

جلسه اول زبان

ویژه آزمون دکتری تخصصی سال ۱۴۰۰-۱۴۰۱

مدرس: دکتر فرنگی

گروه آموزشی دکتر جاویدی

هرگونه کپی، برداشت، و استفاده گروهی یا بدون پرداخت هزینه شرعا حرام است.

Drjaberjavidi.ir

09909265687

@pharma96

روز	تاریخ	موضوع	شماره صفحات	توضیحات
اول		ریدینگ	۲ تا ۱۲	
دوم		لغت ۱	۱۳ و ۱۴	
سوم		گرامر	۱۵ تا ۲۶	
چهارم		لغت ۲	۲۷ و ۲۸	
پنجم		حل تمرین گرامر	سایت	
ششم		حل تمرین ریدینگ	سایت	
هفتم		حل تمرین لغت	سایت	

برنامه روز اول: ریدینگ

Vocabulary Questions

In stating “.....”, the author means.....

The word/phrase in the passage is closest in meaning to

The word/phrase in the passage means

What is the meaning of in line

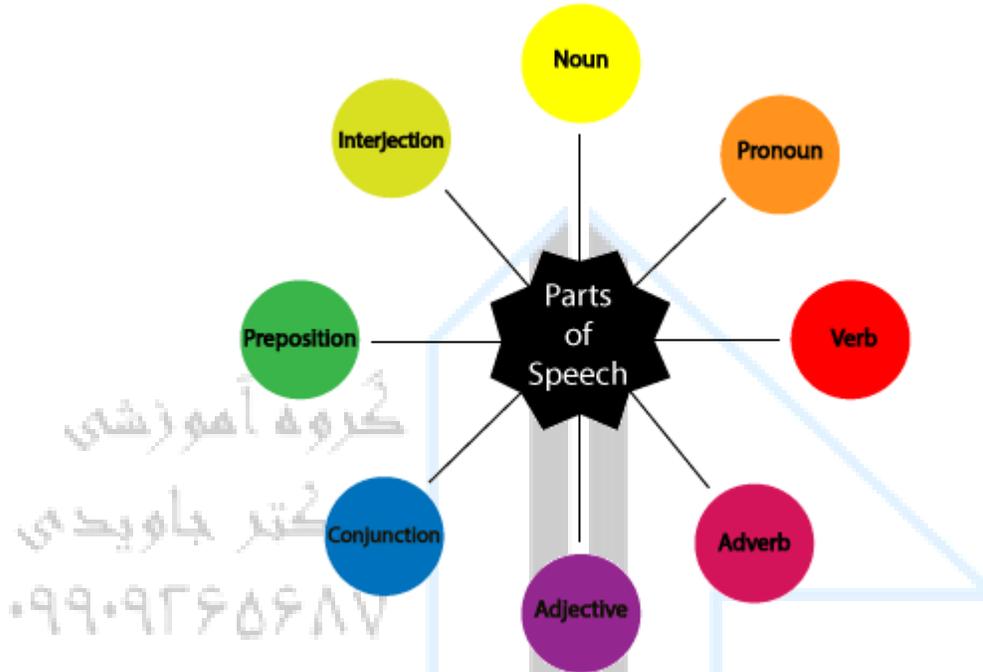
The word in line is closest meaning to

The word in line could best be replaced by

According to the passage, what is

Which of the following closest in meaning to the word/expression in line

Parts of Speech



The **parts of speech** explain how a word is used in a sentence.

There are eight main parts of speech (also known as word classes): **nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions** and **interjections**.

Most **parts of speech** can be divided into sub-classes.

Prepositions can be divided into prepositions of time, prepositions of place etc.

Nouns can be divided into proper nouns, common nouns, concrete nouns etc.

It is important to know that a word can sometimes be in more than one part of speech. For example with the word **increase**.

Increase can be a verb e.g. **Prices increased**

Increase can also be a noun e.g. **There was an increase in the number of followers.**

The eight main parts of speech in English are:

✚ Noun - (Naming Word)

A noun is the name of a person, place, thing or idea.

Examples of nouns:

Daniel, London, table, dog, teacher, pen, city, happiness, hope

Example sentences:

Steve lives in **Sydney**.

Mary uses **pen** and **paper** to write **letters**.

