

آموزش از راه دور زبان انگلیسی

تجلیگر

راهنمای گرامر و نکات کاربردی

Touchstone

3

Intermediate

راهنمای گرامر و نکات کاربردی

Touchstone 3

جلد سوم

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 صفت :

همانگونه که می دانید، صفت در زبان انگلیسی ماقبل اسم قرار گرفته و حالت و چگونگی آنرا بیان می کند. اگر اسم دارای چندین صفت در جمله باشد، از الگوی زیر در چیدمان آن استفاده می کنیم:

اسم + صفت جنس + صفت رنگ + صفت اندازه + صفت کیفیت

مثال :

a smart new woollen jacket

a pair of expensive black designer jeans

some big round bright red sunglasses

some comfortable large white cotton T-shirt

some nice wide-fitting brown leather walking shoes

☑ کاربرد قید :

همانگونه که می دانید قید در جملات برای بیان چگونگی فعل استفاده می شود. مثال :
You speak English **well**.

قیدها به پنج دسته مهم زیر تقسیم می شوند:

۱ - قید حالت ۲- قید مکان ۳- قید زمان ۴- قید تکرار ۵- قید مقدار

قید تکرار همواره قبل از فعل اصلی و پس از فعل کمکی در جملات قرار می گیرد. همچنین قیدهایی نظیر **finally, recently** می توانند ابتدا و انتهای جملات نیز ذکر شوند. مثال:

I **usually** play tennis with Jenny.

She's **always** tired in the evening.

Finally we arrived home.
Have you seen any good films **recently**?

قید حالت، معمولا در انتهای جمله قرار می گیرد. مثال:

He spoke **quickly**.
They left the room **quietly**.
He worked **hard**.

قید مقدار، معمولا قبل از صفت یا قید حالت و گاهی قبل از فعل اصلی جمله قرار می گیرد. مثال:

I don't **quite** understand this exercise.
Be careful! You **almost** broke the window.
We didn't do **much** today.



Unit 2

Grammar

☑ 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.

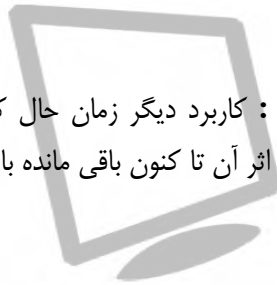
She has lived in Iran **for** two years.

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 معمولاً 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** معمولا در انتهای جملات حال کامل نوشته می شود.

توجه : گاهی از **before** به معنی (قبلا) 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 3

Grammar

☑ صفت عالی :

صفت عالی برای مقایسه برتری میان چندین اسم بکار می رود. مانند **علی بلندقدترین دانش آموز است**. در این جمله **بلندقدترین** صفت عالی می باشد. در زبان انگلیسی صفت عالی با افزودن **-est** به انتهای صفت‌های تک سیلابی ساخته می شود. مثال :

بلندترین : tallest ► بلند : tall

Ali is the tallest student.

علی قدبلندترین دانش آموز است

توجه : the در جملاتی که دارای صفات عالی هستند همیشه قبل از صفت عالی بکار می رود. مثال :

Ali is **the** youngest child.

علی جوانترین بچه است

☑ صفت عالی چند سیلابی :

در صفت‌های دو یا چند سیلابی مانند beautiful ، صفت عالی با افزودن **most** به ابتدای لغت ساخته می شود. مانند : **most beautiful** مثال :

Isfahan is the most beautiful city in Iran.

اصفهان زیباترین شهر ایران است



☑ صفت عالی بی قاعده :

بعضی صفت‌های عالی بی قاعده هستند و با افزودن **-est** به انتهای صفت ساخته نمی‌شوند. مانند :

- Good : خوب ► Best : بهترین
 Bad : بد ► Worst : بدترین
 far : دور ► furthest : دورترین

☑ ترکیب much با صفت عالی :

ترکیب much با صفت عالی به آن مفهوم (خیلی) می‌دهد. (در این حالت از very استفاده نمی‌شود) مثال:

This book is **much** cheaper than that book.

این کتاب از آن کتاب بسیار ارزانتر می‌باشد.



Unit 4

Grammar

☑ کاربرد **used to** :

used to به معنی (**عادت داشتن به ...**) جهت بیان عادت به انجام کاری در زمان گذشته بکار می رود. (که در زمان حال ترک شده باشد) مثال:

I used to drink too much coffee.

در گذشته عادت به نوشیدن مقدار زیادی قهوه داشتم.

از آنجائیکه **used to** بیانگر زمان گذشته است، با استفاده از فعل کمکی **did** می توان جملات را سوالی و منفی نمود. مثال:

I didn't use to eat coffee.

در گذشته عادت به نوشیدن قهوه نداشتم.

Did he use to avoid sweet?

آیا او عادت به پرهیز از شیرینی داشت؟

No, he didn't.

خیر

توجه: می توان از **would** مشابه **used to** جهت بیان انجام کاری که در زمان گذشته بصورت مداوم انجام می شده، نیز استفاده نمود. مثال:

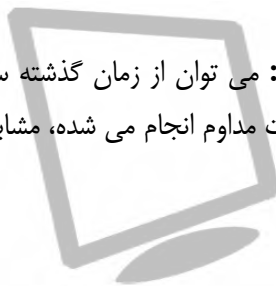
Whenever Richard was angry, he would walk out of the room.

She would cycle to school.

توجه: می توان از زمان گذشته ساده نیز جهت بیان انجام کاری که در زمان گذشته بصورت مداوم انجام می شده، مشابه **used to** استفاده نمود. مثال:

She walked 5kms every day.

We lived in Italy.



Unit 5

Grammar

☑ اسامی قابل شمارش و غیر قابل شمارش :

اسامی شمارشی به اسامی گفته می شود که قابل شمارش هستند. مانند کتاب ، میز و... اسم جمع این اسامی با S (و یا es) همراه می باشد. مانند: books , tables
 اسامی غیر شمارشی به اسامی گفته می شود که قابل شمارش نیستند. مانند آب، نمک، حیوانات و ... اسامی غیر شمارشی بصورت مفرد در جمله ظاهر می شوند و هنگامی که بخواهیم اسامی غیر شمارشی را بصورت جمع در جمله بکار ببریم از عبارتهایی نظیر قطعه ، لیوان ، کیلو و ... بسته به نوع اسم استفاده می کنیم.
 مثال :

two glasses of water دو لیوان آب

two kilos of rice دو کیلو برنج

three pieces of bread سه تکه نان

برخی از اسامی غیر قابل شمارشی عبارتند از:

abstract ideas: health, advice, help, luck, fun

sports and activities: tennis, swimming, golf, basketball

illnesses: cancer, AIDS, diabetes, dengue

natural events: rain, snow, wind, light, darkness

academic subjects: English, Chemistry, Art, Mathematics

foods: rice, milk, sugar, fat

توجه: فعل اسامی غیر قابل شمارشی، بصورت مفرد در جملات بکار می رود. مثال:

Fat **isn't** good for you.

چربی برای شما خوب نیست.

Mathematics **is** my favorite subject.

ریاضیات موضوع مورد علاقه من است.



توجه: ماقبل اسامی غیر قابل شمارش از a, an استفاده نمی شود. ولی می توان از the هنگامی که به اشیای خاصی اشاره می شود استفاده نمود. مانند: **the water**

☑ کاربرد Quantifier ها :

quantifiers (لغاتی که بیانگر کمیت و تعداد می باشند) به کلماتی اطلاق می شود که قبل از اسم (شمارشی یا غیر شمارشی) آمده و کمیت آنرا مشخص می کند. پرکاربردترین quantifier ها عبارتند از:

all(100%)

most(90%)

a lot of(80%) lots of(80%) many(80%) much(80%)

some(70%) any(70%)

a few(30%) a little(30%)

few(10%) little(10%)

none(0%)

توجه: some به معنی چندتایی و مقداری ماقبل اسامی قابل شمارش و غیر قابل شمارش در جملات مثبت بکار می رود. مثال:

I've got **some** oranges.

I've got **some** water.

توجه: از آنجاییکه some تنها در جملات مثبت بکار می رود، بجای آن در جملات منفی و سوالی از any استفاده می شود. مثال:

I haven't got **any** apples.

Have you got **any** bread?

توجه: many, a few, few فقط برای اسامی شمارشی و کلمات much, a little, little فقط برای اسامی غیر قابل شمارشی بکار می روند.

☑ کاربرد **much, many, a lot of** :

much به معنی **مقدار زیاد** ماقبل اسامی غیر قابل شمارش و در جملات منفی و سوالی بکار می رود. مثال:

How **much** water is there?
There isn't **much** water.

many به معنی **تعداد زیاد** ماقبل اسامی قابل شمارش جمع و در جملات منفی و سوالی بکار می رود. مثال:

How **many** oranges are there?
There aren't **many** eggs.

a lot of به معنی **تعداد و مقدار زیاد** بجای **much** و **many** ماقبل اسامی قابل شمارش و غیر قابل شمارش و در جملات مثبت بکار می رود. مثال:

There are **a lot of** oranges.
There is **a lot of** water.

☑ کاربرد **too** :

too قبل از صفت به معنی **(خیلی، آنقدر زیاد)** بوده و به جمله مفهوم منفی می دهد. مثال:

The water is **too** cold.
آب آنقدر سرد است (که نمی توان در آن شنا کرد)
I can't drink this tea. It's **too** hot.
نمی توانم این چای را بنوشم، خیلی داغ است.

توجه: فعل جمله پس از **too** بصورت مصدر (با **to**) بکار می رود. مثال:

The water is **too** cold **to** swim.
The tea is **too** hot **to** drink.



توجه : اگر بخواهیم فعل جمله را به شخصی نسبت دهیم، پس از **too** از **for** همراه با مفعول یا ضمیر مفعولی استفاده می کنیم. مثال:

The water is **too** cold **for** him **to** swim.

The tea is **too** hot **for** me **to** drink.

It's **too** dangerous **for** children **to** go swimming at that beach.

☑ کاربرد **enough** :

enough قبل از صفت به معنی **(به اندازه کافی)** بوده و به جمله مفهوم مثبت می دهد. مثال:

He is old **enough** to go to school.

او به اندازه کافی بزرگ شده که به مدرسه برود.

It was warm **enough** to go to school.

به اندازه کافی هوا گرم شده که بتوانیم به مدرسه برویم.



Unit 6

Grammar

☑ کاربرد going to در آینده ساده :

از ترکیبات going to می توان جهت بیان **تصمیم انجام فعل** در زمان آینده ساده استفاده نمود. مثال:

I am going to lose weight.

قصد دارم تا وزن کم کنم.

He is going to learn Japanese.

او قصد دارد تا زبان ژاپنی بیاموزد.

به ترکیبهای سوالی و منفی زیر توجه نمایید:

Are you going to join a gym?

No, I'm not.

Yes, I am.

توجه: از going to می توان برای **پیش بینی آینده** بر اساس وقایع جاری نیز استفاده نمود. مثال:

I'm going to start work.

نزدیک است که کار را شروع کنم.

It is going to fall.

نزدیک است که بیفتد.

