

Vision ③



llvillasud



## Lesson One

حس قدردانی

# Sense of Appreciation

- a feeling of being grateful for something ;
- an ability to understand the value or importance of something ;
- an ability to appreciate something

**sense (n.)** : feeling ; awareness ; perception

حس، احساس

**appreciate (v.)** : understand the value or worth of something ; admire

قدراستن

**appreciation (n.)** : valuing ; respect ; admiration

قدراستن



## Vision 3

L1

### Sense of Appreciation

# Interesting Facts

مسعود ایونگ کیا

MSA

## Vision 3

L1

Sense of Appreciation

# Interesting Facts

مسعود ایونیکس

llvll

Listening to the **advice** of older people improves our lives.

**advice** (n.) : guidance or suggestion

نصيحت

**advise** (v.)

Taking care of **grandchildren** increases brain **function** and memory.

**grandchild** (n.) : a child of one's son or daughter

نوه

**function** (n.) : task ; role ; action ; job ; activity ; duty

عملکرد

**take care** (v.) : look after ; keep safe ; protect

مراقبت کردن / مراقب بودن



**raise**

**increase**

**improve**

**boost**



**lower**

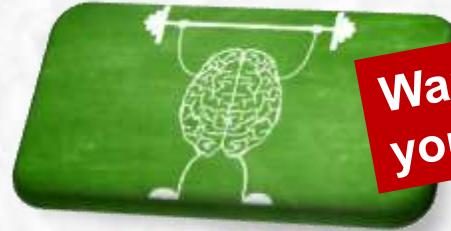
**reduce**

**decrease**

# Vision 3

L1

Sense of Appreciation



Warm up  
your brain!



mountain climbing      goal / aim

**Helping and supporting each other**

mountaintop / mountain peak / climax

**Spending time together as a family**

parents      children

**Blood donation**

voluntary

charity

generosity

اهدای خون

**Taking care of elders**

grandparents

wheelchair



# Vision 3

L1

Sense of Appreciation

رفتار

Get Ready

behavior (n.) : manners ; doings ; actions



A. Look at the following pictures and check appropriate behaviors.

مناسب

appropriate (adj.) : suitable ; proper ; relevant



# Vision 3

L1

Sense of Appreciation



Get Ready



Match the pictures with the following sentences.



4. We can help many people by donating what they need.



3. Family members should listen to each other.



1. Children should respect their parents.



2. We have to take care of elderly people.

**take temperature** : measure temperature by using a thermometer

سنجهش قب

**physician (n.)** : doctor of medicine

دکتر



**regard (v.)** : consider ; think of

در نظر گرفتن

**dedicate (v.)** : devote time or effort to a particular task or purpose

اختصاص دادن

**spare no pains** : spend so much time, money or effort

از هیچ تلاشی دریغ نکردن

**distinguish (v.)** : recognize or treat (someone or something) as different

تشخیص  
دادن تمایز

**surprisingly (adv.)** : in a way that causes surprise ; unexpectedly

در کمال تعجب

**found (v.)** : establish ; set up ; start ; create

تأسیس کردن



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

**medical center** : a large health-care facility ; hospital

**terrible** : very bad ; awful



بسیار بد، سخت

مرکز پزشکی



llvllasud

# Vision 3

Li

## Sense of Appreciation

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

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

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

دست و دل باز

**Nurse:** Dr. Gharib was a famous physician.

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

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

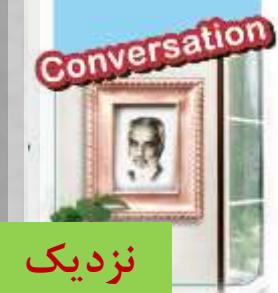
**Sara:** Really? I didn't know that.

close : near

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



وطن  
homeland :  
native land



**guess** : say something without having enough information

حدس زدن

**famous** : well-known

**receive** : get

**abroad** : foreign country

**diploma** : an official document or certificate that shows someone has successfully completed a course



# Vision 3

Li

## Sense of Appreciation

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

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

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

**Sara:** Oh, what a great man he was!

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

**Sara:** Really?! That's interesting!

**sick** : *ill ; patient*

**poor** ≠ *rich*

**disease** : *illness*

**regard (v.)** : *consider ; think of*

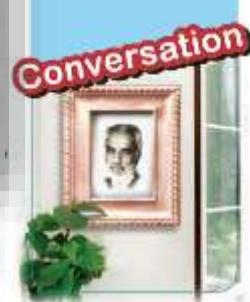
**great** : *excellent*

**dedicated (adj.)** : *devoted*

**It's a pity** : *what a shame*

**by the way** : *used to introduce a new topic*

راستی!



