

آموزش از راه دور زبان انگلیسی

تجلیگر

راهنمای گرامر و نکات کاربردی

Touchstone

4

Upper-Intermediate

راهنمای گرامر و نکات کاربردی

Touchstone 4

جلد چهارم

چاپ اول : زمستان ۱۳۹۴

گردآوری و تالیف : علیرضا معتمد



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کلیه حقوق مادی و معنوی این اثر برای ناشر محفوظ است و هرگونه نسخه برداری از آن پیگرد قانونی دارد.

به نام آنکه جان را فکرت آموخت

کتابهای آموزشی زبان انگلیسی Touchstone، یکی از بهترین محصولات آموزشی انتشارات دانشگاه کمبریج بوده که جهت آموزش مکالمه زبان انگلیسی با لهجه آمریکایی به نوجوانان و جوانان غیر انگلیسی زبان، بصورت کاربردی و با شیوه ای نوین طراحی شده است. هر درس شامل مجموعه ای از کلید واژه های مکالمه به همراه لغات جدید، نکات گرامری، شیوه تلفظ صحیح و ... بوده و موجب افزایش مهارتهای چهارگانه زبان انگلیسی (خواندن، نوشتن، مکالمه و درک مطلب شنیداری) می گردد.

یکی از نکات برجسته درسهها، استفاده لغات و اصطلاحات رایج در محاوره واقعی با اقتباس از زندگی مردم انگلیسی زبان در کنار آموزشهای آکادمیک می باشد. از طرف دیگر بیان موضوعاتی از قبیل خرید کردن، تاکسی گرفتن، سفارش غذا در رستوران و... مواردی از کاربرد زبان انگلیسی در زندگی روزمره بوده که در این کتاب به آن پرداخته شده است.

کتاب حاضر مجموعه ای از نکات گرامری به همراه واژگان جدید هر درس از تاج استون می باشد که در چهار جلد ویژه هر سطح ارائه شده و می تواند به عنوان کتاب راهنما و خودآموز زبان انگلیسی در کنار کتابهای اصلی تاج استون مورد استفاده قرار گیرد.

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علیرضا معتمد

موسس و مدیر مسئول

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Unit 1

Grammar

☑ کاربرد مصدر :

مصدر یا Infinitive همانند مصدر در زبان فارسی حالت اولیه و بدون زمان برای افعال می باشد. از آنجاییکه مصدر شامل **صورت اولیه فعل + to** می باشد، گاهی آنرا مصدر با **to** یا **Infinitive with to** می گویند. در مثال زیر **to go** مصدر می باشد:

I want you **to go** with him.

بطور کلی مصدر به تنهایی در جملات بکار نمی رود مگر بعد از بعضی افعال خاص. (مانند **want** در مثال قبل)
 پرکاربردترین افعالی که بعد از آن فصل دوم معمولاً بصورت مصدر (با **to**) بکار برده می شود، عبارتند از:

want, like, agree, be sure, choose, decide, expect, hope, learn, need, plan, seem, wish, would like

توجه : در ترکیبات منفی مصدر، **not** قبل از **to** نوشته می شود. مثال:

I want you **not to go** there.

☑ کاربرد اسم مصدر :

اسم مصدر یا Gerund با افزودن **ing** به انتهای فعل ساخته می شود. مانند **painting** (به معنی نقاشی)

اسم مصدر بصورت اسم در جملات انگلیسی بکار می رود. مثال:

She enjoys **painting**.

They discussed **going** on vacation.

توجه: پس از افعال زیر معمولاً اسم مصدر بکار می رود:

enjoy, feel, mind, practice, quit, suggest, would you mind, can't help, can't stand, to be used to

مثال:

I enjoy **watching** TV.

توجه: پس از حروف اضافه، فعل بصورت اسم مصدر بکار می رود. مثال:

Thanks for **asking**.

☑ زمان حال کامل :

به عبارت (علی به مدرسه رفته است) توجه نمایید. این جمله به مفهوم رفتن علی در گذشته می باشد و در حال حاضر نیز اثر رفتن علی مشخص بوده و تا کنون ادامه دارد. به این زمان حال کامل یا ماضی نقلی گفته می شود. به عبارت دیگر حال کامل زمانی است که در گذشته شروع شده و نتیجه و اثر آن در حال حاضر باقی مانده باشد. ساختار جملات حال کامل بصورت زیر می باشد:

قسمت سوم فعل + has / have + فاعل

مثال :

He learns English every day.

او هر روز انگلیسی می آموزد (حال ساده)

He has learned English for two years.

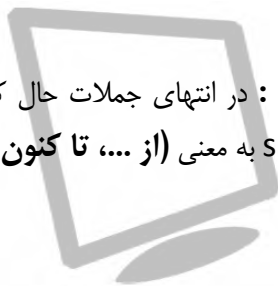
او برای مدت دو سال انگلیسی خوانده است. (حال کامل)

توجه: در انتهای جملات حال کامل معمولاً از for به معنی (برای مدت ...) یا

since به معنی (از ... تا کنون) به همراه قید زمان استفاده می شود. مثال :

She has lived in Iran **since** 1380.

او از سال ۱۳۸۰ تا کنون در ایران زندگی کرده است.



She has lived in Iran **for** two years.

او برای دو سال در ایران زندگی کرده است

توجه : کاربرد دیگر زمان حال کامل در جملاتی است که از گذشته نامعلوم شروع شده و اثر آن تا کنون باقی مانده باشد. مثال:

I haven't gone there.

من به آنجا نرفته ام

☑ قسمت سوم فعل (اسم مفعول) :

اسم مفعول یا قسمت سوم افعال با قاعده با افزودن -ed به انتهای آنها (مانند زمان گذشته ساده) بدست می آید. درخصوص افعال بی قاعده قسمت سوم آنها از قاعده خاصی پیروی نکرده و می بایست به تدریج آموخته شود. قسمت سوم برخی از افعال بی قاعده بصورت زیر است:

have ► had

go ► gone

see ► seen

begin ► begun

sing ► sung

do ► done

take ► taken

draw ► drawn

choose ► chosen

forget ► forgotten

☑ کاربرد **for, since, yet, just** :

همانطور که در مثالهای قبل دیدیم، انتهای جملات حال کامل معمولا از **for** به معنی (برای مدت ...) یا **since** به معنی (از ... تا کنون) به همراه قید زمان استفاده می شود. مثال:

I've worked here **for** six years.

We've lived in this house **since** 1995.



yet به معنی (هنوز) در جملات منفی یا پرسشی و **just** به معنی (چند لحظه قبل) در جملات مثبت و **already** به معنی (پیش از این) در جملات مثبت نیز می تواند بکار رود. مثال:

Have you had breakfast **yet**?
No, not **yet**.

I haven't had a shower **yet**.

I've **just** made some coffee.
They've **just** got up.
They've **already** gone to work.

توجه : همانطور که دیده می شود، **just** و **already** مابین فعل کمکی **have**, **has** و اسم مفعول بکار می روند. همچنین **yet** معمولاً در انتهای جملات حال کامل نوشته می شود.

توجه : گاهی از **before** به معنی (قبلاً) در انتهای جملات حال کامل استفاده می شود. مثال:

I haven't seen her **before**.

توجه : در جملات حال کامل می توان از **since** به همراه یک جمله کوتاه حال ساده نیز استفاده نمود. مثال:

I haven't seen that book **since** you came here.

توجه : گاهی کلمات **ever** و **never** در زمان حال کامل مابین فعل کمکی **have**, **has** و اسم مفعول بکار می روند. مثال:

Have you **ever** seen Isfahan?
No, I have **never** seen it.

Unit 2

Grammar

☑ کاربرد as ... as در بیان تشابه صفتها :

برای بیان تشابه یا برابری صفت بین دو شخص از عبارت as ... as بصورت زیر استفاده می شود. مثال:

This LCD is **as good as** that one.

این نمایشگر به خوبی آن یکی است.

He is **as old as** I (am).

او به بزرگی من است.

توجه : برای تاثیر بیشتر در بیان تشابه می توان از **just** قبل از as ... as استفاده نمود. مثال:

The new LCD is **just as good as** the old one.

نمایشگر جدید دقیقا بخوبی مدل قدیمی اش می باشد.

توجه : برای بیان تشابه دو چیزی که دقیقا مشابه هم نبوده و فقط تا حدودی شبیه باشند، می توان از **almost** قبل از as ... as استفاده نمود. مثال:

The new LCD is **almost as good as** the old one. But it's a little slower.

نمایشگر جدید تا حدودی بخوبی مدل قدیمی اش می باشد. ولی مقداری کند است.

توجه : برای بیان عدم تشابه دو چیز از **not as ... as** استفاده می شود. اگر اختلاف دو چیز محدود باشد، از قید **quite** و اگر اختلاف بزرگ باشد، از قید **nearly** برای تاثیر بیشتر استفاده می گردد. مثال:

My new air conditioner is not **as noisy as** the old one.

سیستم تهویه مطبوع من به پر سر و صدایی مدل قدیمی اش نیست.

The new LCD doesn't cost quite **as much as** the old one.

نمایشگر جدید اندکی اختلاف قیمت با نمونه قدیمی اش دارد.

The new LCD doesn't cost nearly **as much as** the old one.

نمایشگر جدید اختلاف قیمت زیادی نسبت به نمونه قدیمی اش دارد.

توجه: گاهی جملات **as ... as** در حالت مخفف بصورت زیر نوشته می شوند. مثال:

We loved our old LCD. But our new LCD is just **as good**.

Have you seen my new car? My new car isn't nearly **as nice**.

☑ کاربرد **as ... as** در بیان تشابه قیدها:

برای بیان تشابه یا برابری قید بین افعال جمله از عبارت **as ... as** بصورت زیر استفاده می شود. مثال:

My new phone works **as well as** my old one.

تلفن جدید من بخوبی مدل قدیمی کار می کند.

The new LCD doesn't run **as slowly as** the old one.

نمایشگر جدید به کندی مدل قدیمی اش کار نمی کند.



Unit 3

Grammar

☑ جملات معلوم و مجهول :

به جملاتی که در آن فاعل نقش موثری را به عهده دارد و فعل جمله به فاعل آن بر می گردد، جمله معلوم گفته می شود. به جملاتی که در آن مفعول نقش موثری را به عهده دارد و فعل بصورت عمل انجام شده به مفعول نسبت داده شود، جمله مجهول می گویند. به جملات زیر توجه نمایید :

Ali sees me.

علی من را می بیند. (جمله معلوم)

I am seen.

من دیده می شوم. (جمله مجهول)

همانطور که می بینید جهت تبدیل جملات معلوم به مجهول، ابتدا مفعول را به ابتدای جمله آورده ، سپس فاعل را حذف نموده و فعل اصلی جمله را به صورت اسم مفعول آن به همراه زمان مناسب to be ذکر می کنیم.

☑ ساختار جملات مجهول حال ساده:

(فاعل + by) ... + اسم مفعول + am/is/are + مفعول

مثال:

The police arrest criminals.

► Criminals are arrested.

☑ ساختار جملات مجهول حال استمراری:

(فاعل + by) ... + اسم مفعول + being + am/is/are + مفعول

مثال:

The police are arresting the murderer.

► The murderer is being arrested.

☑ ساختار جملات مجهول حال کامل :

(فاعل + by) ... + اسم مفعول + been + have/has + مفعول

مثال:

The police have arrested the burglars.

► The burglars have been arrested.

☑ ساختار جملات مجهول گذشته ساده:

(فاعل + by) ... + اسم مفعول + was/were + مفعول

مثال:

The police arrested the criminals.

► The criminals were arrested.



Unit 4

Grammar

☑ افعال دو جزئی :

افعال دو جزئی یا Phrasal Verbs ، افعالی هستند که از دو کلمه شامل فعل اصلی و حرف اضافه، تشکیل شده و معنی متفاوتی نسبت به فعل اصلی دارند. برخی از افعال دو جزئی رایج عبارتند از:

turn on, turn off, fill up, try on, take off, put out, break up,
take out, give up, pick up, look up, put on, put off, turn up,
turn down

مثال :

I will **turn on** the car.

عبارت فوق بصورت زیر نیز می تواند نوشته شود:

I will **turn** the car **on**.

در این جمله مفعول مابین دو قسمت افعال دو جزئی قرار می گیرد.

توجه : اگر بجای مفعول از ضمائر مفعولی استفاده نماییم، ضمیر مفعولی می بایست مابین دو قسمت افعال دو جزئی نوشته شود. به عبارت دیگر جملات زیر از نظر نگارش صحیح بوده و معنی واحدی می دهد:

I will turn off **the light**.

I will turn **the light** off.

I will turn **it** off.

~~I will turn off it.~~

ولی جمله زیر نادرست است:

توجه : برخی از افعال دو جزئی قابلیت جداسدن از هم را نداشته و همواره بصورت یک ترکیب مورد استفاده قرار می گیرند. نمونه ای از این افعال عبارتند از:

look for, search for, think of, look for, hold on, get on,
catch on, get off, keep on, ask for, fall off

مثال:

I am **looking for** my book.

به عبارت دیگر جمله زیر نادرست می باشد:

~~I am looking my book for.~~

☑ بیان الزام در زبان انگلیسی :

can, may, be allowed to به معنی مجاز بودن و انتخاب آزادانه امور در

جملات بکار می رود. مثال:

We **can** have lunch any time we want.

Everyone **was allowed to** leave early.

don't have to, needn't برای بیان مواردی استفاده می شود که انجام آن

ضروری نباشد. مثال:

You **needn't** finish that report today.

I **didn't have to** go to the meeting.

must, have to, have got to, be supposed to, can't,

به معنی **ضرورت و اجبار** در جملات بکار می رود.

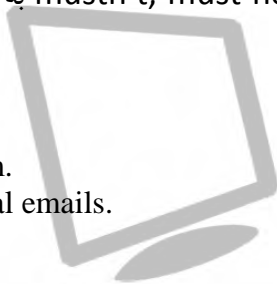
مثال:

Sally **has to** work eight hours a day.