☑ کاربرد will, shall :

از will می توان برای **قول دادن انجام کار** یا **بیان پیشنهاد** در زمان حال استفاده نمود. مثال:

We will send you a postcard.

ما قول می دهیم که برای شما یک کارت پستال ارسال کنیم.

I'll open the door for you.

چطور است که درب را برایتان باز نمایم؟

توجه: shall نیز مانند will برای قول دادن انجام کار یا بیان پیشنهاد در جملات پرسشی اول شخص مفرد و جمع (I و we) بکار می رود. مثال:

Shall I lend you some money?

چطور است که مقداری پول به شما قرض دهم؟

☑ کاربرد حال استمراری در آینده ساده :

از جملات حال استمراری می توان جهت برنامه ریزی انجام فعل در زمان آینده ساده استفاده نمود. مثال:

I am working tomorrow.

You are taking a day off next week.

He is leaving tonight.

We are meeting him for lunch.

They are going home after the lesson.

Are you going home after the lesson?

No, I'm not.

☑ 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, mustn't, must never 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.

should, ought to به مفهوم **بهتر است که ...** جهت بیان و درخواست نصایح، راهنمایی و پیشنهاد و الزام اخلاقی در جملات بکار می رود.

مثال:

I am tired. I **should** go to bed .
My mother is ill. She **should not** go to work .
You **ought to** keep a first aid kit in your car.
You **shouldn't** leave medicine where children can reach it.

☑ کاربرد must, might, can't در نتیجه گیری و قیاس :

must به مفهوم نتیجه گیری در جملات انگلیسی، هنگامی که از نتیجه فعل مطمئن باشیم، بکار می رود.

مثال:

He **must** be very rich if he's got a Rolls-Royce.

might زمانیکه از نظر گوینده نتیجه محتمل است، بکار برده می شود.

مثال:

The shutters are closed. She **might** be asleep.

can't زمانیکه از نظر گوینده نتیجه غیر محتمل و بعید باشد، بکار برده می شود.

مثال:

They **can't** be poor if they live in the most expensive part of town.

توجه: در مفهوم نتیجه گیری و قیاس، **can't** منفی **must** می باشد. مثال:

It **must** be difficult to live without electricity.

It **can't** be easy to live without electricity.



Unit 7

Grammar

☑ ضمایر ربطی :

ضمایر ربطی یا Relative Pronouns مانند **who, what, when, where, that** ضمایی هستند که برای اتصال مابین جملات اصلی و جملات تابع بکار می روند. مثال:

Fred is the man.

Fred cleans the school.

► Fred is the man **who** cleans the school.

فرد مردی است که مدرسه را تمیز می کند.

برخی از ضمایر ربطی عبارتند از:

who (به معنی که) برای اشاره به فاعل انسان بکار می رود.

whom (به معنی که او را) برای اشاره به مفعول انسان بکار می رود.

which (به معنی که) برای اشاره به فاعل و مفعول اشیاء بکار می رود.

that (به معنی که) بجای **who, whom, which** می تواند بکار برود.

مثال:

A dentist is someone **that** takes care of people's teeth.

A watch is a thing **which** shows the time.

A dictionary is a book **that** tells you the meaning of words.

توجه : هنگامیکه ضمایر ربطی بصورت مفعول در جمله نوشته می شوند، حذف آنها، تغییری در مفهوم جمله بوجود نمی آورد.

مثال:

The book **that you bought** gives great information about holidays

► The book **you bought** gives great information about holidays.

توجه : زمانیکه ضمائر ربطی بصورت فاعل در جمله نوشته می شود، نمی تواند حذف شود. مثال:

The author **who wrote that book** did a great job.

► ~~The author wrote that book~~ did a great job.

☑ 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. مانند turn on (روشن کردن)

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

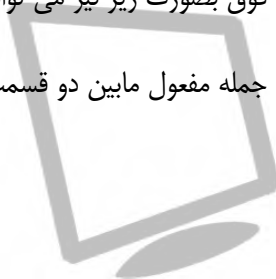
مثال :

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.

من چراغ را خاموش خواهم کرد.

ولی جمله زیر نادرست است:

~~I will turn off it.~~

توجه : برخی از افعال دو جزئی قابلیت جداشدن 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.~~



Unit 8

Grammar

☑ کاربرد wish :

جملاتی که بیانگر آرزو و افسوس در زمانهای مختلف باشند، با عبارت **I wish** به معنی **(ای کاش)** آغاز می گردند. در ساختار این جملات همیشه فعل جمله یک زمان عقب تر از زمان مفهومی جمله نوشته می شود. مثال:

I wish my laptop were a little faster.
Sometimes I **wish** I'd never met her.

توجه : در این جملات معمولاً از **were** بجای **was** استفاده می شود. مثال:

I wish I weren't so tired.

توجه: گاهی از **If only** بجای **wish** به مفهوم فوق نیز استفاده می شود. مثال:

If only we didn't have to go today.

توجه : **wish** یا **If only** جهت بیان اعتراض به وضع کنونی نیز استفاده می شود.
مثال:

I wish he would stop smoking.
If only they wouldn't make a mess.

☑ جملات شرطی غیر حقیقی نوع اول:

جملات شرطی نوع اول به جملاتی دلالت دارد که احتمال رویدادی در آینده نزدیک را به شرط انجام فعلی در زمان حال بیان نماید. مثال:

If I have time, I will phone you.
اگر زمان داشته باشم به تو تلفن خواهم کرد

ساختار جملات شرطی نوع اول بصورت زیر می باشد:

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

مثال :

If he studies hard, he will pass the exam.

اگر به سختی درس بخواند در آزمون قبول خواهد شد.

If I have time, I'll finish the homework this afternoon.

اگر فرصت داشته باشم، تمریناتم را این بعدازظهر تمام خواهم کرد.

همچنین می توان جملات شرطی نوع اول را بصورت زیر نیز بکار برد:

جمله شرط در زمان حال ساده if جمله پاسخ در زمان آینده ساده

مثال :

He will pass the exam **if** he studies hard.

در آزمون قبول خواهد شد اگر به سختی درس بخواند

I'll finish the homework this afternoon **if** I have time.

تمریناتم را این بعد ازظهر تمام خواهم کرد اگر فرصت داشته باشم

☑ 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** معمولاً 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.



Unit 9

Grammar

☑ 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.**

☑ یادآوری افعال دو جزئی :

همانطور که در درسهای گذشته دیدید، 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. مانند turn on (روشن کردن) 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 جداشدن 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.~~



Unit 10

Grammar

☑ یادآوری 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 + have / has + 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 معمولا 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.

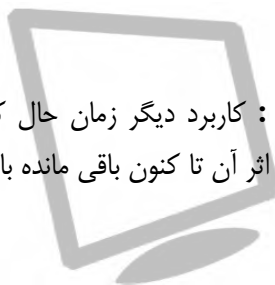
او برای دو سال در ایران زندگی کرده است

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 معمولاً 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.

☑ زمان حال کامل استمراری :

زمان حال کامل استمراری، بیانگر عملی است که در زمان بخصوصی از گذشته آغاز گشته و تا کنون بصورت مستمر ادامه داشته باشد. ساختار زمان حال کامل استمراری بصورت زیر می باشد:

قید زمان + **for** + **ing** + فعل + **have/has + been** + فاعل

مثال:

I have been learning English for a long time.

برای مدت طولانی به آموختن زبان انگلیسی پرداختم و تا کنون نیز ادامه دارد.

به ترکیبهای پرسشی و منفی زمان حال کامل توجه نمایید:

I haven't been learning English for a long time.

Has she been learning English for a long time?

توجه : همانگونه که در درسهای گذشته دیدیم، افعال غیر حرکتی معمولاً بصورت استمراری (ing دار) بکار برده نمی شوند. افعال غیر حرکتی یا **state verbs** افعالی هستند که برای نشان دادن حالتی بکار می روند. مانند متنفر بودن، دوست داشتن، ترجیح دادن و ...

مهمترین افعال غیر حرکتی عبارتند از :

Thinking & opinions: believe, feel, hate, know, like, love, prefer, think, understand, want

Sense: appear, feel, look, seem, smell, sound, taste

مثال:

I feel cold.

I see her.

David likes art and music.

Phil and Julie have three children.



Unit 11

Grammar

☑ کاربرد **must, might, can't** در نتیجه گیری و قیاس :

must به مفهوم نتیجه گیری در جملات انگلیسی، هنگامی که از نتیجه فعل مطمئن باشیم، بکار می رود.

مثال:

He **must** be very rich if he's got a Rolls-Royce.

might زمانیکه از نظر گوینده نتیجه محتمل است، بکار برده می شود.

مثال:

The shutters are closed. She **might** be asleep.

can't زمانیکه از نظر گوینده نتیجه غیر محتمل و بعید باشد، بکار برده می شود.

مثال:

They **can't** be poor if they live in the most expensive part of town.

توجه: در مفهوم نتیجه گیری و قیاس، **can't** منفی **must** می باشد.

مثال:

It **must** be difficult to live without electricity.

It **can't** be easy to live without electricity.



Unit 12

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. تمامی جملاتی که تاکنون آموخته ایم جملات معلوم می باشند. مثال :

I study English.

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.

☑ اسم مفعول :

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

see ► seen draw ► drawn build ► built
 learn ► learned speak ► spoken
 discover ► discovered

☑ ساختار جملات مجهول حال ساده:

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

مثال:

Every year the government builds a new railway line.

► A new railway line is built by the government every year.

☑ ساختار جملات مجهول گذشته ساده:

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

مثال:

Last year the government built a new railway line.

► A new railway line was built by the government last year.



Unit 1 Language summary

Adjectives

Positive qualities

accomplished	introverted
considerate	laid-back
creative	outgoing
down-to-earth	practical
easygoing	polite
even-tempered	quiet
generous	safe
helpful	shy
humble	

(absolutely) wonderful
(completely) honest
(incredibly) talented
(totally) reliable

Adverbs

Intensifiers

absolutely
completely
extremely
incredibly
not at all
pretty
really
so
totally
very
fairly

Manner

automatically
badly
carefully
correctly
differently
easily
fast
fluently
hard
immediately
late

Negative qualities

arrogant
competitive
dishonest
disorganized
impatient
inconsiderate
reckless
rude
selfish
unfriendly
unhappy
unreliable

Verbs

admire someone
balance work and play
borrow something
count on someone
drive recklessly
feel strongly about something
get impatient
have a (great) sense of humor
have impeccable taste (in clothes)
honk your horn
interrupt people
make the most of
slow down
take (school / work) seriously
talk about people behind their backs
tell the truth
trust someone
try hard to (get to class)

Describing behavior

I think it's nice to win, but I don't feel strongly about it.
Young people talk really fast and don't speak clearly. And they use a lot of slang.
A lot of people are too stressed to do their job carefully and thoroughly.

Describing personality and character

I really admire a guy in my karate class.
He's not very outgoing. He's basically just shy.
He's very practical and down-to-earth.
He's fairly easygoing and laid-back.
He's a pretty cool guy.
He's completely honest. I can trust what he says.
She has a great sense of humor.
She's extremely generous. She's not selfish at all.