✚ Pronoun - (Replaces A Noun)

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples of pronouns:

I, you, we, they, he, she, it, me, us, them, him, her, this, those

Example sentences:

Mary is tired. **She** wants to sleep.

I want **her** to dance with **me**.

✚ Adjective - (Describing Word)

An **adjective** describes, modifies or gives more information about a noun or pronoun.

Examples:

big, happy, green, young, fun, crazy, three

Example sentences:

The **little** girl had a **pink** hat.

✚ Verb - (Action Word)

A **verb** shows an action or state of being. A verb shows what someone or something is doing.

Examples:

go, speak, run, eat, play, live, walk, have, like, are, is

Example sentences:

I **like** English.

I **study** their charts and **play** their games.

+ Adverb - (Describes A Verb)

An **adverb** describes/modifies a verb, an adjective or another adverb. It tells how, where, when, how often or to what extent. Many adverbs end in -LY

Examples:

slowly, quietly, very, always, never, too, well, tomorrow, here

Example sentences:

I am **usually** busy.

Yesterday, I ate my lunch **quickly**.

+ Preposition - (Shows Relationship)

A **preposition** shows the relationship of a noun or pronoun to another word. They can indicate time, place, or relationship.

Examples:

at, on, in, from, with, near, between, about, under

Example sentences:

I left my keys **on** the table **for** you.

+ Conjunction - (Joining Word)

A **conjunction** joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected.

Examples:

and, or, but, because, so, yet, unless, since, if.

Example sentences:

I was hot **and** exhausted **but** I still finished the marathon.

✚ Interjection - (Expressive Word)

An **interjection** is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation.

Examples:

Ouch! Wow! Great! Help! Oh! Hey! Hi!

Example sentences:

Wow! I passed my English test.

Great!

Ouch! That hurt.

Word formation

We can make nouns, adjectives, adverbs and verbs by adding: prefixes and suffixes

- Indecisive “**in**” is a negative prefix
- Strengthen “**en**” is a verb suffix, so it transforms the noun “strength” into a verb

Some prefixes and suffixes are part of living language in that people regularly use them to create new words for modern products, concepts or situations.

For example, email. The prefix **e** stands for electronic and so we see a growing number of internet related words being formed such as e-book and e-commerce.

Note: It is helpful to know the meanings of the prefixes and suffixes to then understand the meaning of words.

Prefixes

A **prefix** is a group of letters placed before the root of a word.

For example, the word "unhappy" consists of the prefix "un-" which means "not" combined with the root or stem word "happy"; the word "unhappy" means "not happy."

Prefixes are added to the **beginning** of a word to make a new word with a different meaning.

Example:

Unhappy

Illegal

Impossible

Multicultural

Greek Prefix	Basic meaning	Example word
A-, an-	Without	Atypical, anaerobic, amoral
Auto-	Self	Autobiography, automatic
Bio-, bi-	Life, living	Biology, biopsy, biotechnology
Geo-	Earth	Geography, geopolitics
Hyper-	Excessive (too much)	Hyperactive, hypersensitive
Micro-	Small	Microscope, microcosm
Mono-	One, single, alone	Monochrome, monosyllable
Neo-	New, recent	Neonatal, neophyte
Pan-	All	Panorama, pandemic, pantheism
Thermo-, therm-	Heat	Thermal, thermometer, thermostat

Latin Prefix	Basic Meaning	Example Words
Co-	Together	Coauthor, coedit, co-chair
De-	Away, off	Deactivate, debone, defrost

Dis-	Not, not any	Disbelief, discomfort,
Inter-	Between, among	Internations, interfaith, interject
Non-	Not	Nonessential, nonmetallic, nonviolence
Post-	After	Postdate, postwar
Pre-	Before	Preexist, premeditate
Re-	Again, back	Rearrange, rebuild, recall
Sub-	Under	Submarine, subway, subsoil
Trans-	Across, through	Transatlantic, transportation

Suffixes

A **suffix** is a group of letters placed after the root of a word.

For example, the word **flavorless** consists of the root word "**flavor**" combined with the suffix "**less**" which means "**without**"; the word "**flavorless**" means "**having no flavor**".

Suffixes are added to the **end** of a main word. This often changes the word to a different part of speech.

