

ترجمه فارسی کتاب

4000

Essential

English

Words

With Answer Key

مرجع زبان ایرانیان

2

Paul Nation
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4000 Essential English Words 2



این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.



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Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. Because of the way that they were chosen, these words have the following characteristics:

- 1 They are useful in both spoken and written English. No matter what English course you are studying, the words in these books will be of value to you.
- 2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.
- 3 These books as a whole cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

The activities in these books are specially designed to make use of important learning conditions. Firstly, the words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence different from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have to recall the meanings of the words and suit them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word which fits the different uses.

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.



It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. In addition, learning can further be supported through the following activities:

- 1 Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.
- 2 Assign graded readers at students' appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input which will help the words stick in students' memory.
- 3 Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. *Compass Publishing's Reading for Speed and Fluency* is a good resource for reading fluency material.
- 4 Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all the four language skills.

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درس اول



◉ **anxious** [æŋkʃəs] *adj.*

When a person is **anxious**, they worry that something bad will happen.

→ She was **anxious** about not making her appointment on time.

● نگران، مضطرب

← او نگران بود که به موقع به قرارش نرسد.



◉ **awful** [ɔːfəl] *adj.*

When something is **awful**, it is very bad.

→ Her performance last night was **awful**.

● خیلی بد، افتضاح، ترسناک

← دیشب اجرای او خیلی بد بود.



◉ **consist** [kən'sɪst] *v.*

To **consist** of is to be made of parts or things.

→ Today's choices for lunch **consisted** of pizza, hamburgers, and hot dogs.

● شامل بودن، در برداشتن، عبارت است از

← انتخاب‌های امروز برای ناهار شامل پیتزا، همبرگر و هات داگ بود.



◉ **desire** [dɪzəɪər] *v.*

To **desire** is to want something.

→ My sister **desires** a big house and lots of money.

● خواستن، میل داشتن، تمایل داشتن، آرزو کردن

← خواهرم خانه‌ای بزرگ و مقدار زیادی پول می‌خواهد.



◉ **eager** [iːgər] *adj.*

When a person is **eager** about something, they are excited about it.

→ The man was **eager** to talk about the good news.

● مشتاق، حریص، پر اشتیاق

← مرد مشتاق بود تا در مورد خبرهای خوب صحبت کند.



● **household** [háushóuld] *n.*

A **household** is all the people who live in one house.

→ *Our **household** is made up of my father, my mother and me.*

● خانواده، خاندان

← خانواده ما، از پدرم، مادرم و من تشکیل شده است.



● **intent** [intént] *n.*

An **intent** is a plan to do something.

→ *Her **intent** is to visit Italy next summer.*

● قصد، نیت، هدف، برنامه

← قصد او دیدار از ایتالیا در تابستان آینده است.



● **landscape** [lænd'skèip] *n.*

A **landscape** is how an area of land looks.

→ *The **landscape** of the country is very green.*

● منظره، چشم انداز

← منظره حومه شهر، بسیار سبز است.



● **lift** [lift] *v.*

To **lift** something is to move it higher.

→ *The man tried to **lift** the box.*

● بلند کردن، بالا بردن، برداشتن

← مرد تلاش کرد تا جعبه را بلند کند.



● **load** [loud] *v.*

To **load** is to put objects into something.

→ *The man **loaded** the boxes into a truck.*

● بار کردن، بار زدن، بارگیری کردن

← مرد جعبه‌ها را داخل یک کامیون بار زد.



lung [lʌŋ] n.

A **lung** is the organ in the body that fills with air when breathing.
→ *Having strong **lungs** is necessary for a healthy life.*

● ریه، شش

← برای یک زندگی سالم، داشتن ریه‌های قوی ضروری است.



motion [məʊʃən] n.

A **motion** is a movement that someone makes.
→ *The police officer made a **motion** with his hand.*

● حرکت، تکان، اشاره

← افسر پلیس با دستش اشاره‌ای کرد.



pace [peɪs] n.

The **pace** of something is the speed at which it happens.
→ *I ran the race at a slower **pace** than my friend.*

● سرعت، تندی، گام

← من در مسابقه با سرعت کمتری نسبت به دوستم دویدم.



polite [pə'laɪt] adj.

When someone is **polite**, they are acting in a thoughtful way.
→ *The boy was very **polite**: he behaved very thoughtfully.*

● با ادب، مؤدب، با تربیت

← پسر خیلی مؤدب بود: او بسیار با ملاحظه (با فکر) رفتار کرد.



possess [pə'zès] v.

To **possess** something is to have it or own it.
→ *My uncle **possesses** three sheep, a chicken, a cow and a dog.*

● داشتن، دارا بودن، مالک بودن

← عموی من سه گوسفند، یک مرغ، یک گاه و یک سگ دارد.



● **rapidly** [ræpɪdli] *adv.*

When something happens **rapidly**, it happens very fast.

→ *The train moved **rapidly** on the tracks.*

● به سرعت، سریع

← قطار به سرعت روی ریل‌ها حرکت کرد.



● **remark** [rɪmɑːrk] *v.*

To **remark** is to say something.