Describing individual habits

How are you getting along with your new co-worker?
He's always wasting time.
He's always disturbing people. It drives me crazy.
He's not always criticizing people like that last guy.
He was always talking about people behind their backs.

Pointing out the positive

At least he's pleasant.
My friend is always texting, but at least she doesn't do it when she's crossing the street.
I didn't win, but at least I tried.

Describing personality and character

I really admire a guy in my karate class.
He's not very outgoing. He's basically just shy.
He's very practical and down-to-earth.
He's fairly easygoing and laid-back.
He's a pretty cool guy.
He's completely honest. I can trust what he says.
She has a great sense of humor.
She's extremely generous. She's not selfish at all.

Biographical information

I'm from (St. Petersburg) originally.
I was born and raised in (Veracruz, Mexico).
I moved (here) at the age of (14).

Unit 2 Language summary

Verbs

Irregular past participles

been (be)
broken (break)
done (do)
fallen (fall)
forgotten (forget)
found (find)
gone (go)
gotten (get)
had (have)
heard (hear)
hurt (hurt)
lost (lose)
seen (see)
spoken (speak)
taken (take)
won (win)

Bad experiences

break something valuable
fall and hurt yourself
fall off (a raft)
forget an important appointment
get / have the flu
get a flat tire
lose something important

Good experiences

enter a talent contest
get 100% on a test
speak to a famous person
take an exciting trip
win a prize

Outdoor activities

go bungee jumping
go camping
go hang gliding
go hiking
go kitesurfing
go parasailing
go sailing
go surfing
go rock climbing
go white-water rafting
go windsurfing

Nouns

blog (Web log)
blogger
contest
(secret) dream
hopes and dreams
hot air balloon
ruins
sailboat
tent
view
waterfall
wildlife
zip line

Adjectives

afraid (of heights)
exciting
fun
scared
scary

Adverbs

Attitude
amazingly
fortunately
unfortunately

Have you ever?

a couple of times
a few times
many / several times
(never / not) before
once
twice

Talking about hopes and dreams

What are your secret dreams?
My dream is to (study acting).
What's something you've always wanted to do?
I've always wanted to try hang gliding.

Talking about life experiences

We've gone sailing a few times.
We haven't saved enough money to buy a boat.
Raquel has never tried surfing before.
I've been to Europe several / many times.
Have you ever been to Ecuador?
Have you ever done anything scary?
No, I haven't. / Yes, I have. I went white-water rafting.
I've never been so scared in my life.

Keeping the conversation going

Have you been there?
No, but I've heard good things about it. Did you like it?
Do you like techno music?
Have you seen that new movie?
I've seen it a couple of times.
No, but I've heard of it. What's it about?

Showing interest or surprise

I'm impressed!
Wow.
Are you? / You are?
Do you? / You do?
Did you? / You did?
Have you? / You have?

Memories and storytelling

Amazingly, it wasn't really scary.
Fortunately, there were some great guides.
I didn't see a quetzal, unfortunately.

Unit 3 Language summary

Nouns

Human wonders

airport
ancient city
monument
office building
pyramid
roller coaster
shopping mall
skyscraper
stadium
structure
suspension bridge
train station

Verbs

cover
erupt
go hiking
hold
reach
serve
visit

Natural wonders

(active) volcano
archipelago
beach
canyon
coast
continent
desert
glacier
island
lake
mountain
mountain range
ocean
rain forest
reef
river
tree
wildlife

Adjectives

Regular superlatives

the busiest
the most interesting
the least expensive

Irregular superlatives

the best
the worst

Adjectives of measurement

deep (36,000 feet deep)
high (8,850 meters high)
long (4,160 miles long)
tall (1,670 feet tall)
wide (29 kilometers wide)

Units of measurement

Celsius (48°C / 48 degrees Celsius)
Fahrenheit (120°F / 120 degrees Fahrenheit)
0°C = 32°F
1 kilometer = 0.62 miles
1 meter = 3.28 feet
1 square kilometer = 0.386 square miles

Numbers

a million = 1,000,000
6,529 = six thousand five hundred (and) twenty-nine
509 = five hundred (and) nine
7.7 = seven point seven

Talking about human wonders

Where is the longest suspension bridge?

This is the longest suspension bridge in the world.

It's 1,990 meters (6,529 feet) long.

Where is the busiest fast food restaurant in the world?

This restaurant serves over 40,000 people each day.

Which country has the most tourism?

This is the most popular country with tourists. Eighty million people visit every year.

Talking about natural wonders

The highest mountain in the world is Mount Everest.

The largest ocean is the Pacific. It covers one-third of the earth.

The largest hot desert is the Sahara in Africa.

How large is it? It's about 9.1 million square kilometers.

Talking about measurements

How high is Mount Everest?

It's 8,850 meters (29,035 feet) high.

How long is the Nile River?

It's 6,695 kilometers (4,160 miles) long.

How wide is the Grand Canyon?

It's about 29 kilometers (18 miles) wide.

Using superlatives for emphasis

This is the most incredible place!

I had the best time.

It's just the greatest place to hike.

You see the most interesting people.

Being a supportive listener

It feels good to be out of the city.

It sure does.

These trees are just awesome.

They really are.

We should go hiking there sometime.

You're right. We really should.

Adding information in writing

Many people come to Argentina to see the Andes, the longest mountain range in the world.

Mount Aconcagua, a peak in the Andes range, is the highest mountain in Argentina.

Unit 4 Language summary

Nouns

Immediate family

father
fiancé / fiancée
mother
husband
wife
spouse (= husband or wife)
son
daughter
brother
sister
sibling (= brother or sister)
only child

Blended family

stepfather
stepmother
stepson
stepdaughter
stepbrother
stepsister
half brother
half sister

Time expressions

Past

back then
in those days
when I was (17)
when we were kids

Extended family

great-grandfather
great-grandmother
grandfather
grandmother
uncle
aunt
nephew
niece
cousin
brother-in-law
sister-in-law

Present

now
nowadays
these days
today

Verbs

The past

used to
would

Discipline and rules

ask someone to do something
get someone to do something
have someone do something
help someone do something
let someone do something
make someone do something
tell someone to do something
want someone to do something

Family life

be part of (a big family)
clean up (your room)
come over (for dinner)
crawl under the table
do chores
fight over (the remote)
get divorced
get married
go over the speed limit
gripe (about)
grow up
have a gripe (about)
pressure someone
start a family
stay out late
tease someone

Family gripes, discipline, and rules

My parents want me to study law, and they're always pressuring me about it.

I try to have my kids do their homework before dinner, but they watch TV instead.

Pedro's parents make him come home before 11:00.

Mae's kids never help her clean the house.

She can't even get them to clean up their rooms.

My parents won't let me use the car. I have to ask them to drive me everywhere.

My wife is a backseat driver. She's always telling me to slow down.

Family memories

My great-grandmother used to keep candy in her pockets, and she'd always give us some.

All my aunts and uncles used to come over for Sunday dinner, and my cousins and I would crawl under the table and play.

I used to play on a basketball team with my four brothers, and we would always win.

I didn't use to like jazz, but I do now.

What kind of music did you use to like?

Giving opinions

It seems like (we don't get enough time to relax).

If you ask me, (we all work too much these days).

I don't think (we get enough time together).

I think (people work longer hours than they used to).

It seems to me (that's why people often get burned out).

Agreeing

Absolutely.

Definitely.

Exactly.

You're right.

That's true.

That's for sure.

I agree (with you).

(Oh,) yeah.

Unit 5 Language summary

Nouns

Fruit

apple
mango
orange
pineapple

Vegetables

broccoli
carrot
green pepper
tomato

Food and health

calorie
carbohydrate
fat
protein

Food containers and measures

a bag of (potato chips)
a bottle of (soy sauce / ketchup)
a box of (cereal)
a can of (soup / soda)
a carton of (juice / eggs)
a jar of (mustard / hot peppers)
a kilo of (rice) *kilo = kilogram*
a liter of (soda / water)
a loaf of bread / two loaves of bread
a package of (cookies)
a pound of (hamburger meat)
a quart of (skim milk)
a tub of (margarine / butter)
a slice of (cheese)

Types of food

apple pie
dessert
fast food
fresh fruit and vegetables
frozen dinner
frozen meal
pastry
snack
treat

Places to keep food

kitchen cabinet
freezer
fridge (refrigerator)
refrigerator
vegetable drawer

Food preparation

filling
flavor
ingredients
recipe
spices

Adjectives

Prepared food

baked (potatoes)
barbecued (beef)
boiled (eggs)
deep-fried (pastries)
fried (eggs / potatoes)
grilled (shrimp)
pickled (cabbage)
raw (fish)
roast (lamb)
smoked (fish)
steamed (vegetables)
stir-fried (noodles)

Determiners of quantity

a little
a few
very little
very few
less
fewer
(not) much
(not) many
too much
too many
some
(not) enough

Adverbs

too (slowly)
(talk) too much

Linking words

for example
like
such as

Verbs

Ways of cooking

bake
barbecue
boil
fry
grill
pickle
roast
steam
stir-fry

Food and health

lose weight
improve your mood

Talking about food, eating, and health

There aren't many vegetables in my refrigerator.
There are just a few green peppers.
I guess I should eat more vegetables.
I always have plenty of fresh fruits and vegetables.
I usually buy 1 percent milk because it has fewer calories.
There's very little food in my refrigerator.
I eat out most nights.
There's not much food in the house.
Skim milk has fewer calories.
Nuts are very healthy.
A little chocolate can improve your mood.
I'm too full. I ate too many fries / too much food.
I'm thirsty. My fries were too salty.
My salad wasn't filling enough.
She eats too slowly because she talks too much.
There's always room for dessert.
I eat too much fast food.

Offering, accepting, and refusing food and drink

Can I get you something to eat?
I'm OK for now. But thanks.
Are you sure?
No, thanks. I'm fine. Really.
No, thanks. Maybe later.
How about some tea or coffee?
Uh, are you having some?
Are you sure it's not too much trouble?
No, it's no trouble at all.

Letting another person decide

Either one (is fine).
Either way (is fine).
Whatever you prefer.
Whatever you're having.
Whichever is easier (for you).

Unit 6 Language summary

Verbs

Advisability

had better (not)
might want to
ought to

Necessity

don't have to
going to have to
have got to

Preference

would rather (not)

Doing good

do some good (for)
do volunteer work
do your best
make a difference
make an effort to do something

Dealing with things

do a lot of thinking
do research
do something about a problem
do the math
ignore a problem
make a decision to do something
make a list (of)
make a living
make a mistake
make excuses
make sense
make sure (that)
make up your mind (if)

Multitasking

drive someone crazy
get distracted by
make progress on
make up (your) mind
meet a deadline
multitask
play a trick on someone
set a tight deadline
set priorities
take on (too many jobs)

More verbs

Interacting with people

catch up with someone
do the talking
just be yourself
make a good impression on someone
make an appointment to see someone
make an excuse
make fun of
make (nice) comments

Nouns

attachment
colleague
co-worker
deadline
distraction
meeting
news
presentation
promotion
schedule
stress level
volunteer work

Conjunctions

as long as
provided that
unless

Time expressions

afterwards
by next week
for the first time

Talking about the future

Plans

I'm meeting Anna afterwards (after class).
We're going to have dinner together.
I'm not doing anything tonight.