Example:

Harm**less**

Rest**ful**

Child**ish**

Like**able**

Greek Suffix	Basic Meaning	Example Words
-gram	Something written or drawn, a record	Cardiogram, telegram
-graph	written or drawn (often a tool)	Monograph, phonograph, seismograph

-logue, -log	Speech	Monologue, dialogue, travelogue
-logy	Study or science	Biology, dermatology
-meter, -metry	Measure	Spectrometer, geometry, kilometer, parameter
-oid	Forms adjectives or nouns and means "resembling or like"	Humanoid, spheroid, trapezoid
-phobe, -phobia	Intense fear	Agoraphobia, xenophobe
-phone	Sound	Homophone, geophone, telephone

Latin Suffix	Basic Meaning	Example Words
-able, -ible	"capable or worthy of"	Likeable, flexible
-ation	Forms nouns from verbs	Creation, civilization, automation, information
-fy, -ify	"to make, cause or become"	Purify, acidify, humidify
-ment	Forms nouns from verbs	Entertainment, amazement, statement, banishment
-ty, -ity	Forms nouns from adjectives	Certainty, cruelty, frailty, loyalty, eccentricity, electricity, similarly

Common Suffixes	
-al	adjectival suffix
-fy	verb suffix
-ic	adjectival suffix
-ion	noun suffix
-ism	noun suffix

-ize	verb suffix
-ous	adjectival suffix

Root

In English grammar, a root is a word or word part from which other words grow, usually through the addition of prefixes and suffixes. The root of the word **vocabulary**, for example, is voc, a Latin root meaning "word" or "name".

Greek Root	Basic meaning	Example words
-anthrop-	Human	Philanthropy, anthropomorphic
-chron-	Time	Chronic, chronicle, synchronize
-dem-	People	Democracy, demography, pandemic
-morph-	Form	Amorphous, metamorphic, morphology
-path-	Feeling, suffering	Empathy, sympathy, apathy, psychopath
-pedo-, -ped-	Child, children	Pediatrician, pedagogy
-philo-, -phil-	Having love for	Philanthropy, philosophy, philharmonic
-phon-	Sound	Polyphonic, cacophony, phonics

Latin Root	Basic Meaning	Example words
-dict-	To say	Contradict, dictate, predict
-duc-	To lead, bring or take	Deduce, produce, reduce
-gress-	To walk	Digress, progress, transgress
-ject-	To throw	Eject, inject, project, reject
-pend-	To hang	Append, depend, impend, pendulum

-port-	To carry	Deport, export, import, support
-scrib-, -script-	To write	Describe, subscribe, prescription, transcribe
-tract-	To pull, drag, or draw	Attract, contract, detract, traction
-vert-	To turn	Convert, divert, invert, revert

ROOT	MEANING	EXAMPLES
-ast(er)-(G)	star	asteroid, astronomy, astronaut, <u>asterisk</u>
-audi- (L)	hear	audible, <u>audience</u> , auditory, auditorium
-auto- (G)	self	automatic, automate, <u>autobiography</u> , autograph
-bene- (L)	good	benefit, benign, benefactor, benevolent
-bio- (G)	life	<u>biography</u> , biology, biodegradable, symbiotic
-chrono- (G)	time	chronic, synchronize, chronicle, <u>chronology</u>
-dict- (L)	say	dictate, diction, edict, dictionary, addict
-duc- (L)	lead, make	deduce, produce, educator, conducive
-gen- (L)	give birth	gene, generate, generous, generation
-geo- (G)	earth	geography, geology, geometry, geopolitics
-graph- (G)	write	autograph, graphic, <u>epigraph</u> , demographic
-jur-, -jus- (L)	law	jury, justice, adjure, conjurer, justification
-log-, -logue- (L)	thought	logic, obloquy, apology, dialogue, <u>analogy</u>
-luc-, -lum- (L)	light	lucid, translucent, illuminate, elucidate
-man(u)- (L)	hand	manual, manure, manicure, manipulate
-mand-, -mend- (L)	order	demand, recommend, remand, mandatory
-mis-, -mit- (L)	send	missile, transmission, emit, submit, permit
-omni- (L)	all	omnivorous, omnipotence, omniscient
-path- (G)	feel	empathy, pathetic, apathy, <u>pathos</u> , antipathy
-phil- (G)	love	philosophy, bibliophile, philanthropy
-phon- (G)	sound	phonics, telephone, <u>euphony</u> , microphone
-photo- (G)	light	photograph, photon, photocopy, photogenic