→ *The teacher **remarked** on how quickly the students were learning.*

● اشاره کردن، اظهار کردن، سخن گفتن، بیان کردن

← معلم اظهار نمود که دانش‌آموزان چقدر سریع در حال یاد گرفتن بودند.



● **seek** [si:k] *v.*

To **seek** is to look for something.

→ *If I have a problem, I **seek** my sister's advice.*

● جستجو کردن، طلب کردن، پیگیری کردن

← اگر مشکلی داشته باشم، به دنبال مشورت خواهرم می‌روم.



● **shine** [ʃaɪn] *v.*

To **shine** is to make a bright light.

→ *The candles are **shining** in the dark room.*

● درخشیدن، روشن شدن، تابیدن

← شمع‌ها در اتاق تاریک در حال درخشیدن هستند.



● **spill** [spɪl] *v.*

To **spill** is to have something fall out of its container.

→ *I **spilled** the coffee on the table.*



Exercise 1

Part A Choose the right word for the given definition.

- a movement
a. pace b. intent c. lungs d. motion
- to look for
a. seek b. possess c. shine d. desire
- to pick up
a. eager b. lift c. remark d. spill
- very fast
a. landscape b. household c. rapidly d. awful
- feeling worried
a. consisting of b. load c. polite d. anxious

Part B Choose the right definition for the given word.

- possess
a. to look for b. to own
c. to pick up d. to put in
- desire
a. to want b. to make up of
c. to have d. to say
- intent
a. an area of land b. an organ
c. a plan d. a feeling
- shine
a. to learn b. to make light
c. to have something fall out d. to move fast
- polite
a. thoughtful b. worried
c. fast d. excited



Exercise 2

Check (✓) the sentence with the bolded word that makes better sense.

- a. It is hard to **seek** for things when it is sunny.
 b. A **landscape** may have snow during the winter.
- a. Most children are **eager** to get gifts.
 b. Good friends are **awful** to have around.
- a. The **lungs** help move blood through the body.
 b. People may feel **anxious** when they give a speech.
- a. It isn't **polite** to take things without asking first.
 b. You should help **spill** the dishes after dinner.
- a. If you work at a fast **pace**, things will get done quickly.
 b. It is important to **lift** your notes before a test.
- a. People are **eager** to leave when they don't want to go anywhere.
 b. You should get help when **lifting** heavy boxes.
- a. Some people live in the **landscape** while others live in the city.
 b. Everyone has **awful** days where nothing goes right.
- a. It is good to **seek** advice when you have a problem.
 b. Students feel **anxious** when they get good grades.
- a. When you breathe, air goes into your **lungs**.
 b. Some students **pace** to school every day.
- a. **Polite** people do not say "please" or "thank you."
 b. When you **spill** something, you should clean it up right away.



The Twelve Months

An **awful** woman lived with her daughter and stepdaughter in her **household**. She **possessed** feelings of hate for her stepdaughter, Anna. Anna worked while her stepsister did nothing. On a cold January night, Anna's stepmother **remarked**, "Your stepsister **desires** flowers. Go and find some."

Anna wasn't **anxious** to walk through the chilled **landscape**. The cold air made her **lungs** burn. She walked at a slow **pace** because of the snow. Soon she saw a group of people. It **consisted** of twelve men. Anna told them about the flowers.

One of the man said they were the twelve months and that they would help Anna. January walked to her and made a **motion** with his hand. The days of the month passed **rapidly** until it was February's turn. February also made the month speed up. Then March made the sun **shine** and flowers grew in the field.

Anna **loaded** her basket with so many flowers that she could hardly **lift** it. Then she gave a quick but **polite** "thank you" to the twelve men and returned home. She was very **eager** to show her stepmother all the flowers. Back at the house, she **spilled** the flowers onto the table. Then she told her stepmother about the twelve men. Anna's stepmother and stepsister went to **seek** the twelve months. Their **intent** was to ask for gifts. They looked and looked. They became very lost and never found their way home. Anna lived happily by herself.





دوازده ماه

زن بسیار بدی در خانواده‌اش با دختر و دختر خوانده‌اش زندگی می‌کرد. او نسبت به دختر خوانده‌اش، آنا، احساس تنفر داشت. آنا، کار می‌کرد، در حالی که ناخواهری‌اش کاری انجام نمی‌داد. در یک شب سرد ماه زانویه، نامادری آنا گفت: ناخواهری‌ات گل می‌خواهد. برو و تعدادی پیدا کن.

آنا نگران قدم زدن در زمین‌های سرد نبود. هوای سرد ربه‌هایش را می‌سوزاند. او به خاطر برف آهسته راه می‌رفت. خیلی زود گروهی از افراد را دید. گروه شامل دوازده نفر بود. آنا برای آنها در مورد گل‌ها تعریف کرد.

یکی از آنها گفت که آنها دوازده ماه سال هستند و به آنا کمک خواهند کرد. ماه زانویه به سمت او آمد و با دستش حرکتی انجام داد. روزهای ماه به سرعت گذشتند تا اینکه ماه فوریه آمد. فوریه هم به ماه سرعت بخشید. بعد ماه مارس آفتاب درست کرد و گل‌ها در زمین رشد کردند.

