ her name so mention his/her name and if this child from your neighbour mention who the parents are how you know about them.

To give identity of the kids and to give details mention the following points:
His/ her name.
Parents› names & relationship with you.
How old the kid is.
How s/he looks.
How he interacts with you
How you treat him/her.
How often you see and interact him/her.
How you feel about this kid.
What you do with this kid.

If you talk about a kid who is less than 2 years old, there would be very little to talk about him/her. Try to talk about a child of 57- years old and thus you would be able to give details about him/her, how s/he interacts with you, how you treat him/ her etc.

If you can talk about this topic you should be able to talk about the following cue cards as well:

1. Describe someone in your family.
2. Describe someone you really like.
3. Describe someone you often play with.
4. Describe a kid you know.
5. Talk about a neighboring child you know.
6. Describe a child you really love to spend time with.
7. Describe one of your relatives.

Part 3 of the IELTS Speaking Module - Follow up questions:

Q. What kind of children activities are there available in your city?

A. Children in our city often play outdoor games, though this trend is changing day-by-day with the advancement of computing and gaming devices. Children can visit the museum, zoological garden, and amusement parks in my city. They often go to exhibitions from schools which they enjoy a lot. Many parents take their children to their relative or friends' houses where they play and make friends with other kids. They are also allowed to watch cartoon and other programmes suitable for them.

Q. What do you need to do to interest a child in such activities?

A. We need to show our own engagement on an activity to show a child that this is particularly enjoyable and exciting. A child would easily engage in an interesting game if s/he notices that the adults are playing it. For creative activities like drawing, dancing, singing we need to inspire the child and appreciate his/ her talent. We need to give them the positive environment as well as making the activity fun to attract them. For visiting educative places like zoological garden and museum we need to take them the places and explain their significance. Finally a child is naturally fond of TV programmes like cartoon.

Q. What activities do you think there will be in the future?

A. As the technology is advancing rapidly and is becoming more popular among the children, I think computer games, Internet and TV programmes would become more popular among children in the future. The schools are evolving from merely educational institutions to more entertaining and interactive, the schools would arrange more social gathering, party and tour that would become prominent in the future and many children would get engaged on these activities. Parents would become more conscious to nurture the hidden talents among their kinds and that's why they would take them to different places to let them experience the world.

Q. What kind of pressure do children have at school?
A. From my experience I can say that children nowadays have more classes to attend, more home works to do and more exam to take. From this regards, the children are burdened with the extended syllabus and lot of home-works. Many schools even make the project works and day-long classes mandatory and as a result today's children are under lot of pressure.

Q. What is your view of the school of the future?
A. I am pretty sure in future schools would become more interactive and interesting than it is now. Computer based lessons and online exams would become the main trend of education system and most of the schools would adopt the technology. Besides, they would focus on practical lessons than all theoretical study and finally the teachers would be more skilled to handle the kinds in schools. Schools would focus on nurturing the potential talents of children and thus would develop more extracurricular activities to offer to the children.

Sample 2

Part 1 - Introduction:

Q. What's your name?
A. My name is Anton Bruckner and you can call me Anton.

Q. Where are you from?
A. I am from Frankfurt, Germany. Frankfurt is located in the federal state of Hesse which lies in the heart of central Germany.

Q. How do you think the Internet will change entertainment in the future?
A. Internet has already changed that. Video sharing site like YouTube, social networking site like Facebook are two great media for entertainment for people. The internet TVs are replacing the old TV sets and people can now watch 3D movies sitting in their drawing rooms. The popular music websites will replace the CD players and people will listen and share their favourite playlists on the go. The movies are easy to download, they comes with far better resolution and picture quality and people will watch movies in small devices like cell phone and wrist watch. Reading an entertainment magazine, listening to favourite music stations would be just a finger tap away.

Q. Do you use internet very often? What for?
A. Yes, I use internet almost every day. I use it to update the blog I own, to check the emails, to find the updates of my friends in social media networks, to watch YouTube video, to share my picture, to talk or chat with my friends etc. In fact my activities on internet far more vast than the things I have mentioned.

Q. How about in the future? How important the internet will become in our daily lives?
A. In future we would be greatly dependant on internet. From simple Google search to utility bill payment, from submitting class assignment to booking air tickets, we will rely on internet. We will also use it in our education and communication sectors. This day is not far when we will rely on internet to purchase everything we need in our life. The job, education, news, entertainment, survey, research all will rely on this technology. A significant proportion of professionals and businessmen would rely on internet as their main source of earning and business. Traditional marketing and brick and mortar business would be replaced by Internet marketing and ecommerce. There will be pretty few things that we would be able to do without the dependency on internet in the future.

Part 2 of the IELTS Speaking Module - Cue Card:
Describe a movie you have enjoyed so much.

You should say:

-- What›s the name of the movie
-- what was the central theme of the movie /film
-- When you watched it

and say why you enjoyed watching this movie.

[You will have to talk about the topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.]

Possible Answer:
The name of my faourite movie is ‹Casablanca› which was directed by Michael Curtiz. It was released in 1943 and the story was adopted from a stage-play named

‹Everybody comes to Ricks›. The movie starred Humphery Bogart & Ingrid Bergman and was made in USA. It was a romantic drama film and the story-line was set during the World War II.

It focuses on a man torn between love & virtue. In 1941 American expatriot Rick who professed to be neutral by all means met his former lover Ilsa in his nightclub & gambling den. She was accompanied by her husband, Laszlo, a renowned fugitive Czech Resistance Leader. They needed a letter to escape to America, where he can continue his work against Nazis. German Major came to Casablanca to see that Laszlo does not succeed. One night Ilsa confronted Rich in the deserted cafe and asked for the letter. She threatened him with a gun for the letter and later on confessed that she still loves him. Rick›s bitterness dissolved learning that IIsa was married to Laszlo before even their relationship began. When Rick and IIsa planned to flew together, she could not do so because all of a sudden she found that her husband was still alive and needed her badly to recover. Hearing the story Rick calmed down and agreed to give the letter to Laszlo so that he can fly to America safely. They would take a different path to fly away together. But finally Rick let IIsa and Laszlo fly to America which surprised IIsa very much.

In 1989, the film was selected for preservation in the United States National Film Registry a being deemed ‹Culturally›, ‹Historically› and ‹Aesthetically› significant. It is the 2nd best movie of all time based on AFI›s 100 best movies of all time.

I›ve seen the movie more than 23- times. The story is excellent, the casting, plot, acting, dialogues and all other aspects of the movie is superb. The movie deeply touched me and became the most favourite movie I have ever seen.
Preparation Tips for this cue card topic:

As part of your preparation for this cue card, chose a movie that was based on real war and has historic value and was adopted from a book. Doing so you would be able to answer the following cue cards as well:

1. Describe a movie that was made based on a real event.
2. Describe a movie that created based on a historic event.
3. Describe a war movie you have watched.
4. Talk about a film which was adopted from a book.

5. Talk about a critically acclaimed film you that you watched.
6. Describe the best film you saw this year.

Following are some of such Hollywood movies/ films that you can describe. To pick such movie names and their details those were made in your own country, Google it.

Movies based on real events:
Empire State
Act of Valor
Extremely Loud and Incredibly Close
The Devil›s Double
The Social Network
Fair Game
Public Enemies
The Killing of John Lennon
A Beautiful Mind

Movies based on real event and War
Emperor
Everyman›s War
Valkyrie
Hurt Locker
The Pianist
Behind Enemy Lines

Movies based on Books
The Motorcycle Diaries
Twilight
Stardust
Pride and prejudice
The Godfather
Schindler›s List
The bridge on the river Kwai
Scarface

Part 3 of the IELTS Speaking Module:

Q. What are the differences of watching movies and reading books?

A. A movie is an audio-visual presentation while a book is a composition of written words. They are both great sources of entertainment and knowledge. However, reading a book in my opinion if more effective than watching a movie. A great number of actors as well as producer, screen writer, director and other staffs are required to finally produce a movie while book is the printed version of the writing of a writer.

Movies present a story using different actors and actress and the acting is captured using a camera and then finally edited before releasing, while the books are mainly printed after being edited and corrected. We can watch movies with others but we usually read books alone.

Movies are the sources of easy entertainment and people naturally love to watch movies as pure source of entertainment although there are numerous movies that have deep underlying themes and lessons. On the contrary, most books enhance the knowledge and imagination power of readers and preferred by book lovers only.

Q. Which one is more powerful? Why?

A. In my opinion books are more powerful. A book is aimed to deliver a story, lesson and is a great source of information. Reading books enhances our knowledge, imagination and our horizon of wisdom. Most of the books are packed with the experience and imagination of writers and are the witness of history and time. Reading books is far better in terms of enhancing knowledge in my opinion.

While watching a movie, we mainly concentrate on the story and visual presentation of it. That gives us pure entertainment but in terms of provoking our brain, it is less effective than reading books. Books presents us words and with this a hypothetical world that we need to imagine in our mind. In case of movies, things are already seen; there are little score to use our imagination power.

Q. Do you like to watch movie staying at home in Television or in a theater? Why?

A. I mostly prefer watching movies at home. I won't say that I do not like watching a movie in a movie theater, but at home I have more control on what movie to watch

and when. I can even change the movie if I find it boring but I do not have this option in a movie theatre.

With the advancement of technology and internet, we have now large smart TVs that offer almost similar experience that we can have in a theatre.

Q. How can movies help up to shape our society?
A. Movies reach to a large segment of people in a society and people often watch movies. Thus the movie can be an effective media for entertainment as well as tools for changing our society for the better. A good movie that focuses on the pressing issues of a society can create awareness of the problem and can also suggest some solutions.

If movies are based on real event and historical facts, people would learn about their history and past that might help them to become better citizens. Movie actors and actresses are quite popular in many societies and they can pass moral lessons to their fans.

Movies reflect the society and the people as a whole and thus have a great influence to shape the mentality of the people. It is not unusual that people would try to mimic the personality, behaviour, costumes of their famous actors and movie producers can use this as a positive tool to foster a better new generation.

Sample 3

Part 1 - Introduction:
Let's talk about your home town or village.

Q. What kind of place is it?
A. As a matter of fact, I was born in a city where I still reside, which is New Delhi. As far as my parents are concerned, even they were born in New Delhi. This is a beautiful city with lots of evidence and marks of history, tradition and modernizations. It's the capital of India and indeed a massive metropolitan area which is situated in the north side of the country.

Q. What's the most interesting part of your home area?
A. The modern facilities that have come up in the city is one of the most interesting parts due to which I would say that I like my home area. The medical facilities along

with the education have really developed in the past decade or so. In terms of places India Gate, Lotus temple, Qutb Minar, The Red Fort are some interesting places and attraction in my home town.

Q. What kind of jobs do the people in your town/ village do?
A. My town mostly consists of the people who belong to the working class. As a matter of fact, due to presence of quite a many government offices in the city of New Delhi, a majority part of habitants belong to the working class. Many of them work in Government and semi-government offices while many other work in private organizations and multinational companies. The numbers of business persons are quite high as well.

Q. Is your home town changing?
A. Yes, and in a very fast pace. Over the past few years, there has been a welcoming change as far as the public transport has developed. Apart from this, as already informed, there has been an increase in the area of medical facilities in the form of hospitals catering with up to date and latest machines. More and more people are coming to live in the capital city for better employment, education and treatment. As a result the population here is also increasing.

Q. Would you say it is a good place to live? Why?
A. Yes, it definitely is a good place to live in. There are various opportunities for the employment and education, the transportation facility is nice and the beautiful and planned city is indeed a nice place to live in.

Q. What changes would you like to make to your home town?
A. The one change that I would definitely like to make to my home town is the safety for the women. Of late, there have been instances when women have been harassed in my city. This one thing has brought shame to my town, so it would be my endeavor to bring this change to my city. Apart from that, I would like to change the way some business markets have emerged. I would like the city to have more security and law enforcing force and security camera to monitor every street vulnerable to crime.
Let's talk about what you do. Do you work or are you a student?