You **mustn't** smoke in the office.

The nurses **had to** wear a blue uniform.

We **weren't supposed to** send personal emails.



Unit 5

Grammar

☑ زمان گذشته modal ها :

ساختار گذشته modal ها بصورت زیر می باشد:

اسم مفعول + have + modals

از حالت گذشته should برای بیان عملی استفاده می شود که در گذشته باید انجام می گرفته ولی انجام نشده است، مثال:

I **should have** studied medicine.

She **shouldn't have** divorced Ali.

حالت گذشته must, will بصورت فوق برای بیان استنتاج و نتیجه گیری از انجام عملی در گذشته بکار می رود. مثال:

The heating was working so they **will have** been cold.

There's no food in the fridge – she **must have** eaten it all.

حالت گذشته may, might, could معمولاً برای بیان مواردی استفاده می شود که انجام عملی در گذشته از نظر گوینده محتمل باشد. مثال:

Someone phoned you earlier, it **might have** been Jim but I'm not sure.

She's very late. She **may have** broken down.

I don't know where he is, he **could have** gone for lunch.

توجه: عبارتهای can't have, won't have معمولاً برای بیان مواردی استفاده

می شود که انجام عملی در گذشته از نظر گوینده غیر محتمل و بعید باشد. مثال:

Mark **can't have** gone to Benenden- It's a girls' school.

It's only 5 o'clock. They **won't have** arrived home yet.

Unit 6

Grammar

☑ زمان گذشته کامل :

زمان گذشته کامل یا ماضی بعید، بیانگر عملی است که در گذشته دور (قبل از عمل دیگری در گذشته) کامل شده باشد. معمولاً این زمان همراه با یک جمله کوتاه گذشته ساده همراه است. ساختار زمان گذشته کامل بصورت زیر می باشد:

جمله کوتاه گذشته ساده + کلمه ربط) + اسم مفعول + had + فاعل

مثال:

I had arrived when you called.

وقتی تماس گرفتی، رسیده بودم.

در زمان گذشته کامل، had فعلی کمکی می باشد. لذا برای سوالی نمودن جمله می بایست had را به ابتدای جمله آورده و همچنین در ترکیبهای منفی، not را به had اضافه می کنیم. مثال:

I **hadn't** seen the movie when it came out on DVD.

من فیلم را ندیده بودم زمانیکه روی دی وی دی منتشر شد.

Had the film finished when you went there?

آیا زمانیکه به آنجا رسیدی، فیلم تمام شده بود؟

توجه: قیدهای زمان زیر معمولاً در قسمت گذشته ساده بکار می روند:

when (هنگامیکه) , before (قبل از اینکه) , by (تا)

مثال:

By 2001, she had already met her husband.

I had already seen the movie **when** it came out on DVD.

I had learned to speak Greek **before** I graduated.

توجه: قیدهای زمان زیر معمولاً در قسمت گذشته کامل بکار می روند:

after (بعد از اینکه) , as soon as (به محض اینکه)

مثال:

I became a good driver **after** I had finished my work.

I became a good driver **as soon as** I had graduated.

توجه: کلمه **already** به معنی **(قبلا)** معمولاً پس از **had** و قبل از اسم مفعول

بکار می رود. مثال:

I hadn't **already** seen them.

توجه: گاهی در مکالمه های غیر رسمی بجای زمان گذشته کامل، از گذشته ساده

نیز استفاده می شود. مثال:

Before I graduated, I learned to speak Chinese.



Unit 7

Grammar

☑ کاربرد جملات سببی :

جمله سببی یا Causative Sentence زمانی بکار می رود که در آن فاعل، انجام فعل را به شخص دیگری واگذار نماید. مثلا جمله **دادم اطاقم را تمیز کنند**. یک جمله سببی می باشد. در زبان انگلیسی برای نوشتن جملات سببی از افعال **have** و **get** بصورت زیر استفاده می کنند.

اسم مفعول + مفعول + **have / get** + فاعل

مثال:

I got my room cleaned.

دادم اطاقم را تمیز کنند.

They got their photos enlarged.

دادند عکسهایشان را بزرگ کنند.

She can **have** her film copied.

او می تواند بدهد فیلمش را کپی کنند.

We are **having** the office cleaned.

می دهیم دفتر را تمیز کنند.

I must **have** my hair cut.

باید بدهم موهایم را کوتاه کنند.

توجه : به جملات فوق که در آن فردی که انجام کار را به او واگذار می کنیم نامشخص است، جملات سببی مجهول گفته می شود. در جملات سببی معلوم، کننده کار مشخص است. ساختار جملات سببی معلوم بصورت‌های زیر می باشد:

مفعول + مصدر بدون **to** + شخص مورد نظر + **have** + فاعل

مفعول + مصدر با **to** + شخص مورد نظر + **get** + فاعل

مثال:

I had my brother paint my room.

I got my brother to paint my room.

دادم به برادرم اطاقم را رنگ کند.

توجه: می توان از کلماتی از قبیل **make, let** نیز بجای **have** در جملات سببی معلوم استفاده نمود. مثال:

I made my brother help me finish the job.

توجه: می توان از کلماتی از قبیل **want, ask, request** نیز بجای **get** در جملات سببی معلوم استفاده نمود. مثال:

I ask my brother to help me finish the job.



Unit 8

Grammar

☑ یادآوری زمان گذشته modal ها :

همانطور که دیدید، ساختار گذشته modal ها بصورت زیر می باشد:

اسم مفعول + have + modals

از حالت گذشته should برای بیان عملی استفاده می شود که در گذشته باید انجام می گرفته ولی انجام نشده است، مثال:

I **should have** studied medicine.

She **shouldn't have** divorced Ali.

حالت گذشته must, will بصورت فوق برای بیان استنتاج و نتیجه گیری از انجام عملی در گذشته بکار می رود. مثال:

The heating was working so they **will have** been cold.

There's no food in the fridge – she **must have** eaten it all.

حالت گذشته may, might, could معمولا برای بیان مواردی استفاده می شود که انجام عملی در گذشته از نظر گوینده محتمل باشد. مثال:

Someone phoned you earlier, it **might have** been Jim but I'm not sure.

She's very late. She **may have** broken down.

I don't know where he is, he **could have** gone for lunch.

توجه: عبارتهای can't have, won't have معمولا برای بیان مواردی استفاده می شود که انجام عملی در گذشته از نظر گوینده غیر محتمل و بعید باشد.
مثال:

Mark **can't have** gone to Benenden- It's a girls' school.

It's only 5 o'clock. They **won't have** arrived home yet.

Unit 9

Grammar

☑ نقل قول مستقیم:

به جمله **علی گفت: "من به مدرسه می روم."** توجه نمایید. در زبان انگلیسی هرگاه جملات شخص غایب را عینا و بدون هیچ تغییری بیان کنیم، به آن نقل قول مستقیم گفته می شود. مثال:

Ali said, "I am going to school."

جهت بیان نقل قول مستقیم، از زمان مناسب فعل say و علامت (r) استفاده می نماییم. سپس جمله مورد نظر را بدون هیچ تغییر داخل گیومه (" ") می نویسیم. مثال:

They said, "The weather is awful."

They said to me, "The weather is awful."

☑ نقل قول غیر مستقیم:

در نقل قول غیر مستقیم، جملات شخص غایب را با اندکی تغییر و با حفظ مفهوم آن بیان می کنیم. به جمله **علی گفت: "من به مدرسه می روم."** توجه نمایید. در نقل قول غیر مستقیم جمله فوق بصورت **(علی گفت که او به مدرسه رفت.)** نوشته می شود.

مثال:

Ali said that he went to school.

توجه : برای تغییر جملات نقل قول مستقیم به نقل قول غیر مستقیم بصورت زیر عمل می کنیم:

۱ - علامت (r) را حذف نموده و بجای آن از رابط **that** استفاده می کنیم.

۲ - علامت (“ ”) را از جمله حذف می کنیم.

۳ - زمان جمله نقل شده را یک زمان به عقب می بریم.

۴ - در ضمائر فاعلی، مفعولی و صفات ملکی از الگوی زیر پیروی می کنیم:

I ► He / She

You ► I / We

We ► They

۵ - در صورت نیاز از الگوهای زیر برای تبدیل لغات استفاده می کنیم:

this ► that

these ► those

here ► there

now ► then

ago ► before

today ► that day

yesterday ► the day before

tomorrow ► the next day

مثال:

They said, “The weather is awful.”

► They said that the weather was awful.

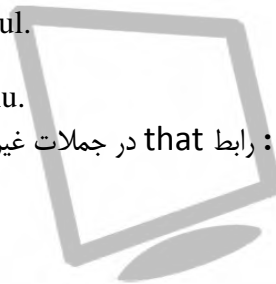
Dan said, “We all had the flu.”

► Dan said that they had all had the flu.

توجه : رابط **that** در جملات غیر مستقیم می تواند حذف شود.

مثال:

They said the weather was awful.



توجه: برای تبدیل جملات نقل قول مستقیم امری به نقل قول غیر مستقیم از الگوی زیر پیروی می کنیم:

... + مصدر (با to) + مفعول + **said/told/asked** + فاعل

مثال:

He said, "Read the book."

► He asked me to read the book.

She told Dan, "Call me tomorrow."

► She told Dan to call her the next day.

توجه: اگر جمله نقل قول مستقیم درخصوص یک رویداد علمی و یا حقیقت انکار شدنی باشد، هنگام نوشتن جمله نقل قول غیر مستقیم تغییر زمان نخواهیم داشت.

مثال:

They said that English is an international language.

☑ جملات پرسشی غیر مستقیم :

همانگونه که در درسهای گذشته دیدیم، عبارتهای اسمی یا Noun Clauses مجموعه ای از کلمات مرتبط با هم از قبیل فعل، فاعل و مفعول بوده که بعنوان اسم در جملات ظاهر می شوند. مثال:

I don't know **who the author is**.

برای اتصال جملات پرسشی yes/no به جملاتی از قبیل I don't know, Do you know, Could you tell me و ... از قوانین زیر پیروی می کنیم:

۱ - جمله را با یکی از عبارات مشابه زیر شروع می کنیم:

I don't know

I wonder

I'd like to know

Do you know

Could you tell me

Would you mind tell me

۲ - جمله پرسشی را از حالت سوالی خارج نموده و آنرا توسط **if** یا **whether** به جمله مورد نظر متصل می کنیم.

مثال :

Is it any good book here?

► I don't know **if it's any good book here.**

Did he like the novel?

► I wonder **whether he liked the novel.**

توجه: برای ارتباط جملات پرسشی با **WH** نیز مشابه قسمت قبل عمل کرده ولی بجای **if** یا **whether** از همان کلمه پرسشی **WH** استفاده می کنیم. مثال:

What's the book about?

► I don't know **what the book's about.**



Unit 10

Grammar

☑ کاربرد جملات شرطی غیر حقیقی نوع دوم:

جملات شرطی نوع دوم، زمانی استفاده می شود که انجام جمله شرط برای گوینده فرضی و غیر ممکن باشد. (مثلا اگر چینی صحبت می کردم... یا اگر خانواده اش می دانستند و ...)

ساختار جملات شرطی نوع دوم بصورت زیر می باشد:

جمله پاسخ زمان آینده در گذشته , جمله شرط زمان گذشته ساده if

مثال :

If I spoke Chinese, I would apply for that job.

اگر می توانستم چینی صحبت کنم، برای آن کار درخواست می دادم.

If her parents knew about her tattoo, they would be angry.

اگر خانواده اش خالکوبی را می فهمیدند، عصبانی می شدند.

توجه : در قسمت شرط جملات شرطی نوع دوم، بجای **was** معمولا از **were** استفاده می شود. مثال:

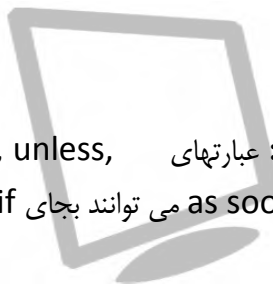
If I were you, I wouldn't go there.

اگر بجای تو بودم، به آنجا نمی رفتم.

If he were rich, he could help you.

اگر او پولدار بود، می توانست به شما کمک کند.

توجه: عبارتهای **whether or not, even if, as long as, unless, as soon as** می توانند بجای **if** در قسمت شرط بکار روند.



مثال:

I'll buy the camera **as long as** it's cheap.
 I won't buy the camera **unless** it's cheap.
 We'll buy a car **as soon as** we've saved enough money.
 I wouldn't take the job, **whether** it was well-paid **or not**.
Even if Ramsey begged me for a job, I wouldn't employ him!

☑ کاربرد جملات شرطی غیر حقیقی نوع سوم:

جملات شرطی نوع سوم، زمانی استفاده می شود که انجام جمله شرط فقط در زمان گذشته امکان انجام داشته ولی انجام نگرفته باشد. (مثلا اگر چینی صحبت کرده بودم.... یا اگر خانواده اش دانسته بودند و ...)

ساختار جملات شرطی نوع سوم بصورت زیر می باشد:

جمله پاسخ آینده کامل در گذشته , جمله شرط گذشته کامل if

مثال :

If I had had a cell phone, I could have called you.

اگر یک گوشی موبایل داشته بودم، می توانستم با تو تماس بگیرم.

She wouldn't have been late **if** she had checked the map.

او دیر نمی کرد اگر نقشه را چک کرده بود.



☑ جملات پرسشی ضمیمه :

به جمله این فیلم ایرانی است، مگه نه؟ توجه نمایید. در زبان فارسی برای تاکید بر روی جملات پرسشی خود از عباراتی مانند (مگه نه) استفاده می کنیم. این عبارتها در زبان انگلیسی به Tag Question معروف بوده و جهت تایید کردن اطلاعات توسط مخاطب بیان می شوند.