Factual information / Predictions

My boss is going to have us all work late Friday.
My guess is we won't meet our deadline.
We won't be finished on time.
You're going to be out of town, but you'll be back Friday, right?

Decisions made when speaking

That's a fabulous idea. I'll just stop by my apartment to get changed, and then I'll come right over to meet you.

Schedules

I have my kickboxing class tomorrow.
My kickboxing class starts at 7:00.

What's advisable

I ought to do some volunteer work.
I'd better not add anything to my schedule.
You'd better do something quickly before it gets worse.
You might want to take a colleague with you.
You ought to let her parents do the talking.

What's necessary

You don't have to spend all your time on it.
I'm going to have to do something about it.
I've got to decide by next week.

What's preferable

I'd rather (not) stay in my current job.
I ought to study, but I'd rather sleep.

Talking about dilemmas

I can't make up my mind if I should . . .
I don't know what to do about . . .
It doesn't make any sense to . . .
I'm going to have to do something about this problem.
I've tried talking to him, but it doesn't do any good.

Ending phone conversations

Is this a good time to talk?
Not really. Can I call you back?
I'm going to have to run. / I've got to run.
I'd better go (now). / Better go (now).
I'd better let you go.
I'll catch you later. / Catch you later.
I'll talk to you later. / Talk to you later.
I've got to get going.
I've got to go. / Got to go.
It was nice talking to you. / Nice talking to you.
Bye now.

Unit 7 Language summary

Verbs

Relationships

break up (with someone)
date (someone)
fall for (someone / each other)
get along (with someone)
go back (to someone)
go out (together)
go out (with someone)
settle down (with someone)
work out

Making and maintaining friendships

get together (with someone)
hang out with (the same crowd)
make friends with someone
meet a person through a friend
share an apartment
sign up (for a class / for a social networking site)

Keeping in touch

contact someone
get back in touch (with someone)
lose touch (with someone)
write back

Other verbs

come back
fly back
go away (to college)
graduate (from high school)
grow up
move away (from / to)
turn out

Nouns

Friendships

best friend
circle of friends
childhood friend
closest friend
friend from college
friend from work
new friend
oldest friend
roommate
running buddy

Love relationships

boyfriend
girlfriend
high school sweetheart
long-distance relationship
marriage
(eligible / potential) partner
(great) romance

Adverbial expressions

a little / a (little) bit
in a way
just
kind of / sort of
maybe
nearby
probably
right down the street
together
within a few months

Pronouns

Relative pronouns

that
which
who

Other pronouns

both
both of us
each other
neither of us

Talking about friends

Mike is the guy who / that got me started running.
Angela is a friend (who / that) I met through Mike.
Toshiro was looking for an apartment to share.
Charlie and I have been through a lot together.
He's someone (who / that) I can totally trust.
Jennifer calls to talk about all the things (that) she's doing. Her life is different from mine.
Nina used to have a company that / which planned weddings.
Both of us like going to the movies.
We both like going to the movies.
We're both science-fiction fans.
Neither of us is good at art.

Softening what you say

She's a little bit strange.
It's kind of weird.
She's probably just a little lonely.
She just sort of ignores me.
She's just a bit odd, I guess.
I guess that's OK in a way.
The people in my neighborhood are a little unfriendly.
Maybe they're just busy with their own lives.

Talking about love relationships

Anna and Steve grew up in the same town and hung out with the same crowd in high school.
They started going out together.
Anna went away to college.
Things didn't work out, and they broke up.
Steve lost touch with Anna when her family moved away from Greenville.
It turned out that Anna was still single.
When they saw each other, the old memories came back.
Sometimes your first love turns out to be the best.
Are you going out with anyone?
What's a good age to settle down?

Giving contrasting opinions and ideas

(He's kind of demanding), though.
(She's a little bit strange), though.
(I guess it's OK in a way), though.

Unit 8 Language summary

Verbs

Imagining

could
would

Ability

be able to

Interacting with people

apologize for doing something
ask someone for something
borrow something from someone
buy something for someone
lend something to someone
remind someone about something
say something to someone
share something with someone
talk to someone about something
thank someone for something

School and university

get a (full) scholarship
get accepted to (grad school)
get into (grad school)
major in (economics)

Other verbs

count on
forget (about)
give up
go kayaking
help out
pay (for)
react
slow down
think (about)
worry (about)

Adverbs

definitely
probably

Conjunction

if

Wishes about the present and future

How do you wish your life were different?

I just wish I weren't / wasn't so busy with work.

I wish I had more time.

I wish I were / was famous.

She wishes she didn't live so far away from her family.

She never gets to see her sister's baby.

I wish I could do something more exciting.

Imaginary situations in the present and future

If I had more time, I'd / I would go kayaking.

If I weren't so busy, I could go away on the weekends.

It would be great if we could afford a bigger place to live.

If they could afford it, they'd move immediately.

If she lived closer, she'd be able to help out.

What would you do if you broke a friend's camera?

Would you simply apologize for breaking it?

No, I wouldn't. / Yes, I would.

I'd pay for the repairs.

If a friend was 15 minutes late for a date, I'd call and remind him about it.

Giving advice

If I were you, I'd / I would (take the scholarship).

I wouldn't (worry about that).

You could (go visit the school).

You might (want to meet the professors).

Commenting on a possibility or suggestion

Oh, yeah. That would be hard.

That'd be good.

Really? That would be awesome!

That would be neat.

That would be wonderful.

That'd be cool.

Talking about regrets

If I could change the past and live my life over,

I'd do a lot of things differently.

I'd slow down and take each day as it comes.

I'd still be competitive, but I wouldn't get upset if

I didn't win.

I'd be more considerate.

I definitely wouldn't watch so much TV.

I'd probably work out more at the gym.

I probably wouldn't give up ice cream.

I would definitely get more exercise.

Unit 9 Language summary

Verbs

Using equipment

delete
design (a website)
download (software) from the Internet
freeze up
hook (a cable) up
look something up (in a manual)
pick (the cell phone) up
plug (the headphones) in
print (a photo) out
put (the books) away
put (the headphones) on
put (the computer bag) down
run antivirus software
set (this game) up
stream (movies)
take (a cell phone) apart
take (the glasses) off
throw (old equipment) away
turn (a computer) off
turn (an air conditioner) up
turn (a game controller) on
turn (the volume) down

Protecting your information

block (email)
charge (thousands of dollars)
cheat someone (out of money)
open an account
ruin (your credit)
shred (documents)
take precautions

Other verbs

delete (your name)
forward (an email)
give away (your information)
spend time with someone
face-to-face
text (send a text message)

Nouns

Equipment and technology

app (computer application)
accessories (for a tablet / smartphone)
air conditioning
battery
cell phone
data
ear buds
electronic device / gadget
email spam
game controller
identity theft
instruction manual
Internet scam
laptop
power cord
printer
remote (remote control)
ringtone
social networking site
tablet (computer)
tech support (technical support)
webcam
website
wireless connection
virus

Protecting your information

chain email
identity theft
Internet scam
password
PIN (personal identification number)
victim (of a scam)

Adjectives

charged
savvy

Asking and giving help with technology

My computer won't turn on. Do you know what the problem is?
I wonder if there's something wrong with your power cord.
I called tech support, but I can't remember what they said.
There's something wrong with my tablet.
It keeps freezing up.
I wonder if you have a virus.
Do you know if the battery is charged?
Try running your antivirus software.
I have no idea which site I used.
I can't get on the Internet.
I wonder if you accidentally turned off the wireless connection.
Do you know how to get this game controller to work?
I can't figure out how to do it.
I think you need to hook up another cable.
Do you know where to plug it in?
Can you show me how to set this game up?

Giving contrasting opinions and ideas

Actually, I'm playing with two other guys. See?
I don't know. You don't even know their real names.
That's true. It's still fun, though.
Maybe. On the other hand, they're not *real* friends.
I know what you mean, but you don't have to *know* people to enjoy doing stuff with them.
I'm not so sure. Don't you think it's good to spend time with real friends?

Getting people to agree

You know?
You know what I mean?
You know what I'm saying?

Unit 10 Language summary

Nouns

Types of movies

3D movie
action movie
animated film
comedy
fantasy
horror movie
love story
musical
romantic comedy
science-fiction (sci-fi) movie
tearjerker
thriller
true story
war movie

Features of movies

alien
cartoon character
costume
entertainment
fight scene
monster
music
sad ending
sequel
special effects
suspense
stunt

Adjectives

funny
hilarious
magnificent
memorable
mesmerizing
scary
subtitled
stunning
thrilling
violent

Verbs

break (box office) records
cry (in a movie)
direct (a movie)
fall in love (with someone)
go to a pottery class
leave (work early)
perform (in a show)
play (a character in a movie)
recommend (a movie)
sign (an expense form)
spoil something for someone
take (a day) off
take a weight training class
take place (in / on)
win (a string of awards)

Time expressions

When?

lately
recently

How long?

for (two months)
(not) in ages
(not) in months
since (last year / I saw you last)

Have you . . . yet?

already
still
so far
(not) yet

Conjunctions

although
even if
even though
since

Catching up with friends

What have you been doing since I saw you last?

Working. That's pretty much it.

I haven't seen you in ages / in months.

I've been seeing a guy from work. We've gone out three times now.

What have you been up to recently / lately?

I've been going to a pottery class since September.

So far I've made eight vases and two bowls.

How long have you been doing karate?

For nine years, actually.

Do you have time to grab a bite to eat?

Talking about movies

Matt Damon plays a spy who . . .

I couldn't stand the suspense.

I just saw this movie about . . .

It's about aliens who come to take over the earth.

It was so scary that I couldn't watch most of it.

This movie was a tearjerker. I cried a lot.

It takes place in India. It's set in Delhi.

At the end of the movie, the guy falls into . . .

Don't spoil it for me!

Funny Guy has been playing for ages, and I still haven't seen it!

Have you seen *Funny Guy* yet?

Yes, I've already seen it. / I've seen it already.

No, I haven't seen it yet, but I'm planning to.

Agreeing to requests

Would that be OK with you?

All right.

OK. Sure.

Well, all right. As long as you . . .

Starting a new topic

All right. (So what can I do for you?)

OK. Sure. (So was that all?)

Asking for a favor politely

I was wondering if I could ask you something.

I wanted to ask a favor.

I was wondering if you could write a reference for me.

Would it be alright if I brought it tomorrow?

Would it be OK if I picked it up next Monday?

Would that be OK with you?