آنا آنقدر سبزش را پر از گل‌های زیاد کرد که به سختی می‌توانست آن را بلند کند. سپس از آن دوازده مرد یک تشکر سریع اما مؤدبانه کرد و به خانه برگشت. او خیلی مشتاق بود تا تمام گل‌ها را به نامادری‌اش نشان دهد. موقع برگشت به خانه، او گل‌ها را روی میز ریخت. بعد در مورد دوازده مرد برای نامادری‌اش تعریف کرد. نامادری و ناخواهری آنا رفتند تا دنبال آن دوازده مرد بگردند. قصد آنها درخواست هدیه بود. آنها گشتند و گشتند. آنها گم شدند و هیچ وقت راه بازگشت به خانه را پیدا نکردند. آنا با خوشحالی به تنهایی زندگی کرد.



Reading Comprehension

Answer the questions.

1. What is the story about?
 - a. Why a year consists of twelve months
 - b. How a girl made the sun shine in winter
 - c. Why moving at a slow pace is good
 - d. How the months helped a polite girl

2. Why did Anna need to seek flowers?
 - a. Her stepmother remarked that she liked them.
 - b. Her awful stepsister desired them for her birthday.
 - c. She spilled the ones she already possessed.
 - d. She was eager to please her stepmother.

3. In paragraph 4 we can infer that _____.
 - a. the months rapidly helped Anna load her basket
 - b. Anna asked the months to live in her household
 - c. Anna's awful stepmother and stepsister never found the months
 - d. Anna got lost going across the dark landscape on her way home

4. According to the passage, all the following are true EXCEPT _____.
 - a. the cold air hurt Anna's lungs
 - b. Anna's stepmother lifted the basket
 - c. January made a motion to speed up time
 - d. Anna wasn't anxious to go out in the cold, dark night

5. What was Anna's stepmother's and stepsister's intent when they left?





درس دوم



bring [brɪŋ] v.

To **bring** means to take someone or something to a person or place.

→ *Oscar will **bring** in all the boxes.*

● آوردن، رساندن

← اسکار تمام جعبه‌ها را داخل خواهد آورد.



castle [kæsl] n.

A **castle** is a building with strong walls where royalty usually lives.

→ *The **castle** was built many years ago.*

● قلعه، دژ، قصر

← قلعه سال‌ها پیش ساخته شده بود.



command [kəmənd] v.

To **command** someone is to tell them to do something.

→ *The general **commanded** his army to attack.*

● دستور دادن، فرمان دادن

← ژنرال به ارتشش دستور داد تا حمله کنند.



counsel [kaʊnsəl] v.

To **counsel** someone is to listen and give advice about a problem.

→ *The teacher **counseled** the girl about her troubles.*

● مشاوره دادن، نصیحت کردن، راهنمایی کردن

← معلم به آن دختر در مورد مشکلاتش مشاوره داد.



ensure [ɪnʃʊər] v.

To **ensure** is to make certain that something happens.

→ *Eating good food **ensures** that we stay healthy.*

● اطمینان دادن، مطمئن کردن، تضمین دادن

← خوردن غذای خوب تضمین می‌کند که سالم بمانیم.



● **explosion** [ɪksploʊzən] *n.*

An **explosion** is a violent burst, usually with a loud sound.

→ A nuclear **explosion** can cause great damage.

● انفجار

← یک انفجار هسته‌ای می‌تواند خسارت زیادی به بار آورد.



● **jewelry** [dʒuːəlri] *n.*

Jewelry is something that people wear like earrings or necklaces.

→ The woman looked beautiful with her nice dress and **jewelry**.

● جواهرات

← آن زن با لباس و جواهرات زیبایش، زیبا به نظر می‌رسید.



● **land** [lænd] *v.*

To **land** means to come to the ground usually from a ship or aircraft.

→ The parachutist **landed** safely on the ground.

● به زمین نشستن

← چتر باز به سلامت به زمین نشست.



● **meteor** [miˈtiər] *n.*

A **meteor** is a rock from outer space that falls to Earth.

→ We saw a **meteor** in the sky last night.

● شهاب سنگ

← من دیشب در آسمان یک شهاب سنگ دیدم.



● **monster** [ˈmɒnstər] *n.*

A **monster** is any imaginary frightening creature that looks strange.

→ The **monster** scared everyone in the village.

● هیولا

← هیولا همه افراد را در روستا ترساند.



☞ **northern** [nɔːrðə.n] *adj.*

If something is **northern**, it is in the direction of north.

→ *It is much colder in **northern** countries than it is here.*

● شمالی

← در کشورهای شمالی هوا خیلی سردتر از اینجا است.



☞ **remote** [rɪməʊt] *adj.*

If something is **remote**, it is very far away and difficult to get to.

→ *It took many days to get to the **remote** island.*

● دور دست، دور، دور افتاده

← رسیدن به آن جزیره دور افتاده روزهای زیادی طول می کشد.