مثال:

This film is from Iran, **isn't it?**

این فیلم ایرانی است، مگه نه؟

جهت افزودن Tag Question که در این درس به آن جمله پرسشی ضمیمه خواهیم گفت، به قوانین زیر توجه نمایید:

- ۱- اگر جمله پایه، مثبت باشد، جمله پرسشی ضمیمه، منفی خواهد بود و برعکس.
- ۲ - جمله پرسشی ضمیمه با استفاده از فعل کمکی و در زمان رویداد جمله اصلی ساخته می شود.
- ۳ - جمله پرسشی ضمیمه همیشه بصورت مخفف نوشته می شود. مانند **isn't it**
- ۴ - در زمان حال ساده بجای **amn't** از **aren't** برای جمله پرسشی ضمیمه استفاده می شود.

مثال :

You know that man, **don't you?**

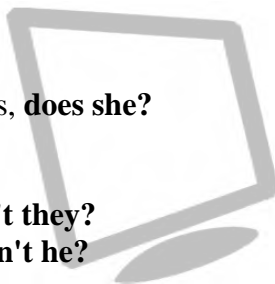
She doesn't know where the museum is, **does she?**

She didn't have a ticket, **did she?**

Mary wasn't at the theater, **was she?**

My friends were at the cinema, **weren't they?**

Ali will go to the museum with us, **won't he?**



There won't be two films at the cinema, **will there?**
 You aren't going to the cinema, **are you?**

توجه : در جملات امری ، جمله پرسشی ضمیمه بصورت **will you?** به معنی
 (ممکنه؟) نوشته می شود. مثال:

Sit in that row, **will you?**
 Don't be late for the film, **will you?**

توجه : در جملاتی که با **Let's** آغاز شده باشند، جمله پرسشی ضمیمه بصورت
shall we? نوشته می شود. مثال:

Let's go cinema, **shall we?**



Unit 11

Grammar

☑ یادآوری جملات معلوم و مجهول :

به جملاتی که در آن فاعل نقش موثری را به عهده دارد و فعل جمله به فاعل آن بر می گردد، جمله معلوم گفته می شود. به جملاتی که در آن مفعول نقش موثری را به عهده دارد و فعل بصورت عمل انجام شده به مفعول نسبت داده شود، جمله مجهول می گویند. به جملات زیر توجه نمایید :

Ali sees me.

علی من را می بیند. (جمله معلوم)

I am seen.

من دیده می شوم. (جمله مجهول)

همانطور که می بینید جهت تبدیل جملات معلوم به مجهول، ابتدا مفعول را به ابتدای جمله آورده ، سپس فاعل را حذف نموده و فعل اصلی جمله را به صورت اسم مفعول آن به همراه زمان مناسب to be ذکر می کنیم.

☑ ساختار جملات مجهول حال ساده:

(فاعل + by) ... + اسم مفعول + am/is/are + مفعول

مثال:

The police arrest criminals.

► Criminals are arrested.

☑ ساختار جملات مجهول حال استمراری:

(فاعل + by) ... + اسم مفعول + being + am/is/are + مفعول

مثال:

The police are arresting the murderer.

► The murderer is being arrested.

☑ ساختار جملات مجهول حال کامل :

(فاعل + **by**) ... + اسم مفعول + **have/has + been** + مفعول

مثال:

The police have arrested the burglars.

► The burglars have been arrested.

☑ ساختار جملات مجهول گذشته ساده:

(فاعل + **by**) ... + اسم مفعول + **was/were** + مفعول

مثال:

The police arrested the criminals.

► The criminals were arrested.

☑ بیان هدف و نتیجه :

برای بیان هدف، منظور و نتیجه انجام کار می توان از کلمات **because, in order that** و ... استفاده نمود. مثال:

I scrolled down the page **because** I wanted to read the text.

من نوار اسکرول صفحه را پایین آوردم چون خواستم متن را بخوانم.

I clicked on that icon **in order that** I wanted to save the file.

من روی آن آیکون کلیک نمودم چون خواستم فایل را ذخیره کنم.

گاهی از مصدر افعال (to) به همراه حالت اولیه فعل) برای بیان اهداف و نتیجه کار استفاده می شود. مثال:

I scrolled down **to read** the text.

من برای خواندن متن، اسکرول صفحه را پایین آوردم.

I clicked on that icon **to save** the file.

من برای ذخیره فایل روی آن آیکون کلیک کردم.

توجه: در پاسخ کوتاه به پرسشها نیز می توان از حالت فوق استفاده نمود. مثال:

Why did you click on that icon?

► **To save** the file.



Unit 12

Grammar

☑ یادآوری جملات پرسشی غیر مستقیم :

همانگونه که در درسهای گذشته دیدیم، عبارتهای اسمی یا Noun Clauses مجموعه ای از کلمات مرتبط با هم از قبیل فعل، فاعل و مفعول بوده که بعنوان اسم در جملات ظاهر می شوند. مثال:

I don't know **who the author is.**

برای اتصال جملات پرسشی yes/no به جملاتی از قبیل I don't know, Do you know, Could you tell me و ... از قوانین زیر پیروی می کنیم:
۱ - جمله را با یکی از عبارات مشابه زیر شروع می کنیم:

I don't know

I wonder

I'd like to know

Do you know

Could you tell me

Would you mind tell me

۲ - جمله پرسشی را از حالت سوالی خارج نموده و آنرا توسط if یا whether به جمله مورد نظر متصل می کنیم.

مثال :

Is it any good book here?

► I don't know **if it's any good book here.**

Did he like the novel?

► I wonder **whether he liked the novel.**



توجه: برای ارتباط جملات پرسشی با WH نیز مشابه قسمت قبل عمل کرده ولی بجای if یا whether از همان کلمه پرسشی WH استفاده می کنیم. مثال:

What's the book about?

► I don't know **what the book's about.**

✓ زمان آینده استمراری :

زمان آینده استمراری، بیانگر عملی است که در زمان آینده بصورت استمرار درحال انجام باشد. ساختار زمان آینده استمراری بصورت زیر می باشد:

ing + فعل + will be + فاعل

مثال:

This time tomorrow I will be lying on the beach.

فردا این موقع، درحال دراز کشیدن در ساحل خواهیم بود.

You will be flying to Australia soon.

بزودی درحال پرواز به استرالیا خواهید بود.

✓ زمان آینده کامل :

زمان آینده کامل، بیانگر عملی است که در زمان بخصوصی آغاز گشته و در زمان مشخصی از آینده کامل می شود. به عبارت دیگر در زمان آینده کامل، فعل قبل از کار دیگری که در آینده انجام می شود، تمام شده فرض می گردد. ساختار زمان آینده کامل بصورت زیر می باشد:

by/till + زمان + اسم مفعول + will have + فاعل

مثال:

I will have finished work by six o'clock.

من تا ساعت شش، کار را تمام کرده ام.

به ترکیبهای پرسشی و منفی زمان حال کامل توجه نمایید:

I **won't** have finished work by six o'clock.

Will you have finished work by six o'clock?

توجه: جملات زمان آینده کامل معمولاً به کلماتی از قبیل **by, till** به همراه قید زمان ختم می شوند. مثال:

I will have retired **by** the year 2020.

I won't have retired **till** the year 2020.



Unit 1 Language summary

Nouns

art studio
exhibition
going-away party
kickboxing
sculpture
talented artist
the love of your life

Time expressions

all of a sudden
currently (= these days)
lately (= recently)
later this year
one day
on the day of (the speech)

Adjective

thrilled

Verbs

Verb + to + verb

agree to do
decide to do
expect to do
happen to do
intend to do
offer to do
seem to be

Verb + verb + -ing

consider doing
finish doing
imagine doing
miss doing
(not) mind doing
spend (time) doing

Verb + particle + -ing

end up doing
keep on doing

Verb + preposition + -ing

plan on doing
think about doing

Verb + to + verb / verb + -ing with same meaning

begin doing / to do
bother doing / to do
continue doing / to do
hate doing / to do
like doing / to do
love doing / to do

Verb + to + verb / verb + -ing with different meaning

remember doing
(= remember you did)
remember to do
(= not forget to do)
stop doing
(= end an action or habit)
stop to do
(= stop in order to do)
try doing (= experiment)
try to do (= make an effort)

Expressions

Check this out.
I can't get through the day
without . . .
. . . in case anything
happens.

Other verbs

barbecue
buy yourself a treat
do something for fun
face a challenge
fall in love with
get in (pretty good) shape
knock on the door
lean over and say something
let (a visitor) in
look over at (someone)
stick together
surf
take (long weekends) off
transfer an employee to
another city
wander around (a
neighborhood)

Indefinite adverbs

anywhere else
someplace

Linking words

in case

Asking interview questions

How long have you been living here?
Have you ever lived in another country?
What kind of music are you listening to currently?
What's your favorite way of spending (an evening)?
When did you last (buy yourself a treat)?
What did you do for your last birthday?
What's the nicest thing anyone has ever done for you?
Who or what is the greatest love of your life?
What were you doing at this time yesterday?

Telling how things happened

How did you end up working for this company?
I spent three years teaching at a high school and
I intended to keep on working there.
I wasn't planning on changing jobs, but one day
I happened to see an ad online.
I remember thinking, "Should I bother to apply for it?"
But it seemed to be the perfect job for me, so I decided
to go for it.
I tried applying for the job – I didn't expect to get it.
I started working here two months later. I can't imagine
working anywhere else now.
I miss working with teenagers, but you can't have it
both ways.

Challenges and opportunities

Take every opportunity you get in life.
It was a big challenge for me to . . .
I tried very hard to . . .

Introducing a story

It's a long story. . . .
Remember that time (we were hiking)?
My friend is always getting into funny situations, and one
time she was invited to a party. . . .

Highlighting key moments in a story

We were on this trail, and it was getting dark.
Then Bryan says, "Where are we?"
It was that bad – we couldn't see a thing.
There were all these trees around us.
And we're thinking, "Oh, no."
And we're both getting kind of scared.
All of a sudden, we hear this weird noise . . .

Concluding a story

And the rest is history.
It was just like in a movie.
To make a long story short, . . .

Unit 2 Language summary

Nouns

Colors

bright color
pastel color
pastels
solid color

adjective or noun

dark green
deep blue
light green
navy blue
neon green
royal blue
turquoise

Materials

cashmere
cotton
denim
leather
polyester
rubber
silk
suede
wool

Clothes

scarves (scarf)
sneakers
turtleneck
V-neck

Other

a background in design
comfort
e-reader
full price
look
looks
luxury
makeover show
romance
sale rack
science fiction (sci-fi)
song lyrics
tablet
vitamin drinks

Adjectives

Styles

baggy
boot-cut
fitted
flared
long-sleeved
short-sleeved
skinny
tight

Patterns

floral-print
plaid
polka-dot
striped

Other

available
choosy
in (fashion)
just right
plain
scruffy
stylish

Verbs

Appearance

care about your appearance
color your hair
give a friend a makeover
give someone the chance to (choose a new look)
have similar tastes (in clothes)
pay attention to (how you look)
wear makeup

Shopping for clothes

fit
have a huge selection of
look around before you decide
make a good choice
spend money on yourself
try (a jacket) on

Comparisons

as little . . . as
just as . . . as
(not) as . . . as
(not) as many . . . as
(not) as much as
(not) as much . . . as

Other

do all the tourist things
explore
have a big collection of books
have broad tastes in music / food / books
know everything
put thought into something
see the sights

Expressions

Overall, I think . . .

Comparing styles

Bright colors look better on him than pastels.
Pastels don't look as good on him as bright colors.
She doesn't wear as many bright colors as she should.
I don't like short hair as much as long hair.
These pants are just as comfortable as my jeans.

Talking about taste and style

He doesn't pay as much attention to his appearance as he should.
They gave him the chance to choose a new look.
He tried as hard as he could to find the right style.
He doesn't look as scruffy as he did.
I spend as little time as possible on my makeup.
I wouldn't usually wear this much makeup.
I don't like pastels that much.
I like that dress on you. It suits your personality.
With clothes, are looks as important as comfort?

Shopping

Those (tops) are available in a range of colors.
That (jacket) looks good on you.
It's not on sale. It's full price.

Expressing an opinion

Isn't this jacket great?
Don't you think it's great?
Don't you just love this scarf?

Suggesting an idea

This would look good on you, don't you think?
Isn't it a little expensive?
Don't you think that color is too bright?

Showing surprise

Oh, isn't it on sale?
Don't you like it?

Talking about tastes in things

I read all kinds of stuff, from romance to science fiction.
She has a ton of music and as much stuff for the kitchen as she could ever want.
I like to look for something really unusual.
Are you good at choosing colors and fabrics? – No, not at all.

Summarizing what people say

She seems to have a lot of different interests.
Sounds like she has everything she needs.
Sounds like your mother's a walking encyclopedia.

Moving on to a new aspect of a topic

Now, do you have similar tastes?
Now, do you like to do all the tourist things?

Language for writing: Punctuation

I wear every color under the sun – sometimes all at once!
My clothes are fun, colorful, and unusual.

Unit 3 Language summary

Nouns

Traditions

festival
folk music
handicrafts
manners
national anthem
national costume
national sport
proverb
symbol
typical dish

Adjectives

acceptable
appropriate
customary
impolite
inappropriate
polite
rude
traditional

Verbs

Traditions: passive verbs

be carved out of (ice)
be exported
be held
be made into (jewelry)
be made locally
be made of (gold / silver)
be made out of (wood)
be made with (rice / vegetables)
be painted by hand
be served with (hot sauce)
be sold all over the world

Behavior

bargain with street vendors
cut in line
have an argument
hold hands in public
keep your voice down
point at people
show affection in public
stand too close to people
stare at a person
take (your shoes) off
tip a cab driver
wait your turn
walk around barefoot

Eating at restaurants

ask for a box for leftovers
give / leave a tip
take a friend with you
take a phone call during dinner
talk with your mouth full
(not) show up at all

Living abroad

feel homesick
go back home
have a curfew
remind you of home

Greeting

bow
kiss
shake hands

Irregular past / past participle

shook / shaken (shake)

Adverbs

abroad
absolutely
certainly
definitely
honestly
just
locally
of course

Expressions

(from) all over the world
In fact, . . .
To be honest, . . .
To tell you the truth, . . .