-port- (L)	carry	export, portable, rapport, deport, important
-qui(t)- (L)	quiet, rest	acquit, tranquil, requiem, quiescent
-scrib-, -script- (L)	write	ascribe, script, <u>describe</u> , transcribe, proscribe
-sens-, -sent- (L)	feel	resent, sensitive, <u>sentence</u> , sentient
-tele- (G)	far off	telecast, telephone, telekinesis, telepathy
-terr- (L)	earth	terrain, territory, extraterrestrial, terrace
-vac- (L)	empty	evacuate, vacate, vacancy, vacuous
-vid-, -vis- (L)	see	visible, video, envisage, invisible, <u>revision</u>

Meaning

- The meaning of a word is related to the meaning of its word parts.
- To unlock the meaning of an unfamiliar word, break the word down into its component parts; then think about the meaning of the word's affixes and root.

Apply

- For example, one could analyze the word **intangible**, using the chart shown previously.
- First break the word into its parts:

PREFIX ROOT SUFFIX ENGLISH WORD

In- + tang + -ible = intangible

Tang is a Latin roots meaning "touch"

In- is a prefix meaning "not"

-ible is a suffix meaning "able to"

برنامه روز دوم: لغت ۱



afraid [ə'freɪd] adj. 🗣️

When someone is **afraid**, they feel fear.

→ The woman was **afraid** of what she saw.



agree [ə'gri:] v. 🗣️

To **agree** is to say "yes" or to think the same way.

→ A: The food is very good in that restaurant. B: I **agree** with you.



angry [æŋgrɪ] adj. 🗣️

When someone is **angry**, they may want to speak loudly or fight.

→ She didn't do her homework, so her father is **angry**.



arrive [ə'raɪv] v. 🗣️

To **arrive** is to get to or reach some place.

→ The bus always **arrives** at the corner of my street at 4:00.



finally [ˈfaɪnəli] adv. 🗣️

If something happens **finally**, it happens after a long time or at the end.

→ He **finally** crossed the finish line after five hours of running.



attack [ə'tæk] v. 🗣️

To **attack** is to try to fight or to hurt.

→ The man with the sword **attacked** the other man first.



bottom ['bɒtəm] n. 🗣️

The **bottom** is the lowest part.

→ The **bottom** of my shoe has a hole in it.



clever ['kleɪv ə] adj. 🗣️

When someone is **clever**, they can solve a hard puzzle or problem.

→ The **clever** boy thought of a good idea.



cruel ['kru:əl] adj. 🗣️

When someone is **cruel**, they do bad things to hurt others.

→ The **cruel** man yelled at his sister.



hide [haɪd] v. 🗣️

To **hide** is to try not to let others see you.

→ The other children will **hide** while you count to 100.



hunt [hʌnt] v. 🗣️

To **hunt** is to look for or search for an animal to kill.

→ Long ago, people **hunted** with bows and arrows.



lot [lɒt] n. 🗣️

A **lot** means a large number or amount of people, animals, things, etc.

→ There are a **lot** of apples in the basket.



middle [mɪdl] n. 🗣️

The **middle** of something is the center or halfway point.

→ The Canadian flag has a maple leaf in the **middle** of it.



moment [məʊmənt] n. 🗣️

A **moment** is a second or a very short time.

→ I was only a few **moments** late for the meeting.



trick [trɪk] n. 🗣️

A **trick** is something you do to fool another person.

→ His card **trick** really surprised us.



pleased [pli:zd] adj. 🗣️

When someone is **pleased**, they are happy.

→ She was **pleased** with the phone call she received.



promise [prɒmɪs] v. 🗣️

To **promise** is to say you will do something for sure.

→ He **promised** to return my key by tomorrow.



reply [riˈplɑɪ] v. 🗣️

To **reply** is to give an answer or say back to someone.

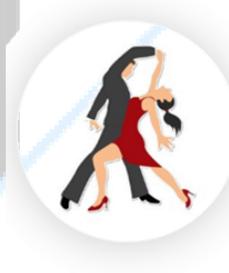
→ She asked him what time his meeting was. He **replied**, "at three."



safe [seɪf] adj. 🗣️

When a person is **safe**, they are not in danger.