Unit 11 Language summary

Adjectives

Negative feelings

annoyed (with)
anxious
bored (with)
confused
disappointed
embarrassed
frustrated
jealous
nervous
scared (of)
shocked
worried

Positive feelings

amazed
committed (to)
excited (about)
fascinated
interested (in)
motivated
pleased (about)
proud
surprised (by)

Negative evaluations

annoying
boring
confusing
disappointing
embarrassing
frustrating
scary
shocking

Positive evaluations

amazing
demanding
exciting
fascinating
flourishing
groundbreaking
inspiring
interesting
motivating
surprising
thrilling

Verbs

Speculation

can't
could
may (not)
might (not)
must (not)

Problems and accidents

be / get in trouble
be / get lost
fail a test
fall and break something
lock your keys inside the car
spill something all over someone
throw a tantrum

Making a difference

appreciate (Cambodian music)
benefit young people
bring (children) together
get involved with (a program)
improve lives
overcome challenges
save (cultural traditions /
the rain forest)
start (a program)
support (an organization)
tackle (something difficult)
volunteer

Other verbs

get in shape
get a scholarship
graduate (from college)
train (for a marathon)
wear a cap and gown

Nouns

Music education

conductor
cultural organization
funding
instrument
musician
orchestra
pieces (of classical music)
player
rhythm games
role model
social action
social service agencies
violin

Other nouns

cap and gown
genius
scream
spider

Speculating about people and situations

That girl must be graduating, because she's wearing a cap and gown.
She can't be more than twelve.
She must be a genius. She must study a lot, too.
She must not go out much.
She can't have too many close friends.
That guy might be one of her friends.
He could be / He may be one of her professors.
Her parents must be feeling proud.
They might be feeling sad.

Talking about reactions and feelings

Yoshi looks bored. He's listening to a boring story.
Sophia seems fascinated. She must think the story is fascinating.
I bet John is embarrassed. He did something really embarrassing. He spilled juice all over Amy.
David locked his keys inside his car. That's so frustrating! He must feel frustrated.

Giving reactions and opinions

It seems to me that (you have helped many young people appreciate Cambodian music).
I think / believe / feel (it is important to save the cultural traditions of a country).
My impression is that (you are passionate about the project).
In my opinion / view, (the rain forest is very valuable).
I think / believe / feel that (we need to do everything we can to save the rain forest).

Showing you understand

I just joined a band.
That must be fun.
I joined because it keeps me motivated to practice.
I see.
I can't get myself to practice after work.
Well, you must be tired after work.

Introducing an explanation

I'd like to visit China. You see, my dad goes there a lot with his work.
I have a lot of free time at the moment. I've finished my final exams, you see.
I'd really like to learn how to blow glass. My aunt does it, you see.

Unit 12 Language summary

Nouns

Disasters

aftershock
(catastrophic) wildfire
(flash) flood
(minor) earthquake
quake (earthquake)

Extreme weather

(freak) hailstorm
hailstones (the size of
golf balls)
heavy rains
hurricane
(severe) thunderstorm
storm
strong winds
thunder and lightning
tornado
typhoon

Adverbs

badly (damaged)
completely (destroyed)
partially (destroyed)
seriously (injured)
temporarily (disrupted)

Prepositions

because of
throughout

In the news

(car) alarm
(car) ignition
(careless) camper
(police) siren
(serious) injury
(foreign / war)
correspondent
current events
emergency worker
firefighter
investigator
local / regional / national /
international newspaper
objectivity
(news) anchor
overnight success
police
police raid
reporter
tolerance
update

Prepositional expression

on duty

Verbs

bridge differences
fulfill (a responsibility)
get (my) foot into
keep up with (the news)
suspect
call the police
measure (The quake measured . . .)
take a leap of faith
see firsthand

Verbs commonly used in the passive

break into / be broken into
cancel / be canceled
cause / be caused (by)
damage / be damaged
delay / be delayed
destroy / be destroyed
disrupt / be disrupted
find / be found
hit / be hit (by)
injure / be injured
report / be reported
rescue / be rescued (by)
steal / be stolen
strike / be struck (by)

Talking about news events

A jewelry store was broken into.
Some diamonds were stolen.
A bus was hit by a falling tree.
The passengers weren't hurt.
The airport was closed because of strong winds.
Is that all?

Reporting damage and effects

A mall was badly damaged.
A town was struck by an earthquake.
Homes were partially destroyed.
Electric power was temporarily disrupted.
The forest was completely destroyed by a wildfire.
Three families were rescued by the police.
No one was seriously injured.
No serious injuries were reported.

Reporting extreme weather

Cars were struck by hailstones / by lightning.
Flights were delayed by thunder and lightning.
Homes were damaged by heavy rains.
The town was hit / struck by a hurricane / tornado.

Introducing issues

The thing is, (they don't have enough police on duty).
The funny thing was, (my battery was dead).
The thing is, (my college is too far away from everything).
My friends want to go skiing. The only thing is, (I can't ski).
The best thing was the food.

Telling news

Guess what?
Did I tell you?
Did you hear (about) . . . ?
Have you heard (about) . . . ?
You know (the man who lives next door to me)?
You know what?

Language for writing

Introducing statistics

80% of the students are . . .
Approximately 20% of us are . . .
Only four out of ten students are . . .
The majority of students are . . .
About 80% of the class is . . .
Almost half of the class is . . .

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 The way we are

Lesson A *People in a hurry* pp. 2–3

Exercise 1

- Craig is a reckless driver.
- Lucia always arrives late.
- Carlos is waiting patiently.
- Emily walks fast / quickly.
- Laila is talking quietly.
- Tom seems rude / impolite.
- Tamara plays tennis well.
- Joe and Kay are dressed formally.

Exercise 2

automatically
carefully, nicely
late
impatient, slow
reckless
serious
properly, strongly, well
patiently
differently
fast
quickly

Exercise 3

- A**
- slowly
 - good / hard / fast / quick
 - easily / fast / quickly
 - quick / fast
 - carefully
 - well

B
Answers will vary.

Lesson B *Personality and character* pp. 4–5

Exercise 1

A

(P	R	A	C	T	I	C	A	L)	O	(D
D	P	L	O	A	T	B	F	K	(S)	I
L	O	(R	E	L	I	A	B	L	E	S
T	G	T	P	E	B	M	D	W	L	O
A	F	V	J	N	P	C	I	H	F	R
Q	B	I	E	T	S	H	V	N	I	G
H	(G	E	N	E	R	O	U	S)	S	A
R	K	E	L	D	G	O	K	D	H	N
U	(O	U	T	G	O	I	N	G)	T	I
O	Y	C	R	L	S	Q	E	Y	I	Z
(E	A	S	Y	G	O	I	N	G)	Q	E
X	B	A	I	H	P	N	T	A	Z	(D

B

- talented
- disorganized
- practical
- outgoing
- generous
- reliable
- easygoing
- selfish

Exercise 2

- dishonest
- unfriendly
- unreliable
- disorganized
- impatient
- inconsiderate

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

- I'm honest. I always tell the truth.
- She's friendly. She always takes time to talk to me.
- He's unreliable. He's always late.
- I'm disorganized. I can never find anything!
- I'm impatient. I can't wait in lines.
- They're inconsiderate. They always play their music loudly.

Exercise 3

- b
- a
- a
- b
- b
- a
- b
- a

Exercise 4

Answers will vary. Possible answers may include:

- My older brother's pretty reliable. I think I'm pretty unreliable.
- My grandmother's incredibly friendly. I think I'm very friendly, too.
- My parents are fairly easygoing. I'm totally laid-back.
- My mother's not impatient at all. I'm the opposite. I'm extremely impatient.
- My cousin's really practical. I'm not like him at all.
- My best friend's very honest. I'm honest, too.

Lesson C *He's always wasting time.* pp. 6–7

Exercise 1

- Jedd is always leaving work early.
- Reba is always listening to music / her MP3 player.
- John is always sleeping.
- Kayo is always eating junk food / chips.
- Yasmin is always talking on the phone / on her cell phone.
- Chad is always reading comic books / books / magazines.

Exercise 2

- She's always canceling plans!
- He's always losing stuff.
- She's always telling jokes.
- She's always buying things.
- He's always helping people.

Exercise 3

1. *Sam* 's always doing
Fatema at least
2. *Jody* was always borrowing
Pam X
3. *Sandy* was always canceling
Natsuko X
4. *Daniel* 's always listening
Sarah at least
5. *Alejandro* 're always going
Diana at least

Exercise 4

Answers will vary. Possible answers may include:

1. When I was little, I was always eating candy.
2. My friends and I are always telling jokes.
3. I have some bad habits. I'm always forgetting things.
4. My best friend is always working late.
5. My parents are always traveling.
6. My favorite teacher in high school was always telling us funny stories.
7. My neighbor is always making noise.

Lesson D *Is that a fact?* pp. 8–9

Exercise 1

A

famous, talented
accomplished, influential

down-to-earth, beautiful
generous, nice

B

1. Aishwarya Rai lives with her husband and daughter in Mumbai.
2. Rai was born in Mangalore. / Rai moved to Mumbai.
3. Rai started modeling in college.
4. Rai studied architecture in college.
5. Rai won the title of Miss World when she was 21.
6. Rai makes movies in five languages.
7. Rai has a statue in Madame Tussaud's. / Rai was a juror in Cannes, France.
8. Rai feels that it's important to be nice.

Exercise 2

A

was born and raised
started, at the age of
can be
accomplished
called

B

Answers will vary.

Unit 2 Experiences

Lesson A *Hopes and dreams* pp. 10–11

Exercise 1

A

1. I haven't driven a sports car.
2. I have / haven't gone skiing.
3. I have / haven't learned a second language.
4. I have / haven't seen the Taj Mahal.
5. I have / haven't studied photography.
6. I have / haven't traveled to Europe.
7. I have / haven't tried windsurfing.
8. I have / haven't surfed in Hawai'i.

B

1. has driven a sports car
2. have gone skiing
3. have learned a second language
4. have never / haven't seen the Taj Mahal
5. has studied photography
6. have never / haven't traveled to Europe
7. has never / hasn't tried windsurfing
8. hasn't surfed in Hawai'i

Exercise 2

1. My teacher's gone to the United States many times.
2. My boss has skied in the Swiss Alps several times.

3. I've always wanted to go on a roller coaster.
4. My neighbor has never gone to Canada before.
5. My parents have seen the movie *Titanic* five times.
6. My brothers have tried Vietnamese food once or twice.
7. My best friend has never seen the ocean.
8. I've never had the money to take a vacation.

Exercise 3

Answers will vary. Possible answers may include:

1. I've gone hang gliding once.
2. I've gone rock climbing.
3. I've babysat for my cousin twice.
4. I've only been late to class once recently.
5. I've always wanted to visit Russia.
6. I've never tried cow tongue.
7. I've seen *The Incredibles* six times.
8. I've always wanted to travel abroad.

Lesson B *Unusual experiences* pp. 12–13

Exercise 1

1. **A** Have, gone
B haven't; Have, done
A went
B was
A loved

2. A 've, traveled
B 've, wanted
A took
B spoke
3. A Have, tried
B did
A Did, like
B was
A 've gotten
4. A Did, do
B took; Have, been
A haven't; Did, enjoy
B loved

Exercise 2

1. Did, go 5. Did, visit
2. Have, broken 6. Have, had
3. Have, won 7. Did, eat
4. Did, ride 8. Have, lost

Exercise 3

- Did you try any new foods on your last vacation?
- Have you ever hiked in the mountains?
- Did you see a lot of movies last summer?
- Have you ever walked across a tighrope?
- Have you ever found a lost wallet or cell phone?
- Have you ever forgotten an important appointment?