Talking about traditional things

This dish is made with rice. It's eaten cold.
This festival is held every February.
It's worth visiting the local markets.
These earrings are made locally.
The ice festival is worth seeing.
The statues are carved out of ice.
Emeralds are mined near our city.
We're known for our chocolate.

Talking about manners and behavior

It's acceptable (not) to . . .
It's good / bad manners to . . .
It's customary to . . .
It's impolite (not) to . . .
It's considered rude to . . .
Eating food in public is bad manners.
Not shaking hands is impolite.
People might stare at you for not shaking hands.
You can offend people by cutting in line.
You shouldn't walk into someone's home without taking off your shoes.

Sounding more direct

Now that you live abroad, what do you miss about home?
I don't miss much about home. In fact, I don't miss anything. I definitely don't miss the food.
What did you bring with you to remind you of home?
Actually, I didn't bring anything.
What would you miss if you moved back home?
I'd absolutely miss the food if I moved back home.
To be honest, it would be weird to speak my own language. I just don't see a challenge in that.
To tell you the truth, living back home would be boring. I honestly don't know what I would do.

Showing your ideas are not surprising

If I moved abroad, I'd miss my friends and, of course, my family.

Showing you agree or understand

I'm really homesick.
Of course. That's normal when you move abroad.

Unit 4 Language summary

Nouns

Social types

extrovert
introvert
party person
people person
social animal

Social events

barbecue
family reunion
fancy wedding
surprise party
wedding reception

Adjective

ambitious

Verbs

Modality

be supposed to (= have to / should)
be supposed to (= they say)
was / were going to
was / were supposed to

Inseparable phrasal verbs

get around to (buying a gift)
get away with (wearing jeans)
get off work early
get out of (an invitation)
get out of (going to a party)
get over (feeling embarrassed)
get over (an argument)
get through (an event)

Expressions with get

get going
get home
get ready at the last minute
get the feeling that . . .
get to know
get used to (dressing up)

Plans and social events

call a meeting
cancel plans
celebrate your birthday
come and get someone
dress up (for a fancy wedding)
find it hard to (get through the day)
give / throw a party
hurry
look forward to something
make something / anything special
stay out late
tell a white lie (to get out of an invitation)
walk in late
wear formal clothes

Social style

be good at small talk
be the center of attention
engage in chitchat
keep a low profile
talk one on one
think of yourself as a social animal / an individual

Other

work your way up
(in an organization)

Adverbs

anyway
instead
somehow

Linking words

as (= because)
as (= being)
as (= while / during the time when)

Expressions

anyone in particular
at the last minute
By the way, . . .

Discussing common opinions and forecasts

The party is supposed to be a barbecue.
It's supposed to rain later.
What's that new theater supposed to be like?

Saying what's expected

He's not supposed to eat chocolate – he's on a diet.
I'm not supposed to stay out late (but maybe I will).
I'm supposed to be studying (but I'm not).
We're supposed to be there by 7:00.

Saying what was expected or planned

He was going to give us directions (but he didn't).
I was supposed to study, but I went out instead.
I wasn't supposed to go out, but I did anyway.
My friends were supposed to pick me up at 6:00 (but they never showed up).

Talking about social events

I couldn't get out of going to the party – I had to go.
I didn't get around to buying a birthday gift.
My mother will never get over it if we walk in late.
She'll never get over feeling embarrassed.
I'll never get through this wedding reception.
I'm not very good at small talk.
Parties aren't really my thing.

Getting ready for social events

I'll never get used to dressing up for fancy weddings.
Can I get away with wearing jeans to the party?
If you need a ride, I'll come and get you.
We have to get going or we'll be late. Let's hurry.

Conversational expressions

I don't get it.
Oh, come on!
All I know is that . . .

Using so in conversation

When you're not sure and you want to check
So parties aren't your thing, huh?
So you're not going to go?

Starting a topic

So, have you planned your next vacation?
So, there's another work party on Friday.

Closing a topic

So, yeah. I'll just say I have other plans.
So it was great.

Pausing for someone to draw a conclusion

I'd rather talk one on one, so . . .
I've never had a surprise party, so . . .

Unit 5 Language summary

Nouns

Crimes / offenses

armed robbery
burglary
cyber crime
graffiti
jaywalking
kidnapping
killing
minor offense
murder
robbery
shoplifting
speeding
stealing
vandalism
white-collar crime

Crime prevention

deterrent
invasion of privacy
metal detector
security camera

Punishments

community service
complex issue
fine
life in prison
penalty

Criminals / offenders

burglar
jaywalker
kidnapper
murderer
robber
shoplifter
vandal

Adjectives

intrusive
responsible
R-rated (movie)

Adverbs

again and again
altogether
at some point
basically
far too
relatively
severely
strictly

Verbs

Passive of modal verbs

could be (changed)
have to be (done)
must be (done)
ought to be (changed)
should be (banned)
shouldn't be (allowed)

Get passive

get (caught)
get (robbed)

Laws and regulations

ban a movie
be against the law
pass a law

Results of crime

get hurt
get killed
get robbed

Irregular past / past participle

caught / caught (catch)
stole / stolen (steal)

The age of majority

be allowed to (vote at 18)
be encouraged to (vote)
be given your freedom
be made to (vote)
engage in (new activities)
get involved in an accident
learn from your mistakes
manage your own finances
quit school
raise the age limit
raise the legal age (for)
skip school
turn 18

Enforcing the law

be / get arrested for (jaywalking) → arrest someone for . . .
be / get caught (shoplifting) → catch someone (shoplifting)
be / get enforced → enforce a law
be / get stopped for speeding → stop a driver for speeding
be in favor of security cameras
be recorded
give (someone) a false sense of security
prevent accidents
put (police) on the streets
reduce crime
solve a crime

Punishments

be / get convicted of a crime
be / get fined for speeding
be / get punished severely
be / get sentenced to life in prison
be / get sent to prison
(for 15 years)

Crimes and offenses

break into (a home)
cause an accident
commit armed robbery
have a gun without a license
just cross the street anywhere
kidnap someone
kill someone
rob a person
speed
steal from a company
take someone captive

Talking about the age of majority

Something must be done about R-rated movies.

Movies with violent scenes should be banned.

The law ought to be changed.

The legal age for driving could easily be changed.

They should pass a law that says . . .

You shouldn't be allowed to marry at 18.

Young people have to be given their freedom.

Talking about crime and punishment

How should vandals be punished?

What penalty should you get for jaywalking?

Laws against speeding should be enforced strictly.

People who get caught speeding should be arrested

if they cause accidents.

Some murderers get sentenced to 15 years in prison.

It's a complex issue.

Talking about security issues

I think security cameras make people feel safer and help the

police solve crimes. They're a good deterrent.

They're intrusive and they're an invasion of privacy.

Organizing your views

There are two problems . . .

I'm not sure about that, for two reasons . . .

First (of all), . . . Second (of all) / Secondly, . . .

(Number) One, . . . Two, . . .

A, . . . B, . . .

The thing is . . . / Another thing is . . .

The point is . . . / Basically, . . .

Showing someone has a valid argument

That's true.

You've got a point there.

I never (really) thought of it that way.

Unit 6 Language summary

Nouns

Love and marriage

bride
husband-to-be
soulmate
unmarried man
unmarried woman
wife-to-be

Sleep and dreams

bad dream
insomnia
nightmare
recurring dream
talking in your sleep

Other nouns

chess
forum

Adjectives

close (friend)
colorful (characters)
crazy
silly
strange
superstitious
weird

Verbs

Coincidences

appear out of nowhere
call out of the blue
run into (an old friend)
unexpectedly

Strange experiences

experience telepathy
have déjà vu
read someone's mind
see a UFO (unidentified flying object) in the sky
tell what someone is thinking

Irregular past / past participle

swept / swept (sweep)

Superstitions

believe in (superstitions)
come into money
disappear
dream of (a snake)
find a four-leaf clover
make your own (good) luck
pick (coins) up
put (clothes) on inside out
put shoes on the table
see a crow in the morning
sweep over someone's feet
with a broom
throw salt over your shoulder
walk under a ladder

Other verbs

become a member of (a club)
get in touch (with)
get / receive someone's mail
have a chance (to go somewhere)
have company
hear from someone
set up camp
show up (at a restaurant)

Sleep and dreams

be afraid of the dark
come true
have a nightmare

Adverbs

just (= only)
just (= really)
unexpectedly

Time expressions

after (seeing)
before (starting)
soon after (arriving)

Frequency expression

occasionally

Expressions

all her married life
It turned out that . . .
off the wall
out of nowhere
out of the blue

Saying what happened before a past event

I had set up camp and was cooking, and this van appeared out of nowhere with two guys in it.
It was nice to have company because I hadn't spoken to anyone in days.
My boyfriend was showing me photos of an old friend that he hadn't seen in years because he'd moved away.
And then the phone rang . . .

Coincidences and strange events

One thing that sticks in my mind is (that) . . .
It turned out that one of the guys had graduated from the same college as I did.
You'll never believe it – he just called out of the blue.
It's a small world! / Small world, huh?
Life is full of coincidences.

Superstitions

It's good luck / bad luck to . . .
It's lucky / unlucky to . . .
You'll have good luck if you throw a pinch of salt over your shoulder.
Your wish will come true if . . .
If a bride wears pearls, she'll cry all her married life.
If you pick up coins, you will come into money.
If you put your clothes on inside out, you'll get a nice surprise.
If you sweep over an unmarried woman's feet with a broom, she'll never get married.

Showing you're the same

So do I. / So am I. / So did I. / So have I. / So was I.
Neither do I. / Neither am I. / Neither did I. / Neither have I. / Neither was I.

Repeating ideas to make your meaning clear

I often have the same dream, too – you know, a recurring dream.
I always have pleasant dreams. They're never bad or scary.

Using just to make things stronger and softer

Stronger

I just love all those TV shows about telepathy.
I often have weird dreams, I mean, just off the wall.

Softer

It's just a little strange.
Coincidences are just events that you notice more than others.

Sleep and dreams

I dream I'm sitting in a garden, waiting for someone.
I always have pleasant dreams.
It's silly to be afraid of the dark.

Language for writing: Sequencing events

Before starting college, she had never ridden a bicycle.
Soon after arriving on campus, she joined a cycling club.
She almost turned around and left after seeing all the other cyclists with their racing bikes.

Unit 7 Language summary

Nouns

Shops and services

camera store
copy shop
dry cleaner's
garage
hairdresser
hair salon
interior designer
optometrist

Other nouns

brakes
ceiling fan
dishwasher
doorknob
hammer
memory card
microwave
screwdriver
showerhead
washer
water damage

Verbs

Repairs and maintenance

need (adjusting)
need to be (replaced)

Causative

get someone to do something
have someone do something

Causative passive

get something done
have something done

Nouns

Damage

dent
hole
leak
scratch
stain
tear

Adjectives

Damage

dented
leaking
loose
scratched
stained
torn

Doing things yourself

cut your own hair / bangs
do your own car repairs
do your own decorating
fix something yourself
iron your own clothes

Home maintenance

be (a half hour) slow
build a new house
decorate a house
fall off
file (papers)
flood (the apartment)
make a funny noise
pick (curtains) out
repair (water damage)
replace (a washer)
tear a curtain
tune (a piano)

Irregular past / past participle

built / built (build)
tore / torn (tear)

Car maintenance

adjust the brakes
break down
change a tire
do routine things like put
oil in the car
have a flat tire
service a car
take a look at (a car)

Technical problems

adjust (the TV screen)
be dead (a battery / phone)
fall apart
flicker on and off
get a shock
keep (flickering)
recharge (a cell phone)
turn on
upgrade (computer memory)

Expressions

I'll never try that again.
It saves me money.
Not anymore.

Doing things yourself

Once I cut my own hair. I'll never try that again!

Do you do your own repairs to save money?

Not anymore! Once I tried fixing the dishwasher myself and I flooded the apartment.

Using professional services

I get my brother to repair my car.

I have a hairdresser cut my hair.

I had a plumber come to the house to fix a leak.

I paid to have someone fix my dishwasher.

I got my hair cut at a hair salon.

I had my house decorated professionally.

Talking about home maintenance problems

My dishwasher flooded the entire apartment.

It cost me a fortune to have the damage repaired.

The doorknob is loose – it's going to fall off.

The filter needs cleaning / needs to be cleaned.

The air conditioner is making a funny noise.

There's a leak in the shower – it's leaking.

It's just a washer that needs replacing / to be replaced.

Talking about car problems

My car keeps breaking down. I need to get it fixed.

The brakes need adjusting / need to be adjusted.

My car is dented – there's a big dent in the door.

Talking about technology problems

The TV keeps (flickering).

The microwave isn't working. It won't (turn off / on).

My phone needs recharging / needs to be recharged.

Something's wrong with the lamp. I got a shock from it.

This clock is a half hour slow and that clock stopped!

There's a scratch on this DVD – it's scratched.

Damage to clothes

I have a coffee stain on my shirt. / My shirt is stained.

I have a tear / a hole in my jacket. / My jacket is torn.

Using "short" sentences

Done. (= That's done.)

Just broke a nail. (= I just broke a nail.)

Left a bit. (= Move that picture to the left a bit.)

Love it. (= I love it.)

Ready? (= Are you ready?)

Hurry up.

There you go.

Want some help? (= Do you want some help?)

When things go wrong

Ooh! / Uh-oh! / Shoot!

Oops! / Whoops!

Ouch! / Ow!

Ugh! / Yuck!