☞ **southern** [sʌðə.n] *adj.*

If something is **southern**, it is in the direction of south.

→ *Taegu is located in the **southern** part of the Korean peninsula.*

● جنوبی

← تائگو در بخش جنوبی شبه جزیره کره قرار گرفته است.



☞ **statue** [stætʃu.] *n.*

A **statue** is an image of a person or animal made of stone or metal.

→ *I saw a beautiful **statue** of a lion today.*

● مجسمه

← امروز مجسمه زیبایی از یک شیر را دیدم.



☞ **steam** [sti:m] *n.*

Steam is water that has become hot and has turned into a misty gas.

→ *We could see the **steam** rise from the boiling water.*

● بخار

← می توانستیم ببینیم که بخار از آب در حال جوشیدن بلند می شود.



submit [səbmit] v.

To **submit** to someone is to agree to do what they tell you to do.

→ She **submitted** to her mother's wishes and did her homework.

● پذیرفتن، اطاعت کردن، تسلیم شدن

← او خواسته‌های مادرش را پذیرفت و تکالیفش را انجام داد.



temple [tɛmpəl] n.

A **temple** is a building that is used for religious purposes.

→ The people visited the **temple** to pray.

● معبد

← مردم به معبد رفتند تا دعا کنند.



upper [ʌpər] adj.

Upper means higher in position or place.

→ A home's attic is at the **upper** part of the structure.

● فوقانی، بالایی

← یک اتاق زیر شیروانی در بخش بالایی ساختمان قرار دارد.



weed [wi:d] n.

A **weed** is a plant, especially one that is not useful or wanted.

→ The yard of the house was full of ugly **weeds**.

● علف هرز

← حیاط خانه پر از علف‌های هرز زشت بود.



wing [wɪŋ] n.

A **wing** is the part of an animal that lets it fly.

→ The bird used its **wings** to fly across the water.

● بال

← پرنده از بال‌هایش استفاده کرد تا بر فراز آب‌ها پرواز کند.



Exercise 1

Circle two words that are related in each group.

1. a. counsel b. explosion c. meteor d. bring
2. a. northern b. remote c. meteor d. southern
3. a. land b. steam c. castle d. temple
4. a. northern b. wing c. upper d. meteor
5. a. statue b. command c. weed d. submit

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The bird hurt its body part that helps it fly.
wi ____
2. There are many stone images in the museum.
sta _____
3. The fire made the water turn into hot misty air.
st _____
4. The teacher told me to listen to and follow his rules.
s _____ to
5. Go to the higher part of the building and clean the windows.
u _____



Exercise 3

Check (✓) the sentence with the **bolded word** that makes better sense.

1. ___ a. Many **castles** are built with thick stone walls.
___ b. When you **command** somebody, you work for them.
2. ___ a. All children **bring** live animals to the zoo.
___ b. Some women wear **jewelry** on their ears and hands.
3. ___ a. You put on **jewelry** when you take a bath.
___ b. When I **counsel** you, I am trying to help you.
4. ___ a. It takes a long time to get to **remote** places.
___ b. **Weeds** make a house more beautiful.
5. ___ a. Good parents **ensure** that their children are safe.
___ b. The people were happy when the **monster** was elected president.
6. ___ a. The **explosion** made everyone sleepy.
___ b. I forgot to **bring** my camera when I went on vacation.
7. ___ a. If I **command** you to work, then I want you to work.
___ b. You can easily **ensure** that it rains.
8. ___ a. The scary **monster** caused much damage to the village.
___ b. Students visit **remote** places after school every day.
9. ___ a. Many people have a **castle** inside their house.
___ b. If you don't keep your yard clean, **weeds** will grow.
10. ___ a. Students must **counsel** their teachers.
___ b. The **explosion** in the sky was caused by the fireworks.



The Dragon

An evil dragon lived in a **castle** in the **remote southern** mountains.

One day the **monster landed** in a town. The dragon **commanded** the people, "Give me food now, or I will eat you!" The dragon lifted its **wings** so that its lungs could be completely filled with hot **steam**, and breathed it upon the people. A man turned into a stone **statue!**

The people **submitted** and brought food. The dragon ate all of it and left.