# Vision 3

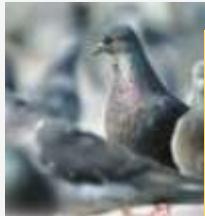


Hamid sits on the **sofa** and watches TV all the time.

always

**sofa** (n.) : a long seat with a back and arms ; couch

کاناپہ



My grandfather feeds the **pigeons** in the park every morning.

**feed** (v.) : give food to

غذا دادن

**pigeon** (n.) : a seed- or fruit-eating bird with a small head

کبوتر

## New Words and Expressions

Li

## Sense of Appreciation



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

داد زدن

**shout** (v.) : speak loudly and angrily to ; say sth very loudly



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

بلند

**have / has to** (v.) : must ; used when sth is necessary or must happen

**loud** (adv.) : with a great deal of volume

**hard of hearing** : refers to a person who has problems in hearing voices without using a hearing aid

کم شنوا



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# Vision 3



زاده شدن

Ferdowsi **was born** in a village near Toos.

**near** : close to

≠ far from

**be born**

**born** (adj.) : existing as result of birth



My uncle went to his son and **hugged** him.

**uncle** (n.) : one's mother's or father's brother

در آغوش گرفتن

**hug** (v.) : hold in arms ; embrace

What does the pronoun "him" refer to?

**his son**



Your uncle's son is your

**cousin**



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New Words and Expressions

Li

**Sense of Appreciation**



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

**lap** (n.) : the flat area between the waist and the knees of a seated person

Do you know any other words made using the word "lap"?

**a laptop**



# Vision 3

## New Words and Expressions

**burst into tears** : to cry suddenly

*cry ≠ laugh*

به گریه افتادن

**suddenly** : *at once ; quickly and unexpectedly*

Aida burst into tears when she saw her score.

**score** : *mark ; the number of points in a test*

**repeatedly** : many times

مکرراً

**repeat (v.)** : *do again or more than once*

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

**polite (adj.) ≠ rude**



L1

## Sense of Appreciation

**forgive** : to stop being angry with someone

**forgive (v.)** : *excuse ; pardon*

بخشیدن

Mom forgave me for breaking the vase.

**vase (n.)** : *a decorative container made of glass used for displaying flowers*

**calmly** : in a quiet way

در آرامش

**calm (adj.)** : *quiet ; relaxed*

He always speaks slowly and calmly.



# Vision 3

New Words  
and Expressions

Li

Sense of Appreciation

دفتر خاطرات

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

I have kept a diary for twelve years.

