

آموزش از راه دور زبان انگلیسی

تجلیگر

پاسخ تمرینات و نکات کاربردی

Viewpoint

1

Pre-advanced

پاسخ تمرینات و نکات کاربردی

Viewpoint 1

جلد اول

چاپ اول: پاییز ۱۳۹۹

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 **Viewpoint**، 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 پاسخ تمرینات به همراه واژگان جدید هر درس از ویوپوینت می باشد که در دو جلد ویژه هر سطح ارائه شده و می تواند به عنوان کتاب راهنما و خودآموز زبان انگلیسی در کنار کتابهای اصلی ویوپوینت مورد استفاده قرار گیرد.

به یاد داشته باشید که تکرار و برنامه ریزی، کلید موفقیت شما در آموختن هر زبان جدید می باشد.

موفق باشید

علیرضا معتمد

موسس و مدیر مسئول

Workbook answer key

Unit 1 Social networks

Lesson A Grammar (pp. 2–3)

Exercise A

- A Have, heard
B is
B have, gone
A Do, want
- A Did, tell
B was
B are, looking for
B did, make

Exercise B

- Q: Who are you hanging out with these days?
- Q: Have you ever spent a weekend alone?
- Q: Did any of your friends call you this morning?
/ Did you call any of your friends this morning?
- Q: Where can you go to meet people in your neighborhood? / Where can you go in your neighborhood to meet people?
- Q: Do your friends text you all the time? / Do you text your friends all the time?
- Q: Were you outgoing when you were a kid?
- Q: Have all your friends joined a social networking site?
- Q: What was your best friend's name when you were a kid?

Answers will vary.

Lesson A Vocabulary (pp. 3–4)

Exercise A (Possible answers)

Generally positive	Generally negative	It depends . . .
intelligent open-minded self-confident sweet thoughtful	aggressive annoying arrogant narrow-minded a pain pushy touchy weird	eccentric laid-back relaxed sensitive talkative

Exercise B

- sensitive / thoughtful / sweet; thoughtful / sensitive / sweet
- intelligent
- talkative / self-confident
- aggressive
- arrogant, self-confident
- touchy / sensitive
- relaxed / laid-back
- open-minded
- a pain, annoying
- narrow-minded

Exercise C

Answers will vary.

Lesson B Grammar (p. 4)

Exercise A

- 's / is, looking; watch / 're watching / are watching; 's / is, taking; posts
- don't call; 'll / will text; don't answer; calls; talk
- don't waste; 'll / will, surf; tend to take; email; will stay

Exercise B

- I'll send; we make; I tend to call
- I'm traveling; we'll email
- I'm always searching; I'll find; I'll contact; I don't do

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 5)

Exercise A

- And do you ever call each other?
- So, you're getting along well?
- So you do a lot together?

Exercise B

- But would you feel sad?
- So you didn't talk to each other at all?
- And how often do you see them?

Lesson D Reading (pp. 6–7)

Exercise A

Possible circled facts: Over 30 percent of employers say they currently use, or plan to use, social networking sites to obtain information about job candidates; However, only 16 percent of workers write their online profiles with potential employers in mind; What may be more worrying for today's job seekers is that 34 percent of managers said they have rejected a candidate because of the information they obtained online; This trend of using social networking sites as an employment tool is growing; Hiring managers also tend to use social networking sites when they are looking for new hires.

Possible underlined advice: Keep your profile up to date, even if you are not looking for a job; Make sure you list your latest achievements.; It is always best to avoid making any negative comments about your current or previous boss, company, or co-workers; If you are always telling off-color jokes or joining weird or silly groups, be careful; Be careful also if you are trying to hide your job search from your current boss; However, if your boss does find out and accuses you of looking for a new job, don't deny it; So in addition to keeping your friends' inappropriate pictures and comments off your profile, be cautious about who your online friends are;

review the pictures that you have uploaded to your profile, the personal information you have given, and any blogs or sites you have linked to. Delete anything you might regret later; Always bear in mind that employers can use your social networking profile to evaluate you, so show self-confidence (without being arrogant) and promote yourself well.

The information is for candidates.

Exercise B

- a. para. 6 c. para. 8 e. para. 5
b. para. 9 d. para. 7 f. para. 10

Exercise C

1. NG
2. T
3. F. Telling jokes won't always leave a potential employer with a good impression.
4. F. If your boss finds out about your job search, you shouldn't deny it.
5. NG
6. T
7. F. It's fine to be self-confident – without being arrogant – if you're promoting yourself.
8. T

Exercise D

1. obtain
2. rejected
3. withhold
4. accuses you of, deny
5. regret
6. promote yourself

Exercise E

Answers will vary.