Work :

Q. What's your job? Why did you choose that kind of work?
A. My current job is to procure the aircraft parts from the vendors, across the globe.

It includes floating of quotations, tenders, analyzing them and then ordering the item on the vendor who quotes the least. And this job is not by choice but by compulsion.

Q. How long have you been doing it?
A. It's been approximately two decades since I am in my current job.

Q. What is a typical day like at your work?
A. A typical day consists of sitting down in front of the desktop and going through the mails received a day earlier, analyzing them and then taking necessary actions. Sometimes attending meeting is mandatory and then preparing my upcoming tasks is also required. I take half an hour break for lunch and again followed up with the same routine.

Q. Are there things you don't like about it? What are they?
A. The 'monotony' of my tasks is something I do not like at all. The job is too monotonous and this adds up to the frustration. Apart from my job being monotonous, there is one more thing that I would like to change and that is the timing. The duty hours are too long which starts from 9 in the morning till 6 in the evening.

Study:
Q. What subjects are you studying?
A. Currently, I am pursuing my Masters in Law and the subject that I am studying now includes Jurisprudence, Company Law, International Law... to name a few.

Q. Why did you choose those subjects? How long have you been studying them?
A. I chose these subjects because it was my passion to have a qualification in the field of Law. I always had the passion towards this profession of Law. And moreover, it boosts self confidence in me. It's been almost 2 years since I am studying it.

Q. Do you enjoy them? Why?
A. Yes, I do enjoy these subjects as I told that it was due to my sheer passion towards this profession that I chose this subject.

Q. Are there many job opportunities for you?
A. Yes, there are plenty of job opportunities for a qualified Lawyer. Apart from the job opportunities, there is a possibility of starting your own practice. One can be the boss of his own fate by pursuing a Law practice.

Q. What is the best thing about studying?
A. The best thing about studying is that the learning curve remains upward. And moreover, the mental faculties are also alert which ultimately helps in keeping a person active and not getting old. Apart from this, one always feels like being an earnest learner at every step of life. Studying not only ensures the degree we need to have a better career, but also makes us ready for the upcoming challenges. This is the most common method to learn about the world, people and untold stories of the history.

To me, studying is a very important activity that remains me updates, enhances my knowledge, entertain me and prepare me to take challenges.

Part 2 - Cue Card:
Describe a friend that you really like to spend time with.

You should say:

When and how you met.
How often you see this friend.
What kind of personality your friend has.

and explain why you like spending time with this friend.

[You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.]
Possible answer 1:
The friend I like to spent time with is Steven. I met him when I was only 8 years old and was in primary school. After that our intimacy grew up and we became best friends. One day he forgot to bring his book in school and that day I helped him with my expire books. After that we talked for a long after school and our friendship started to begin. We went to college together and then got admitted in different Universities. Since we were studying in the same city, we can meet each other and spend time together.

We are yet to finish our graduation and busy with our own stuffs but whenever we get vacation we spend time together. Since our hometown is same, we go there

together and thus we meet each other at least twice in a month. He is a helpful and talented friend who helps people and always wished best for people. He is studying Mathematics and he has a talent in Mathematics. Sometimes he explains some complex mathematical theories in a very simple and interesting way. He is passionate about reading books and that makes a good bonding with me. We often exchange our thought and criticism about books and politics.

I like to spend time with him because we have many common interests between us. I never feel bored spending time with him. Since we are friends for a long time, we understand each other. A good friend always extends helping hands when in need and I›ve found Steven by my side always. We do so many fun stuffs together and help each other in our study. Good friendship, understanding and common interests makes us close friends and those are the major factors for what I like to spend time with his.

Sample Answer 2:

I happened to meet this person who later became my friend in a yoga and meditation class which I joined quite lately. It was quite a chance that this person who goes by the name, Gajender, sat beside me during the class.

The reason why I like spending time with him is the positive vibes that I feel out of him. He is one of the persons, rather the first person in my life whom I have met having a very positive attitude towards the life.

I always found him in jubilant mood in spite of the fact that he had a very troublesome incident in his life. He lost his only son and that too at a young age of 25. I must say, he is one of the persons who have really made a positive impression on my mind and has contributed a lot in the way I have started looking at life.

After these classes, it has been quite a regular feature that I spend my time in his company, almost every weekend. Yet another reason why I like spending time with Gajender is the humorous character that he possesses.

Part 3 - Detailed Discussion:

Q. Is friendship important in your culture?

A. Yes, friendship definitely does stands out at a pedestal which is above, I would like to say, above than the pedestal where relationship stands at. However, here I would also like to mention that with the term relationship, I would like to exclude the relationship of one with his or her spouse. In our culture we revere our friendship. We often recite that life is impossible without friends. Friendship is very special in our country, tradition and society.

Q. How many close friends can you have?
A. There is definitely a limit to all the good things that one can have access to. Similarly, though one can have 'n' number of friends but there are a very few who can be categorized as close friend, those whom one can confide in and have a heart to heart talk. In my case I can have 23- very close friends.

Q. Are friends more important than family?
A. No, I would not support this statement. There is no doubt that in case of need, it is the friends who will be beside you, but then we cannot compare family. Once again I would like to say that family in this instance comprises of the spouse, the parents and children, and their relationship is beyond comparison. Yes friends do definitely have a special edge in our life but family comes first. Perhaps then stands the friendship which is very important as well.

Q. What are the qualities of a good friend?
A. A good friend is a person in whom one can confide, can share one's heart out. Rather share anything and everything without even thinking about the after effects of it. A good friend is also one who gives you a frank, fair and genuine advice, guidance and support in the hour of your need

Sample 4

1 - Introduction:
Q. What's your name?
A. My name is Marina Tun.

Q. What nationality are you?
A. I am a Malaysian.

Q. What part of your country do you come from?

A. I am originally from Johor Bahru, which is the capital of the state of Johor, located in Peninsular Malaysia.

Q. Can you describe your home town/ village?
A. Sure. As I already said, I come from Johor Bahru, which is the second largest city in Malaysia with more than four hundred thousand population. This is a beautiful city with lots of tourist attractions and many Indonesian tourists love to shop here because of the variety of shopping items and cheap prices. The city was also once known as Little Swatow (Shantou) by the Chinese community. As this is the capital city of Johor, it plays a very important role in the economic welfare of the population of the entire state.

Johor Bahru features an equatorial climate with consistent temperatures, considerable amount of rain and high humidity throughout the year. Malay is the main language in our city and the Chinese community prefers different dialects. Johor Bahru is one of the fastest-growing cities in our country and its specific location is one of the main reasons it became the main industrial and commercial centre for Johor.

I love the lively streets and diverse culture of our city and I am sure a tourist would find a plenty of things to do and numerous places to visit in my city.

Q. What do you like doing in your free time? Why?
A. I like to watch TV and read books in my free time. Sometimes I help my mother on her household tasks and assist my little brother to complete his home work in my free time.

Q. Are there any new hobbies that you would like to take up? Why?
A. Yes, definitely. If time allows I would like to start learning how to play golf. This is a game that interests me a lot but I have never played it except in video games. I love to watch this game in TV and I feel very passionate about playing it. My uncle and father often play it and I went to the Golf course many times in my childhood. I am already 24 years old and I think I will learn playing this game very soon.

Part 2 - Cue Card

Topic:
Talk about a city you visited and which had impressed you.

You should say:

-- where it is situated and why you visited it

-- what you did there

-- what were the attractive part of this city

and explain why this city impressed you so much.

[You have a minute to prepare what you are going to say and you can make some notes. Write down some key words or ideas only. Do not write out everything you are going to say.]

Tips: [Think of 2 or 3 things you really remember about the city. Try to interest the examiner in what you say. The topic for your talk will be written on a card which the examiner will hand you. Read it carefully and then make some brief notes.]

Model Answer:

Sydney is my most favorite city among the cities I have visited. Sydney is the state capital of New South Wales of Australia. This city is situated in the bank of Tasman Sea and has around 4.6 million people. I have visited this city in 2008, after I finished my graduation and loved my stay there. Sydney had many attractive natural area, botanic garden, parks, and high rising buildings. This city has many heritage listed building that attracts the tourists and visitors. The Sydney Opera House is one of the most recognized landmarks in Australia and is a great place to visit.

This city is known for the dynamic cultural hub and it has many famous museum, galleries and art galleries as well. Because of the great architecture, warm weather and hundreds of tourists attraction more than 11 million international and domestic tourists visit this city each year. I had been there for about 15 days and I really enjoyed everything about this city. I stayed at a 20 storied hotel that offered a really amusing sight views. The transportation system of the city is better than many other cities and I could have been maintaining the track and time of my schedules because of that. I loved being at open & wide spaces in the gardens and parks. People are welcoming and friendly there. A tourist can get plenty of helps both from people and the authority and can roam easily without any interruption. I saw 23/ art museum and some cultural festivals and those were awesome.

There are so many places to be, so many things to do in Sydney. Some of the attractive places are: Royal Botanic Garden, Hyde Park, Queen Victoria Building, Sydney Town hall, Macquarie Lighthouse, Australia Square, Sydney Opera House and many more.

I had a tremendous vacation in Sydney and I liked most of the places there and I enjoyed so much that I did not even notice how quickly the 2 weeks scheduled time has passed.
Tips for Answering this Cue Card Topic:

Talk about any city that you have really been to and tell the details of this city as well as your experience of this visit. Do not just talk about any random city that you have never been to as this might arise question to the examiner's mind. If you have not been to a foreign country ever, talk about any city in your country.

Mention the following points to make it a good answer:

1. Name of the city & country it is in.
2. If there are more than one city with the same name (which might be the case in many countries) clearly state which one you have visited.
3. Give the reason of your visit (Travel, visiting someone, tour, business visit etc.)
4. Who was with you?
5. When you planned to visit this city and when you actually visited it.
6. If you have visited this city more than once, try to describe your latest visit experience there as that would give more accurate information of this city.
7. Things to watch, do and other activity of this city. Famous places of this city and tradition of this city.
8. Mention your attachment and liking of this city. Give reason why you like this city.

If the topic is "Your favourite city", you should slightly change the way of speaking about this topic. Start by saying that this is a city that offers many recreations, tourists' activity and your memory regarding this city. Also mention the historical and traditional culture of this city and why it is a good city to visit and stay.

Similar Cue Card Topics:

1. Describe a city you have planned to visit.
2. Describe your latest visit to a city.
3. Describe a famous city you have been to.
4. Describe a city you have never been to.
5. Describe a trip you recently have.
6. Describe a study excursion you have had.

Part 3 - Discussion:

Q. Would you like to live in the city you spoke about?

A. Yes, definitely. This is a beautiful city and there are lots of things to do and lots of places to visit there. The people are nice and this city offers nice lifestyle. So yes, I would like to live in this city for sure.

Q. What are the advantages of living in a big city?

A. A big city offers better job opportunity, better educational institutions, better shopping malls and business opportunity. The traffic and streets are strictly monitored and there are law enforcing officers to help in case someone needs them.

The living standard is better in a big city and modern technology and facilities are available. In my opinion, a big city is better place to live in.

Q. What are the negative aspects of crowded cities?

A. A crowded city is often polluted. In terms of sound, air and other pollutions, a crowded city has a worse scenario than cities will less population. Many crowded cities have more crime rates and unbearable traffic congestion. The over population increases the prices of daily commodity and this it is comparatively expensive to live in a city with higher population.

Q. Why do you think that the architectural design of a city is important?

A. It makes a city distinctive and attractive to the tourists. The architectural design of a city often reflects the tradition and heritage of a nation and thus it is important to preserve the history of a nation through the architectural design of the city.

Besides, a rich architectural design of a city would attract more tourists that would contribute to the overall GDP of a country.