**to keep a diary**





## Vision 3

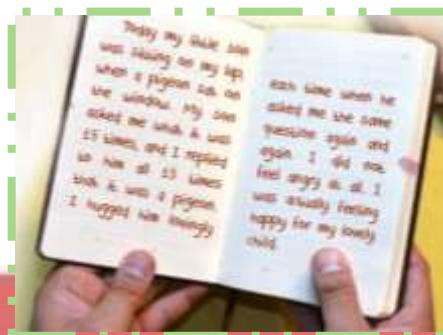
L1 Sense of Appreciation

# Reading

## Respect your Parents

respect (v.) : admire someone deeply

احترام  
گذاشتن



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

**The Seasons : Spring / Summer / Autumn / Winter**

**sofa** (n.) : a long seat with a back and arms ; couch

**was / were + verb + ing**

**Past Progressive Tense**

**suddenly** (adv.) : immediately ; quickly and unexpectedly ; at once

**pigeon** (n.) : a kind of bird



have / has + PP  
Present Perfect Tense

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

به آرامی

**quietly** (adv.) : in a quiet manner ; silently ≠ loudly

پاسخ دادن

**reply** (v.) : answer ≠ ask      **a little** ≠ much ; a lot of ; lots of

**a few** ≠ many ; a lot of ; lots of

**shout** (v.) : speak loudly and angrily

**hard of hearing** : refers to a person who has problems in hearing voices without using a hearing aid

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

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

عزيز

**dear** (adj.) : loved ; lovely ; darling

**born** (adj.) : existing as result of birth

**aloud** (adv.) : loudly ; with a loud voice



Today my little son was sitting on my lap, when a pigeon sat on the window. My son asked me what it was 15 times, and I replied to him all 15 times that it was a pigeon. I hugged him lovingly

each time when he asked me the same question again and again. I did not feel angry at all. I was actually feeling happy for my lovely child.

**reply (v.)** : answer

**each** : every

**same (adj.)** : not different



thanks  
we are  
for coming  
tid  
مُسْعِدُ اُورِنِکُنْدَا



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

**burst into tears** (v.) : cry suddenly

**hug** (v.) : hold in arms

**repeatedly** (adv.): again and again

**forgive** (v.): excuse ; pardon

**calmly** (adv.): in a calm manner

**care** (v.): look after ; take care of

Reading



## Reading Strategy

### Question generation

طرح سؤال

generate (v.): produce ; create

generation (n)

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

که از آن طریق

whereby (adv.): by which

به جای

rather than : more than

فراهمنمودن

provide (v.): make ready ; give ; make available





### Reading Strategy

#### Question generation

Follow these steps:

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





### Reading Strategy

#### Question generation



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

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



## Reading Strategy

### Question generation



Question Starter	Possible Answer
1- When did the story take place?	On a spring morning
2- What sat on the window?	A pigeon
3- How many times did the woman ask the question?	Three times
4- Where did the mother go?	To her room
5- What did she bring?	A diary

هم آیند

# Collocations



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

combine (v.): join ; unite ; get together

تركيب

combination (n.): joining different parts

از سویی دیگر

on the other hand : used to introduce a new point of view, fact or point

unnatural (adj.): not normal ; unusual ; abnormal ; strange

غیرمعمول



# Collocations



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

**do homework**

**give a presentation**

**regular exercise**

**healthy diet**



# Collocations



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

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

# Vision 3

L1

## Sense of Appreciation



جشن آغازی نیازهای پرورشی

Part I

Reading Comprehension

# Vision 3

L1

## Sense of Appreciation



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

**respect (v.):** admire someone deeply

**kids (n.):** children

**elder (n.):** someone who is older than you

**note (v.):** notice ; pay attention to sth.

**پس از این** **hence (adv.):** from now (used after a period of time)

نسل

**generation (n.):** all the people born and living at about the same time

Part I

Reading Comprehension

ارزش

**value (n.):** principles or standards of behavior



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# Vision 3

L1

## Sense of Appreciation



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

به اشتراک گذاشتن

**share** (v.): let others use something you own in common

تجربه

**experience** (n.): knowledge or skill gained by doing an action

شکست

**failure** (n.): lack of success ≠ success

**fail** (v.) ≠ succeed

پس، بنابراین

**thus** (adv.): as a result of something ; so ; therefore

**deserve** (v.): have qualities worthy of ; be suitable

سزاوار بودن



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

**no matter** : it is of no importance

مهم نیست

**بی قید و شرط** **unconditionally (adv.)**: without conditions or limits

**احساس غرور کردن، افتخار کردن** **feel honored (v.)**: feel very proud about something

**appreciate (v.)**: value ; respect ; recognize ; admire

**وظیفه** **duty (n.)**: an action or a task that you must do

**از پس کاری برآمدن** **handle (v.)**: manage a problem ; hold

## B. Match the definitions with the words.

**society** : a large group of people who live together

فقدان

**lack** : absence ; be without

**success ≠ failure** ; lost

generation

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



failure

2. a lack of success in doing something

appreciate

3. to be grateful for      **grateful** : thankful

- a. generation
- b. deserve
- c. failure
- d. appreciate

deserve

4. to be worthy

شایسته، سزاوار

**worthy** : good enough ; respected ; admirable



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

اخلاقیات

ethics (n.): moral principles or values

پس از میلاد  
میسیح

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

countless (adj.): a lot of ; many



author (n.): writer

الهَامُ

inspiration (n.): a sudden bright idea

بیشمار

Grammar

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## Passive Voice

famous (adj.): well known



# Active Sentence

## جملات معلوم



جمله‌ی معلوم جمله‌ای است که فاعل آن مشخص است و در ابتدای جمله می‌آید.