→ Put on your seat belt in the car to be **safe**.



well [wɛl] adv. 🗣️

You use **well** to say that something was done in a good way.

→ The couple can dance quite **well**.

برنامه روز سوم: گرامر

The Verb "To Be"

Helping verbs:

- ✓ to be: am, is, are
- ✓ have, has
- ✓ do, does
- ✓ modal verbs (can, could, may, might, must, ought to, shall, should, will, would)

افعال to be در زمان حال ساده به سه شکل (am, is, are) هستند:

am با ضمیر اول شخص (I)

is با اسامی مفرد و ضمائر سوم شخص

are با ضمائر و اسامی جمع بکار می‌روند.

We use the verb "to be" in the following situations:

- ❖ When we talk about **location**: In California, from Tehran, at home, in the park, etc.
- ❖ When we talk about **professions**: She is a teacher. He is a doctor. They are police officers.
- ❖ When we talk about the **age**: I am twenty years old. My wife is 39 years old.
- ❖ When talking about **marital status**: single, married, divorced, widow, widower.
- ❖ **Before Adjectives**: They are thirsty, we are very patient, he is tall, she is beautiful. It is very hot today.

A. Affirmative sentences:

I	am	old.
He, She, It	is	
You*, We, They	are	

* "You are" is used for both singular and plural.

B. Affirmative with contractions:

I'm	old.
He's, She's, It's	
You're, We're, They're	

C. Negative Sentences:

I	am	not	old.
He, She, It	is		
You*, We, They	are		

D. Negative sentences with contractions:

I'm	not	old.
He's, She's, It's		
You're*, We're, They're		

E. Negative sentences with the contracted form of the verb.

I	am not	old.
He, She, It	isn't	
You*, We, They	aren't	

F. Questions:

Am	I	old?
Is	He, she, it	
Are	you*, we, they	

Examples:

I am a pilot.	I am in the classroom.
She is happy.	They are hungry.
My brother is ten years old.	My sister is single.
It is cold.	My dog is small.
The sun is yellow.	The moon is white.
The water is cold.	The field is green.

If you want to make a question just put the form of the verb "to be" at the beginning of a sentence.

Examples:

Statement: He is a good teacher
Question: Is he a good teacher?
Affirmative answer: Yes, he is a good teacher.
Negative answer: No, he is not a good teacher.

Statement: The dogs are in the park.
Question: Are the dogs in the park?
Affirmative answer: Yes, the dogs are in the park.
Negative answer: No, the dogs are not in the park.

Statement: I am a student.
Question: Am I a student?
Affirmative answer: Yes, you are a student.
Negative answer: No, you are not a student.

Statement: We are in the classroom.
Question: Are we in the classroom?
Affirmative answer: Yes, you (P) are in the classroom.
Negative answer: No, you (P) are not in the classroom.

Statement: She is a good student.
Question: Is she a good student?
Affirmative answer: Yes, she is a good student.
Negative answer: No, she is not a good student.

Statement: It is a good movie.
Question: Is it a good movie?
Affirmative answer: Yes, it is a good movie.
Negative answer: No, it is not a good movie.

Do-Does

We use the auxiliaries “**do** or **does**” when we want to make questions in simple present tense with any other verb but not “to be”.

I, You, We, You, They	Do
He, She, It	Does

Negative forms

Do + not = don't

Does + not = doesn't

Examples:

Statement: She cries when she is sad.

Question: Does she cry when she is sad?

Affirmative answer: Yes, she cries when she's sad.

Negative answer: No, she doesn't cry when she's sad.

Statement: He washes the dishes once a week.

Question: Does he wash the dishes once a week?

Affirmative answer: Yes, he washes the dishes once a week.

Negative answer: No, he doesn't wash the dishes once a week.

Statement: They go to the supermarket on Fridays.

Question: Do they go to the supermarket on Fridays?

Affirmative answer: Yes, they go to the supermarket on Fridays.

Negative answer: No, they don't go to the supermarket on Fridays.

Statement: You play soccer in the afternoon.

Question: Do you play soccer in the afternoon?