Sample 5

Part One - Introduction:

Q. What is your hometowns shape?

A. It is a sprawling city, Tehran, located near mountain of Alborz and has over 10 million people. There are numerous historic attractions, recreational centers and vast highways in this city. In map my hometown looks like the ‹L› of English alphabet. To me this is the shape of my heart and my root.

Q. Can you describe it for me?
A. Tehran is capital of Iran and has been growing dramatically since last two decades. I have lived, studied and worked there, before moving to Canada. In this city, citizens are engaged in plenty of businesses and industries, and there are several educational centers admitting many students annually. This city has a unique tradition and it is quite distinctive.

Q. What is your hometown›s history?
A. It backs to just over 7000 years ago, and in 1800s decades a GHAJAR king selected Tehran as capital of Iran, although throughout history the capital has changed many times by different governments. In pre-Islamic era, part of Tehran was occupied by Rey. Mongols destroyed in the early 13th century. It is the 32nd national capital of Iran.

Q. Do you prefer going out or staying at home? Why?
A. I am the person who is interested in spending my spare time with my family and friends. This method helps me to become less depressed and have happier lifestyle and mood.

Q. What will do if you go out?
A. In weekends, I am used to hanging out with my family members and spend on outdoor, sometimes we go to cinema or parks. In weekdays, I have to go for work and study. This is the usual thing I would be doing if I go out. Apart from that, sometimes I would like to hang out with my friends and visit naturally beautiful places in my home town.

Part Two - Cue Card:

Topic:
Talk about an equipment of your household (such as computer, television, refrigerator, Mobile Phone as so on).

You should say:
What is it
What you do with it
Will you always keep it
And explain why it is important for you.

[You will have to talk about the topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.]

Model Answer:

I am describing my laptop as it is the equipment I often use at home. It is a black coloured laptop by Toshiba brand and I bought it almost five years ago.

This electronic device has helped me in many aspects, including work, study and communication. The first important usage is saving data. I can save numerous e-books, pictures, audio and video clips in it, and the 300GB hardware capacity has allowed me to save plenty of them. Moreover, I can access the Internet using this laptop. By connecting to the Internet I can access every website, check my email and watch online movies or documentaries, like National Geographic documentaries, which has extremely been useful to improve my listening and speaking.

Lastly, definitely this device has been very useful to my profession. By its camera, I can save many important information related to my job and use them as I need to access them in few seconds. So, this laptop has assisted me to raise my knowledge not only in my career and study, but in learning English language.
I have already become dependent on my laptop. May be I will replace it with a new one but a laptop would always be mandatory for me.

I rely on my laptop for my personal, professional and study needs. I communicate others with laptop and this is the primary means of communication with my friends. Definitely the use of internet and computer has become unavoidable in this modern era and this is indeed a very important tool for me.

Similar Cue Card Topics:

Your ability to talk about this Cue Card would enable you to talk about the following Cue Cards as well:

Describe something you own.
Describe something you often use at home.
Describe something valuable you own.
Describe a modern piece of equipment or tool.
Describe a technological device you own.

Part Three - Discussion:

Q. Could you please explain with some examples about the changes of technology which are used by people in our daily life between now and the past 20 years?
A. Nowadays cell phones, washing machines, vacuum cleaners, TV, refrigerators, air conditioners, microwave oven etc. are pretty common in our daily life but 20 years ago those were rare. There were very companies that used computer and internet but this has become very common in work places now a days.

One of the most obvious modifications is usage of robots in industries. These intelligent mechanized devices have helped us to be able to manufacture products far simpler than before. For example, for producing a car, now engineers use them to assemble just over 90% of all parts of them, and humans' role has become less obvious in this industry, while 20 years ago this technology was not so popular.

The Internet is the most common technology that we use every day. By accessing to it, we can communicate to other people through our computer, checking our email, downloading our favorite files or watching online movies; however, in the past they were not invented, and people did not know anything about this method of connection.

Q. Whether those equipment you›ve ever mentioned in your examples is used in your home?
A. Yes, most of them. We have a large 3D TV, washing machine, vacuum cleaner, washing machine, laptop, internet connection and refrigerator at our home.

Q. How about other Iranian families?
A. Most of the upper-middle class and upper class people in Iran have those equipments at their home. Poor people can't always afford to buy expensive devices like laptop, air conditioners etc. but the usages of those equipments are spreading faster than ever before.

In developed countries, people have access to more modern systems and technology has developed faster there; however, globalization has created our world a better place for all humans, including Iranians. These people have had important roles in development of computer industries, and computer has become part of their daily life.

Q. What development the technology will have in the future?
A. Definitely, progress in modernization will continue faster than being expected in many sectors. For instance, in transportation, flight cars might become a popular method of transport, and many families will use a car which can have wings for flying and traffic will be addressed in many cities. I read a similar article about these cars recently. Computers and internet would become the most common tools among people and every company would greatly depend on that. Many new technological devices that we now see in science fiction movies would become common household devices.

Q. Do you think it is important?
A. Yes it is. Absolutely, humans will have more convenient lifestyle. On the one side, using of more developed systems and devices will help people to have a more comfortable living condition, but they might pollute our environment more. The development and technology is the root of progress and when our ancestors lived in caves, we are now landing in other planets. Who knows may be we will build a colony in other planets in the future.

Q. How often do you access internet?
A. I use it every day to learn English Language. Listening to news, reading articles, downloading study materials or checking my email are the most reasons I use my computer and the Internet in my daily life.

Q. Do you have a computer?
A. Yes I do. As I explained in the last section, I have a personal laptop and use it every day for studying and connection to the Internet.

Sample 6

Part One: Interview

Q. What is your full name?
A. My name is Elruz Rehimli but you can call me with my surname which is Rehimli.

Q. Where are you from?
A. I am from Azerbaijan.

Q. Tell me about the apartment that you live in.

A. I don›t live in an apartment. My family lives in a house. It is not a large house, but with a little yard it is suitable for us. It is an L shaped house with a nice garden at the backyard. We love to live here.

Q. Do you have plans to stay or you want to leave?
A. I don›t have a plan of leaving my house until I enter a university. After I get admitted in a university, I might need to move to a new city. Apart from that, I don't have plans to move now.

Q. What you can see from the window of your house?
A. My house is two-storey building, so it is not too high. We can see the whole street once we look through our window. The people, small vehicles are common on the road. If we look farther we can see many high rising buildings as well.

Q. What kind of food do you like?
A. I like my country›s traditional food a lot, but Turkish food tastes delicious too.

Q. Can you easily find the ingredients for making this food in market?
A. Yes, certainly. It is convenient enough to get both traditional and Turkish food ingredients in markets.

Q. Where do you eat your favorite food?
A. My favorite food is definitely is made by my mom. I love her meals and desserts. So I eat my favourite food with my family members at home.

Q. Were you helping your parents in cooking when you were a child?
A. To be honest, usually not at all, but when I noticed they were exhausted, I always tried to give a hand. But that's only related to helping them but not directly in cooking.

Q. Did you cook? What did you cook?
A. Actually, I can›t cook many meals except breakfast. So I cooked scrambled eggs mostly.

Q. What kind of music do you listen to?
A. I usually listen to rap, traditional and pop music. I love pop most.

Q. Name one of your favorite music bands.
A. It is Qaya group. I like their music a lot. I often listen to their music and I have a good collection of their CDs.

Part Two: Cue Card

Topic:
Describe a book that you have recently read.

You should say:

what the books is
who wrote the book
what is the story of the book

and explain if it is a good book or not.
The book that I recently read is ‹The Fortunate Pilgrim›. It is a novel by Mario Puzo which was first published in the year 1965. The writer Mario Puzo is well-known for his famous mafia book ‹The Godfather› and was critically acclaimed for his book ‘The Fortunate Pilgrim». The writer had adopted the story of this novel based on his mother›s immigration struggling for respectability in the United States. Mario Puzo himself considered this novel to be his finest though Godfather earned him much more fame and earning.

The novel tells the story of an immigrant family living in New York city. The mother of the family, Lucia Santa is the protagonist. It is her formidable will that steers the family members through the Great Depression and early years of World War ||. The story, places and the characters became so real that the readers can›t stop wondering about them. The writer has been brilliantly able to tell a known story in a known tone that makes us feel them in our lives and that›s why the characters and stories got the power keep a reader awaken whole night. Mario Puzo has shown literacy excellence in this story.

I liked the book very much and finished it within 3 days. I have always been a great admirer of Puzo›s writing and this one was a really different book than his famous mafia books. This is a book that touches the readers mind. The story and the story telling ability were so attractive that I had hard time putting the book down. Whenever

I could I read the book and I thoroughly enjoyed it.

Similar Cue Card Topics

Your ability to talk about this Cue Card Topic would also enable you to talk about the following Cue Card Topics as well:

Describe your favourite book.
Describe a book you read in your childhood.
Describe a book you enjoyed reading.
Describe a book based on a real event or real person.
Describe a story book you have at your home.

Part Three: Discussion

[The examiner is now going to ask several discussion questions about the topic given in Cue Card.]

Q. Would you recommend that book to anyone? Why?
A. Yes, definitely. This is in my opinion is one of the best book I have ever read and it was highly appreciated by the critiques and it has a very good rating. It has a deep moral and lesson and yet past paces. So I would recommend this book as a must read.

Q. What types of books are popular among children and adults in your country?
A. Children mostly read academic books. Apart from that they read fairy tales, detective books and adventurous stories mostly. On the other hand the reading lists among adults vary a great deal ranging from romantic, political, historical, adventurous, horror etc.

Q. What are the impacts of modern life on reading?
A. I think modern life hasn›t influenced to the contrary of reading habits. It provided some other potential sources for reading. It is easy to purchase books, get review and track the reading using latest technology and book lovers are still present in our society as they were in the past generations. Some would say that we don't have time to read books as we lead a busy life. But I won't agree with that as I still see many people read books when they are waiting in the line, waiting for someone in a café. So interested readers always find times no matter how much busy they are.
Q. Between books or movies which one in better and why?

A. I like both books and movies. They are not alternative to each other. Rather they both have their own appealing. In terms of serious learning and knowledge books are better. In terms of visual presentation and entertainment and easy learning movies are far better. While a book enhances the imagination and creativity of a reader, movies present events and stories more vividly. In my opinion, both are equally important and I personally like both of them.

Q. What are the problems faced by illiterate people in the society?
It is a big problem not to be able to read and write nowadays. In most of the cases they are not socially respected. Without education they can›t enjoy the world known to the literate people. They need to rely on others for such matters including reading a letter written by a family member. They might be deceived easily as they never know what's been written. They can't write to their dearest person and can't read the extraordinary stories others can read and enjoy.

Sample 7

Part One : Interview

Q. What is your name?
A. Hi, my name is Natalia Svetlova.

Q. Do you work or study?
A. Currently I am studying and working as well.

Q. Is your profession popular in your country?
A. Well, yes, my profession is popular in Russia. Originally, I am from Russia. I am an accountant. And you can find many other successful accountants in Russia. This is a demanding and well paid job in my country.

Q. Did you enjoy visiting museums when you were a child?
A. When I was a child, I really enjoyed visiting museums because it was interesting for me to see the real things from the past and read explanations what was it, to whom was it belong, what people did with some particular things in the past.

Q. When did you visit a museum last time?
A. Well, my last visit was during the last school holidays, in July 2015. I went there with my son to see the exhibition of dinosaurs.

Q. What books do children enjoy reading in your country?
A. In Russia children enjoy to read different kinds of books. I think, it depends on their age and gender. For example, boys under 5 years old prefer to read books about cars, whereas girls enjoy more to read stories about princess. If we are talking about children from 7 to 17, most of children read books that they have to read according to the school program such as history books, geography etc.

Part Two : Cue card
Describe a project or a piece of work you did together with someone.