### Simple Present

I clean my room.

### Present Continuous

I am cleaning my room.

### Simple Past

I cleaned my room.

### Past Progressive

I was cleaning my room.

### Simple Future I

I will clean my room.

### Simple Future II

I am going to clean my room.

### Present Perfect

I have cleaned my room.



# Passive Sentence

## جملات مجهول

جمله‌ی مجهول جمله‌ای است که فاعل آن حذف شده و یا مشخص نباشد و مفعول جای آن آمده باشد.

### ساختار جملات مجهول

مفعول جمله‌ی معلوم  
(فاعل جمله‌ی مجهول)

+

فعل **to be**  
(متناسب با زمان جمله و  
شخص)

+

**P P**

+

...



# Passive Sentence

جملات مجهول

فعل (متناسب با زمان جمله و شخص) to be

Simple Present

am / is / are

Present Continuous

am / is / are being

Simple Past

was / were

Past Progressive

was / were being

Simple Future I

will be

Simple Future II

am / is / are going to be

Present Perfect

have / has been



## Grammar



# Passive Sentence

مفعول جمله‌ی معلوم  
(فاعل جمله‌ی مجهول)

+

to be فعل  
(متناسب با زمان جمله و شخص)

+

PP

+

...

Simple Present

My room is cleaned.

Present Continuous

My room is being cleaned.

Simple Past

My room was cleaned.

Past Progressive

My room was being cleaned.

Simple Future I

My room will be cleaned.

Simple Future II

My room is going to be cleaned.

Present Perfect

My room has been cleaned.



## Grammar

# Passive Sentence



مفعول جمله‌ی معلوم  
(فاعل جمله‌ی مجهول)

+

فعل to be  
(متناسب با زمان جمله و شخص)

+

PP

+

...

گاهی در جملات **مجھول** هم می‌توانیم به انجام دهنده‌ی کار اشاره کنیم.

برای این کار بعد از نوشتتن سه بخش ابتدایی جمله‌ی مجهول از ترکیب **زیر** استفاده کرد:

انجام دهنده‌ی کار (فاعل جمله‌ی معلوم) **by** +

Ali cleans my room.

My room is cleaned by Ali.

My room is cleaned by him.



# Passive Sentence

## دلایل استفاده از ساختار مجهول

اگر عمل انجام شده از انجام دهندهی عمل مهم‌تر باشد و بخواهیم روی عمل تأکید کنیم.

The car was repaired at last!

هرگاه ندانیم یا برایمان مهم نباشد چه کسی عمل را انجام داده است.

My money was stolen.

اگر بخواهیم انجام دهندهی عمل ناشناس بماند.

The injured man was saved.





# Passive Sentence

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

**pancake** (n.): a kind of thin and flat cake

**discover** (v.): find by doing research

**solution** (n.): a means of solving problems

**cure** (v.): heal ; make healthy again





# Passive Sentence



Let's practice...

John sells cars here.

I sent the files yesterday.

She is cooking dinner.

They were doing their homework.

You will answer the question.

He is going to buy a new house.

She has finished the book.

Cars are sold here.

The files were sent yesterday.

Dinner is being cooked.

Their homework was being done.

The question will be answered.

A new house is going to be bought.

The book has been finished.



# Passive Sentence

افعال دو مفعولی:



They told **me** a story.

A story was told to me.

I was told a story.

I must give **you** a new shirt.

A new shirt must be given to **you**.

**You** must be given a new shirt.





# See Also

## Tag Questions

دنبالہی پرسشی

پرسش تأکیدی



# Tag Questions

پرسش‌های تأکیدی، سؤالات کوتاهی هستند که در پایان جمله‌ی اصلی می‌آیند و برای تأیید گرفتن یا بیان عدم اطمینان به کار می‌روند.