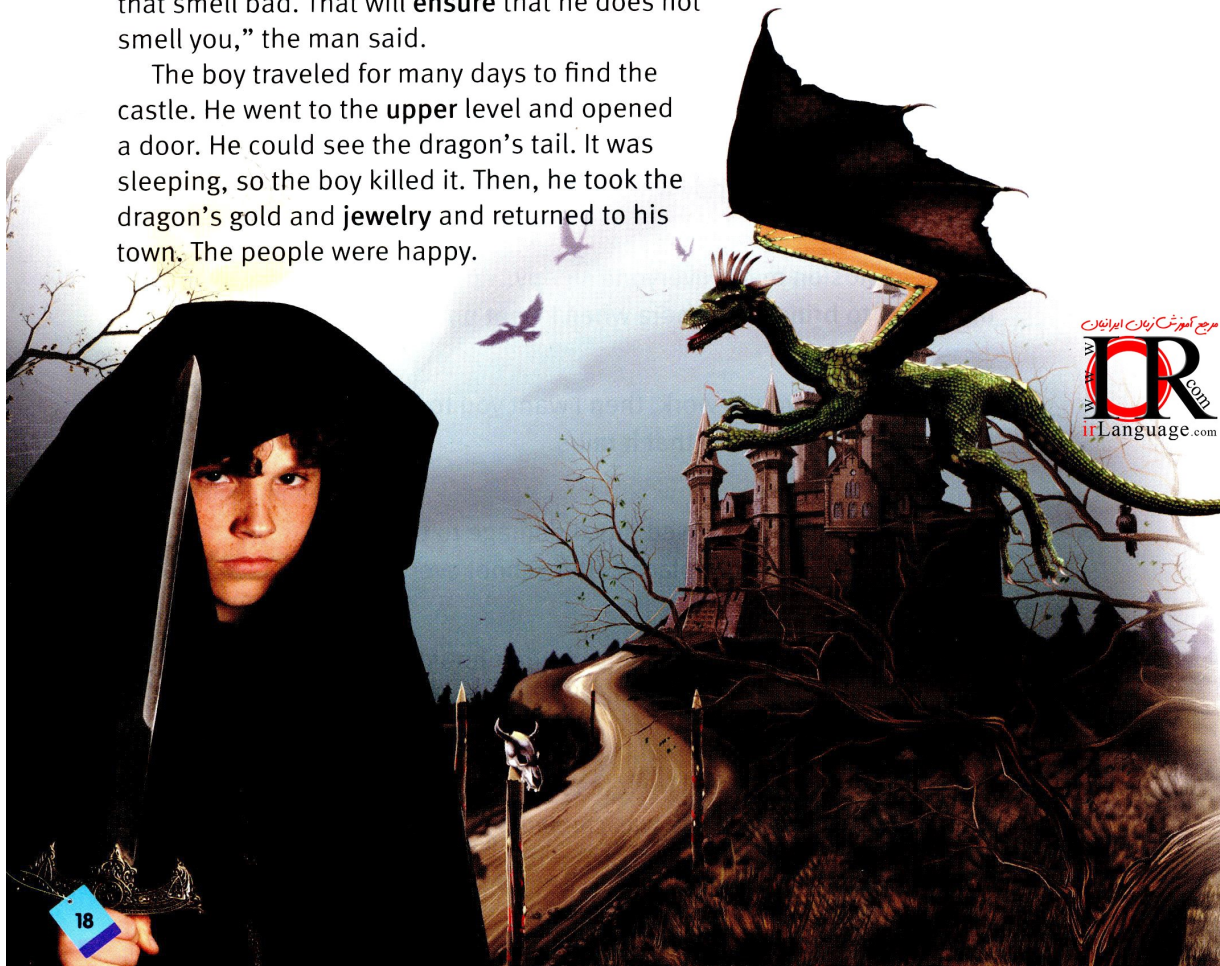
The people sent a boy to ask for help from a wise old man. He resided in a **temple**.

The boy told the old man about the dragon. Then, the old man **counseled** the boy. "A **meteor** will fall in the **northern** sky. It will make a huge **explosion**. Find the meteor and **bring** it to me. I will use it to make a sword for you."

The boy did as the old man said. Soon, the sword was ready.

"Use this to kill the dragon. But be careful. You must cover yourself with **weeds** that smell bad. That will **ensure** that he does not smell you," the man said.

The boy traveled for many days to find the castle. He went to the **upper** level and opened a door. He could see the dragon's tail. It was sleeping, so the boy killed it. Then, he took the dragon's gold and **jewelry** and returned to his town. The people were happy.





اژدها

اژدهای شروری در قلعه‌ای در کوه‌های جنوبی دور دست زندگی می‌کرد.

روزی هویلا در شهر به زمین نشست. اژدها به مردم دستور داد: «همین حالا به من غذا بدهید، وگرنه شما را خواهم خورد!» اژدها بالهایش بر بالای مردم بلند کرد طوری که ریه‌هایش توانست کاملاً پر از بخار گرم شود، و آن را بر روی مردم دمید. مردی تبدیل به یک مجسمه سنگی شد.

مردم قبول کردند و برای او غذا آوردند. اژدها تمام آنها را خورد و رفت.

مردم پسری را فرستادند تا پیرمرد عاقل کمک بگیرد. او در یک معبد سکونت داشت.

پسرک در مورد اژدها برای پیرمرد تعریف کرد. بعد، مرد پیر پسر را راهنمایی کرد «یک شهاب سنگ قرار است بر روی آسمان شمالی بیفتد. انفجار عظیمی ایجاد خواهد شد. شهاب سنگ را پیدا کن و آن را برای من بیاور. من از آن استفاده می‌کنم تا برای شما شمشیری بسازم.

پسر همان کاری که پیرمرد خواسته بود انجام داد. خیلی زود شمشیر آماده شد.

مرد گفت: از این برای کشتن اژدها استفاده کنید. اما مراقب باشید. شما باید خودتان را با علفی‌هایی بیوشانید که بوی بدی می‌دهد.