Unit 8 Language summary

Nouns

Qualities

aggression
confidence
determination
flexibility
honesty
intelligence
realism
self-discipline
self-esteem
sensitivity
sympathy

Emotions

anger
depression
grief
guilt
happiness
hate
jealousy
sadness
shame

Adverbs

almost
either way
emotionally
normally

Adjectives

Qualities

aggressive
confident
decisive
determined
emotional
flexible
honest
impulsive
intelligent
motivated
optimistic
positive
realistic
rude
self-disciplined
sensitive (to)
sympathetic

Emotions

angry
ashamed
depressed
(feel) guilty
jealous
sad
stressed out
upset

Verbs

Expressing anger

be off somewhere sulking
control your anger
express anger in private
hang up on someone
have a fight
have an argument
lose your temper
mope
sulk
upset (someone)
yell at someone

Expressing emotions

cope with aggression
criticize
have no sympathy for
have something on your mind
hug someone
hurt someone's feelings
laugh out loud
make a complaint
manage your emotions

Other verbs

achieve your goals
annoy
apologize
borrow (a book)
break down
die (= battery run down)
get off (the elevator)
get tied up in (traffic)
set goals for yourself
swerve (to avoid someone)
tell someone what to do

Talking hypothetically about the past

would have / wouldn't have (lost my temper)

Saying what was the right thing to do

should have (apologized)
shouldn't have (yelled)

Talking about missed opportunities

could have (hung up)
couldn't have (done much else)

Speculating about the past

couldn't have (forgotten) (= It's not possible.)
may / might have (forgotten) (= maybe)
may / might not have (remembered) (= maybe not)
must have (gotten tied up in traffic) (= I bet . . .)

Inconsiderate behavior

block the doors (on the subway)
cause an accident
cut in line
get someone's order wrong
hit a car
knock (a person) over
throw litter (out of a car)
make excuses
make (too much) noise
push ahead of people to get a seat
push (on the subway) to get past people
scratch another car / vehicle
spill (coffee) on someone
take someone's parking spot

Talking hypothetically about the past

Normally, I would have been more polite.

What would you have done in that situation?

I would have hung up. I wouldn't have gotten mad.

Would you have lost your temper?

No, I probably wouldn't have.

Talking about missed opportunities

Could she have been more polite?

I feel she could have.

What else could she have done?

She couldn't have done much else.

Saying what was the right thing to do

What should she have done?

She should have said no politely.

Should she have yelled at him?

No, she really shouldn't have.

Speculating about the past

They must have gotten tied up in traffic.

She could have tried to call and not gotten through.

They may / might not have remembered.

No, they couldn't have forgotten! It's not possible.

Sharing experiences

I had a similar experience. / I had that happen to me.

That's like . . . / That reminds me of (the time I . . .)

Speaking of (rude people), . . .

Language for writing: A letter of apology

I feel I should apologize for (arguing at your party last night).

I just wanted to say I'm sorry for (getting into an argument).

I promise I will (listen to your advice) in the future.

I promise not to (get into an argument at your house) again.

It was totally my fault.

Unit 9 Language summary

Nouns

Love and marriage

diamond ring
fiancé (male)
fiancée (female)

Possessions

belongings
inventory (of)

Other nouns

application
billionaire
budget
checklist
conveyor belt
market researcher
saver
shopping center
shredding machine
spender
treat

Adjectives

enormous
reliable
risky
materialistic
systematic
thrifty

Verbs

Dealing with possessions

accumulate possessions
be attached to something
bury things underground
destroy your possessions
give (stuff) away
granulate
have a (huge) collection
have all the latest gadgets
(not) have room for things
(not) live without something

Managing money

get things under control
give yourself an allowance
for special treats
go through (a checklist)
have / make a budget
keep track of (what you spend)
stick to a monthly budget

Saving / investing money

invest money in stocks / bonds
open a savings account
pay interest
put (money) away for a rainy day
set aside (money)

Borrowing money

apply for (a credit card)
borrow money from (the bank)
fill out an application for (a loan)
get into debt / be in debt
get out of debt
have / take out a loan
pay (money) back
pay (a debt / a loan) off

Spending money

charge (clothes) to a credit card
pay a bill on time
pay by check / in cash
pay for (something) on credit cards
take (a jacket) back to the store
use a credit card
waste money

Earning money

have a source of income
make a fortune
pay off (= be successful)
pay (the best) salary
sell something online

Irregular past / past participle

stuck / stuck (stick)

Adverbs

apparently
evidently

Time expression

in the past month

Expressions

According to . . .
by mistake (= accidentally)

Reporting what people ask or say

He said (that) his goal was to destroy his possessions.
He said (that) he had been making an inventory.
He said (that) his father had given him a nice present.
She told me (that) she couldn't throw anything away.
She said (that) she would buy less in the future.
They told us (that) the store is closed on Sundays.
She asked how I usually paid for things.
She asked what my main source of income was.
She asked me how much money I could spend on treats.
She wanted to know if / whether I had a credit card.
As my friend said, "Money can't buy happiness."

Talking about possessions

Do you think you're materialistic?
What's your most valuable possession?
I could never live without (my violin).
I'm very attached to my books.
My goal is to destroy all my possessions.

Managing money

I always put money away for a "rainy day."
I filled out an application to open a bank account.
My savings account pays good interest.
Investing in the stock market can be risky.

Reporting the content of a conversation

Max was saying that Jeff and Lee aren't getting along that well.
My friend was telling me she bought a computer online.
A classmate of mine was telling me about his computer class.

Reporting without identifying the source

Apparently, they're having money problems.
I've heard he's worth billions.
Evidently, the honeymoon and the diamond ring were paid for on credit cards.
I heard they're pretty wealthy.
I was told (that) . . . / They say (that) . . .

Language for writing: Reporting

She added / concluded that she loved her violin.
She remembered / recalled that she had lost her violin once.
She said / told me / explained that her violin was valuable.

Language for writing: Quoting

"I love my violin," she added / concluded.
"My violin is valuable," she said / told me / explained.

Unit 10 Language summary

Nouns

blues singer
lead singer
music critic
online sensation
opera singer
opera voice
publicity
stage fright
tenor
video-sharing website
viral star

Adjectives

catchy
English-born
most-watched
up-and-coming

Expression

Give it a chance.

Verbs

Hypothetical statements in the past

If he had / hadn't (won), he ...
... could have (gotten) ...
... might (not) have (had) ...
... would have (done) ...
... wouldn't have (become) ...

Performing

get a standing ovation
have a gig
have a singing career
perform in front of people
sing a set of pop songs

Childhood and background

have a difficult childhood
spend your early years (moving from town to town)

Becoming famous

be a contestant (on a game show)
be in the headlines
be in the right place at the right time
be onto something
change your lifestyle
enter a contest
find a way to (become a singer)
get an early start (as an actor)
get discovered
get (your name) known
have connections
have enough nerve to (sing in public)
have the confidence to (be a singer)
make headlines
produce a video
receive media attention
record a podcast
record music
take off (a career takes off)
win a talent show / talent contest

When things don't work out

drop out of sight
get a lot of bad press
go downhill
take time off from (acting)

Talking hypothetically about the past

What would have happened if he had stayed in school?
Would he have become a singer?
If he had stayed in school, maybe he would have done something entirely different.
If he hadn't won a talent contest, he might not have had the confidence to become a singer.
If he had continued his education, he could have gotten formal training.

Becoming famous

That actress got discovered in a club by a producer.
She was in the right place at the right time.
Her career really took off.
She got her first movie role by having connections.
I'd be famous by now if I had gotten an earlier start.
You might like acting. You should give it a try.

When things don't work out

He got a lot of bad press after he got arrested.
His career has really gone downhill.
He's dropped out of sight.

When you're not sure and you want to check

That singer won the talent show this year, didn't she?
She's a blues singer, isn't she?
You haven't seen her show yet, have you?

When you're sure and think someone will agree

He's kind of dropped out of sight, hasn't he?
I guess I'm a little out of touch, aren't I?
It's amazing, isn't it?
It's not easy to become famous, is it?
That wasn't too smart, was it?

Giving encouraging advice

My acting teacher doesn't give me enough feedback.
You could look for another class, couldn't you?
It would be good to talk to her, wouldn't it?
I'm thinking of dropping out of the class.
You should at least give it a chance, shouldn't you?

Talking about fame and social responsibility

They do a lot of charity concerts.
He's raised a lot of money for charity.

Unit 11 Language summary

Nouns

Trends in employment

benefit
child-care center
contacts
desk sharing
flexible hours
health insurance
incentive
internship
IT (information technology) staff
paternity leave
productivity
promotion
telecommuting
unpaid work
working parents

Other trends

advances in technology
aging population
bottled water
consumer pressure
economic boom
economy
fast-food chains
housing shortage
hybrid vehicle
junk food
local farmers
obesity
organic food
processed food
traffic congestion
tracking devices

unemployment
urban development
work / life balance

Environmental problems

air / water pollution
carbon dioxide levels
drought
endangered species
(gas) consumption
garbage
global warming
landfill
nuclear waste disposal
the burning of (coal / oil)
the depletion of (oil) reserves
toxic chemicals
water shortage

Environmentally friendly things

biodegradable packaging
energy-saving lightbulb
rechargeable battery
solar / wind power

Adjectives

biodegradable
environmentally friendly
family-friendly
harmful (to)
hopeless
overwhelming

Quantity expression

a bathtubful of (water)

Vague expressions

and so forth
and so on
etc.

Verbs

Trends in employment

attract good employees
be a good fit (for a job)
improve a résumé
lay (a worker) off
offer benefits to employees
outsource a job to another country
recruit workers overseas
save on costs
take (time) off
treat people equally

Other trends

be obsessed with (losing weight)
knock (a building) down

Environmental problems and solutions

conserve energy / oil / gas / water
consume less energy / electricity
contaminate the ocean / a river
cut down on (water) consumption
deliver bills online
lack safe drinking water
pollute the environment
protect the environment
recycle glass / plastic / metal

Irregular past / past participle

laid off / laid off (lay off)
rose / risen (rise)

Describing trends

decline / decrease
go up / grow
increase / rise

Linking words

Contrasts

although / even though
despite / in spite of

Reasons

as a result of
because
because of
due to

Purpose

(in order) to
so (that)

Alternatives

instead of

Adverbs

increasingly
overseas
partly
widely

Trends in cities, education, employment

A lot of new hotels and offices have been built.
University tuition fees have just been increased.
Students aren't being given enough financial support.
There's a big demand for / a shortage of skilled workers.
They're being recruited overseas.
Jobs are being outsourced to other countries.
A lot of people have been laid off.
Internet access is being made available all over.

Talking about the environment

Climates are changing as a result of global warming.
Global warming is due to increased levels of carbon dioxide in the atmosphere.
Turn down the heat in order to save energy.
Ride a bicycle to work instead of driving.
Although it costs more, buy biodegradable products.
Toxic cleaning products are harmful to rivers.
Recycle garbage so that it doesn't end up in a landfill.

Even though many people lack safe drinking water, we continue to waste it.
People water lawns despite / in spite of water shortages.

Referring back in the conversation

As you said / were saying . . .
Going back to what I said / was saying, . . .
Like you said / were saying . . .
You / I mentioned (saving on costs) earlier.

Using vague expressions

Companies offer flexible hours and things like that.
We use email, web conferencing, and so forth / and so on / etc.

Language for writing: Describing trends

We're spending more and more time on our smartphones.
We're spending less time / fewer hours on our laptops.
People increasingly use their phones for a variety of functions.
The use of laptops is decreasing / declining.
The number of smartphones is increasing / growing.

Unit 12 Language summary

Nouns

Areas of work

<i>Construction industry</i>	<i>Media and communications</i>	<i>Other</i>
architecture	advertising	counseling
carpentry	editing	design
plumbing	entertainment	engineering
trades	interpreting	hotel and tourism
<i>Medicine and health care</i>	journalism	law
dentistry	photography	management
nursing	public relations	marketing
pediatrics	publishing	sales
physical therapy	the media	social work
psychiatry	translating	teaching
psychology	<i>Financial sector</i>	telemarketing
surgery	accounting	travel industry
	finance	zoology
	financial analysis	
	financial services	

Jobs

accountant	financial analyst	psychologist
architect	interior designer	publisher
camp counselor	interpreter	sales rep
carpenter	lawyer	(representative)
civil engineer	manager	salesperson
construction worker	nurse	social worker
contractor	pediatrician	stockbroker
counselor	personal trainer	surgeon
dentist	photographer	tax adviser
designer	physical therapist	telemarketer
editor	plumber	translator
	psychiatric nurse	zoologist
	psychiatrist	

Verbs

Future continuous

may (not) be (graduating)
might (not) be (graduating)
will / won't be (working)

Future perfect

will / won't have graduated
(by next year)
will / won't have retired
(by then)

Developing a career

apply for an internship
attend a job fair
be cut out for something
choose a career
end up with a job you love
find out your strengths and weaknesses
get hired
get into (medicine)
get some work experience
graduate from (medical school)
graduate with a degree in (nursing)
interview for a job
make a career out of (something)
make a good first impression
make contacts
network
prepare a résumé
see a career counselor
start / finish your degree
take a personality test

Time expressions

by then
five years from now

Adverb

hopefully

Expressions

for free
for sure
In addition, ...
in the field of ...
It's revealing when ...

Future activities and events

I'll be starting a degree this fall.
I'll be graduating in four years.
I'll be working as a nurse four years from now.
I won't be working in this job a year from now.
I may be working in publishing next year.
Or I might be working in the construction industry.

Looking back from the future

Hopefully, I'll have graduated by this time next year.
I probably won't have found a job by then.

Introducing important information

Something my friend did was (to) ...
The best part was (that) ...
The best thing to do is (to) ...
The good thing about the job is (that) ...
The main thing you need is ...
The reason I ask is (that) ...
What I heard / read was (that) ...

What I thought was good was (that) ...
What I was going to tell you / say was (that) ...
What I would do is (to) ...
What I'm saying is (that) ...
What my friend did was (to) ...
What you need is ...

Involving people in what you're saying

I don't know if you're familiar with ...
I don't know if you've (ever) heard of ...
I don't know if you've (ever) seen ...

Language for writing: Application letters

As you can see from the attached résumé, ...
My strongest qualification for this position is that ...
It was my responsibility to ...
I would welcome the opportunity to meet with you.
Thank you for your time and consideration.