فعل کمکی

ضمیر فاعلی +

ساختار :

پرسش‌های تأکیدی از نظر مثبت و منفی بودن با جمله‌ی اصلی در تضاد هستند.

Jane can play football , ... **can't she** ..... ?

John didn't try hard , .... **did he** ..... ?



# Tag Questions

ساختار : ضمیر فاعلی + فعل کمکی

در پرسش‌های تأکیدی فعل کمکی منفی همیشه به صورت مخفف نوشته می‌شود.

My brother was watching a movie , ... **wasn't he** ..... ?

اگر جمله‌ای با **I am** شروع شود در پرسش تأکیدی از **aren't I** استفاده می‌کنیم.

I am older than you , .... **aren't I** ..... ?



# Tag Questions

ساختار : ضمیر فاعلی + فعل کمکی

کلماتی نظیر موارد زیر علی‌رغم هم‌نشینی با فعل‌های مثبت، به جمله بار منفی می‌دهند و باید از دنباله‌ی پرسشی مثبت استفاده کرد :

**never , no , none , hardly , nothing , seldom , ....**

There is no water in the glass , . **is there** . ?

None of us are doctors , . **are we** .. ?



# Tag Questions

ساختار : ضمیر فاعلی + فعل کمکی

اگر فاعل جمله یکی از کلمات زیر باشد، در دنباله‌ی پرسشی از ضمیر **it** استفاده می‌کنیم.

something , anything , nothing , everything

Everything is good, ..... **isn't it** ..... ?

اگر فاعل جمله یکی از کلمات زیر باشد، در دنباله‌ی پرسشی از ضمیر **they** استفاده می‌کنیم.

someone , no one , everyone , nobody , somebody , everybody

Everybody is here, ..... **aren't they** ..... ?



# Tag Questions

ساختار : ضمیر فاعلی + فعل کمکی

Mina is happy, isn't she?

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

George wasn't hungry, was he?

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

They are going to Hamedan, aren't they?

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

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

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

ساختار این کتاب



# Vision 3

Li

## Sense of Appreciation



### Speaking Strategy

#### Eliciting Agreement and Signaling Uncertainty

استخراج کردن

**elicit (v.):** draw out (a reaction, answer or fact) from someone

**agree (v.):** have the same opinion about something

**signal (v.):** convey information

**agreement (n.):**

**uncertainty (n.):** being uncertain

**uncertain (adj.):** unsure ; doubtful



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

confirm (v.): agree with ; affirm

≠ deny (v.)



■ Sam has not come to work. I've heard he's sick, isn't he?

● Oh, yes. He was not well yesterday. *(asking for agreement)*

■ What's wrong with him?

● The doctors are checking his health condition.

■ It isn't something serious, is it? *(signifying uncertainty)*

● I hope not.



# Tag Questions

ساختار : ضمیر فاعلی + فعل کمکی

اگر جمله‌ای با فاعل اول شخص مفرد یا جمع و فعل‌های نظیر شروع شود برای نوشتن پرسش **think, suppose, hear, ...**

تأکیدی باید به جمله‌ی بعدی توجه کنیم:

I think you aren't alright, ..... **are you** ..... ?

I've heard he's sick, isn't he?



# Vision 3

L1

## Sense of Appreciation

Listening  
and Speaking

### Speaking Strategy

Eliciting Agreement and Signaling Uncertainty



#### More examples:

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



# Vision 3

## Li Sense of Appreciation

Listening  
and Speaking

Listen again  
and write down what you hear!



### Conversation 1

Behzad: How's everything, Amin? You seem to be busy these days, don't you?

Amin: I'm OK Behzad. I'm working on a new project. I'm really tired.

Behzad: But your health is really important, isn't it?

Amin: I know. But what about work, money, responsibility, ...? We need to consider them all, don't we?

Behzad: Yes, but health is on top of everything.

responsibility (n.): being responsible

مسئولیت



# Vision 3

Li Sense of Appreciation

Listening  
and Speaking

Listen again  
and write down what you hear!



## Conversation 2

Roya: We are going to the gym on Friday. Will you come with us, Mina?