Affirmative answer: Yes, we play soccer in the afternoon.

Negative answer: No, we don't play soccer in the afternoon.

Statement: He likes to eat hamburgers.

Question: Does he like to eat hamburgers.

Affirmative answer: Yes, he likes to eat hamburgers.

Negative answer: No, he doesn't like to eat hamburgers.

نکته: اگر این افعال قبل از فعل دیگری استفاده شوند افعال کمکی هستند، در غیر این صورت افعال اصلی هستند.

به عنوان مثال در جمله زیر فعل does یک فعل اصلی است (نه کمکی):

She **does** her homework every day.

Verb Conjugation/Simple Present

1. When the verbs end in: **s, ss, ch, sh, o, or x** with some exceptions we have to add "es" at the end of the verb for third person singular.

Pronouns	To kiss	To watch	To wash	To go	To fix
I	kiss	watch	wash	go	fix
You	kiss	watch	wash	go	fix
He	kisses	watches	washes	goes	fixes
She	kisses	watches	washes	goes	fixes
It	kisses	watches	washes	goes	fixes
We	kiss	watch	wash	go	fix
You	kiss	watch	wash	go	fix

They	kiss	watch	wash	go	fix
------	------	-------	------	----	-----

Examples:

She kisses cute babies.

He watches TV nine hours a day.

It goes very fast.

They wash their car once a week.

I go to many rock concerts.

We look after our grandchildren when their parents go out.

You kiss too many babies.

2. When the verbs end in: **e, t, n, p**, and the “y” preceded by a vowel or any other consonant not mentioned above we have to add “s” to conjugate in the third person.

Pronouns	To like	To play	To sit	To learn	To jump
I	like	play	sit	learn	jump
You	like	play	sit	learn	jump
He	likes	plays	sits	learns	jumps
She	likes	plays	sits	learns	jumps
It	likes	plays	sits	learns	jumps
We	like	play	sit	learn	jump
You	like	play	sit	learn	jump
They	like	play	sit	learn	jump

Examples:

She likes hamburgers.

We play soccer every Saturday.

He sits on his chair.

We learn English every day.

They jump rope in the gym on Fridays.

3. Finally when the verbs end in “y” preceded by a consonant (dy - ry -ly, etc.) we have to change this final “y” into “ies” when we conjugate the verbs in the third person.

Pronouns	To cry	To study	To fly
I	cry	study	fly
You	cry	study	fly

He	cries	studies	flies
She	cries	studies	flies
It	cries	studies	flies
We	cry	study	fly
You	cry	study	fly
They	cry	study	fly

Examples:

She cries when she is sad.

We study English.

He flies by plane every week.

Expression of Quantity

Expressions of quantity tell us how many or how much of something there is.

When we talk about expressions of quantity, we have two options: to use them with countable nouns and to use them with non-countable nouns.

Examples:

How much money do you want? (Non-countable)

Just a little. (Non-countable answer)

How many friends do you have in Ecuador? (Countable)

I have two close friends here in Ecuador. (Countable answer)

 **Note:** When using non-countable nouns in a question use “**how much**”.

Here are some examples of non-countable nouns.

sand milk money time: how much time do you have?

In the answer to a non-countable noun question use “**there is**” plus one of the following:

a little not too much just a little

a lot (of) there isn't any



Note: When using countable nouns in a question use “**how many**”.

Here are some examples of countable nouns:

People cars students, etc.

In the answer to countable noun questions use “**there are**” with one of the following:

many a lot (of) plenty of not many

- ❖ 1 it is important to understand the difference between count and uncount nouns.
- ❖ 2. count nouns can be singular or plural

To Have/To Have Got

Have and **have got** are usually possible with little or no difference of meaning. Both forms can be used to express ideas such as possession and relationships.

“**to have**” and “**to have got**” means to possess or to own something.

To have	To have got	Contracted forms
I have	I have got	I've got
You have	You have got	You've got
He has	He has got	He's got
She has	She has got	She's got
It has	It has got	It's got
We have	We have got	We've got
You have	You have got	You've got
They have	They have got	They've got

For example, the three sentences given below express the same idea.

I have a house = I've got a house.

She has two brothers = She's got two brothers.

I have a sister = I have got a sister.