You should say:

what it was
what you have done
why you have chosen this person to work with

and explain what you did to finish the project.
Model Answer:
Currently I am a student at University and we have to do group assignments and presentations. I would like to tell you about the group assignment that I have done with one of my friends from the University.

Last semester we had a course on Company Law and one of the assessments was an assignment. We have a case law and we needed to prepare an ILAC (Issue, Law, Application and Conclusion) for this case.

When we have to do a group work, usually I am a person who starts to do it. I try to prepare a draft that we might read, check and change some information later after when I complete this first draft. Also, at the same time, my friend also prepares his draft in order to have some information to compare.

I choose this person because he also studies very well at University. Both we are doing the same degree and the same majors (accounting and finance). I believe that it is important to cooperate with people with the same goals that you have in order to maximize your chances for success. Additionally, I respect this person and value him as a good friend and good student. One of the most important things why I cooperated with this particular student is that he is very supportive, intelligent, a person who I can rely on and he can add value to me as I am trying to add value to him and work as a team.

Model Answer:

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Part Three : Discussion

Q. Do you think it is important to do something with another person?

A. Well, it depends on what are you doing. For example, if you are doing an individual assignment, it is necessary to do it on your one. If you have to do some group work, of course, it is essential to do it with another person.

Generally, I believe that cooperation is a great skill, that requires to do some activities with different people which teach us how successfully work in a team. In today's highly competitive environment, it is essential to do something with another person, cooperate and work or even play in a team. At the end of the day it will increase the value of both.

Q. Is it important for children to have subjects in school that include working with another person?
A. Yes, obviously, it is necessary. We are living in the world, which includes many people. Do we want or we don't but we have to be able to work with different people. It is a requirement at schools, at universities and at work and actually everywhere.

At school children start to learn their general skills, which they will apply in the future and one of the most important skills is cooperation and work in a team.

Q. What subjects would those be?
A. It could be literature, foreign language where children can talk to each other and have a dialog. Also, it could be physical activity subjects as well. Group assignment could be given almost in all subjects including literature, History, Physics, Chemistry, Arts ect.

Q. How could businesses work together with schools or universities?
A. Businesses, schools or universities can cooperate together and help each other. For example, at school teachers can observe the achievement of different students and can recommend to the businesses if they are looking for an employee. Universities and businesses can be helpful to each other in the same way. Most students are looking for a job, while many companies are looking for right employees. They can cooperate and help each other through, for example, organizing job opportunity events.

Q. How could wealthy countries help poor countries?
A. I think there are different ways to help. One of them is to organize special organization that will help to some poor country. The employees and volunteers of this organization will assist local people by donating clothes, organizing free lunches, dinners for people who need help. Also, I think, it might be medical support. Wealthy country can send medicine to the poor countries. The wealthy countries can provide basic needs like education, treatment and shelter for the people of poor countries. They can take many infrastructure improvement related projects. They can provide research facilities and can open trade facilities to help the poor countries as well.

Sample 8

PART 1 - Introduction

[The examiner asks the candidate about him/herself, his/ her home, work or studies and other familiar topics.]

Daily Routine

Q. What would you like to change in your daily routine?

A• I would like to wake up early in the morning. I usually wake up at around 9.00 am and that's mainly because I am late to go to bed and I would like this one aspect to be changed from my current daily routine.

Q. Are all your days the same?

A• Not really. For me, a day-off is quite different than the busy working day in every perspective. Apart from that different circumstances and events make the days different from each other. While Sunday is a day to spent time with my family members and to meet friends and play with them in the evening, I have a tight schedule at the university and work on Monday.

Q. Tell me about your typical weekday and your typical weekend.

A• In a typical weekday I have to wake up a bit early and revise my university lessons and then I rush to the university campus to attend the lecture. At around 2.00 pm I eat my lunch in the cafeteria and spent the whole evening in the library. After I return home at around 7.00 pm I spent my time in my study room and have my dinner with my family members. I watch a news channel for an hour and then get back to my room. I read a story book for a while and at around 1.00 am I go to bed.

On the contrary, in a typical weekend I wake up late and take my breakfast in the TV room while surfing the TV channels. I go to shop with my father at around 12.00 and eat my lunch with my family members. I either take a nap or play computer games in the noon and in the evening I meet my friends. At night I watch a movie and take my dinner late than usual. I surf the internet and watch TV sometimes at night.

Q. What is the balance of work/ study and free time in your normal day?

A• In a typical weekday, I have to put more emphasize on my study, classes and assignment. But that does not make me totally busy not to have my very personal time at all. Amid of a busy day I find my times. For instance, after I wake up in the morning, I meet my parents and spent few times with them. In my way to my university I read story books or magazines. During the break of my classes I gossip with my classmates and sometimes I meet my friends on my way back to home. I help my mom on some household works at night and I make time to watch TV, browse internet and reading novel. So I would say my daily routine is kind of balanced and I am contented with that.

PART 2- Cue Card

Topic:

Describe something you own which is very important to you.

You should say:

where you got it from
how long you have had it
what you use it for
and explain why it is so important to you.

Model Answer:

The desktop computer I have is very important to me. I spend almost 67- hours with this computer which is even higher than the time I spend with my friends! My father bought me this computer 3 years back when I got admitted in the university. I have done some part-upgrades of it but the main parts of the computer remain same as they were when I purchased it.

I use internet with this computer and thus get lots of helps related to my study and assignments. I maintain the social networking, update my blogs, play video games, watch movies, listen to music, learn and practice the graphics designing and programming and many more things in this computer. This computer has become an inevitable part of my life and I can hardly think of a day without this computer. The references and helps I get from internet regarding my study is unmatched. This saves a lot of time and helps me do better in the exams as well.

This computer is my main source of entertainment a source of knowledge to me. I send important emails and check incoming emails which helps me doing important communication. In short this is the most necessary thing that I own.
PART 3 - Detailed Discussion

Discussion topics:

How values can change

Q. What kind of possessions show status in your country?
A• Well, in our country a large house, expensive and latest car, latest electronic gadgets are often considered to be the possessions of high status. Apart from that, a top position in a well-known company and exposure to media are two others things that people often consider as symbols of high status.

Q. Do you think it was different for your grandparents?
A• I think it was not much different. The electronic gadgets would be the latest additions though. During my grandparent's era, the symbols of status were land ownership, political influence, big houses, and expensive cars - which were quite similar as they are today. I guess the so called status symbols are quite materialistic in our society and that's why it was not much different for my grandparents as well.

The consumer society

Q. Modern society is often called 'materialistic'. Why do you think this is?
A• This is mainly because of our inclination to worldly success and competition to possess more than we need. The globalization has also affected our mentality to possess more and more than ever before. We compete with others and put too much concern about our status. The old ways of traditional life and values have declined alarmingly among the societies and we are following the trend without giving much consideration. The decline of family bonding and patriotism are also making us more materialistic. We feel proud to own a luxury car, latest cell phone and powerful parents while we think very less about the people who are suffering from daily basic needs. This mentality is like a virus and competition among us is also making it worse.

Q. Do you think consumerism is a positive or a negative development?
A• The concept of consumerism causes a materialistic belief that the more materials

acquired by an individual the better, implying an increased value placed on material possessions. In my opinion this is a negative development. While millions of people are starving every day, others are changing their mobile phone and car every few months. The waste disposal has already become a huge issue and the increased usages of electronic devices are increasing the world temperature which is dangerous for the world. The consumerism also makes people more materialistic and thus they forget the traditions and values of their society.

The consumer market

Q. What is the role of advertising?
A• The true role of advertising is to promote a product or service among the potential consumers and customers. Advertising is particularly important to establish the brand reputation in the market and to allure people to purchase a product or to enlist to a service offered. Advertisement from non-profit organizations and Government often aim to create awareness on important issues among people.

Q. How do you think the Internet will affect buying patterns in the future?
A• Internet has already established its supremacy in the consumer market and a lot of people nowadays purchase products or services online. The ecommerce is booming and it is not far away when people would absolutely rely on online shopping than the conventional market place. The ecommerce websites are ever increasing and people no longer needs to go to a shopping mall to purchase the products s/he needs. The advancement in internet technology will capture a major share of all trades and shopping done by consumers in the near future.

Sample 9

Part 1 - Introduction

Q. Do you work or are you a student?
A. I have been working as a medical laboratory technician since July 2013.

Q. What is difficult about your job?
A. I am dealing with human for their sample diagnosis and analysis every day. So there is no scope of error and the job requires utmost dedication and sincerity. In my opinion no scope for mistake in my job is the most difficult part.

Q. Would you recommend your job to someone else?
A. Yes, I would love to do that. This job really satisfies me. I am helping people every day and this gives me an immense pleasure. The medical report done by me can help people prevent serious diseases, such as lung cancer, at the very early stage. My job also helps improve public health. For example, I was one of the technicians to provide the results of people body check last year. From this regards, I would recommend this job to others who want to help people as well as have a meaningful career.

Q. What are the types of shops that you usually go to?
A. I usually go to supermarket. Actually I go to a supermarket three times a week for my various needs for shopping.

Q. What is the name of the shop?
A. The name of the shop I usually go to is called 'Welcome' and 'Supreme Market'.

Q. What changes have you seen in those shops these days?
A. Honesty, I haven›t seen any significant changes in those shops these days. While, I do see some changes on the way people purchase their goods. Apart from better decoration and more sales persons, things have been almost same as it was few years ago.

Q. Do you read books? What kinds of books?
A. Not really. I read research papers regularly. I used to read a lot but nowadays I spend most of time reading professional readings.

Q. Did you read books when you were a child? How often?
A. Yes, I did. I read fairy tales when I was a child, like Snow White and Cinderella. I used to read fairy tales every day after school.

Q. Do children nowadays love reading?
A. I›m afraid not. Children nowadays prefer to play games on iPod and in other gaming devices, rather than reading books. In our childhood, reading books was the main activity among children but nowadays children have electronic gadgets and internet connection to spend time. So they read less on an average than our generation.

Q. Would you give a book as a gift?
A. Definitely I would. In fact I often do that. I gave my best friend the book called «Bridget Jones›s Diary» as her birthday present recently.

Part 2 - Cue Card

Topic:
Describe a magazine that you often read.

You should say :

-- What is it
-- What type of people read it
-- Is it popular in your country

and explain why it is important to you to read it.
Model Answer:
The magazine I often read is «Medical Technology». People who are medical laboratory technicians love to read this magazine. It›s a monthly magazine. It is quite popular in Hong Kong. Almost every registered medical laboratory technician read this magazine regularly.

The magazine not only offers the basic knowledge in how to process human samples accurately, but also publishes the latest news regarding to new technologies. I have gained a lot of knowledge by reading this magazine. For example, I didn›t know how to identify white cells under microscope. After reading the magazine in 2013, I found it was not a problem for me to identify different kinds of white cells during work. Also, the magazine helps me catch up with the new technology. In February, I read that people in the University of New Castle invented a new technology to do mitochondrial donation. All the information in the magazines is useful for my work. I can broaden my eyes, and improve my skills quickly.

Part 3 - Discussion

Q. Compare reading a newspaper and a magazine.
A. Newspaper, as its name suggests, includes all kinds of news and recent events and editorials. For example, by reading daily newspaper, we can get all information happened yesterday and in the week, sometimes even today's event. While, magazines,

on the other hand, are more likely to focus on certain area, such as geography, spots, short story, significant recent events etc. For instance, the magazine «Hello», includes lots of news about celebrities. People, who like stars like Beyonce or Victoria, can get special information from it.

Finally, newspapers are targeted for all the people while magazine targets people with special attraction to a certain niche or field. For instance, a newspaper might include an interesting news about a successful genetic engineering experiment that has grabbed a considerable attention on people recently with other regular and diverse type of news. On the other hand a magazine which is based on Genetic Engineering is aimed to target professionals and students of this field and would cover most of its articles on this subject.