Mina: I don't think so.

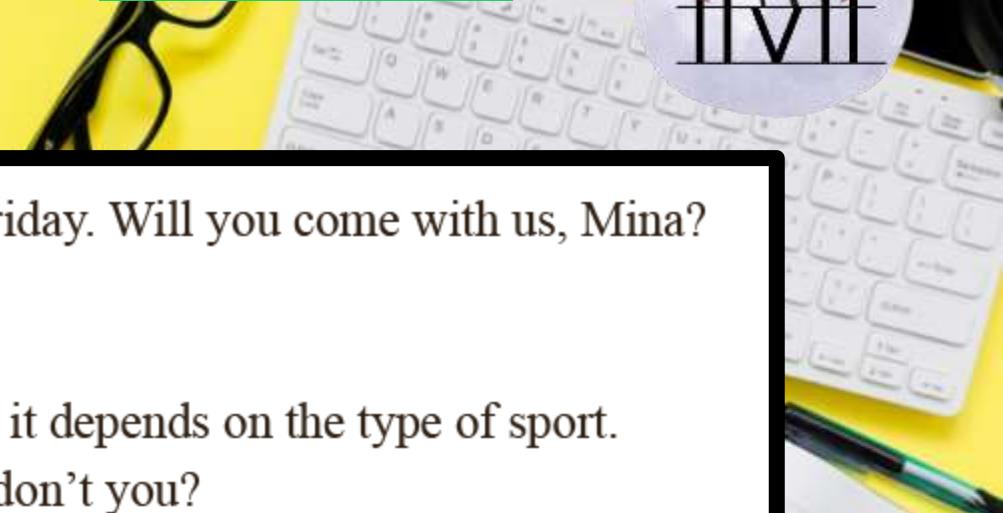
Roya: You don't like sports, do you?

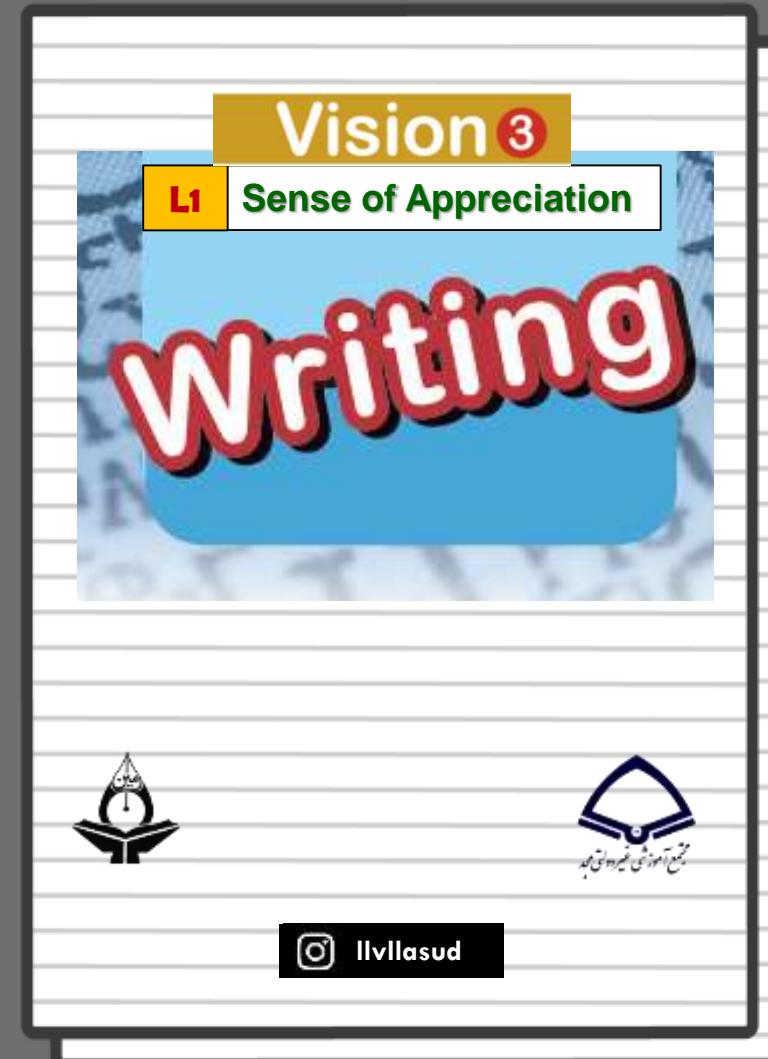
Mina: Actually, I don't know. I think it depends on the type of sport.