Irregular verbs

Base form	Simple past	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit

Base form	Simple past	Past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven/proved
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understand	understand
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

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Workbook answer key

Unit 1 Interesting lives

Lesson A Interviews pp. 2–3

Exercise 1

- Claire* did you start
Alex I've been taking
Claire did you use
Alex showed
Claire are you working
Alex I'm taking
Claire have you taken
Claire were you doing
Alex was working; didn't win

Exercise 2

1. What have you been taking photos of lately?
2. How long have you had a camera?
3. Did your parents take many photos of you when you were a child?
4. Have you ever been to a photographer's studio?
5. When did you last take a photo?
6. What social networking sites are you posting your photos on currently?

Answers to questions will vary. Possible answers may include:

1. I've been taking photos of my friends and interesting buildings in my hometown.
2. I've had a camera for five years.
3. No. I don't think they took enough photos.
4. Yes, I was a photographer's assistant for two years.
5. I just took one yesterday!
6. I'm posting my photographs on . . .

Exercise 3

1. *Ben* have, been watching
Kumi 've been watching / watch; watch; watched
2. *Ana* Have, lived / Did, live
Joel 've lived / lived; lived; was living / lived
3. *Jalila* 'm eating / 've been eating; eat; ate / eat
4. *Vito* have, been writing
Kim 've been writing; write; wrote

Exercise 4

Answers will vary. Possible answers may include:

1. I've been studying English for five years.
2. Yes. I've lived in Guatemala.
3. I'm listening to a lot of hip-hop these days.
4. I watch a lot of sitcoms.
5. I went to California and went to the beach.
6. I was traveling to California.

Lesson B It's a long story! pp. 4–5

Exercise 1

1. ended up
finished
considering
decided
offered
agreed
imagine
2. planning on
spent
started
remember
missed
3. happened
considering
bother
seems
expected

Exercise 2

- living
being
to move
to share
missing / to miss
being
staying
being
to complete
emailing

Exercise 3

Answers will vary. Possible answers may include:

1. I think I'll end up living in Paris after I finish school.
2. I'm planning on taking a more advanced class.
3. Yes. I just started reading a book by Paul Auster.
4. I remember playing on the swings.
5. Yes. I decided to take a job I didn't like.
6. Yes. I definitely expect a good grade in this class.
7. I intend to go bike riding.
8. I can't imagine not being near my family.

Lesson C We're both getting scared. . . . pp. 6–7

Exercise 1

- Freda* Well, anyway, one day, I 'm / am in the yard, and she makes me eat a mud pie. Here she is, seven years old, in the yard with three beautiful mud pies. She says, "Freda, try this. It's so good." And she acts like she put some in her mouth. I was three years old, what did I know?

Exercise 2

Answers will vary. Possible answers may include:

Well, I was traveling through South Korea, way out in the middle of nowhere, and I run out of cash and I have no way of getting back to Seoul.

Well, I'm getting pretty nervous. I'm walking around and can't find a bank or anything. Anyway, finally, I meet this really nice French man. So I explain the situation, and he agrees to take my traveler's check in exchange for Korean money. So at least I have enough money to get a bus to the nearest town. And so yeah, I go to the most expensive hotel.

Exercise 3

this; this; these; these; this; this

Exercise 4

Answers will vary. Possible answers may include:

1. You know, this friend of mine is always seeing famous people when she's out. One time, she was checking out this computer in a computer store. And all of a sudden, she looks up and sees her favorite basketball player. He's standing next to her – checking out the same computer!
2. You know, my cousin Adam met his fiancée because of his dog. He has this enormous dog named Scruffy. Well, one day, they are in this park. Anyway, Scruffy starts chasing this squirrel and pulls my cousin right into this woman. So, Adam apologizes, and he and this woman start talking. And to make a long story short, now they're engaged!

3. I remember one time my friend Linda had a party. It was for her graduation, I think, and we were all outdoors. Anyway, the weather was beautiful at first, but after an hour or so, these dark clouds start coming in, and it starts to rain really hard. So she just turns on this radio and we all start dancing in the rain. We had so much fun. It was the best party ever.

Lesson D Against the odds pp. 8–9

Exercise 1

A

someone who works for a cause

B

1. Christopher Reeve starred in the *Superman* movies.
2. He was riding his horse.
3. He relied on his wife, nurses, doctors, and therapists.
4. It awards money to people researching cures for paralysis.

Exercise 2

A

3

4

2

B

Answers will vary.

Unit 2 Personal tastes

Lesson A Makeovers pp. 10–11

Exercise 1

- | | |
|------------|--------------|
| 1. often | 4. important |
| 2. quickly | 5. hard |
| 3. nice | 6. much |

Exercise 2

1. interested in fashion
much attention
scruffy
2. fast
little time
many things

Exercise 3

Answers will vary. Possible answers may include:

1. Sachi isn't as tall as Nell.
2. Nell's hair isn't as short as Sachi's.
3. Nell isn't wearing as many dark clothes as Sachi.
4. Sachi's skirt isn't as long as Nell's.
5. Sachi's shoes aren't as comfortable as Nell's.

6. Sachi isn't wearing as much jewelry as Nell.
7. Sachi's earrings aren't as big as Nell's.
8. Sachi is as interested in fashion as Nell. / Nell is as interested in fashion as Sachi.

Exercise 4

Answers will vary. Possible answers may include:

1. I don't wear bright colors as often as dark colors. I'm most comfortable in black.
2. Yes. I spend as much money as my friends on clothes maybe even more.
3. No. I don't try as hard as I can to be trendy. I like to be fashionable, though.
4. No. I don't have as many accessories as my best friend. He has at least 15 belts.
5. No. My parents definitely don't care as much about their appearance as I do.
6. No. Usually stylish clothes aren't as comfortable as casual clothes.
7. No. I spend a lot of time getting ready in the morning.

Lesson B Fashion pp. 12–13

Exercise 1

1. A Isn't
B Aren't
C Doesn't
D Isn't
2. A Don't
B don't
C Doesn't
D aren't

Exercise 2

Answers will vary. Possible answers may include:

1. Aren't leather jackets cool?
2. Don't you think most sneakers cost way too much nowadays?
3. Isn't a tie a great way to complete a man's outfit?
4. Plaid looks great with floral prints, don't you think?
5. Isn't it hard to find jeans that fit well?
6. Aren't neon green and orange great colors?

Exercise 3

A

1. Luis looks very stylish in his denim jeans and a long-sleeved shirt. His polka-dot tie looks cool, too.
2. Kate looks great in that floral-print silk skirt. Her cashmere V-neck sweater goes with it really well, too
3. Tiana's wearing dark blue boot-cut jeans—as usual—with a shirt. That look never goes out of fashion.
4. Ravi's dark gray scarf goes perfectly with his suede jacket. Those baggy casual pants look great, too.

B

Answers will vary. Possible answers may include:

1. Angelo is wearing a fitted, plaid short-sleeved shirt. He is also wearing flared denim jeans.
2. Risa is wearing a striped skirt, a turtleneck sweater, and rubber boots.

Lesson C She has a big collection, then. pp. 14–15

Exercise 1

1. b 3. b
2. a 4. b

Exercise 2

Liza You have definite tastes, then.

Russ You like songs that you know the lyrics to.

Russ You want to understand what you're looking at.

Liza You like clothes that you can wear every day.

Exercise 3

Mike Now, are you the same about food too?

Mike Now, have you tried sushi?

Exercise 4

Answers will vary. Possible answers may include:

1. So, you have pretty broad tastes in music. Now, do you have a favorite?
2. It sounds like you don't like hot weather. Now, do you like cold weather?
3. It seems like it's pretty unreliable. Now, what kind of car would / do you like?

Lesson D Personal style pp. 16–17

Exercise 1

A

Most interested in fashion: Michi

Least interested in fashion: Sadie

B

1. b 4. a
2. a 5. b
3. a

C

1. Michi 4. Michi
2. Sadie 5. Carlos
3. Sadie / Michi

Exercise 2

A

Answers will vary. Possible answers may include:

1. If you want to take care of your clothes, you should wash them regularly, dry them carefully, and store them properly.
2. Choose clothes that make you feel good – clothes that reflect your individual style.
3. Buy clothes that you can wear for more than one season – that way you will get the most out of your new clothes!
4. Mix classic designs with trendier pieces – wear simple black pants with a fun belt, a trendy shirt, and a classic jacket. You'll never be out of style!

B

Answers will vary.



Unit 3 World cultures

Lesson A *Traditional things* pp. 18–19

Exercise 1

Kerstin 's celebrated; is considered

Kerstin is chosen; is placed; is sung; isn't done / 's not done

Ken is eaten

Kerstin are made; 're, served

Exercise 2

Answers will vary. Possible answers may include:

1. Totem poles are carved out of wood by some Native Americans.
2. *Paella* is made with chicken, seafood, and saffron.
3. In Mexico, the Day of the Dead is celebrated on the first two days in November.
4. In Taiwan, red envelopes with money inside are given to children by (their) parents on New Year's Day.

Exercise 3

Sports:

is called
are used
are played
is called
is held

Music:

is called
are performed
isn't used, are learned
are sung

Food:

is served
's made, are boiled
are mashed, 're mixed

Exercise 4

1. is considered
2. are made
3. are served
4. are played
5. are celebrated
6. are sung

Answers will vary.

Lesson B *Manners* pp. 20–21

Exercise 1

- | | |
|-------------------|------------------|
| 1. to kiss | 5. Shaking hands |
| 2. Showing | 6. to take off |
| 3. Eating | 7. Holding hands |
| 4. to cut in line | 8. to stand up |

Exercise 2

1. to keep
2. bowing
3. Having
4. Walking
5. to tip
6. to point

Exercise 3

- | | |
|-------------|----------------------|
| 1. reaching | 7. to be |
| 2. to say | 8. to leave, saying |
| 3. Eating | 9. Giving |
| 4. Being | 10. Asking |
| 5. to shout | 11. to wait, getting |
| 6. to go | 12. to talk |

Exercise 4

1. It's not OK to point at people in public places.
2. It's not customary to walk in someone's house without taking off your shoes.
3. Try not to stand close to people you're talking to.
4. Not opening a gift in front of the person who gave it to you is considered rude. / Opening a gift in front of the person who gave it to you is not considered rude.
5. You can annoy people by not saying you're sorry if you bump into them.
6. It's not customary to tip hairstylists. / It's customary not to tip hairstylists.
7. Being early for a party is not considered polite.
8. Talking on a cell phone in a public place is not acceptable.

Lesson C *To be honest, . . .* pp. 22–23

Exercise 1

1. I really like it.
2. Well, to be honest, I don't really like her.
3. No. I absolutely hated my old school.
4. Yes! I would definitely like to do that.
5. Oh, I'd certainly miss my family, especially my brother

Exercise 2

Answers will vary. Possible answers may include:

1. I really love learning about new cultures. I'd absolutely love to go to Kenya.
2. In fact, I think it would be exciting to live in a new city
3. To tell you the truth, I'd miss home cooking if I lived in another country.
4. I'd actually love living with a roommate. I honestly wouldn't like living by myself.
5. I'd definitely like to live all over the world. I really can imagine living in just one place.
6. To be honest, I don't think I'd get homesick if I lived a long way from home.

Exercise 3

1. *Kara* ____ I'm going to Mexico!
Kara But I'm going to miss you, of course!
Bruno Well, *me*, of course.
2. *Brad* And, of course, I missed my flight.
Brad Yeah, ____
Brad Yeah, and I apologized right away, of course.

Exercise 4

Answers will vary.

Lesson D Proverbs pp. 24–25

Exercise 1

A

3

B

- | | | |
|------|------|------|
| 1. f | 3. b | 5. c |
| 2. e | 4. a | 6. d |

Exercise 2

A

One of my favorite proverbs is
it means that
It's often said that
I like this proverb because

B

Answers will vary.

Unit 4 Socializing

Lesson A Party time pp. 26–27

Exercise 1

- 're not supposed to park
're supposed to park
- 're not supposed to wear
're supposed to take off
- 's supposed to be
's not supposed to be
- 's supposed to clean / be cleaning
's not supposed to talk / to be / to be talking

Exercise 2

was going to / was supposed to
was supposed to
was going to
were going to / were supposed to
's supposed to
were / are supposed to
'm supposed to
was going to / was supposed to

Exercise 3

Zach was supposed to meet / was going to meet
Christy 'm supposed to pick up
Zach Are / Were, supposed to bring
Christy wasn't going to make
Christy 's not supposed to eat
Christy 's supposed to be

Exercise 4

Answers will vary. Possible answers may include:

- For our next class, we're supposed to bring in some photos.
- It's supposed to be beautiful.
- I'm supposed to see the dentist.
- I'm supposed to finish my science project.
- I was going to go to my friend's for dinner, but I canceled because I was sick.
- I'm going to go to Mexico next month!

Lesson B We have to get going. pp. 28–29

Exercise 1

A

- get away with
- get around to
- get out of
- get over
- get it
- get used to
- get off
- get the feeling
- get to know; get home; get through
- get going

B

- A get going
B get away with
B get it; get off
- A get home
B get out of; get the feeling
A get around to

Exercise 2

- get over her fear
get through a day
- get out of going
get off work
get away with it
- get around to paying
get away with making
get used to eating

Exercise 3

Answers will vary. Possible answers may include:

- I haven't gotten around to cleaning my room.
- I just got a scooter, and I still haven't gotten used to riding it.
- I always try to get out of doing the dishes.
- Sometimes it's hard to get through meetings.
- I get off work at 5:30.
- It took me about four days to get over my last cold.

Lesson C You're going this time, right? pp. 30–31

Exercise 1

A

1. It is you, right?
2. So, you teach teenagers, huh?
3. So, you haven't told them yet?
4. You're still working at that software company, right?
5. So, they don't know you're here, then?
6. You didn't hear about that, huh?

B

Dan It is you, right?

Eva You're still working at that software company, right?

Dan You didn't hear about that, huh?