پسر برای روزهای زیادی به سفر رفت و قلعه را پیدا کرد. او به طبقه بالا رفت و دری را باز کرد. او توانست دم اژدها

را ببیند. او در حال خواب بود، بنابراین پسرک او را کشت و به شهرش بازگشت. مردم خیلی خوشحال بودند



Reading Comprehension

Answer the questions.

1. What is this story about?
 - a. How a dragon met a boy
 - b. Why dragons live in castles
 - c. Why a boy killed an evil dragon
 - d. How a boy found a remote place

2. How did the dragon turn the people into statues?
 - a. It breathed steam on them.
 - b. It hit them with its wings.
 - c. It covered them with weeds.
 - d. It touched them with its tail.

3. What can be assumed about the old man?
 - a. He enjoyed commanding the townspeople.
 - b. He resided in the temple all his life.
 - c. Other dragons submitted to him in the past.
 - d. He counseled the townspeople when they had trouble.

4. According to the passage, all of the following are true EXCEPT _____.
 - a. a meteor fell in the northern sky
 - b. a boy killed the dragon with a golden sword
 - c. a boy took the dragon's jewelry
 - d. a dragon lived in the southern mountains

5. How did the boy ensure that the dragon would not smell him?





درس سوم



● **arrow** [ærou] *n.*

An **arrow** is a thin, straight stick shot from a bow.
→ *The **arrow** flew through the air and hit the target.*

● تیر، پیکان، فلش

← تیر در هوا پرواز کرد و به هدف خورد.



● **battle** [bætl] *n.*

A **battle** is a fight between two armies during a war.
→ *The **battle** lasted for many days.*

● مبارزه، نبرد، جنگ

← مبارزه روزهای زیادی ادامه یافت.



● **bow** [bou] *n.*

A **bow** is a weapon made of curved wood and string that shoots arrows.
→ *He went hunting with a **bow** and arrow.*

● کمان

← او با یک تیر و کمان به شکار رفت.



● **brave** [breiv] *adj.*

When people are **brave**, they are not afraid to face pain or danger.
→ *The **brave** firefighter saved the girl from the burning building.*

● شجاع، دلیر

← آتش نشان شجاع دختر را از ساختمان در حال سوختن نجات داد.



● **chief** [tʃi:f] *n.*

A **chief** is the leader of a group of people.
→ *The **chief** led the people through the mountains.*

● رئیس، فرمانده

← فرمانده افراد را در میان کوهستان هدایت کرد.



○ **disadvantage** [disədˈvæntɪdʒ] *n.*

A **disadvantage** is a situation where someone is likely to lose.

→ Mike had a **disadvantage** in the race since he hurt his knee.

● ضرر، اشغال، بی فایده‌گی، بی بهره، وضعیت نامطلوب

← مایک دچار وضعیت بدی در مسابقه شده بود، چون زانوهایش آسیب دید.



○ **enemy** [ˈɛnəmi] *n.*

An **enemy** is a country that is fighting another country during a war.

→ The **enemy** prepared to attack the kingdom.

● دشمن

← دشمن آماده حمله به قلمرو پادشاهی شد.



○ **entrance** [ˈɛntrəns] *n.*

An **entrance** is a place where someone can enter an area.

→ The gate was locked, so Bill had to find a different **entrance**.

● ورودی

← دروازه قفل بود، بنابراین بیل مجبور شد تا ورودی دیگری پیدا کند.



○ **hardly** [ˈhɑːrdli] *adv.*

If something **hardly** happens, it almost does not happen at all.

→ I **hardly** saw the concert since I had to leave early.

● به سختی، به ندرت

← به سختی کنسرت را دیدم چون باید زود می‌رفتم.



○ **intend** [ɪntend] *v.*

To **intend** to do something means to plan to do it.

→ I **intend** to finish college in three years.

● قصد داشتن، خواستن

← قصد دارم دانشگاه را در سه سال به پایان برسانم.



● **laughter** [læftə.r] n.

Laughter is the sound produced by laughing about something funny.
→ Susan's joke made her classmates burst into laughter.

● خنده، قه قاه، شوخی

← شوخی سوزان باعث شد هم کلاسی‌هایش از خنده بترکند.



● **log** [lɒg] n.

A log is a thick piece of wood that is cut from a tree.
→ The fire was too small, so we added another log to it.

● هیزم، چوب برای آتش، کنده

← آتش بسیار کوچک بود، بنابراین مقداری بیشتری هیزم (کنده) به آن اضافه کردیم.



● **military** [militəri] n.

The military is the armed forces of a country.
→ I joined the military after I finished high school.

● ارتش

← بعد از اینکه دبیرستان را تمام کردم به ارتش پیوستم.



● **obey** [əʊbeɪ] v.

To obey means to follow what a law or a person says you must do.
→ My little sister did not obey my mother. Now she is in trouble.

● اطاعت کردن، فرمان بردن

← خواهر کوچکم از مادرم، اطاعت نمی‌کند. حالا توی دردسر افتاده است.



● **secure** [sɪkjʊə.r] v.