Q. How do people read them? Do they just read the headlines or the entire story?
A. It depends. Most people prefer to read the headlines first. If the headline attracts their attention, they prefer to read the whole story. For some certain people, they are the fan of some newspaper or magazine, and they are likely to read all of them.

Again, in case of newspapers, people read the headlines and often skim though the news. Magazine readers prefer mostly to read the details article.

Q. Why do people read magazines?
A. Like I said earlier, people read magazines to seek certain information. People read «Hello» and «US weekly» to get gossip and fashion news of celebrities. Geography and Nutrients are the magazines that offer the knowledge in special areas. Many professionals and students prefer to read magazines as those often come with special news, in depth articles and research papers related to their profession and study.

Q. Is reading the newspaper popular in your country?
A. Yes, newspaper reading among people is quite popular actually. Evening papers are the most popular newspapers in my country. We get to know news from it every day. For example, the new policy issued by the government, and the construction about the train could be learned from such daily newspapers.

Q. What are the other sources of news? Do people from the rural areas have the

same access to these sources as people from the urban areas?
A. People can obtain news by watching TV and using the internet. These are also the population ways to get news. I believe so. In our modern society, even newspaper and magazine are popular, watching TV and internet become the most important and convenient ways for people no matter where they are living.

Q What are the advantages of the Internet?
A. When people read a newspaper or a magazine, they can›t choose what kind of information exactly they are willing to read. For example, it is hard to chase a piece of information about how a special medical technique developed in this month by reading them. But it works with internet. People can simply put keywords in Google search and get the results in one second. It is easier and more convenient. Again it's not possible to purchase all the newspapers and magazines from a store. On the contrary, you can read as many newspapers, magazines and other news sources from internet. With the popularity of social media like Twitter and Facebook, the news are being shared and read by people without even searching for them. So I would say the advantages of internet as a whole and in terms of communication and news source is unparalleled.

Q. Are there any disadvantages?
A. Of course it has. Every coin has two sides. The disadvantage for using the internet is that there are too many results and we have to choose which one to read that contains more useful information. The other disadvantage is that it is not very healthy to sit in front of laptop or computer for a long time. Finally, the news sources are not always authentic and one can often get biased and false news from the internet.

Q. Describe the impact of the internet in the lives of the students.
A. It depends. For high school students, I think the negative impact overtake the position parts. They are more likely to be attracted by internet games, instead of learning things. They would spend too much time chatting and playing games than reading interesting articles.

The college students can control them better than high school students. Internet is a useful tool for them. Internet can offer them information to help them find the reference materials, especially for their dissertations and assignments.

For younger students like primary and secondary students, I think they should not use the internet at all. It is obvious that they will hurt their eyes and might find unsuitable content which is detrimental for their physical and psychological growth.

Overall, students are relying on internet heavily than the past generation. They find study materials, they submit their homework, find references from internet and that has many positive sides in terms of their interaction with the teachers and classmates.

Q. Do you recommend that all countries adopt the latest trends in technology?
A. I don›t think so. Whether the latest trends in technology should be used or not depends on the development of the country. For example, when the technique of mitochondrial donation was published early this year, it was impossible for some developing countries to adopt this. It is not only because the money spent on this technique is expensive, but also the condition of technique in the country. Maybe America can use this one quickly, but for some countries, they can›t even think about this when many people are living in poverty.

However, the widely accepted technologies like online learning should be adopted by all countries for the sake of advancement.

Sample 10

Q. What›s your name?
A. My name is Anoop Asokan.

Q. What do you do?
A. I am a Nurse by profession and I work for Saudi Aramco Remote Area clinics in Al Jubail, Saudi Arabia.

Q. Where do you come from?
A. I belong to India, and my home town is called as Kochi, which is the commercial capital of the State of Kerala.

Q. Do you like your country?
A. As a matter of fact, I would say, I am proud that I am an Indian and yes, I love and respect my country a lot.

Q. What do you like about your country?
A. Well, my country has the world›s largest democracy with more than 125 crore residents. Additionally, you won›t be able to find another nation like India with its vast diversity in culture, language, customs and race. The simple and amiable people who represent the country are quite helpful to others. Our country has a vast diversity of natural beauty and if you travel India, you can in a sense say that you have travelled the entire world.

Q. What street do you live in?
A. As I have already mentioned, I live in the city of Jubail, and the street where I live is Jubail Central Street.

Q. What is the street called?
A. It›s Jubail Central Street.

Q. Why is your street called this way?
A. Well, I suppose, it›s because this street extends from the heart of the city to the Northern end. I don›t know if there are any other factors which attribute to this name.

Q. Do you like your street?
A. By contrast to the other streets, this is my favorite one. The most significant reason for this could be the fact that, it›s the busiest street in the city with all types of shopping destinations.

Q. What do you like in your street?
A. I presume, it›s the ambience and the busy nature of the street. It›s so nice to commute around during busy hours.

Q. Do you like living in this city? Why?
A. Yes, as a matter of fact, I like this city more than any other cities in Saudi Arabia. My city is the home to some of the major petro chemical companies in the world and maybe that›s the reason why Jubail is regarded as the largest Industrial city in the Middle East. It is a beautiful city with all the facilities a city dweller can expect.

Q. Are you a city dweller? Why?
A. Yes. I am. I like to explore the nook and corner of the city, looking for best restaurants, and entertainment centers. Moreover, I love to live in a city than in a village.

Q. What do you like doing with your friends?
A. Primarily, I would say, it›s partying. I love to enjoy the weekends with friends. I would also like to watch movies when my friends are around. Sometimes I love to discuss the recent events and politics with my friends.

Q. What is your favorite meal?
A. No doubt, it›s biryani. I reckon, it›s a blend of Indian and Arabian food, but very delicious.

Q. Who cooks in your family?
A. Like every other Indian family, my mother and my wife do all the household works including cooking. Occasionally though, I would also like to experiment.

Q. What is their best meal (house special)?
A. It›s the traditional Kerala rice and spicy fish curry. We consume it almost every day.

Part 2 of the IELTS Speaking Module - Cue Card:
Topic:

An important event in your life.

You should say:
-- what is it
-- how old you were then
-- what happened

and explain why this is an important event in your life.
Model Answer:
Well, I have so many important events in my life and I can remember many of them. However, I would like to talk about the most auspicious ceremony of my life, my marriage, which happened in December 2012.

When I got married, I was 26 years old. Since I belong to a traditional and orthodox Hindu family, it›s more or less like a religious and family festival. We invited most of our friends and relatives and the celebrations started three days prior to the event. We had to arrange all the amenities to the guests who came by; such as hotels to stay, food and drinking arrangements and we had to make sure all of them were pretty satisfied. However another biggest challenge I faced was the raising of fund for the occasion. Fortunately everything went well and the day is still a wonderful experience to think about.

On the flip side, the greatest reason why that day is rather important is because, ever since then, I witnessed a dramatic change in the way I live. I had to become more responsible and after all, I got someone to share my life together. I gradually realized, the biggest part in life, is to become shoulders and shade, to someone who is important to us, especially at the time of crisis. I would like to conclude by saying that now I am happily living with my parents, wife and son, and my marriage was the first significant step towards this journey.

Part 3 of the IELTS Speaking Module - Follow-up question:

Q. Is it important to celebrate different events in our lives?
A. Yes. I definitely think so. It›s our responsibility to make sure that we enjoy and celebrate our life. It›s the best way to create awesome memories; and for me it means a lot. The tradition of giving surprise gifts and spending time together with family and friends, is inevitable, according to me, in these hectic modern days. Moreover, it›s a chance to meet new people and to refresh relationships with people around us.

Q. Are you a goal-settler? Why?
A. I wouldn›t dare to say I am a goal setter. I would rather like to experience everything which comes in my way, than creating goals and waiting for them to be achieved. I have always believed that when you live, you need to exhibit certain ethics and moral values, which would take you to your destiny and till this moment, it comes true in my life.

Q. Do you prefer celebrating family occasions at home or in a restaurant? Why?
A. Definitely home. It›s the place where we spend most of our life. I would not risk

spoiling my memories, at a place which has little significance to us. Moreover, at home, I feel safe and happy with my dearest people around me. I don›t know, why, but I have seen many people partying at restaurants and I presume it›s always a personal choice.

Complement

LESSON 1:

Delay, Leaving Congress, Has 'No Fear' of Any Wrongdoing Investigation I'm Steve Ember with IN THE NEWS in VOA Special English.

This week, Tom DeLay announced he will resign from Congress. The former House majority leader plans to leave by the middle of June.

Mister DeLay entered the House of Representatives in nineteen eighty-five. He is in his eleventh term representing an area of Texas. He was seeking re-election this November. But he was in a close race and it appeared he could lose his seat to a Democrat. That could hurt Republican chances to keep a majority in the House.

Mister DeLay resigned in September as majority leader, the second most powerful job in the House after speaker. He did so after he was charged in Texas with violating state laws on campaign finance. He denies the charges.

Now, former aides to Mister DeLay are cooperating in a federal investigation tied to lobbyist Jack Abramoff, who is also cooperating. Lobbyists represent special interests to public officials. Until recently Jack Abramoff was a powerful lobbyist in Washington.

He has pleaded guilty to criminal charges in connection with efforts to influence members of Congress and their aides. Two former aides to Mister DeLay have also pleaded guilty. Now the Justice Department wants to know if Tom DeLay and others in Congress accepted gifts like travel in exchange for votes.

Lawmakers are now debating how to reform the rules for lobbying in Congress.

Mister DeLay says he has done nothing wrong. He says he is the target of a personal campaign by "liberal Democrats." He says: "I have no fear whatsoever about any investigation into me or my personal or professional activities."

On March twenty-ninth a judge in Miami, Florida, sentenced Jack Abramoff to almost six years in prison in an unrelated case. It involved the illegal financing of casino ships.

Those who know Tom DeLay say his friends are being pressured into making

statements against him. For years he has been one of the most powerful members of Congress. He helped the Republican Party gain its majority in the House in nineteen ninety-four. Republicans now control the Senate as well. President Bush is also a Republican.

Democrats would need to gain fifteen seats to take control of the House. They would need to gain six for a majority in the Senate. There are one hundred seats in the Senate and four hundred thirty-five in the House.

Democratic leaders point to studies showing that sixty-eight percent of Americans are not satisfied with the direction of the country. Democrats think this will mean good news for their party this November.

But Republicans say the Democrats will fail. They say the party does not have good ideas for the future.

As for his own future, Tom DeLay says he plans to live in Virginia and work privately to support conservative positions IN THE NEWS in VOA Special English was written by Nancy Steinbach. Read und listen to our reports at voaspecialengllsh.com. I'm Steve Ember.

LESSON 2:

Honoring People Who 'Stick Their Necks Out'

I'm Steve Ember with the VOA Special English Development Report.

An organization based in the United States honors people who, in its words, "stick their necks out for the common good." That means they take a risk. The organization is named for the animal with the very long neck. The group is called the Giraffe Project.

Phil Borges is among recent "Giraffe Heroes." He is a doctor who fixes people's teeth, but he is also a photographer. Mister Borges started an organization called Bridges to Understanding. It sends photographers to small villages to give cameras to children and teach them how to take pictures.

Bridges to Understanding has sent photographers to Peru, the Arctic, Kenya, Nepal and India as well as a Native American village in Arizona. Mister Borges has also taken his camera to Afghanistan. He took pictures of women helping to improve the lives of other women and children.

The Giraffe Project says Mister Borges stuck his neck out to connect children all over the world with photography.

Two other Giraffe heroes are Azim Khamisa and Plez Felix. They live in California.