Difference:

The first difference is the auxiliaries. When we want to make questions with "**to have**" we must use **Do/Does** according to the person when making a question. With "**To have got**" we must use the verb “**to have**” as an auxiliary.

Examples:

She **has** a nice car.

She's **got** a nice car.

Does she **have** a nice car?

Has she **got** a nice car?

Yes, she **has** a nice car.

Yes, she's **got** a nice car.

No, she **doesn't have** a nice car.

No, she **hasn't got** a nice car.

Got forms of have are informal, and are most common in the present. **Do** is not used in questions and negatives with **got**.

I **have got** a car. (Informal)

I **have** a car. (More formal)

Have you got a car? / Do you **have** a car? (NOT **Do you have got** a car?)

Have got cannot be used to talk about actions. Only **have** is possible in this case.

I usually **have** dinner at 8 o'clock. (NOT I usually **have got** dinner at 8 o'clock.)

Got forms of have are not normally used to indicate repetition and habit.

I **have** a meeting on Monday. OR I **have got** a meeting on Monday.

I often **have** meetings on Mondays. (BUT NOT I often **have got** meetings on Mondays.)

Adverbs

In English we often use words called adverbs to describe frequency, manner, place and time.

Adverbs of Frequency

Always: always go to the beach on Sundays.

Usually: We usually eat breakfast. or Usually, we eat breakfast.

Often: He often goes to church. or He goes to church often.

Frequently: Tania frequently visits her parents. or Tania visits her parents frequently.

Occasionally: I have a beer occasionally. or I occasionally have a beer.

Sometimes: Lee and Jay go out sometimes. or Sometimes Lee and Jay go out.

Hardly ever: They hardly ever finish their reports on time.

Rarely: We rarely see them anymore or rarely do we see them anymore.

Never: I never do anything wrong.

 **Note:** With the adverbs “**always**”, “**hardly ever**” and “**never**” the subject is always placed before the adverb.

When forming questions using adverbs of frequency we use the auxiliary verb “**do**” or “**does**”.

Below are some examples using adverbs of frequency:

1. Does she always go to the movies?

Yes, she does.

No, she doesn't.

2. Do you often do work overtime?

Yes, I do.

No, I don't.

3. Does she travel occasionally?

Yes, she does.

No, she doesn't.



Note: When forming questions with adverbs of frequency we often use the word “ever”. Here are some examples:

1. Do you ever go to the beach?

Yes, sometimes.

No, never.

2. Does she ever finish her work on time?

Yes, she always finishes her work on time.

No, she never finishes her work on time.

3. Does Carlos ever get to work on time?

Yes, he’s always on time.

No, he’s never on time.



Note: When making a statement with an adverb of frequency the main verb of the statement must be conjugated according to the person.

Examples:

I always go to the beach.

It always rains in the fall.

You never do your homework.

They never forget to file their reports.

She goes dancing sometimes.

We occasionally eat out for dinner.

He never drinks and drives.

Adverbs of Manner

Adverbs of manner are made by adding *ly* at the end of the adjective. Adverbs of manner usually answer questions of how. Adverbs of manner are adverbs with “*ly*” endings. Some examples are:

Adjective	ly	Adverb
bad	ly	badly

slow	ly	slowly
careful	ly	carefully
quick	ly	quickly
sad	ly	sadly
swift	ly	swiftly
certain	ly	certainly
sweet	ly	sweetly

Adjectives that end in “y”, make the adverbs of manner by changing the final “y” into “i” and adding “ly”. Some examples are:

Adjective	ly	Adverb
happy	ly	happily
busy	ly	busily
easy	ly	easily
angry	ly	angrily
crazy	ly	crazily

 **Note:** Some adverbs do not take the “ly” endings. Words such as **fast**, **good** and **wrong** cannot take “ly” endings. They must stay the same or another adverb must substitute them.

Examples:

He drives very fast.

She cooks very well.

He answered the question wrong, or He answered the question incorrectly.

Adverbs of place

Adverbs of place tell us **where** something happens. Adverbs of place are usually placed after the main verb or after the clause that they modify. Adverbs of place do not modify adjectives or other adverbs. Some examples of adverbs of place:

here, everywhere, outside, away, around, abroad, anywhere, somewhere, there, underground, upstairs etc.

Example:

My passport is **here** in my bag.