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

- Yes, I did. I tried oysters. They're delicious.
- Yes, I've hiked in the mountains several times.
- No, I didn't see many movies. I don't go to the movies often.
- No, I've never walked across a tighrope.
- Yes, I found a cell phone in a taxi once.
- No, I've never forgotten an important appointment.

Lesson C I've heard good things . . . pp. 14–15

Exercise 1

1. *Alex* Yeah, I am. Do you want to come?
Jake Cool. Do you have a favorite place?
Jake That sounds great. How do you get there?

2. *Ki Won* I've heard her tests are hard. How did you do?
Ki Won That's too bad. Did you study for it?
Ki Won Oh, that sounds hard. Did you finish?

Exercise 2

1. Did you? 5. Do you?
2. Do you? 6. Have you?
3. Did you? 7. Are you?
4. Are you? 8. Have you?

Exercise 3

Answers will vary. Possible answers may include:

- Do you? Is it scary?
- Have you? What did you see?
- Did you? What did you catch?
- Are you? Is it dangerous?
- Do you? Do you want to go with me sometime?
- Did you? Do you like it?

Lesson D Travel blogs pp. 16–17

Exercise 1

A

She has always wanted to see a baby panda.

B

- She arrived in Chengdu on January 23.
- She saw Mount Emei.
- Gisele met some people from Canada in the hotel.
- Joe Trip thinks Gisele should go to see the pandas early.
- She went to western Sichuan.
- She's going to Beijing.

Exercise 2

A

fortunately
Unfortunately
Amazingly
Fortunately
Unfortunately
Unfortunately
amazingly

B

Answers will vary.

- the most crowded / busiest
- the largest / biggest
- the thinnest
- the best / cheapest / most reasonable
- the worst / most terrible

Exercise 3

1. the cheapest 5. the most amazing
2. the worst 6. the most
3. the most 7. the most wonderful
4. the quietest 8. the most delicious

Unit 3 Wonders of the World

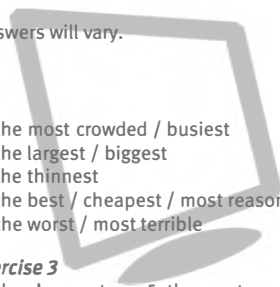
Lesson A Human wonders pp. 18–19

Exercise 1

1. h the most expensive 5. g the narrowest
2. f the longest 6. b the most famous
3. c the most 7. a the tallest
4. e the youngest 8. d the fastest

Exercise 2

- the biggest
- the easiest / best
- the cheapest / least expensive



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

1. The cheapest place to go shopping is downtown.
2. The worst place to go shopping is in the mall.
3. The West Village has the most restaurants.
4. Forest Valley is the quietest neighborhood.
5. The most amazing building I've ever seen is the Guggenheim.
6. Fifth Avenue has the most traffic.
7. The most wonderful city I've ever visited is Prague.
8. The most delicious pastries are sold at Ana's Bakery.

Lesson B Natural wonders pp. 20–21

Exercise 1

A

- | | |
|------------|-------------|
| 1. volcano | 4. mountain |
| 2. canyon | 5. glacier |
| 3. desert | 6. ocean |

Answer to question: Nature

B

- | | |
|-------------|------------|
| 1. Canyon | 4. Desert |
| 2. Ocean | 5. glacier |
| 3. mountain | 6. volcano |

Exercise 2

1. How wide; They're 10.8 kilometers wide.
2. How large / big; It's 4 million square kilometers.
3. How cold; It can reach minus 89.2° Celsius.
4. How long; It's 5,971 kilometers long.

Exercise 3

Answers will vary. Possible answers may include:

1. Q How big is the North Island?
A It's 115,777 square kilometers.
2. Q How long is the Wakato River?
A It's 425 kilometers long.
3. Q How high / tall is Mount Ruapehu?
A It's 2,797 meters high / tall.
4. Q How high / tall is Mount Cook?
A It's 3,754 meters high.
5. Q How big / large is Lake Hauroko?
A It's 462 meters deep.
6. Q How wide is South Island?
A It's 450 kilometers wide at its widest part.
7. Q How deep are the caves at Ellis Basin?
A They're over 1,000 meters deep.

Lesson C I had the best time. pp. 22–23

Exercise 1

1. *Mark* Yeah, it really is.
Mark It sure does.
2. *Kyong* It sure is.
Kyong Really? I didn't know that.
Kyong They really are.
3. *Kacie* It really was.
Kacie We really should.

Exercise 2

1. A the coolest
B the best
2. A the worst
3. B the most incredible
4. A the most amazing

Exercise 3

Answers will vary. Possible answers may include:

1. It sure does! And camping was the coolest idea!
2. It really was. I had the best time.
3. We really should. It's the most beautiful day.
4. It sure is. This is the most relaxing vacation I've ever taken.

Exercise 4

Answers will vary.

Lesson D Is that a fact? pp. 24–25

Exercise 1

A

- 3 the driest weather
- 4 the most time zones
- 5 the smallest population
- 4 the farthest south
- 3 the strongest winds
- 1 the most ice
- 4 the most daylight
- 2 the coldest temperature

B

1. F Antarctica is the world's fifth largest continent.
2. T
3. F Antarctica gets the same amount of rain as the Sahara Desert.
4. F Antarctica's six months of nonstop daylight begins in September. / Antarctica's six months of nonstop daylight ends in March.
5. F About 4,000 people live in Antarctica during the summer. / About 1,000 people live in Antarctica during the winter.

Exercise 2

A

1. The Sahara Desert, the largest desert in the world, covers 9.1 million square kilometers of land in North Africa.
2. The sand dunes, the highest dunes in the world, are the biggest tourist attraction in the Sahara.
3. The Qattara Depression in Egypt's Sahara, one of the lowest points in Africa, is 133 meters below sea level.
4. The Libyan Sahara, the driest place in the desert, has the least amount of animal or plant life.

B

Answers will vary.

Unit 4 Family life

Lesson A Family gripes pp. 26–27

Exercise 1

1. *Jeff* watch
Jeff to read, to think / think
Paul do
2. *Kaya* to change
Kaya to stay
Liz to help
3. *Kyle* clean
Naomi do
Kyle play

Exercise 2

1. get me to try one
2. has me come home early
3. make me practice every day
4. lets me have the remote
5. wants me to pay the bill
6. ask me to prepare dinner
7. help me wash the dishes
8. tells me to speak louder

Exercise 3

Answers will vary. Possible answers may include:

1. My parents want me to go to a really competitive college.
2. My best friend often asks me to help her study for her math test.
3. Our English teacher sometimes has us write long essays.
4. I always tell my friend to call at any time.
5. I can't get my family members to agree about anything!
6. Parents shouldn't let their kids stay out too late.
7. My friends sometimes help me to be a better person.
8. I can't make my parents buy me a computer.
9. My mom always has me wash the dishes.
10. I'm always telling my friend to be quiet in the library.

Lesson B Family memories pp. 28–29

Exercise 1

- | | |
|--------------------------|-----------------------|
| 1. immediate | 6. stepmother |
| 2. aunt; niece | 7. half brothers |
| 3. brother-in-law, uncle | 8. blended |
| 4. cousin | 9. stepdaughter |
| 5. nephew | 10. great-grandmother |

Exercise 2

- Mom* used to live; 'd spend / used to spend
Mom used to love; used to / would / 'd bring
Mom used to / would / 'd go, would always / always used to cook
Mom used to have, used to / would / 'd watch

Exercise 3

Answers will vary.

Lesson C If you ask me, . . . pp. 30–31

Exercise 1

Answers will vary. Possible answers may include:

1. If you ask me, children and adolescents don't exercise enough these days.
2. I think you should always study a foreign language.
3. I don't think anyone needs a new cell phone every year.
4. It seems like Japanese students have a lot of schoolwork.
5. It seems to me that people get married too young, perhaps.
6. If you ask me, children should spend more time outside!

Exercise 2

- | | |
|---------------------------------|----------------------------|
| 1. <i>You</i> I agree with you. | 3. <i>You</i> That's true. |
| <i>You</i> Definitely. | <i>You</i> Oh, I know. |
| 2. <i>You</i> Absolutely. | |
| <i>You</i> You're right. | |

Exercise 3

Answers will vary. Possible answers may include:

1. Definitely. I think they're good in an emergency.
2. I know. I think it's better / cheaper to rent movies.
3. That's for sure. It seems there just isn't time to cook a nice dinner.
4. Definitely. I think it's important to be able to speak more than one language.
5. That's true. It seems like my dad is always working.

Lesson D Family activities pp. 32–33

Exercise 1

A
personal

- B**
1. b 2. c 3. a 4. b 5. a

C

1. He has three children.
2. Five of them are coming for dinner.
3. She's coming over to see her great-nieces and -nephews.
4. Mark and Laura used to do the cooking together.
5. He is going to make tacos.

Exercise 2

A
When I was a kid
In those days
Today
Nowadays

B

Answers will vary.

Unit 5 Food choices

Lesson A Healthy food pp. 34–35

Exercise 1

- a bottle of, a carton of
- a can of, a jar of
- a box of, a bag of
- a jar of, a package / box of
- a package / bag of, a can of
- a package of, a carton of

Exercise 2

- | | |
|-----------------------------|--------------------------|
| 1. a jar of olives | 5. a box of cookies |
| 2. a carton of eggs | 6. two loaves of bread |
| 3. a liter / bottle of soda | 7. a bag of potato chips |
| 4. a bottle of ketchup | 8. two cans of pineapple |

Exercise 3

- a little
not much
many
very few
a few
less
fewer

Exercise 4

Answers will vary.

Lesson B A question of taste pp. 36–37

Exercise 1

B	A	K	E	D)	X	L	Y	Q	B
A	(B)	L	M	A	R	(R)	T	E	(G)
R	O	A	S	T)	P	A	I	(P)	R
B	I	C	M	R	Z	(W)	Y	I	I
E	L	(S	M	O	K	E	D)	C	L
C	E	D	C	J	E	L	M	K	L
U	D	(F	R	I	E	D)	P	L	E
E	Z	T	(S	T	E	A	M	E	D)
(D)	M	U	X	P	Y	R	I	(D)	P

Exercise 2

- | | |
|--------------|------------|
| 1. bread | 5. yogurt |
| 2. ice cream | 6. noodles |
| 3. grapes | 7. cheese |
| 4. pizza | |

Answers will vary. Possible answers may include:

- | | |
|---------------|--------------|
| 1. fish | 5. potatoes |
| 2. meat | 6. chicken |
| 3. carrots | 7. cucumbers |
| 4. vegetables | |

Exercise 3

- | | |
|-----------------------|---------------------|
| 1. too much; enough | 4. too |
| 2. too many; too much | 5. enough; too much |
| 3. too much; too | 6. enough; enough |

Exercise 4

- | | |
|-------------|-------------|
| 1. too many | 5. enough |
| 2. enough | 6. too |
| 3. too | 7. enough |
| 4. enough | 8. too many |

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

- I eat three snacks a day.
- No. I don't eat many vegetables.
- I always eat too much and often feel too full after a meal.
- No. I rarely exercise.
- Yes. I eat a lot at lunch.
- No. I never eat too quickly.
- No. I drink a lot of tea, but not enough water.
- No. I eat too many carbohydrates.