Members of a street gang robbed and killed Mister Khamisa's son Tariq. He was twenty
years old.
The young man who killed him was Mister Felix's fourteen-year-old grandson, Tony. He is now in prison. Plez Felix apologized to the Khamisa family for the actions of his grandson. He and Mister Khamisa now work together to tell young people that killing and violence do not solve problems.
Since nineteen eighty-two, the Giraffe Project has named more than nine hundred heroes. These "Giraffes," as they are also known, do not receive money. Instead, they are presented as examples for others to follow. Their stories are told through the news media, schools and the Internet.
Anyone can nominate a Giraffe hero. There are Giraffe heroes all over the world.
Ann Medlock is the woman who started the Giraffe Project. She says it is easy to think that a problem is too big to be solved. Miz Medlock says the non-profit group helps people understand that they can start with small actions to solve small parts of a problem.
The group is based in the northwestern state of Washington. The Web site is giraffe-dot-o¬r-g.
This VOA Special English Development Report was written by Karen Leggett. Read and listen to our reports at voaspecialenglish.com. I'm Steve Ember.

LESSON 3:

After Three Years, Iraq Still a Major Issue in American Politics
I'm Steve Ember with IN THE NEWS in VOA Special English.
There years ago, on March nineteenth, President Bush ordered American-led coalition forces to invade Iraq. One goal was to free the Iraqi people. The other was to prevent Iraqi leader Saddarn Hussein from using weapons of great destruction. The United States believed Iraq had such weapons.
The coalition forces gained a quick military victory and the Iraqi government was ousted. But weapons of great destruction were never found.
More than two thousand three hundred American troops have died in Iraq in the past three years. The Bush administration says at least thirty thousand Iraqis have also died. Some reports say many more have been killed.
Today, President Bush says the goal of the military operation is to protect American security by turning Iraq into a democracy. He adds that Iraq has gone from

dictatorship to freedom, to self-rule, to a constitution, and to national elections. But gaining a secure peace in Iraq has been difficult. Deaths and injuries to American troops continue. So do attacks against Iraqi civilians and violence among religious extremists.

The United States has been training the Iraqi military and police so that they could accept more responsibility for security operations. But some experts say training alone is not enough to provide security. They say Iraq needs a government that is both effective and permanent.

Shiite and Kurdish coalitions won the most seats in parliament in the Iraqi elections last December. But the coalitions lack the clear majority needed to govern. The United States ambassador in Iraq has proposed creation of a national unity government that would include Sunni representatives. But this proposal has been met with resistance.

President Bush has spoken around the country to increase support for his policy in Iraq. Last month, Mister Bush said his administration is fixing what has not worked. He said the administration would take necessary steps to make Iraq able to defend itself, and serve as a strong ally in the war on terror.

But recent public opinion studies suggest that American support for the effort in Iraq is d •creasing. Several opinion studies show that most Americans now oppose the war in Iraq. They do not believe the war effort was worth the cost. And, they fear Iraq may be close to civil war.

Experts say Iraq is still the most important issue in American politics today. This could affect the final three years of Mister Bush's presidency. Political experts say the public's concerns about Iraq .have raised questions about the president's leadership. The president's Republican Party hopes the situation in Iraq will become more secure before the American congressional elections in November. Experts say they expect the opposition Democratic Party to gain seats in the elections, at least in part, because of public dissatisfaction about the situation in Iraq.

IN THE NEWS in VOA Special English was written by Shelley Gollust. I'm Steve Ember.

LESSON 4:

Allowance Helps Teach Children Early About Money

I'm Steve Ember with the VOA Special English Economics Report.

Many children first learn the value of money by receiving an allowance. Parents often give their children an amount of money that they may spend as they wish. The purpose is to let the children learn from experience at an age when financial mistakes are not very costly.

A child may receive an allowance each week or each month. The amount is not so important. But parents should make clear what, if anything, the child is expected to pay for with the money.

At first, young children may spend all of their allowance soon after they receive it. If they do this, they will learn the hard way that spending must be done within a budget. Parents should not offer more money until the next allowance is to be paid.

Older children may be responsible enough to budget larger costs like those for clothing. The object is to show young people that a budget demands choices between spending and saving.

Many people who have written on the subject say it is not a good idea to pay your child for work around the home. These jobs are a normal part of family life.

Paying children to do extra work around the house, however, can be useful. It can even provide an understanding of how a business works.

Allowances give children a chance to experience the three things they can do with money. They can share it in the form of gifts or giving to organizations. They can spend it by buying things they want. Or they can save it.

Saving helps children understand that costly goals require sacrifice: you have to cut costs and plan for the future.

Requiring children to save part of their allowance can also open the door to future saving and investing. Many banks offer free savings accounts for young people with small amounts of money.

A bank account is an excellent way to show children the power of compound interest. Compounding works by paying interest on interest. For example, one dollar invested at two percent interest for two years will earn two cents in the first year. The second year, the money will earn two percent of one dollar and two cents.

That may not seem like a lot. But an investment that earns eight percent compounded yearly will increase one hundred percent in value in about nine years.

This VOA Special English Economics Report was written by Mario Ritter. Our

reports are online at voaspecialenglish.com. I'm Steve Ember.

LESSON 5:

Christmas Music With the Mormon Tabernacle Choir

I'm Shirley Griffith with a VOA Special English program for the Christmas holiday. Christians around the world are celebrating the birth of Jesus Christ. In the United States. people are observing the Christmas holiday in homes and religious centers. Music has always been an important part of Christmas. Holiday music fills the air. Today, we will hear a program of Christmas music performed by the Mormon Tabernacle Choir.

(MUSIC)

That was the Mormon Tabernacle Choir with "Joy To the World." The Mormon Tabernacle Choir is one of the largest singing groups in the world. It has more than three hundred singers.

(MUSIC)

The members of the choir offer their time and skills without payment. All choir members are Mormons who belong to the Church of Jesus Christ of Latter-day Saints.

Many Christmas songs sound most beautiful when sung by a large group. Here is the choir performing a Ukrainian song, "Carol of the Bells."

(MUSIC)

" Silent Night" is perhaps the best known of all Christmas songs. An Austrian clergyman named Joseph Mohr wrote the words. His friend Franz Gruber wrote the music. The song was performed for the first time at a religious service on the night before Christmas in eighteen eighteen.

At that time, it was performed with a single musical instrument -- a guitar. Here are the men or the Tabernacle Choir with "Silent Night."

(MUSI)

The' Mormon Tabernacle Choir is based at the Mormon Tabernacle in Salt Lake City, Utah. The choir made its first recording in nineteen ten. Since then, it has made more than one hundred fifty recordings.

One recording of holiday music is called "A Mormon Tabernacle Choir Christmas." You are listening to music from that recording.

(MUSIC)

This is Shirley Griffith. We hope you enjoyed our program of Christmas music.

This program was written and produced by George Grow. Our studio engineer was Greg Burns. All of us in Special English wish you a very happy holiday season.

LESSON 6:

Bees Keep Busy Producing More Than Just Honey (Part 2 of 3) I'm Steve Ember with the VOA Special English Agriculture Report.

Last week we talked about how bees make honey. Yet bees also produce other useful materials.

Beeswax is another product, although much less of it is produced than honey. Bees need to eat about three kilograms of honey, or more, to produce less than one-half kilogram of wax.

The beauty industry uses a lot of beeswax as a base for skin care products. Anyone who has ever lit a candle might have lit one made of beeswax. Woodworkers mix beeswax with oils to protect wood surfaces. And leatherworkers use beeswax to protect leather from water.

There is even an old saying, "mind your own beeswax." It means "mind your own business." We never said it was a nice old saying.

The "beeswax" in this case may only be a play on the word "business." But some people do mind their beeswax. It is their business.

Beekeepers use it to make structures called foundations. Bees build hives by adding wax to the foundations. Bees keep honey, food and their young in these structures.

Most people know not to interfere with a busy bee. Worker bees have a sting that can inject poison. But the poison is also a valuable product. In some people, a bee sting causes their throat or tongue to swell up. This reaction can be deadly. But treatment with bee poison can sometimes help protect people who suffer these reactions.

In warmer areas of the Americas, some bees are a special concern. Years ago African bees were brought to South America to improve honey production. But they spread out of control. They mixed with populations of European honey bees raised in the Americas.

Africanized honey bees are very aggressive. They have killed animals and people. In the nineteen seventies, they became known as "killer bees." This may overstate the threat. But Africanized bees must be treated with special care.

Bees face threats of their own. In the Americas, Asia and Europe, mites can destroy

hives. The tiny creatures suck the blood of bees. Wax moths are insects that eat wax in the hive. And there are bacterial diseases that attack and destroy young bees.

All these problems add to the cost of keeping bees. But beekeeping remains mostly low cost and very important to agriculture. Listen next week for the final part of our report.

This VOA Special English Agriculture Report was written by Mario Ritter. Our reports are online at voaspecialenglish.com. I'm Steve Ember.

LESSON 7:

Bird Flu and Beyond: Health News in 2005

I'm Doug Johnson with the VOA Special English Health Report.

We look back this week at some of the top health stories for two thousand five.

Doctors in France made world news with a partial face transplant. But a more important story was the concern about avian influenza.

The h-five-n-one virus appeared in birds in Europe for the first time. Yet the only known human cases were still in East Asia.

The World Health Organization says there have been around one hundred forty confirmed cases since two thousand three. About half the people died.

Most of the victims had touched or been around infected poultry birds, or surfaces with the virus. But the worry is that it could change into a form that spreads easily from person to person.

Several countries are working on vaccines to protect against avian influenza. The effectiveness cannot be known, however, until the virus enters the general population.

If that happens, the drug Tamiflu is the best-known treatment. Yet just last week researchers said resistance to the drug may be more common than experts had thought.

Other health stories in two thousand five Involved diseases already we11-established. Experts said three million more people died or AIDS-related conditions, Almost five million more became infected. AIDS has killed more than twenty-five million people since nineteen eighty-one.

Treatment efforts have improved. But the United Nations said only one area of' the world has not had an increase in the number of H.LV. cases in the past two years. There was no change in the Caribbean, which is the second hardest-hit area

after southern Africa.
Worldwide, an estimated forty million people are now living with the virus that causes AIDS.
Our final story of the year deals with chronic diseases, like heart disease, stroke, cancer and diabetes. Experts say chronic diseases are the major cause of death and disability among adults worldwide.
Thirty-five million people were expected to die from chronic diseases in two thousand five Health officials say that is two times as many deaths as from infectious disease pregnancy-related disorders and nutritional problems combined. Yet they say a better diet more exercise and less or, better still, no smoking can often reduce the risk of chronic disease.
This VOA Special English Health Report was written by Cynthia Kirk. Our year in review can be found on the Web at voaspecialenglish.com. I'm Doug Johnson, wishing you II happy and healthy two thousand six.

LESSON 8:

SEED School Aims to Help Students Grow With Skills for Life
I'm Faith Lapidus with the VOA Special English Education Report.
The SEED School in Washington, D.C., provides an intensive educational program in a boarding school environment. Students live at a boarding school. The SEED School is one of the few public boarding schools in the country.
It opened in nineteen ninety-eight. It is a modern, high-technology school in the poorest part of the District of Columbia. Most of the students are black. Often they have grown up in areas of poverty and crime.
SEED officials say the school provides a safe and secure environment twenty-four hours a day. The educational program is designed to prepare students for college. The boarding program is designed to help them learn life skills.
School representatives work with local teachers and the community to identify students who could be helped by the school. Parents and children decide together if the SEED program is the best educational choice for them. It is not for everyone. Students enter the program in the seventh grade. They agree to stay for six years. The goal is to prepare them for success in college and in future employment. This means that learning continues after classes are over for the day. School officials say the students receive family and community support. They learn about personal responsibility. They learn to balance work and play. They can help teach

younger students, or do community service. The school also offers sports and social activities.

The SEED School currently has more than three hundred students. So far, two classes have completed the program. School officials say all of the young people were accepted at universities.

The SEED School is a charter school. This means it is privately operated but receives public money. Private gifts also help pay for the school.

The SEED School has had some important supporters and guests. In November, Britain's Prince Charles and his wife, Lady Camilla, spent an afternoon there with First Lady Laura Bush.