Roya: You prefer team sports more, don't you?

Mina: Well, it seems to be OK. But honestly, I like less active sports like chess.

Roya: Oh, I see.





# Compound Sentences

## Compound Sentences

We have learned that every sentence must have at least one subject and one verb. Such a sentence is called a **simple sentence**.

A sentence with more than one subject, more than one verb and a connecting word such as **and**, **or**, **but** or **so** is called a **compound sentence**.

**compound (adj.)**: a thing that is made of two or more separate elements

## كلمات ربط **Conjunctions**

**and / so / but / or**

كلماتی کہ دو جملہی مستقل را بے ہم وصل می کنند.



## Compound Sentences

Conjunctions

and / so / but / or

I ate my breakfast, **and** I packed my bag.

It had been a sunny day, **but** suddenly the weather changed to rain.

I had enough time, **so** I decided to watch the movie.

We can keep on going, **or** we can come back.



# Compound Sentences

## (1) Addition

'and' shows similar activities or feelings

برای اضافه کردن اطلاعات  
بیشتر به جمله‌ی مستقل اول



I get up early in the morning.



I make an omelet myself.

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

@ llvllasud

Writing



Vision 3

L1

Sense of Appreciation

# Compound Sentences

Writing

## (1) Addition

'and' shows similar activities or feelings

I get up early in the morning.

I make an omelet myself.

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

هر دو جمله به تنهايی و بدون حرف ربط دارای معنای مستقل هستند.

We went to the park yesterday, **and** we had a wonderful time.

My students studied hard, **and** they passed the exam.

John bought a pair of new shoes, **and** he wore them to a party.

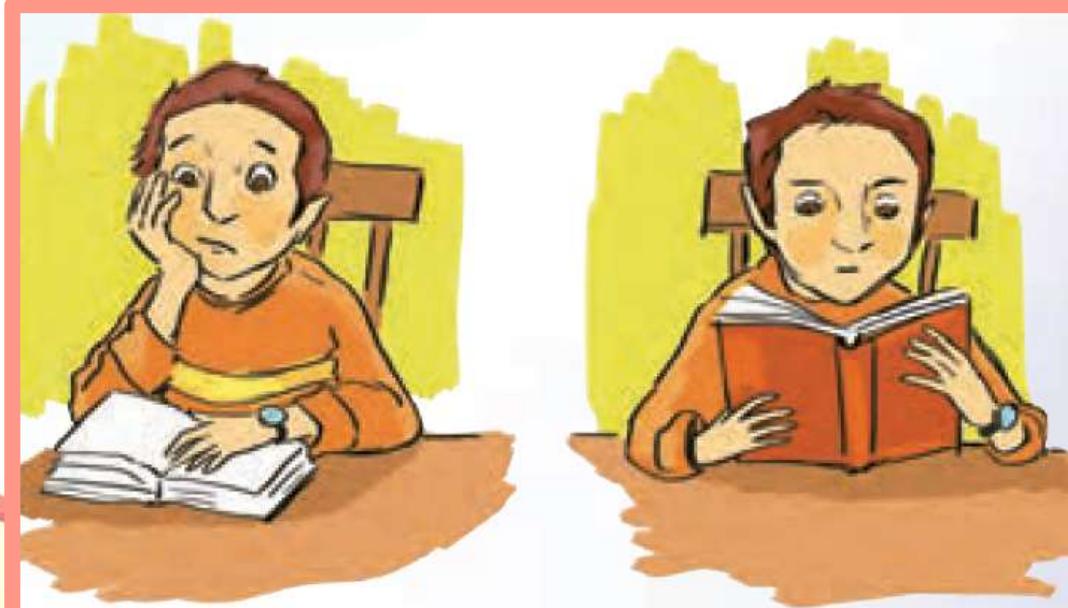


# Compound Sentences

## (2) Contrast

'but' shows a contrast or difference

برای بیان مفهوم  
تضاد و مغایرت



The book was boring.