To secure something means to get it after a lot of effort.
→ I was able to secure a good grade on my test after weeks of studying.

● حفظ کردن، ضامن کردن، تأمین کردن

← من بعد از هفته‌ها مطالعه قادر به تضمین یک نمره خوب در امتحانم بودم.



◉ **steady** [stedi] *adj.*

When someone or something is **steady**, they are under control.
→ *The problem was hard but she remained **steady** and solved it.*

● ثابت، تحت کنترل

← مشکل سخت بود اما او تحت کنترل نگه داشت و آن را حل کرد.



◉ **trust** [trast] *v.*

To **trust** is to believe that someone is honest and will do what is right.
→ *I **trust** my friends; they don't tell my secrets to other people.*

● اعتماد داشتن

← من به دوستانم اعتماد دارم، آنها اسرار مرا برای دیگران تعریف نمی کنند.



◉ **twist** [twist] *v.*

To **twist** something is to wrap it around itself or another thing.
→ *She **twisted** the spaghetti around her fork.*

● پیچ دادن، پیچ خوردن

← او اسپاگتی را دور چنگالش پیچاند.



◉ **unless** [ənles] *conj.*

Unless means if not or except when.
→ ***Unless** you clean your room, you cannot play with your friends.*

● مگر اینکه، جز اینکه

← اگر افاقه را تمیز نکنی، نمی توانی با دوستانت بازی کنی.



◉ **weapon** [wepən] *n.*

A **weapon** is an object that can be used to hurt people.
→ *Swords have been used as **weapons** for thousands of years.*

● اسلحه

← شمشیر برای هزاران سال به عنوان یک سلاح استفاده شده است.



Exercise 1

Part A Choose the word that is a better fit for each sentence.

1. bow / log

Please put another _____ on the fire; it's getting cold in here.
The woman shot the arrows with a _____.

2. enemy / military

If our country's army is weak, our _____ might attack us.
Long ago, Greece had the most powerful _____ in the world.

3. obey / trust

Because I respect my parents, I _____ their rules.
We cannot _____ Bob because he often doesn't do what he says he'll do.

4. intended / secured

I _____ a job with a big company yesterday.
I _____ to go to the store, but I didn't have time.

5. battle / disadvantage

The rain was a _____ for the other soccer team.
During the _____ at sea, many ships sank.

Part B Choose the right word for the given definition.

1. a person of the highest rank

- a. brave b. obey c. chief d. trust

2. barely or almost unable to do

- a. hardly b. unless c. secure d. disadvantage

3. to wrap around itself or another thing

- a. steady b. arrow c. bow d. twist

4. to plan to do

- a. laughter b. intend c. battle d. military

5. space used to go into an area

- a. enemy b. entrance c. log d. weapon



Exercise 2

Write the word that is similar in meaning to the underlined part.

1. I could not find the place to go in to the movie theater.
entr _____
2. At work, Mr. Smith is the person with the highest rank.
ch _____
3. He lost the fight because his object used for hurting people was broken.
wea _____
4. I barely know my neighbors. I don't see them very often.
ha _____
5. His giggle made other people smile.
laug _____
6. The long, straight stick with a pointed end hit the center of the target.
a _____
7. The little boy was not afraid to look under his bed for the monster.
b _____
8. Snakes wrap themselves around the tree branches.
tw _____
9. Johan was afraid of heights, but he remained under control and finished the climb.
st _____
10. If we don't stop for gas soon, the car will run out.
un _____



The Battle of Thermopylae

This is a true story. It happened long ago in Greece. . . .

“We must fight,” the Spartan* **chief** told his small army of **brave** men. They were at a great **disadvantage**. There were only three hundred of them. The Persian **military** had hundreds of thousands of men.

They were going to lose **unless** they could **secure** a small **entrance**. The **enemy** couldn’t move through it easily. They **intended** to stop the enemy here. The chief and his men got ready for the **battle**.

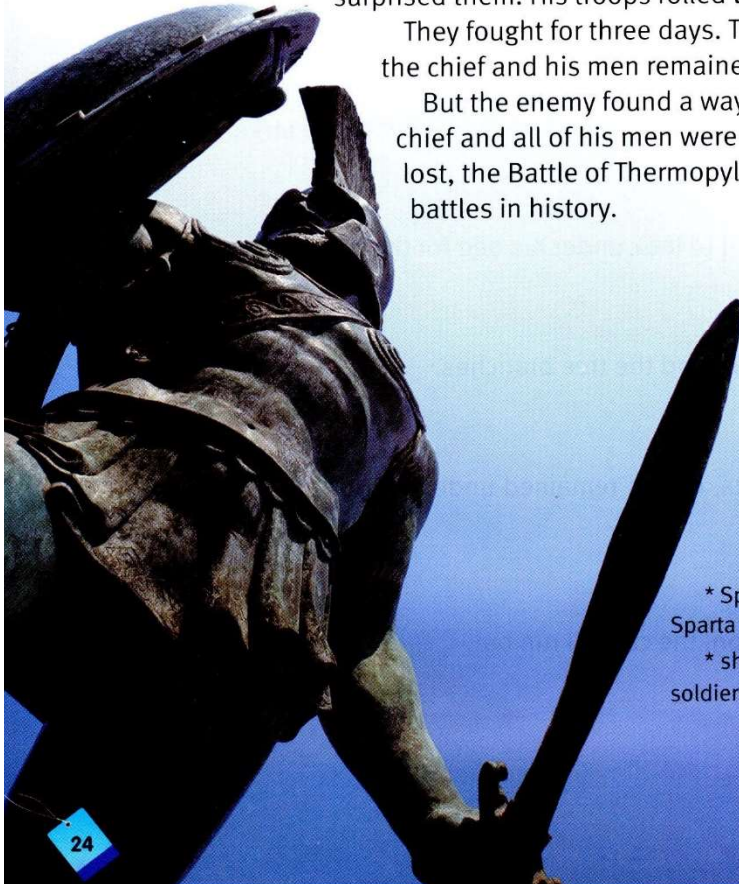
Soon, long lines of the enemy’s army **twisted** around the hills. The chief met the enemy with **laughter**. He knew that his men’s **weapons** and skills were better. The Spartans **trusted** their leader and **obeyed** him.