Lesson C Whatever you're having. pp. 38–39

Exercise 1

- Imani* whichever is easier for you
Imani either one is fine
Imani either way is fine
Imani whatever you're having

Exercise 2

Answers will vary. Possible answers may include:

- You* Oh, I don't care. Whatever you prefer.
You It doesn't matter. Either one is fine with me.
You Whatever you prefer.
You Either one. Whichever is easier.
You Either one is OK. Whatever you're having.

Exercise 3

Answers will vary. Possible answers may include:

- Nora* No, thanks. Maybe later.
Nora No, thanks. I'm fine.
Peggy I'm OK for now. But thanks.
Nora I'm fine, really.
Nora I'm OK for now. Maybe later.

Exercise 4

Answers will vary. Possible answers may include:

- Either one is fine. Whatever you're having.
- I'm OK for now. But thanks for asking.
- I love both, really. Either one is fine.
- It doesn't matter to me. Whichever is easier for you.
- Whatever you prefer. I like both.

Lesson D The world's favorite snacks pp. 40–41

Exercise 1

- A**
cucumber
toothpaste
lemon juice
baking soda
salt
cream of tartar
white vinegar

B

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

Exercise 2**A**

For example
like / such as

like / such as
for example

B

Answers will vary.

Unit 6 Managing Life

Lesson A **Making plans** pp. 42–43

Exercise 1

1. *Ahmed* are you doing
Finn I'm just going
Ahmed I'm going
Finn I'll stop by
Ahmed I'll make
Finn I have
Ahmed I'll wait
Finn I'll be
2. *Leah* I'm going to take
Mom I'll meet
Leah I won't need; I'll get
Mom Are you bringing
Leah is coming
Leah you're going to like

Exercise 2

- Millie* 'm meeting / 'm going to meet Greg for dinner
Millie have my guitar lesson
Millie leaves / is leaving at 7:00
Millie 'm going to call Heidi
Millie have an eye doctor appointment
Raquel 'll go

Exercise 3

Answers will vary. Possible answers may include:

- I'm going to the theater tonight.
- Not really. I'm just going to my parents' house for dinner.
- Yes, I have to go to the dentist.
- I'm having / going to have dinner with my roommate.
- I think I'll take a nap!

Lesson B **Problems and solutions** pp. 44–45

Exercise 1**A**

1. living 6. fun
2. impression 7. sure
3. difference 8. mistake
4. best 9. math
5. mind 10. sense

B

1. *A* make up your mind
A make sense
B do the math

2. *A* make a good impression
B make a difference; make a living
A make sure
3. *A* make a mistake
B do your best
A make fun of

Exercise 2

Dear Daphne,
I'd rather not; I've got to
Dear Miguel,
You're going to have to; You'd better
Dear Daphne,
I ought to; I'd rather
Dear Risa,
You'd better; you might want to

Exercise 3

Answers will vary. Possible answers may include:

- I've got to make up my mind about a summer job.
- I'd better clean the house before my parents visit.
- I don't have to write a report or give an oral presentation.
- I ought to read more books.
- I'd rather read a magazine.
- I'm going to have to go to the bank, go grocery shopping, and pick up my laundry.

Lesson C **I've got to get going.** pp. 46–47

Exercise 1

1. to go 4. better go
2. going 5. call you back
3. call you later 6. to have to run

Exercise 2

1. *b* Sure. Talk to you later.
2. *a* No problem. (I) Got to go, too. Bye.
3. *b* OK. Catch you later.
4. *a* OK. See you later.
5. *b* Yeah, nice talking to you, too.
6. *b* OK. I better go, too.

Exercise 3

Answers will vary. Possible answers may include:

1. Not really. I've got to go to English class. Can I call you back?
Talk to you later.

- I'm late for English class. I'll call you later.
Catch you later.
- I'm sorry I can't talk right now. I've got to run to English class.
- OK. Got to go.
- I have to go to English class now. I've got to get going.
OK. See you tomorrow.

Lesson D *Less is more* pp. 48–49

Exercise 1

A

Heading 1: Save time

Heading 2: Save space

Heading 3: Save money

B

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

C

- T 3. F 5. D
- D 4. T 6. T

Exercise 2

A

- as long as / provided that
- unless
- as long as / provided that

B

Answers will vary.

Exercise 2

- write back 5. come back
- work out 6. grow up
- get along 7. sign up
- go away

Missing words in sentence: break up

Exercise 3

Jorge broke up

Tina going out

Jorge work out; got / were getting along

Tina hanging out

Jorge turn out

Exercise 4

Answers will vary. Possible answers may include:

- I get along well with my sister because we are very similar.
- I love going away all the time!
- We like hanging out at coffee shops.
- No. I'm bad at writing back on time.
- I would really like to sign up for a drawing class.
- I've already moved far away from home!

Lesson C *She's just a bit odd.* pp. 54–55

Exercise 1

1. B He's probably just tired.

B I guess he's kind of disorganized.

A I think he's doing a bit too much.

A I guess he's sort of stressed out.

2. A Maybe she's just shy.

B It just takes a little time.

B I think it's sort of hard to fit in.

A I guess making friends is hard in a way.

Exercise 2

1. Lee I love Thai food.

Kyra It was a little spicy, though.

Kyra It was really nice, though.

Unit 7 Relationships

Lesson A *Circle of friends* pp. 50–51

Exercise 1

- 4. that; who
- that; that 5. that; —
- ; that 6. that

Exercise 2

(that / which)

(that / who)

(that / who)

(that / which)

(that / who)

(that / which)

Exercise 3

- (who / that) lives in South Korea
- (that / which) her family owns
- (that / which) sells handmade paper
- (that / which) has rose petals in it
- (that / who) I spoke to in Korean
- (that / which) served traditional Korean food

Exercise 4

Answers will vary. Possible answers may include:

- who speaks three languages
- I try to avoid
- that have a lot of sales
- that meets every Friday morning
- my boyfriend makes
- that's / who's famous

Lesson B *Dating* pp. 52–53

Exercise 1

- away 5. out
- up 6. away
- down 7. up
- back 8. back

2. *Brad* He's here for two weeks.
Brad He's pretty shy, though.
Brad I'll find out when he's free.

Exercise 3

Answers will vary. Possible answers may include:

- I guess I'm kind of bad at playing tennis. I'm really great at playing chess, though.
- I'm a little disorganized. I'm always on time, though.
- English grammar is really difficult. I really love reading in English, though.
- My friend is always complaining. She's very generous, though.
- I can't stand country music. I love folk music, though.

Lesson D *New friends, old friends* pp. 56–57

Exercise 1

A

Meeting people offline, phone apps, social networking

B

- T
- F
- F
- F
- D
- D

Exercise 2

A

both
 Both of us
 neither of us
 both
 both
 both of us

B

Answers will vary.

Unit 8 what if?

Lesson A *Wishes* pp. 58–59

Exercise 1

A

- James wishes he had a new car.
- Emi and Sue wish they had a bigger apartment.
- Joey wishes he were taller.
- Esteban and Pilar wish they had two TVs.
- Al wishes he were a better cook.
- Li-ming wishes she didn't live in the city.

B

- | | |
|----------------------|-----------------------|
| 1. had, would buy | 4. had, wouldn't have |
| 2. lived, would have | 5. weren't, would eat |
| 3. were, would score | 6. lived, would be |

Exercise 2

Answers will vary. Possible answers may include:

- had more free time during the week; had more free time during the week, I'd exercise more
- were stronger; were stronger, I would be better at sports
- could fly a plane; could fly a plane, I would travel all over the world
- weren't so busy; weren't so busy, I would have more time to hang out with my friends
- weren't so far away; weren't so far away, I could see them more often
- were taking the same class; were taking the same class, he / she could help me study
- had a new laptop; had a new laptop, I could search the Internet faster
- didn't have a test tomorrow; didn't have a test tomorrow, I'd go to the movies tonight
- lived in Paris; lived in Paris, I'd eat a croissant every day

Lesson B *Life's little dilemmas* pp. 60–61

Exercise 1

- | | |
|--------|----------|
| 1. to | 4. about |
| 2. for | 5. with |
| 3. for | 6. about |

Answers will vary.

Exercise 2

- A forget about
B remind, about
- A borrow, from
B worry about
- A buy, for
B talk to
- A lend, to
B pay for
- A ask, for
B think about

Exercise 3

- would you say, met; Would you ask
- saw, would you do; Would you call
- would you do, had; Would you scream
- broke, would you feel; Would you offer
- would you react, won; Would you feel
- would you say, complained; Would you apologize

Exercise 4

Answers will vary. Possible answers may include:

- If I met a famous athlete, I'd say, "I really admire you! I would definitely ask for an autograph."
- If I saw an accident, I would call an ambulance right away.
- If I had a spider on my leg, I would be scared. I don't know if I would scream.

- If I broke my friend's camera, I would feel very bad and offer to replace it.
- If my friend won a trip to Hawai'i, I would be happy for her, not jealous.
- If my neighbors complained about my music, I would say I'm sorry and turn it down.

Lesson C *If I were you, . . . pp. 62–63*

Exercise 1

- Nina* if I were you, I'd
Nina I would / you could
Nina I wouldn't; you might want to / I would
Nina You could / I would / you might want to

Exercise 2

Answers will vary. Possible answers may include:

- If I were you, I'd talk to the teacher.
- You might want to get a bandage.
- You could call a friend for a ride.
- I would put some water on it.

Exercise 3

Answers will vary. Possible answers may include:

- would get some coffee
- wouldn't stay out long / 'd use the umbrella
- I were you, I'd close the window
- might want to wear a coat

Exercise 4

Answers will vary. Possible answers may include:

- Wow. That would be awesome!
- Sure. That would be great.

- Definitely. That would be incredible.
- Cool. That would be fun.

Lesson D *Any regrets? pp. 64–65*

Exercise 1

A

age, culture, gender

B

- | | |
|----------------|----------------|
| 1. paragraph 4 | 4. paragraph 3 |
| 2. paragraph 2 | 5. paragraph 1 |
| 3. paragraph 5 | |

C

- | | |
|-------------------|------------|
| 1. normal | 4. younger |
| 2. worse for some | 5. more |
| 3. didn't do | 6. useful |

Exercise 2

A

- 'd definitely quit, probably wouldn't work
 'd / would definitely buy
 'd / would definitely invite, probably wouldn't invite
 'd / would probably try

B

Answers will vary.

Unit 9 Tech savvy?

Lesson A *Tech support pp. 66–67*

Exercise 1

A

- Do you know which battery I should buy?
- Can you tell me where they are?
- Can you remember when you last changed it?
- Do you have any idea how much it costs?

B

- I have no idea why it isn't working.
- I don't know when I last changed it.
- I wonder if I should buy two batteries.

C

- Woman* I have no idea why it isn't working.
Clerk Can you remember when you last changed it?
Woman I don't know when I last changed it.
Woman Do you know which battery I should buy?
Woman Do you have any idea how much it costs?
Woman Can you tell me where they are?
Woman I wonder if I should buy two batteries.