Place	Example
Upstairs	The children were playing upstairs.
In London	The people demonstrated in London.
Outside	The children were playing outside.

Adverbs of time

Adverbs of time tell us **when** an action happened, but also **for how long**, and **how often**. Adverbs of time are invariable. They are extremely common in English. Adverbs of time have standard positions in a sentence depending on what the adverb of time is telling us.

Putting an adverb that tells us when at the end of a sentence is a neutral position, but these adverbs can be put in other positions to give a different emphasis. All adverbs that tell us when can be placed at the beginning of the sentence to emphasize the time element. Some can also be put before the main verb in formal writing, while others cannot occupy that position.

These include: *afterwards, later, now, soon, yesterday etc.*

Other adverbs of time include:

Time	Example
Saturday, Sunday ...	I am going to the shops on Monday.
Today	I've been to the shops today.
Yesterday	I went yesterday.
Next week/month/year	I am going next week.
Last week/month/year	I went last year.
Finally	I finally went.
Eventually	I eventually went to the shops.
Already	I've already been to the shops.
Soon	I'm going to the shops soon.
Just	I'm just going to the shops.
Still	I'm still at the shops.

برنامه روز چهارم: لغت ۲



adventure [əd'ventʃər] n. 🗣️

An **adventure** is a fun or exciting thing that you do.

→ *Riding in the rough water was an **adventure**.*



approach [ə'prəʊtʃ] v. 🗣️

To **approach** something means to move close to it.

→ *The boy **approached** his school.*



carefully [kærfəli] adv. 🗣️

Carefully means with great attention, especially to detail or safety.

→ *The baby **carefully** climbed down the stairs.*



chemical ['kɛmɪkəl] n. 🗣️

A **chemical** is something that scientists use in chemistry.

→ *The scientist mixed the **chemicals**.*



create [kri'eɪt] v. 🗣️

To **create** means to make something new.

→ *She **created** an igloo from blocks of snow.*



evil ['i:vəl] adj. 🗣️

Evil describes something or someone bad or cruel, not good.

→ *The **evil** figure scared us all.*



experiment [ɪk'sperəmənt] n. 🗣️

An **experiment** is a test that you do to see what will happen.

→ *The student did an **experiment** in science class.*



kill [kɪl] v. 🗣️

To **kill** someone or something is to make them die.

→ *I **killed** the fly with a fly swatter.*



laboratory [ˈlæbrətɔːri] n. 🗣️

A **laboratory** is a room where a scientist works.

→ My mother works in a **laboratory**.



laugh [læf] n. 🗣️

Laugh is the sound made when someone is happy or a funny thing occurs.

→ The sound of their **laugh** filled the room.



loud [laʊd] adj. 🗣️

If a sound is **loud**, it is strong and very easy to hear.

→ The man's voice was so **loud** that we all could hear him.



nervous [nɜːvəs] adj. 🗣️

When a person is **nervous**, they think something bad will happen.

→ The boy became **nervous** when he heard the news.



shout [ʃaʊt] v. 🗣️

To **shout** is to say something loudly.

→ My boss **shouted** at me because I was late for work.



smell [smel] v. 🗣️

To **smell** something means to use your nose to sense it.

→ The two friends **smelled** the flower.



noise [nɔɪz] n. 🗣️

A **noise** is an unpleasant sound.

→ The crying baby made a loud **noise**.



project [ˈprɒdʒekt] n. 🗣️

A **project** is a type of work that you do for school or a job.

→ His afternoon work **project** was to paint the room green.



scare [skeəɪ] v. 🗣️

To **scare** someone is to make them feel afraid.

→ My uncle was **scared** by what he saw in the room.



secret [ˈsiːkrɪt] n. 🗣️

A **secret** is something that you do not tell other people.

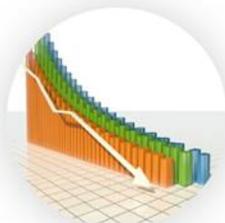
→ The two boys were sharing a **secret**.



terrible [ˈtɛrəbəl] adj. 🗣️

If something is **terrible**, it is very bad.

→ The way he treated his classmate was **terrible**.



worse [wɜːs] adj. 🗣️

If something is **worse**, it is of poorer quality than another thing.

→ Business was **worse** this month than last month.