First, the enemy soldiers shot **arrows** from their **bows**. The chief told his men to lift their shields*. The arrows stuck into the shields but did not hurt any of the men.

Then the enemy’s soldiers attacked the Spartans with long spears. The chief surprised them. His troops rolled **logs** down on the enemy.

They fought for three days. Though they **hardly** slept at all, the chief and his men remained **steady**.

But the enemy found a way to beat the Spartans. The chief and all of his men were killed. Even though they lost, the Battle of Thermopylae is one of the most famous battles in history.



* Spartan – a soldier from the city of Sparta in Greece

* shield – a piece of wood or metal that soldiers carried to protect themselves



مبارزه ترموپیل

این یک داستان واقعی است. سالیان گذشته در یونان اتفاق افتاد

فرمانده سربازان اسپارتایی به لشکر کوچکش از مردان شجاعش گفت: «ما باید بجنگیم». آنها در شرایط بدی بودند. تنها سیصد نفر از آنها باقی مانده بودند. ارتش پارس صدها هزار سرباز داشت.

آنها شکست می خوردند مگر اینکه بتوانند یک ورودی کوچک را حفظ کنند. دشمن نمی توانست به سادگی از آن عبور کند. آنها قصد داشتند تا دشمن را اینجا متوقف کنند. فرمانده و مردانش برای مبارزه آماده شدند.

خیلی زود، صفهای طولانی از ارتش دشمن به دور تپه حلقه زدند. فرمانده با خنده با دشمن روبرو شد. او می دانست که اسلحه ها و مهارت مردانش بهتر بود. اسپارت ها به رهبرشان اعتماد داشتند و از او اطاعت کردند.

در ابتدا، سربازان دشمن از کمان هایشان تیر شلیک کردند. فرمانده به مردانش گفت که سپرهایشان را بالا بیاورند. تیرها درون سپرها گیر کردند اما به هیچ یک از مردان آسیب نزدند.

سپس سربازان دشمن با نیزه های بلند به اسپارت ها حمله کردند. فرمانده آنها را غافلگیر کرد. نیروهای او کنده های درخت را به طرف دشمن غلتانند.

آنها برای سه روز جنگیدند. با وجود اینکه آنها اصلا نخوابیدند، فرمانده و مردانش استوار ماندند.

اما دشمن راهی برای ضربه زدن به اسپارت ها پیدا کرد. فرمانده و تمام مردانش کشته شدند. با وجود اینکه آنها شکست خوردند، نبرد ترموپیل یکی از مشهورترین نبردها در تاریخ است.



Reading Comprehension

Answer the questions.

1. What is this story about?
 - a. How an enemy made an attack against shields
 - b. Why logs were rolled down on soldiers
 - c. How a small disadvantaged army nearly beat a large military
 - d. Why good soldiers obey their leaders

2. Why was the smaller army not afraid of the larger one?
 - a. The larger army didn't have any weapons.
 - b. The smaller army had better weapons and skills.
 - c. The larger army did not trust their leader.
 - d. The smaller army did not intend to fight.

3. The brave men knew they would lose _____.
 - a. because they heard the soldiers' laughter
 - b. unless they secured the narrow entrance
 - c. against the other army's bows and arrows
 - d. hardly any men fighting the large army

4. According to the passage, all the following are true about the Persian army EXCEPT _____.
 - a. their long lines of soldiers twisted around the hills
 - b. they used bows and arrows
 - c. they had a steady three-day attack against the Spartans
 - d. they used fire to defeat the Spartans

5. Why did the soldiers do whatever their chief asked of them?

4000 Essential English Words

مرجع زبان ایرانیان

4000 Essential English Words is a six-book series that is designed to focus on practical high-frequency words to enhance the vocabulary of learners from high beginning to advance levels. The series presents a variety of words that cover a large percentage of the words that can be found in many spoken or written texts. Thus, after mastering these target words, learners will be able to fully understand vocabulary items when they encounter them in written and spoken form.

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