Tom had to read the book.

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

 [llvllasud](https://www.instagram.com/llvllasud/)

Writing

rowpik

Vision 3

L1

Sense of Appreciation



# Compound Sentences

Writing

(2) Contrast

'but' shows a contrast or difference

The book was boring.

Tom had to read the book.

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

His family watched the movie last week, **but** they did not like it.

My students studied hard, **but** they didn't pass the exam.

John bought a pair of new shoes, **but** he didn't wear them to the party.

I really want to go to work, **but** I am too sick to drive.



# Compound Sentences

(3) Choice

'or' shows two choices

برای بیان انتخاب بین  
دو گزینه‌ی متمایز



You should do your homework.



You should wash the dishes.

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



Writing

Vision 3

L1

Sense of Appreciation



# Compound Sentences

Writing

(3) Choice

'or' shows two choices

You should do your homework.

You should wash the dishes.

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

He can buy the book, **or** he can borrow it from the library.

You can fix the radio, **or** you can buy a new one.

We can go to the cinema, **or** we can get something to eat.

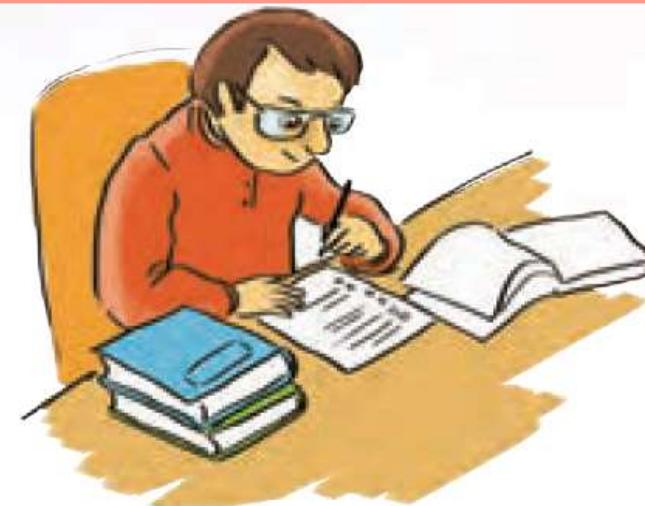
I will send an email to him, **or** I will call him tomorrow.

# Compound Sentences

## (4) Result

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

برای بیان نتیجه (جمله‌ی اول دلیل جمله‌ی دوم است)



Saeed studied hard for the exam.



Saeed passed the exam.

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

# Compound Sentences

Writing

(4) Result

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

Saeed studied hard for the exam.

Saeed passed the exam.

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

Jane is thirsty, **so** she wants to drink some water.

I didn't sleep at all, **so** I can't work well.

She is very kind, **so** everyone likes her.

They want to see my father, **so** they came here this morning.

# Compound Sentences

## Conjunctions

and / so / but / or

### NOTE

- 1- Use a comma before **and**, **or**, **but** and **so** when you combine two sentences.
- 2- You can replace the repeated nouns with suitable pronouns.



9

### A. Listen to the first part of an interview.

Dr. Asadi is answering this important question: "why is it important to care for our elders?" I think first of all we need to remember that they are our mothers and fathers, and our first teachers. They teach us how to love, how to care, how to forgive, and how to accept. Second, elders have more knowledge and wisdom than any one of us. They've come so far and they've learned so much, we have a responsibility to learn from that wisdom.

But the most important thing is their experience. We may or may not know of all the ups and downs they've faced in life but they've definitely gained experience that is worth respecting and learning from. Our elders may hide much pain from us because they don't want us to feel the pain, the least we can do is appreciate them for all they've gone through and learn from their insight into situations.

What  
you  
learned



## B. Now read the rest.

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



What  
you  
learned

**heritage** (n.) : background ; past ; tradition ; history

**belong** (v.) : be owned by

**identity** (n.) : the fact of being who or what a person or thing is

**bring up** (v.) : look after a child until he / she is an adult ; raise