Exercise 2

A

- if you can download music from this website
- how you put them on your phone
- if there's a charge for each song
- if you can buy just one song
- how you pay for the songs
- how you make a playlist
- if there are any free songs
- if I can put it on my tablet, too

B

Answers will vary. Possible answers may include:

- I don't know if you can download music from this website.
- I don't know how you put them on your phone.
- I'm not sure if there's a charge for each song.
- I'm not sure if you can buy just one song.
- I have no idea how to pay for the songs.
- I have no idea how to make a playlist.
- I can't remember if there are any free songs.
- I can't remember if you can put it on your tablet, too.

Lesson B How things work pp. 68–69

Exercise 1

1. put it down
2. take it apart
3. take them off
4. throw it away
5. turn it off
6. put them on
7. set it up
8. look it up
9. put them away
10. print them out

Exercise 2

- Kate* turn down the air conditioning
Ruth turn on the radio
Ruth turn up the volume
Kate hook up the computer
Ruth pick up the monitor
Kate plug in all the cables

Exercise 3

1. *A* put on your hat and gloves
put your hat and gloves on
B take them off
2. *A* look up the new words
look the new words up
B look them up
3. *A* put in the DVD
put the DVD in
B take it out
4. *A* put away the dishes
put the dishes away
B throw them away

Exercise 4

1. how to set up voicemail on this phone
 2. where to plug in the headphones
 3. how to use your TV remote
 4. how to look up information
 5. what to do
 6. how to change the password
- Survey answers will vary.

Lesson C On the other hand, . . . pp. 70–71

Exercise 1

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

B

Answers will vary. Possible answers may include:

1. That's true. I think some TV shows are educational, though.
2. I don't know. I think they can be kind of fun.
3. Maybe. But they're certainly safer.
4. On the other hand, you don't need a stamp to send an email.

5. I know what you mean, but they can do a lot of research.
6. I'm not so sure. Don't you think the photos are good?

Exercise 2

Answers will vary. Possible answers may include:

1. Texting is really convenient. But it's really annoying when you're trying to have a conversation with someone who's texting at the same time. You know what I mean?
2. Video calling is so convenient. You can really stay in touch with people far away. You know?
3. Blogging is bizarre. You put so much of your personal life on the computer. You know what I'm saying?
4. Online video clips are often really funny. They're a good way to take a break. You know what I mean?
5. Tablets are a good way to read books. You can take one with you anywhere. You know?
6. Social networking is changing the way we get news. You know what I'm saying?

Exercise 3

Answers will vary. Possible answers may include:

1. I don't know. I think it's great they learn how to use computers when they're so young. You know?
2. I'm not so sure. Don't you think they can learn how to manage time when going to school and working? You know what I mean?
3. Maybe. But when you need to do work or get in touch with someone quickly, it's easy to do. You know what I'm saying?
4. Well, some websites make it easy to check information. You know what I mean?

Lesson D Identity theft pp. 72–73

Exercise 1

A

Don't Be a Victim – How You Can Avoid Spam

B

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

Exercise 2

A

message boards, email address
respond
spam-filtering software
Answers will vary.
friends and family

B

Answers will vary.

Unit 10 What's up?

Lesson A *Catching up* pp. 74–75

Exercise 1

A

- 's been doing yard work; 's planted
- have been shopping; 've spent
- 's been running; has, finished
- 's been cooking; 's grilled
- have been skiing; 've had
- 's been doing; 's washed

B

- for 4. in
- in 5. since
- since 6. for

Exercise 2

- A How long have you been studying Spanish?
B I've been studying Spanish for seven months.
A How many words have you learned?
B I've learned about 250 words.
- A How long have you been playing baseball?
B I've been playing baseball for 18 years.
A How many games have you won this season?
B I've won 12 out of 15 games.

Exercise 3

A

- have, been doing
- have, gone
- have, been hanging out
- have, eaten out
- Have, been studying
- have, made
- have, overslept
- have, been thinking
- have, read
- Have, been exercising

B

Answers will vary.

Lesson B *Movies* pp. 76–77

Exercise 1



Across

- thriller
- war
- comedy
- true
- jerker
- action

Down

- science
- animated
- musical
- horror

Exercise 2

comedies
set in, play
love story
endings
hilarious
take place
costumes
 subtitled
stunts

Exercise 3

Answers will vary.

Exercise 4

Ann still
Gus yet
Ann already; yet
Gus still
Ann yet

Lesson C *I was wondering . . .* pp. 78–79

Exercise 1

- Raoul I was wondering if I could
Raoul Would it be all right if I
Raoul Would it be OK
- Josie I wanted to
Josie I was wondering if you could
Josie I was wondering,

Exercise 2

- Answers will vary. Possible answers may include:
- ask you if Ally could stay here
 - borrow your car to pick up Ally at the airport
 - do you want to go sightseeing with us Saturday
 - if I organized a party here Saturday night
 - used your computer to check Ally's return flight

Exercise 3

- A All right. What time?
- M All right. What did you want to talk about?
- A Sure. It's very easy.
- A OK. What do you need?
- M Right. I remember you have an appointment.

Lesson D *Reviews* pp. 80–81

Exercise 1

A TahlilGaran.org
a phone app, a video game, a Web app

B

1. F (It adds special effects to videos you already made.)
2. F (Some are free; you have to buy others.)
3. F (it's a science fiction action video game.)
4. F (it's not suitable for sensitive people.)
5. T
6. T
7. F (You can play a virtual guitar.)
8. F (it's for everyone even if you've been playing for years.)

Unit 11 Impressions

Lesson A Speculating pp. 82–83

Exercise 1

1. must be learning to drive
It could / might be his first lesson.
2. may be taking a driving test
It must not / can't be his first lesson.
3. might be the best student
She must feel / be feeling proud.
4. could be taking a hard test
She might / could be nervous.
5. must be the winners
They must practice a lot.
6. can't be the winners
They must be disappointed.

Exercise 2

1. *Mandy* must be
Molly might be
Mandy must be practicing
Molly can't be
Mandy could be
2. *Jason* can't be
Peter might be
Jason must play
Peter must be
Jason could be

Exercise 3

Answers will vary.

Lesson B Ups and downs pp. 84–85

Exercise 1

A

- | | |
|----------------|---------------|
| 1. amazed | 5. boring |
| 2. annoyed | 6. surprising |
| 3. exciting | 7. scary |
| 4. frustrating | |

Answer to question: anxious

B

- | | |
|--------------|---------------|
| 1. annoying | 5. amazing |
| 2. surprised | 6. excited |
| 3. bored | 7. frustrated |
| 4. scared | |

Exercise 2

A

Although / Even though
Although / Even though
Even if

B

Answers will vary.

Exercise 2

<i>Email 1:</i>	<i>Email 2:</i>
excited	exciting
interesting	disappointed
pleased	embarrassing
fascinating	confused
shocked	annoyed
jealous	frustrated
	worried

Exercise 3

Answers will vary. Possible answers may include:

1. I would feel disappointed if I failed a test that I thought I was prepared for.
It might be embarrassing if my friends found out.
2. I would get worried if she were usually on time.
I might feel a little angry if it's someone who's always late.
3. I might feel scared if the lights went out.
It could be exciting if there was a lot of lightning.
4. I might feel annoyed.
I would probably think that the person was very boring.

Lesson C That must be fun. pp. 86–87

Exercise 1

Answers will vary. Possible answers may include:

1. That must be hard.
2. That must be annoying.
3. You must be very worried.
4. You must be excited.
5. You must be sad.
6. That must be painful.

Exercise 2

Walt You see
Reg I see
Walt (leave blank)
Reg you see
Walt I see

Exercise 3

Akina you must be
Omar You see
Akina That must be
Akina I see

Omar You see
Akina that must be
Akina You must be
Akina I see

Lesson D Making an impression pp. 88–89

Exercise 1

A

a child with a special talent

B

- attend
- mental breakdowns
- gifted
- stimulating

C

- William James Sidis is the youngest prodigy mentioned.
- Some child prodigies can't make friends easily, have mental breakdowns, and get injured.

- Some gifted children become bored because it's too easy, and they lose interest in school.
- Some parents offer a stimulating environment.

Exercise 2

A

Facts:

My child is enrolled in your school.

Last year he was the top student in his class, but this year his grades are slipping.

Impressions and opinions:

I believe that

I feel that

It seems to me that

My impression is that

In my opinion

B

Answers will vary.

- earthquake; Aftershocks
- lightning; thunderstorm

Exercise 2

Answers will vary. Possible answers may include:

- A fire was started by a candle.
- A tree was blown down by the wind.
- A town / city / house was struck by a tornado.
- A wildfire was caused by lightning.
- A car windshield / window was cracked by a hailstorm.

Exercise 3

- The building was partially damaged by the fire.
- Train service was temporarily disrupted by the storm.
- Several houses in the area were badly damaged by flash floods.
- Three firefighters were seriously injured by a wildfire.
- A small farm was completely destroyed by a tornado.

Lesson C Did you hear about . . . ? pp. 94–95

Exercise 1

Don Have you heard
Don you know
Don guess what / you know what
Nadia You know what / Guess what
Nadia Did you hear about
Don did I tell you

Exercise 2

Answers will vary. Possible answers may include:

- You know my friend Callie? She got a new laptop for her birthday.
- Guess what? I won tickets to a concert.
- Have you heard about the Cubs? They lost last night.
- Did you hear about the tornado that struck 20 minutes from here?

Unit 12 In the news

Lesson A Local news pp. 90–91

Exercise 1

- was closed, was found
were delayed, were canceled
was removed, searched / was searched
was re-opened
- was rescued
were called
wasn't hurt, was taken, released / was released
- was broken into, were stolen
was closed off, were interviewed
was seen

Exercise 2

- The game was delayed for two hours.
- A ring was stolen from an exhibit.
- The rock concert was canceled.
- A wallet was found on a bus.
- Two people were taken to the hospital.
- A man was rescued from a fire.

Exercise 3

Answer will vary. Possible answer:

A downtown jewelry store was robbed yesterday. Jewelry, including several valuable necklaces, was stolen. A safe was broken into, and everything inside was taken. Two paintings were stolen as well. A hammer and flashlight were left behind when the robbers ran away. No one was hurt.

Lesson B Natural disasters pp. 92–93

Exercise 1

- rains; floods
- hailstorm
- tornado
- Hurricane; winds

5. Have you heard about Gwen Stefani? She's singing on TV tomorrow.
6. Did I tell you? My brother broke his leg playing soccer.
7. You know what? New York City elected a new mayor.

Exercise 3

1. nothing was stolen
2. they took my favorite bag
3. they didn't tell anyone about it
4. the water was so warm
5. the ending was disappointing
6. it was really expensive

Exercise 4

1. *A* Did you hear
A The best thing is,
2. *A* Did I tell you?
A The funny thing is,

Lesson D Reporting the news pp. 96-97

Exercise 1

A

online sources and social networking sites

B

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

Exercise 2

A

half
majority
out of
Almost; 20%
None

B

Answers will vary.





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