Dan So, you teach teenagers?

Eva So, they don't know you're here, right?

Eva So, you haven't told them yet?

Exercise 2

Rita So, you're having a birthday party this year? 1

Craig I don't know. My birthday is going to fall right in the middle of final exams. –

Rita So, you think people won't come if they're studying? 2

Craig Yeah, I mean, these are important exams, so . . . 3

Rita Well, maybe you could wait until after the exams are over. –

Rita Then you can have a double celebration: for your birthday *and* the end of exams. –

Rita So, don't forget to invite me! 4

Exercise 3

Phil You stayed out pretty late, huh?

Phil You had a good time, right?

Keith You didn't do anything?

Phil You're going out again tonight?

Phil So, you're not too tired to go out tonight?

Lesson D Social style pp. 32–33

Exercise 1

A

Paragraph 2: Smile!

Paragraph 3: Maintain eye contact.

Paragraph 4: Pay attention to your body language.

Paragraph 5: Use your ears.

Paragraph 6: Be fearless.

B

1. e 5. a

2. d 6. g

3. f 7. c

4. b

C

1. X

2. ✓

3. ✓

4. X

5. X

6. ✓

7. ✓

8. ✓

Exercise 2

A

Being an introvert

while I wait to get on a plane or train

because I'm away from home

B

Answers will vary.

Unit 5 Law and order

Lesson A Rules and regulations pp. 34–35

Exercise 1

- | | |
|----------------------|-------------------------|
| 1. must be changed | 4. shouldn't be allowed |
| 2. should be banned | 5. could be encouraged |
| 3. ought to be fined | 6. has to be done |

Exercise 2

A

- | | |
|---------------|-------------|
| 1. encouraged | 5. passed |
| 2. allowed | 6. given |
| 3. fined | 7. banned |
| 4. made | 8. arrested |

B

Answers will vary.

Exercise 3

1. A be allowed
B be fined
C be arrested
2. A be made
B be arrested
C be treated
3. A be fined
B be changed
C be stopped

Exercise 4

Answers will vary. Possible answers may include:

1. He ought to be made to tell his parents.
2. I think the man could definitely be fined. He should only be arrested if he's done it before.
3. If she is a good student, I think she should be encouraged to work. It teaches responsibility.
4. No she shouldn't be given one. She's too young.
5. Yes, he must be given a time limit. He needs to play outside.
6. If they were all his fault, I don't think he should be allowed to drive.

Lesson B Crime and punishment pp. 36–37

Exercise 1

Crime:

armed robbery
break into a house
kill someone
take someone captive
minor offense

Punishment:

put on probation
lose your license
send to prison
clean up graffiti
go to jail

Exercise 2

- | | |
|------------------|--------------|
| 1. shoplifters | 5. penalties |
| 2. robbers | 6. jaywalker |
| 3. life sentence | 7. kidnapper |
| 4. vandals | 8. stealing |

Exercise 3

1. Three teenagers got arrested yesterday for stealing a car.
2. They got caught joyriding along a busy street.
3. The owner of the car thinks the teens should be fined.
4. Lulu Maxwell should be made to give a public apology.
5. Maxwell got fined \$500 and (got) put on probation for six months.
6. She got caught shoplifting in a department store downtown.
7. A man got caught writing graffiti on cars last Wednesday.
8. Jim Hillman got convicted of vandalism.
9. The owners of the car think Hillman should be made to pay for the damage done to their vehicles.

Exercise 4

Answers will vary. Possible answers may include:

1. You get fined and perhaps put in jail.
2. The vandals get told to clean it up.
3. Some murderers get sentenced to life in prison.
4. If you jaywalk, you might get fined.
5. You get your license taken away.

Lesson C First of all, . . . pp. 38–39

Exercise 1

Helen basically

Helen for a couple of reasons; second of all; the thing is

Helen another thing is

Exercise 2

A

- 3
- 1
- 5
- 7
- 4
- 2
- 6

B

Answer will vary. Possible answer:

Well, I think nowadays it's important to carry an ID card. First of all, if you're ever hurt or in an accident, it's important for people to be able to identify you. And then the other thing is, if you're not doing anything wrong, why would you care? Basically, it can only help in all situations.

Exercise 3

- | | |
|------|------|
| 1. c | 3. a |
| 2. e | 4. b |

Exercise 4

Pam their point is

Roger basically

Roger there are two reasons; number one; number two another thing is

Pam You've got a point

Roger I never thought of it that way

Lesson D Your right to privacy pp. 40–41

Exercise 1

A

- | | |
|---|-----|
| 3 | 6 |
| 5 | 2 4 |

B

1. He didn't notice all the shoes were right-footed.
2. He got caught because he fell asleep in an armchair in the house he was robbing.
3. They weren't happy because the items don't work.
4. He pulled over to help someone.
5. She needed to order something on the breakfast menu.
6. His crime cost him \$3.

Exercise 2

A

Because / As

since / because / as

Because / As

B

Answers will vary.

Unit 6 Strange events

Lesson A Coincidences pp. 42–43

Exercise 1

UFO
telepathy
déjà vu
sticks in my mind
coincidences
out of the blue
ran into
unexpectedly

Exercise 2

had broken up
started
decided
had dated, invited
noticed
were / had been, hadn't seen

Exercise 3

1. He had written a good cover letter and résumé.
2. He had written it with a professional and had a nice photo.
3. Because he had put his phone in silent mode. / He hadn't heard his alarm go off.
4. He had gotten his things ready the night before.
5. He hadn't had time to get it on Tuesday.
6. He had gone to the ATM on Tuesday.
7. No, he had never met her before.
8. She had recognized him from the photo on his résumé.

Exercise 4

Answer will vary. Possible answer:
When I was little, my family and I vacationed in Maine every summer. And every summer, we had the same routines. One year, we decided to try a different grocery store. We had always gone to the one close to our house. But for some reason, that day my mother had decided to try a new one. Well, we had just gotten out of the car when my mother yelled, "Stewart!" Stewart was her high school sweetheart that she hadn't seen in 20 years! My mom was thrilled, but I think my dad was jealous!

Lesson B Superstitions pp. 44–45

Exercise 1

1. If you put your clothes on inside out, you'll get a nice surprise.
2. If a bride wears pearls, she'll cry all her married life.
3. If you see a crow in the morning, you'll have a bad day.
4. If you put your purse on the floor, your money will disappear.
5. If you give your boyfriend / girlfriend a pair of shoes, he / she will leave you.
6. It's lucky to find a green tea leaf floating upright in a cup of tea.

Exercise 2

- | | |
|-----------------|--------------------|
| 1. snake | 3. make; come true |
| 2. sweep; broom | 4. come into |

Exercise 3

Junya Neither am I.
Marta Neither do I.
Marta So do I.
Junya Neither did I.
Marta So am I.

Exercise 4

Answers will vary.

Lesson C Weird and off the wall pp. 46–47

Exercise 1

- | | |
|----------------|----------------|
| 1. hilarious | 4. frightening |
| 2. fascinating | 5. weird |
| 3. wonderful | 6. difficult |

Exercise 2

Answers will vary. Possible answers may include:

1. beautiful, pretty, attractive, gorgeous
2. friendly, kind, nice
3. angry, frustrated, mad
4. amusing, neat, cool
5. sad, depressing, disturbing, upsetting

Exercise 3

- | | |
|-------------|-------------|
| 1. softer | 4. stronger |
| 2. stronger | 5. stronger |
| 3. softer | |

Exercise 4

Answers will vary. Possible answers may include:

1. Yes, I do. I think some people can really tell what others are thinking. It's just amazing.
No, I don't. I just don't believe you can ever tell what others are thinking.
2. I like to watch shows about UFOs. I think they're just fascinating.
I don't like to watch shows about UFOs. I think they're just a waste of time.
3. I believe you can. I just think we don't know enough about how our minds work.
I don't. I think it's just impossible to make something happen by wishing for it.
4. I believe that aliens might exist. There just has to be something else in space.
No, I don't. I just don't believe in them.
5. Yes, there's just so much that goes on in your head at night. Anything is possible.
No, I just don't think it's possible to learn anything substantial from our dreams.

Lesson D *Amazing stories* pp. 48–49

Exercise 1

A

- Top left: 2 Top right: 3
Bottom left: 4 Bottom right: 1

B

1. an exit; Julianne Clark
2. stowaway; Charles McLean
3. painkillers; had worn off; Tim Wilson

4. shipping crate; Charles McLean
5. honor; Christina Hudson

Exercise 2

A

Before; Soon after; after

B

Answers will vary.

Unit 7 Problem solving

Lesson A *Getting things done* pp. 50–51

Exercise 1

1. has; gets 3. had
2. has 4. get

Exercise 2

1. to wash; washed 4. repaired; fixed
2. to do; redecorated 5. to do; cleaned, ironed
3. cut; to help

Exercise 3

- StanP* get it repaired
LilyRose have it fixed
JuanJ get them cleaned
Hwatanabe have them delivered
Psmith89 have it painted

Exercise 4

Answers will vary. Possible answers may include:

1. I usually pay to have someone fix to my motorcycle.
2. I always get my father to do my taxes.
3. It costs (me) \$35 to get my hair cut.
4. I would have my gardening done by a professional.
5. I had my washing machine repaired last week.
6. I would buy a new laptop.

Lesson B *What needs to be done?* pp. 52–53

Exercise 1

1. recharge 4. clean
2. upgrade 5. replace
3. adjusting

Exercise 2

Answers will vary. Possible answers may include:

1. The lightbulb needs to be tightened.
2. The door needs adjusting / to be adjusted.
3. The walls need painting / to be painted.
4. The carpet needs cleaning / to be cleaned.
5. The junk needs throwing away / to be thrown away.
6. The chair needs fixing / to be fixed.
7. The TV needs repairing / to be repaired.
8. The window needs replacing / to be replaced.

Exercise 3

1. **A** dent; leaking
B making a funny noise
2. **B** slow; stopped / dead
3. **A** dead / stopped
B flickering
A won't turn on
B get a shock
4. **B** stain
A hole
B torn
5. **B** loose; fall off

Exercise 4

Answers will vary. Possible answers may include:

1. My kitchen always needs cleaning.
2. My front doorknob needs to be tightened.
3. The pictures on the wall sometimes need adjusting.
4. My MP3 player needs recharging quite often.
5. My old sofa needs to be replaced.

Lesson C *You OK?* pp. 54–55

Exercise 1

A

1. d 6. h
2. e 7. c
3. i 8. f
4. a 9. b
5. g

B

1. **A** Need some help moving it?
2. **A** Ready?
B Like it?
3. **A** Got any chips?
B Want one?
4. **B** Want me to help?
5. **B** Want me to get it?
6. **B** Love to!
B Ready!

Exercise 2

1. Ooh!
2. Ow!
3. Whoops!
4. Yuck!
5. Shoot!
6. Uh-oh!

Exercise 3

1. 5; 1; 6; 2; 4; 3
2. 3; 2; 4; 6; 5; 1

Lesson D Thinking outside the box pp. 56–57

Exercise 1

A

Answers will vary.

B

- | | | | |
|------|------|------|------|
| a. 7 | c. 2 | e. 3 | g. 5 |
| b. 4 | d. 6 | f. 1 | |

C

- | | | |
|------|------|------|
| 1. c | 3. a | 5. e |
| 2. f | 4. d | 6. b |

Exercise 2

A

Problem:

... there is sometimes a lack of understanding and respect between students and teachers.

Solution:

... have a teacher-student swap day once a semester.

Benefits:

... students could see what teachers have to do to prepare for a class.

... teachers could learn new ideas from students and how students learn best.

... students could find out if teaching is something they like to do as a career.

How the solution will be implemented:

Each semester, every teacher would become a student and let two students take over the class.

B

Answers will vary.

Unit 8 Behavior

Lesson A Reactions pp. 58–59

Exercise 1

1. He's sulking.
2. They're hugging (each other).
3. She's yelling (at her computer).
4. They're laughing out loud.
5. She's hanging up (on someone).
6. He's losing his temper.

Exercise 2

Answers will vary. Possible answers may include:

1. I would have been annoyed. I wouldn't have yelled at him, though.
2. I would have hugged her. I wouldn't have been disappointed.
3. I would have just smiled. I wouldn't have laughed out loud.
4. I would have been angry. I wouldn't have sulked.
5. I would have been upset. I wouldn't have lost my temper.

Exercise 3

A

1. Leah could have taken
Rita couldn't have done; wouldn't have wanted
Leah could do
Rita wouldn't have said; should have sounded

2. Jon would have been
Luz should have called
Jon could have contacted
Luz should have gotten; would have done

B

Conversation 1:

1. What else could I have said?
2. How would you have reacted?
3. Where would you have hung it?

Answers to the questions will vary. Possible answers may include:

1. You could have said it didn't fit.
2. I would have sulked.
3. No, I would have just hung it up when he visited.

Conversation 2:

4. Would you have felt angry?
5. Would you have called her?
6. What could / should Cora have done?

Answers to the questions will vary. Possible answers may include:

4. Yes, I probably would have.
5. Yes, I might have.
6. She could have sent a text message.

Lesson B Emotional intelligence pp. 60–61

Exercise 1

1. happy, flexible, realistic
2. sympathetic, honest, sensitive
3. decisive, confident, determined
4. jealous, aggressive, impulsive

Exercise 2

Positive	Negative
confidence	aggression
determination	anger
flexibility	depression
happiness	grief
honesty	guilt
motivation	hate
realism	jealousy
self-discipline	sadness
sensitivity	shame
sympathy	sulking

Exercise 3

1. A She must have left by now.
A She may have decided to drive.
B She couldn't have gotten it back yet.
2. B She must have been scared.
A He might not have recognized her.
A She may have told him.

Exercise 4

Answers will vary. Possible answers may include:

1. She could have stayed up too late the night before.
She might not have set her alarm.
2. He / She may have been very busy.
He / She couldn't have been on vacation.
3. They may not have mailed the card on time.
They might have sent you a surprise gift.
4. She must have forgotten where she put them.
She could have left them at a friend's house.