The boarding I school in the nation's capital is the first opened by the SEED Foundation. The group says it plans to open schools in other cities, such as Baltimore and Los Angeles. More information about the program can be found on the Web at seed foundation dot com (seed foundation.corn).

This VOA Special English Education Report was written by Dana Demange. Internet user can read and listen to our reports at voaspecialcnglish.com. I'm Faith Lapidus.

Lesson 9:

A Flower in Winter: The Poinsettia's Story

I'm Steve Ember with the VOA Special English Agriculture Report.

In many colder northern countries, poinsettias are a sure sign that Christmas is near. Nearly all sales of this flowering plant come at wintertime. Yet the poinsettia is native to Central America and needs warm weather to grow.

Red poinsettias are the best known. But there are about one hundred different kinds, and they come in several colors.

Here is how the poinsettia became one of America's most popular flowers:

In eighteen twenty-five, a man named Joel Roberts Poinsett was appointed the first United States minister to Mexico. Mister Poinsett was a diplomat, but he was also interested in plants. He brought back examples of a colorful plant to the United States.

The botanical name for the plant is Euphorbia pulcherrima (yoo-FOR-bee-uh puhl-KEHR¬-ee -muh), In Latin, that means "most beautiful euphorbia." There are hundreds of members of the euphorbia family. Rubber trees, trees that produce castor and tung oil, and the cassava -- an important root crop -- are all members of this family.

Wild poinsettias can grow to four meters in size. They contain latex, like rubber trees.

The flowers of the poinsettia are very small. Around the flowers are colorful leaves called bracts. These make the plant popular.

In the nineteen twenties, Albert Ecke and his son Paul became interested in the poinsettia's ability to flower in winter. Paul Ecke thought it would be good at Christmastime. The two started a farm near Encinitas, California.

At first Paul Ecke, and later his son, Paul Ecke Junior, grew large plants in fields. Then they sent them to growers by train. Growers could divide the large plants into cuttings, to raise smaller ones in greenhouses until the holidays.

In the nineteen sixties came poinsettias that grew best in containers. The Eckes started to sell cuttings from these new plants.

Today, five companies supply poinsettia cuttings for the world's large growers. Three are European.

In the United States, there is Oglevee in Connellsville, Pennsylvania, and the Ecke Ranch in Encinitas, California. The Ecke Ranch supplies about seventy percent of the cuttings used in the United States, and about half of the world supply.

Poinsettias are the most popular potted flowering plant in America, with sales last year of about two hundred fifty million dollars.

This VOA Special English Agriculture Report was written by Mario Ritter I'm Steve Ember.

Lesson 10:

Deep in the Heart of Texas, a Labor Union Expands

I'm Steve Ember with the VOA Special English Economics Report.

Labor unions in the United States have been losing members for years. Not all are shrinking, however. The nation's fastest-growing union has recently added thousands of members in Houston, Texas. The expansion is the result of an effort to organize the workers who clean buildings.

The Service Employees International Union has close to two million members. It organizes workers in a number of service areas. These include health workers, government and public service workers and workers in property services.

In Houston, janitors at four major companies have voted to unionize. The American Arbitration Association recognized the decision as official on November twenty-ninth. Four thousand seven hundred janitors in Houston have now joined the

Service Employees International.

That number is more than sixty percent of the janitors in large buildings in the city. It could increase to over seventy percent if workers at another company are able to unionize.

The Houston janitors say they want the union to help them negotiate better pay. They also hope for some form of health plan and retirement savings.

Currently, the janitors receive about five dollars, and thirty cents an hour. That is a little above the national minimum wage of five dollars' and fifteen cents. The minimum wage is the lowest pay that workers can receive.

Unionized janitors in cities like Chicago, New York or Washington, D.C., earn eleven dollars or more. But most cleaning workers around the country do not belong to unions. Many workers in low-paying service jobs are recent immigrants. Some are in the country illegally.

The Houston area is not known for organized labor activity. The union did not even have offices there. Organizers from Chicago supervised the effort.

In July, the Service Employees International Union split with the A.F.L.-C.I.O. That came as part of a major division within the country's main. labor alliance.

Andrew Stern is president of the service employees union. He says twenty-first century unions must organize b)' industry across borders, to deal with huge international companies.

Fifty years ago, about thirty-three percent of privately employed workers in America were in a union. By the early nineteen eighties it was twenty percent. Today about thirteen percent of American workers belong to unions.

This VOA Special English Economics Report was written by Mario Ritter. Our reports are online at voaspecialenglish.com. I'm Steve Ember.

LESSON 11:

Scientists Learn More About How Cancer Spreads

I'm Faith Lapidus with the VOA Special English Health Report.

Scientists have learned more about the way cancer spreads from one place in the body another. Once it spreads, it gets more difficult to treat.

Cancer is a disease of uncontrolled cell growth. Traditional thinking is that cells simply break off the main cancer, travel through the blood and grow in other organs.

But the new findings suggest there is more to this process. Researchers found

that cell from the main tumor send out messengers. These prepare the new organ for a secondary tumor.

It works this way. The primary tumor releases proteins called growth factors into the blood They signal cells at the target organ to produce a sticky protein, called fibronectin. Fibronectin attaches to the surface of bone marrow cells. The result is a kind of landing area for cancer to arrive and grow into a secondary tumor.

The bone marrow cells help make vessels for blood to pass through and feed the cancer cells. The researchers believe that without the bone marrow cells, the tumors could not land on the new organ and grow.

Scientists from Cornell University in Ithaca, New York, led the research. The study appeared in the publication Nature. It involved laboratory mice, The researchers killed oil bone marrow cells "in the animals and replaced them with special new ones. The bone marrow cells were brightly colored, so the researchers could observe them. The mice were then injected with lung cancer cells.

The researchers were surprised when the bone marrow cells reached the lungs days before any cancer cells. They found that the bone marrow cells arrived to prepare the lungs for the cancer to spread. Other tests led to similar findings.

The researchers believe they would find the same results in humans. They say knowledge or the process could lead to new ways to fight cancer.

Cancers can be caused by genetic or environmental conditions, or a combination. There are estimates that about one-third of cancer deaths could be prevented if people took better care of themselves. That includes better diet, exercise and no smoking.

Researchers recently studied the causes of the seven million cancer deaths worldwide in two thousand one. They linked nine avoidable risks to almost two and one-half million of them. The study led by Harvard researchers in the United States appeared in the Lancet.

This VOA Special English Health Report was written by Cynthia Kirk. I'm Faith Lapidus.

Lesson 12:

On World AIDS Day, Governments Are Urged to Keep Their Promises I'm Steve Ember with IN THE NEWS in YOA Special English.

World AIDS Day is observed each December first. World health ministers started the campaign eighteen years ago. This year, the message was "Keeping the

Promise." The . idea was to urge governments to do more to stop AIDS.
The United Nations AIDS program and the World Health Organization recently presented. their yearly AIDS report. It says more than forty million people live with H.I.V., the virus that causes AIDS, or with AIDS itself. There were five million new cases this year. More than hall' were in southern Africa. And more than half were among young people and women.
The report says about three million people will have died this year of AIDS-related cause. AIDS has killed more than twenty million people since it was first discovered twenty-five, years ago. In some countries, it has lowered the average life expectancy by as much as thirty years.
Countries in southern Africa continue to be the worst affected, with more than twenty- five million cases. Millions of children have lost one or both parents to AIDS. Many are raising themselves, or are being raised by grandparents, without public assistance. And economies suffering as a result of lost productivity.
Experts say H.LV. rates in Asia are low by comparison. But they say AIDS is spreading in every part of the continent. India has the second highest number of infections after South Africa; both nations have more than five million cases. AIDS is also a growing problem in Indonesia, China and Russia.
This week, the W.H.O. warned that unless Asian governments do more, ten million people could be infected by two thousand ten. The Chinese government says it will spend one . hundred million dollars this year on AIDS prevention and treatment.
The United States is leading efforts to expand treatment and prevention programs ill developing countries. But critics note that the W.H.O.'s "Three-by-Five" plan to provide treatment to three million people by two thousand five has fallen short. Still, the director of the U.N. AIDS program, Peter Piot, says there are signs of progress in the fight against AIDS.
He says adult infection rates are down in several nations, including Kenya, Zimbabwe and some Caribbean countries. He says this improvement is largely because of increased use of condoms.
in general, many lives have also been saved with anti-viral drugs. But there is still no AIDS vaccine and no cure. And health officials say drugs are not reaching enough people fast enough to save lives, especially in Africa.
In South Africa on World AIDS Day, the opposition criticized the health minister for mixed messages about the value of anti-viral drugs.
IN THE NEWS in VOA Special English was written by Cynthia Kirk. Internet users

can read and listen to our reports at voaspecialenglish.com. I'm Steve Ember.

LESSON 13:

Measles Campaign Reduces Deaths in African Children

I'm Jim Tedder with the VOA Special English Health Report.

An international group says cases of measles in Africa have dropped by sixty percent since nineteen ninety-nine. The group is known as the Measles Initiative. It says almost two hundred million children have been vaccinated against the disease in the past six years. The World Health Organization says vaccination campaigns in more than forty countries in Africa have saved one million children. Measles is the leading cause of vaccine-preventable death in children. Vaccination campaigns have controlled the disease in Western countries. But it still leads to more than four hundred thousand deaths each year. Most of the victims are under five years old.

Almost every child got measles before a vaccine was discovered in nineteen sixty-two. About five percent died. Measles itself does not kill children. Instead, it weakens their systems so they can die from other infections.

Measles is one of the most infectious diseases known. It spreads through the air. Signs include high body temperature, skin peeling, cough and difficulty breathing. Measles can cause diarrhea, pneumonia, blindness and other disorders.

Health officials say the Measles Initiative has to other improvements for children in southern Africa. Through the campaign, children receive bed nets treated with insecticide to kill mosquitoes that spread malaria. They receive vitamin A to prevent blindness. And they receive treatment for stomach worms.

Representatives of the Measles Initiative announced the progress at a Global Health Summit in New York earlier this month. The Bill and Melinda Gates Foundation, Time magazine and other organizations provided support for the meeting.

The Measles Initiative has raised more than one hundred forty million dollars since two thousand one. The alliance includes the American Red Cross and United States centers for Disease Control and Prevention. It also includes UNICEF, the World Health Organization: and the United Nations Foundation, a private group led by businessman Ted Turner.

Health officials say ninety-five percent of all cases of measles are in Africa. But UNICEF, Executive Director Ann Veneman says Asia has the greatest number of

children who die. She says the success of the Measles Initiative must now be copied in Asia.

This VOA Special English Health Report was written by Cynthia Kirk. Our reports are online at voaspecialenglish.com. I'm Jim Tedder.

LESSON 14:

American Schools Celebrate International Education Week

I'm Steve Ember with the VOA Special English Education Report.

It is International Education Week in the United States, a time to think about and celebrate international education and exchange. The special week is a project of the State Department and the Department of Education.

Officials of these agencies say Americans need to learn more about the world outside their own country. They say people everywhere need to understand the similarities and differences among nations, peoples and cultures. They say this is true especially in a world where information and news travel quickly twenty-four hours a day.

Schools and colleges across the country are holding special events this week to support international education. The University of Arkansas in Fayetteville is showing pictures that are part of a Study Abroad Photo Contest. It is holding International Education Night, an evening of food, cultural performances and activities from around the world. The university will also host a naturalization ceremony for people becoming American citizens.

The University of Buffalo in the state of New York is also offering events this week. These include speakers, an Anatolian marketplace and programs about ways students can study in a foreign country.

One organization that has worked for years to improve world understanding through exchanges is AFS. This private group began in nineteen fourteen as the American Field Service. Its job was to transport wounded French soldiers during World War One. Today more than fifty countries take part in AFS education exchanges. Nearly eleven thousand students and adults take part in the program each year.