Lesson C I had that happen to me. pp. 62–63

Exercise 1

- B I had that happen to me
A That's like
B That reminds me of the time
A I had a similar thing happen to me,
B That happened to my friend Nancy,
A Speaking of

Exercise 2

- | | |
|------|------|
| 1. e | 5. a |
| 2. d | 6. b |
| 3. b | 7. d |
| 4. c | 8. a |

Exercise 3

- | | |
|------|------|
| 1. d | 4. f |
| 2. a | 5. c |
| 3. b | 6. e |

Exercise 4

Answers will vary.

Lesson D Saying you're sorry pp. 64–65

Exercise 1

A

Both bloggers feel better for taking action.

B

- | | |
|------|------|
| 1. f | 4. a |
| 2. e | 5. d |
| 3. b | 6. c |

C

1. She usually ignores them.
2. It was in her neighborhood.
3. She shouldn't have yelled.
4. It's so time-consuming.
5. Someone started sending her game requests.

Exercise 2

A

I feel I should apologize for
it was my fault entirely
I promise not to
I just hope

B

Answers will vary.



Unit 9 Material world

Lesson A Possessions pp. 66–67

Exercise 1

A

- | | |
|----------------|------------------|
| 1. own | 4. accumulated |
| 2. possessions | 5. goals |
| 3. part with | 6. materialistic |

B

Answers will vary.

Exercise 2

1. thought; 'd clean out
2. had / has been saving
3. hadn't / hasn't found
4. couldn't / can't part with; were / are
5. was / is
6. was / is always buying; thought / thinks; had / has
7. wouldn't / won't ever throw out
8. had bought / bought

Exercise 3

Mel she'd enjoyed it a lot

Eric she was broke; she's / she'd been spending too much lately

Eric she couldn't afford to buy the tickets

Eric she was going away for a week; she'd / she'll call me when she got / gets back

Eric it was a surprise

Mel her mother is / was a millionaire

Lesson B Money pp. 68–69

Exercise 1

- | | |
|------|------|
| 1. b | 6. a |
| 2. c | 7. b |
| 3. a | 8. a |
| 4. b | 9. c |
| 5. c | |

Exercise 2

- | | |
|------------|------------|
| 1. charge | 6. savings |
| 2. bills | 7. income |
| 3. monthly | 8. stocks |
| 4. out | 9. debt |
| 5. away | |

Missing word in sentence: allowance

Exercise 3

1. how much money I saved
2. if / whether I had / have
3. if / whether I could / can stick to
4. how many times I'd taken / I took
5. what I spent / spend
6. if / whether I'd taken out / I took out

Exercise 4

1. whether / if she wanted to borrow some money
2. whether / if she / she'd lent some money to a friend
3. how much she / she'd spent on clothes
4. how she / she'd paid for lunch
5. if she / she'd looked in her purse
6. if she could remember where she'd gone / she went

Lesson C He was telling me . . . pp. 70–71

Exercise 1

1. She was telling me about her son.
2. She was saying it doesn't / didn't pay much.
3. A co-worker of mine was telling me our boss just won had just won the lottery.
4. My co-worker was saying she won / had won \$5,000.
5. My friend was telling me she needs / needed a new car.
6. She was saying that she might lose her job if she's / she was late again.
7. I was telling him what to do while I'm / I was on vacation.

Exercise 2

1. *B* Evidently
B told me
A I've heard
2. *B* According to the report
A They say
A was saying
3. *B* I was told
A Apparently; he was telling me

Exercise 3

Answers will vary.

Lesson D Do I really need that? pp. 72–73

Exercise 1

A

share them with fellow readers

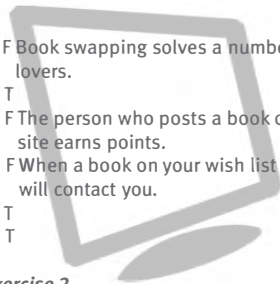
B

1. F Book swapping solves a number of problems for book lovers.
2. T
3. F The person who posts a book on a book-swapping site earns points.
4. F When a book on your wish list is posted, the website will contact you.
5. T
6. T

Exercise 2

A

she explained; she added
she recalled; she concluded



B

Answers will vary.

*If the things these people say are still true, the reported speech can be in the same tense as the direct speech.

Unit 10 Fame

Lesson A *The rise to fame* pp. 74–75

Exercise 1

- had followed; might have become
- hadn't heard; wouldn't have joined
- hadn't learned; might not have been able
- hadn't told; wouldn't have tried out
- had received; wouldn't have won

Exercise 2

- PM* hadn't sung; would / could / might, have won
Beth would / could / might have had
Ian had known; would have worked
PM Would / Could, have taken
Ian would / could have looked

Exercise 3

Answers will vary. Possible answers may include:

- she might have / could have become a famous ballerina; she wouldn't have gone to Harvard
- she wouldn't have been a professional photographer
- she would have been an architect / engineer
- he might not have become a successful chef
- he might have played a perfect concert

Exercise 4

Answers will vary. Possible answers may include:

- I might not have met the teacher who inspired me the most
- I wouldn't have gotten a job in the United States
- I wouldn't have been promoted
- I might have traveled all over the world
- I could have been a great piano player
- moved to Florida, I wouldn't have met my husband

Lesson B *In the public eye* pp. 76–77

Exercise 1

Up-and-coming
 bad press
 go downhill
 made headlines
 drop out of sight
 take off
 got discovered
 have connections
 in the right place
 in the headlines

Exercise 2

- | | |
|-------------|---------------|
| 1. isn't it | 4. didn't you |
| 2. are we | 5. wasn't it |
| 3. have you | 6. hasn't he |

Exercise 3

- A doesn't he
B do you
 A don't they
B isn't it
- A is it
B does she
 A didn't she
B doesn't it
 A wasn't I

Exercise 4

- You were raised in Tennessee, weren't you?
- You started acting at the age of seven, didn't you?
- Your first major role was in *The Man in the Moon*, wasn't it?
- You appeared in over 25 movies by the age of 30, didn't you?
- You have produced several movies, haven't you?
- You're married to a talent agent, aren't you?
- You have three children, don't you?

Lesson C *Good question!* pp. 78–79

Exercise 1

- Tina* couldn't you
Tina don't you
Tina wouldn't it
Tina couldn't you
Tina wouldn't it; don't they; don't you

Exercise 2

Answers will vary. Possible answers may include:

- I'm sure you could ask to take the test again, couldn't you?
- You could try and join a club, couldn't you?
- You should call her, shouldn't you?
- You could join a gym, couldn't you?
- It would be good to apologize, wouldn't it?
- You should tell her the truth, shouldn't you?

Exercise 3

1. b
2. a
3. d
4. e
5. c

Exercise 4

- 3 or 5
6 4
1 1
4 6
2 2
5 3

Lesson D Rising stars pp. 80–81

Exercise 1

A

Answer will vary. Possible answer:
They maintain their “bad boy” image because a lot of their music talks about their difficult upbringing and pasts.

B

1. F Rap started in a poor neighborhood in New York City in the 1970s.

2. F Rap was a way for kids in bad neighborhoods to express themselves creatively.
3. F After rap became popular, many of its stars came from poor backgrounds.
4. F 50 Cent came from an underprivileged / poor background.
5. T
6. T

Exercise 2

A

Topic sentence:

Eminem is one of the most popular and controversial rap stars of all time.

Not on topic:

He has been married and has three children.
He has short blond hair and often wears baggy jeans and sweatshirts.

B

Answers will vary.

Unit 11 Trends

Lesson A Trends in society pp. 82–83

Exercise 1

wireless Internet access
outsource; unemployment
shortage
recruit
obsessed
financial support
Traffic congestion

Exercise 2

1. are being sold
2. has been developed
3. are being engineered / have been engineered
4. are being created / have been created
5. have been moved
6. have been conducted

Exercise 3

Answers will vary. Possible answers may include:

1. At last, a cure for the common cold has been found.
2. The world’s oldest building has been discovered in Japan.
3. New driving tests have been scheduled / are being scheduled for next year.
4. Traffic has been delayed because of strong storms.
5. Plans to hire more teachers have been discussed / are being discussed.

Lesson B Environmental matters pp. 84–85

Exercise 1

- | | |
|----------------------|-----------------------------|
| 1. toxic chemicals | 5. consumes |
| 2. global warming | 6. drought |
| 3. landfill | 7. environmentally friendly |
| 4. natural resources | 8. biodegradable |

Missing word in sentence: Conserve

Exercise 2

- | | |
|----------------------|----------------|
| 1. energy-saving | 5. recycle |
| 2. decompose | 6. consume |
| 3. air pollution | 7. contaminate |
| 4. water consumption | 8. lack |

Exercise 3

- | | |
|----------------|-------------------|
| 1. despite | 4. although |
| 2. in order to | 5. as a result of |
| 3. due to | 6. because of |

Exercise 4

1. because
2. in order to
3. so that
4. due to
5. in spite of
6. instead of

Exercise 5

Answers will vary. Possible answers may include:

1. I try to use less electricity in order to save money each month.
2. I try not to waste water due to the current water shortage.
3. I always buy recycled products, like paper, in spite of the higher cost.
4. I'm concerned about the number of people who throw away bottles instead of recycling them.
5. I'm not concerned about eating organic produce because I don't believe in the health benefits.
6. I think governments should give farmers money so that they can grow organic produce.

Lesson C As I was saying, . . . pp. 86–87

Exercise 1

A

1. e 4. a
2. d 5. c
3. b

B

Answers will vary. Possible answers may include:

1. As Taya was saying, I don't think big companies should move jobs overseas. I mean, what will people do here to earn money?
2. Taya mentioned long working hours earlier. I think people should only work 35 hours a week. Quality of life is important, too.
3. Going back to what Taya was saying about the cost of health care, I think the government should provide free health care to everyone, even if that means taxes are increased.
4. Going back to what Taya was saying about working from home, I also think it's important to socialize with colleagues.

5. As Taya said, people are retiring later. But, I also think people should be able to work if they want to.

Exercise 2

Answers will vary. Possible answers may include:

1. chemical engineers, electrical engineers, etc.
2. vision care, dental care, and so forth
3. more on-the-job experience, good leadership qualities and so on
4. paid leave, flexible work hours, and so forth
5. organizational skills, good people skills, etc.
6. relax, reduce stress, pursue interests, and so forth

Exercise 3

Answers will vary. Possible answers may include:

1. As you said, fines would make people recycle, make money to improve recycling programs, and so on.
2. Going back to what you were saying, global warming seems to have caused lots of thunderstorms, unseasonably warm weather, etc.
3. Like you said, if people used public transportation, there would be less traffic, less pollution, and so forth

Lesson D Technological change pp. 88–89

Exercise 1

1. e 3. b 5. f
2. a 4. d 6. c

Exercise 2

A

more and more; fewer; declined; increasingly; less; growing

B

Answers will vary.

Unit 12 Careers

Lesson A Finding a career pp. 90–91

Exercise 1

1. résumé 4. interview
2. internship 5. strengths, weaknesses
3. career counselor 6. personality test

Exercise 2

1. What you need is a positive attitude.
What my friend did was smart. What she did was write a letter to her boss.
2. What I would do is just ask her.
What you need to do is (to) get another job offer and then ask for a promotion.
3. What you should do is wear formal business clothes.
What you need to do is (to) get additional skills.

Exercise 3

1. The first thing to do is to try to get a really good degree.
2. One good thing to get is work experience in a successful company.
3. The main thing you need to be is determined to succeed.
4. The good news is (that) companies are hiring new graduates right now.
5. The best thing to do is (to) work on improving your English.
6. The good thing about internships is (that) they help you get better jobs.

Exercise 4

Answers will vary.

Lesson B The world of work pp. 92–93

Exercise 1

- | | |
|--------------------|---------------------------|
| 1. editor; C | 7. tax adviser; B |
| 2. surgeon; D | 8. construction worker; A |
| 3. stockbroker; B | 9. psychiatric nurse; D |
| 4. contractor; A | 10. interpreter; C |
| 5. writer; C | 11. financial analyst; B |
| 6. pediatrician; D | 12. translator; C |

Exercise 2

Suited for:

1. finance
2. publishing
3. the construction industry
4. public relations
5. advertising

Not suited for:

- medicine
business management
journalism
telemarketing
the travel industry

Exercise 3

1. *Tia* might / will be running
Sasha 'll, be looking; won't be asking
Tia 'll have finished; 'll / might / may be working
Sasha 'll / might / may be living; working
2. *Jamie* 'll be doing
Malik 'll / might / may be living; 'll / might / may be taking
Jamie won't / might not / may not have paid off;
won't / might not / may not have fixed up
Malik 'll have finished

Exercise 4

Answers will vary.

Lesson C The best part was . . . pp. 94–95

Exercise 1

1. *Jamal* the reason I ask is (that)
Ryan the worst part was (that)
2. *Ming-li* what I heard was (that)
Ming-li What I was going to tell you was (that)
3. *Celia* What I thought was good was (that)
Tomo the best thing was (that)

Exercise 2

Answers will vary. Possible answers may include:

1. I don't know if you've seen the advertisement, but they're hiring waiters and waitresses at the Cactus Bistro.
2. I don't know if you're looking for a new job, but the Johnstown Technical College is having a job fair.

3. I don't know if you've ever thought about rewriting your résumé, but you can get help at Résumé Express.
4. I don't know if you've heard, but you can get a degree in business management from Lakewood University now.

Exercise 3

- 2
- 5
- 3
- 6

7

4

Lesson D Job interviews pp. 96–97

Exercise 1

A

- Paragraph 3: What's the plan?
Paragraph 4: It pays to be polite
Paragraph 5: Use the Information Highway

B

1. F
2. T
3. T
4. F
5. F
6. T

Exercise 2

A

1. cover letter
2. Dear
3. advertised on October 28
4. attached résumé
5. Thank you for your time and consideration.
6. Sincerely

B

Answers will vary.





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