Students in an AFS exchange program must be between fifteen and eighteen years old. They stay in another country for three months, six months or eleven months. They live with a family that has agreed to treat the visitor as a full member.

AFS also has programs for adults to help meet community needs in more than

twenty countries. More than three hundred fifty thousand people have taken part in AFS programs through the years.

More information about the group can be found at its Web site, a-f-s dot o-r-g.

This VOA Special English Education Report was written by Nancy Steinbach. Internet users can read and listen to Our report' lit voaspccialcnglish.coll1. I'm Steve Ember.

LESSON 15:

U.S. Central Banker Alan Greenspan Prepares to Retire

I'm Steve Ember with the VOA Special English Economics Report.

The chairman of the United States central bank, Alan Greenspan, plans to retire at the end of January. Mister Greenspan is seventy-nine years old. He replaced Paul Volcker as chairman of the Federal Reserve Board on August eleventh, nineteen eighty-seven.

Less than one month later, Mister Greenspan announced an increase in an important interest rate. The discount rate is what the Federal Reserve charges banks to borrow money. The increase showed that Mister Greenspan wanted to move quickly to fight inflation.

Two months into his term, however, there was a shock: Black Monday. On October nineteen, nineteen eighty-seven, the stock market had the worst day in its history. The Dow Jones industrial average lost almost one-fourth of its value. Mister Greenspan earned praise for the way he dealt with the crisis.

Stock prices climbed again. In nineteen ninety-six, Alan Greenspan warned that prices were too high. He Spoke of the risks or what he called "irrational exuberance."

Yet alter that, he surprised everyone when the central bank raised interest rates only once until June of nineteen ninety-nine. Economists had worried that low unemployment and low interest rates would cause inflation.

But Mister Greenspan thought inflation could remain low because of increased productivity. He was right. The economy had one of its longest expansions ever in peacetime.

Today, stock prices are down from their record highs in two thousand. The United States suffered a moderate recession, made worse by the terrorist attacks of September eleventh, two thousand one.

And since June of two thousand four the Federal Reserve has raised interest rates

in a series of steps against inflation. Rates went up this month for the twelfth time, to the highest level in more than four years.

Recently Alan Greenspan has warned about high home prices, trade barriers and budget deficits. But what has marked his eighteen years as chairman is trust in the ability of the economy to recover from shocks.

President Bush chose his top economic adviser, Ben Bernanke, to replace Alan Greenspan. On Wednesday, the Senate Banking Committee approved the nomination for a vote in the full Senate. Mister Bernanke says he will seek to continue the policies established during the Greenspan years.

This VOA Special English Economics Report was written by Mario Ritter. Our reports are online at voaspecialenglish.com. I'm Steve Ember.

LESSON 16:

Report Examines Forces Changing the World

I'm Faith Lapidus with the VOA Special English Development Report.

The World Future Society has published a special report about forces changing the world. The report is by Marvin Cetron, president of Forecasting International in Virginia, and Owen Davies, a writer. It is called "Fifty-three Trends Now Shaping the Future."

One of them is population growth. The report says the world is expected to have more than nine thousand million people by the middle of this century. Areas likely to experience the largest increases include the Palestinian territories, Niger, Yemen and Angola.

Population growth in many industrial nations, however, is expected to drop. But medical progress helps their people to live longer lives.

International migration is also shaping the future. The report says there is some resistance, but also growing acceptance of cultural differences. Migration is mixing different peoples und, in its words, "forcing them to find ways to co-exist peacefully and productively." This i said to be true especially among younger people.

The world economy is also becoming more integrated. The report notes, for example, that companies in high-wage nations are increasingly sending jobs and services to low-wage countries. At the same time, the Internet lets businesses search worldwide for materials at the lowest cost. In some cases, the Internet can even help small companies compete against big ones.

On another issue, the report warns that militant Islam will spread and gain more power. TL notes that extremists are angered by the overthrow of the Taliban in Afghanistan and Saddam Hussein in Iraq. As a result, it says future revolutions may be more likely instead of less likely.

On the issue of energy, the use of oil is expected to reach one hundred ten million barrels a day by two thousand twenty. That is up from more than eighty million now. The report dismisses a popular belief that the world is about to run out of oil. It notes estimates by OPEC that the eleven member nations still have about eighty years of oil left. And it says production can still expand in other countries such as China, Russia and Kazakhstan.

The World Future Society describes itself as a scientific and educational organization with about twenty-five thousand members. It is based in the American state of Maryland.

This VOA Special English Development Report was written by Jill Moss. Internet users can read and listen to our reports at voaspecialenglish.com. I'm Faith Lapidus.

LESSON 17:

China Says It Will Vaccinate All Farm Birds Against Bird Flu

I'm Faith Lapidus with the VOA Special English Agriculture Report.

China says it will give all of its farm birds a vaccine to protect them against avian influenza. The chief medical officer for animals first announced the development of the vaccine in late October. Jia Youling said the vaccine against the h-five-n-one bird flu vii \I Is easy to use and not costly.

Last week the Chinese Agriculture Ministry announced that all farm birds would III vaccinated. It did not give details, but it said the government would pay for the program China also announced plans to send vaccine to Vietnam to deal with outbreaks there.

China has about five thousand million farm birds at any one time. But the yearly number of birds that will need to be vaccinated is much higher. This is because chickens, ducks and nth 'I' poultry can be sent to market after only a few months. Reports say China uses about fourteen thousand million farm birds every year.

Chinn has reported a number of recent outbreaks of bird flu. In early November, the World Organization for Animal Health received a report of a large outbreak in Liaoning Province. Workers destroyed two million five hundred thousand farm birds. Officials say nearly two million birds in the area were vaccinated.

Only healthy birds can be vaccinated.

People who work with farm birds are advised to keep clothing and shoes free of material und waste that could spread infection. Experts say clothes worn on a farm should stay on the farm. Farmers should also keep equipment, containers and tools clean. Soap left on a surface for ten minutes can work as a disinfectant. Also, farmers must watch their birds for possible signs of the disease. Birds that appear weak or that drink an unusual amount of water could be sick. Bird flu can also cause sudden death.

Wild birds have carried the virus across Asia and into Europe. Once farm birds become infected, the disease spreads quickly. Health officials worry that the virus could begin to spread easily from person to person.

The World Health Organization says one hundred thirty cases were confirmed in humans as of November seventeenth. Sixty-seven of the people died. Vietnam has had the most cases. There have also been cases in Thailand, Indonesia, Cambodia and China.

China last week reported its first two human cases of avian influenza. One of those people died.

This VOA Special English Agriculture Report was written by Mario Ritter. Our reports are online at voaspecialenglish.com. I'm Faith Lapidus.

LESSON 18:

I'm Steve Ember with the VOA Special English Education Report.

The United States Department of Labor says jobs requiring science and technology training will increase fifty-one percent through two thousand eight. It says this could lead to six million future jobs for those with skills in science. Now, two companies have announced plans to help American students prepare for this future.

The General Electric Company announced it will invest one hundred million dollars to increase the number of students who go to college. The move is an expansion of its education program known as College Bound.

The College Bound program aims to increase the number of students going to college from more than twenty high schools around the country. The latest school district to receive this help is in the state of Kentucky. The Jefferson County Public . Schools and up to four other districts will receive the money over the next five year '.

The money will pay for creating new ways to teach math and science, professional development for teachers and a study of the project. Also, company officials will help suport the project goals in the schools.

Jefferson County school officials praised General Electric for its program. Officials say the gift will help support the schools to prepare students for the increasingly technical job, of the future.

Earlier in September, the I.B.M. company announced a program to increase the number of mathematics and science teachers in the United States. I.B.M. said the program will make it possible for some of its workers to become teachers after they leave the company.

Company officials say many workers who are experts in science and math have expressed d the desire to teach after they retire from I.B.M. So the company developed the program called Transition to Teaching. The program will pay each worker up to fifteen thousand dollars while they learn to teach.

About one hundred I.B.M. workers across the country will be the first to take part in (Ill program. LB.M. says that if they are successful, the program will expand to other areas and maybe even to other companies as well.

This VOA Special English Education Report was written by Nancy Steinbach. Our reports can be found on the Web at voaspecialenglish.com. Do you have a question about the American education system? We might be able to answer it on our program. Send it III special@voanews.com. I'm Steve Ember.

LESSON 19:

Bush Nominates Ben Bernanke as Federal Reserve Chairman

I'm Faith Lapidus with the VOA Special English Economics Report.

President Bush this week nominated economist Ben Bernanke [ber-NAN-key] to become the next chairman of the Federal Reserve.

The Senate is expected to confirm Mister Bernanke to replace Alan Greenspan. Mister Greenspan has held the position at the central bank for eighteen years. He is expected to leave at the end of January.

Mister Bernanke currently serves as chairman of the president's Council of Economic Advisers. President Bush appointed' him in June. Mister Bernanke served as a governor of the Atlanta Federal Reserve Bank from August of two thousand two until this year.

But, Mister Bernanke has mainly been a university professor for much of his

working life. He headed the Economics Department at Princeton University in New Jersey before he was confirmed as a Federal Reserve governor.

Mister Bernanke says he does not plan big changes for the central bank. He says his first job will be to continue what he called "the policies and policy strategies established during the Greenspan years."

However, Mister Bernanke has supported the idea of the Federal Reserve announcing a target rate for inflation. Some nations, mainly in Europe, already do this. Alan Greenspan started announcing target interest rates for money controlled by the central bank. But he has not supported the idea of stated targets for inflation.

Mister Greenspan is seventy-nine years old. He has won praise for his guidance of the world's largest economy. He became Federal Reserve chairman in August of nineteen eighty-seven. Two months later, the stock market faced the worst day in its history. The Dow Jones industrial average lost almost one-fourth of its value. Since then, Mister Greenspan has led the central bank through two recessions, but also a long period of economic expansion.

Mister Bernanke was born in Augusta, Georgia, and is fifty-one years old. He studied at Harvard University and the Massachusetts Institute of Technology. If confirmed, Mister Bernanke will be the fourteenth chairman of the Federal Reserve Board. And, unlike the current one, the president noted that Mister Bernanke has been praised for giving speeches in "clear, simple language."

This VOA Special English Economics Report was written by Mario Ritter. Our reports are online at voaspecialenglish.com. I'm Faith Lapidus.

LESSON 20:

International Migration Reduces Poverty, but at a Price

I'm Steve Ernberwith the VOA Special English Development Report.

A new World Bank study says international migration helps reduce poverty in developing nations. at the same time, however, many countries that are small and poor lose highly skilled workers.

Migrants are people who move from place to place in search of work. The study shows that families with migrant workers in other countries have higher earnings than those without migrants.

Economists at the World Bank studied the effects of the money that migrant workers send to their families back home. Economist Maurice Schiff says the

findings show that remittances reduce poverty and increase spending on education, health and investment.

the findings are based on information from families in three countries: Guatemala, Mexico and the Philippines. Mister Schiff says further studies are being done in other countries.

The World Bank estimates that two hundred million people are migrants living outside their native country. It also estimates that about two hundred twenty-five thousand million dollars will be paid in remittances this year. In many countries, remittances supply more foreign exchange than anything else.

The study also found that migrant workers are more likely to move to a rich nation near their home country. Most migrants in Europe come from Africa and the Middle East. In the United States, migrant workers are generally from Mexico, Central America and the Caribbean.

But international migration also means the problem of "brain drain." Many of the skilled workers needed to bring their countries out of poverty move to wealthier ones instead.

The study examined research from member countries of the Organization for Economic Cooperation and Development. The economists found, for example, that eight out of ten Haitians and Jamaicans with college educations live outside their countries. In southern Africa, skilled workers are just four percent of the workforce. Yet they are forty percent of the migrants from the area.

The World Bank study says developing countries should try harder to get skilled workers to stay. It also suggests cooperation between sending and receiving nations.

The study is called "International Migration, Remittances and the Brain Drain."

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