Writing (p. 8)

Exercise A

However; On the one hand; On the other hand; While;

Exercise B (Possible answers)

1. You might think your party photos are harmless. **However**, employers might see them in a different way.
2. Some people never put photos on their profiles, **while** / **whereas** other people post a lot of pictures.
3. Job seekers are not cleaning up their profiles. **However**, employers are checking them.
4. **While** / **Whereas** an online profile may be public, it is not fair to use it to reject a job candidate.
5. While I understand why employers check people's profiles online, **personal** profiles are not meant for employers.
6. You can control who sees your résumé. **However**, you can't always control who has access to your online profile.

Exercise C

Answers will vary.

Listening extra (p. 9)

Exercise A

break up with, fall out with, get divorced, lose touch with, separate, "unfriend"

Exercise B

1. Nuray 3. — 5. Christa
2. Oscar 4. Andrea

Exercise C

1. F. They (just) got busy with work.
2. T
3. F. She isn't interested in their day-to-day stuff.
4. F. Her boyfriend tends to be touchy about things like that.
5. T
6. T
7. T
8. F. She usually video-chats with her husband when she's traveling.

Exercise D

Answers will vary.

Unit 2 The media

Lesson A Grammar (p. 10)

Exercise A

1. D
2. N. Fashion magazines, which are really mostly about shopping, usually have the most ads.
3. D
4. N. Good theater actors, who never get as famous as movie actors, deserve more attention.
5. D
6. D
7. D

Exercise B

1. A that / which
 B which; (that / which)
2. A (that / which); that / which
 B which

3. A who
 B that / which
4. A who / that
 B which

Exercise C

1. that / which I like best of all
2. , who watches TV constantly,
3. that / which I read the most
4. , which I need to do before I go to bed
5. , which I think is ridiculous

Lesson B Vocabulary (p. 11)

Exercise A

1. about 4. on 7. of
2. on 5. for 8. between
3. for 6. in

Exercise B

problem; impact / influence; link; concern; impact / influence; increase; research

Exercise C

Answers will vary.

Lesson B Grammar (p. 12)

Exercise A

that; is that; that; that; is that; that

Exercise B

1. Some experts agree that TV and the Internet have changed children's reading habits.
2. What's clear is that many children prefer watching TV to reading.
3. One problem with spending less time reading is that reading improves children's vocabulary development.
4. It's likely that most books and magazines will only be online in the future.
5. What's interesting is that publishers may stop printing books altogether.
6. Many people believe that going digital is inevitable.

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 13)

Exercise A

1. Which is so annoying
2. which totally goes against what I just said
3. Which is not surprising

Exercise B

1. You know what really gets me?
2. you know what's ridiculous?
3. You know what I'd be concerned about?

Exercise C

1. A really bothers me
B just so annoying
2. B so convenient
A I prefer
3. B so important
A really scares me

Lesson D Reading (pp. 14–15)

Exercise A

Answers will vary.

Exercise B

Answers will vary.

Exercise C

1, 2, 3

Exercise D

1. the user has to constantly switch tasks
2. playing video games
3. video games
4. playing video games
5. before
6. Critics
7. aren't going to disappear

Exercise E

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

Exercise F

Answers will vary.

Writing (p. 16)

Exercise A (Topic sentence is underlined)

Video websites should warn teenagers about dangerous behavior for several reasons. **First**, teenagers tend to take more risks because their brains are at a particular stage of development. **Second**, with the rise in Internet video sites, teenagers can see people doing all kinds of dangerous activities, and some feel pressure to copy what they see. **Third**, some children are taking great risks and filming these activities so they can share the videos with their friends. **Finally / Lastly**, the Internet makes sharing the videos easy – teens who want to impress their friends simply have to upload a clip to their profile page.

Exercise B

I don't agree that video websites should have warnings for teenagers. **At first First**, many teenagers are very responsible. **Second Second**, it is not the Internet's responsibility if someone does something dangerous. **Third Third**, parents should be responsible for their children's behavior. **At last Lastly / Finally**, the reasons for dangerous behavior are not always clear.

Exercise C

Answers will vary.

Listening extra (p. 17)

Exercise A

Answers will vary.

Exercise B

1. a
2. b, d

Exercise C

1. T
2. F. He has never had / owned a television.
3. T
4. F. She knows most parents aren't teachers.
5. T
6. F. She lets her children watch shows in Spanish.
7. F. He thinks it's just common sense. / He doesn't think there's really a problem with TV.
8. T
9. F. He says a lot of intelligent people grew up watching TV.

Exercise D

Possible answers

- everyone with children should get rid of their TVs / the problem is with all the commercials / kids shouldn't be watching commercials for toys and junk food / children shouldn't identify with actors on TV / it's important for children to see real people as role models / a child who spends 10,000 hours reading, doing a sport, or learning a hobby will learn something / a child who spends 10,000 hours watching television learns nothing, which is just a waste of time

- it's very helpful to have another way to teach things to children / there are some great shows and kids can learn a lot from them / schools can't teach her kids everything
- it's just common sense / if parents don't like a certain TV show, they shouldn't let their kids watch it. / if parents think a show is OK, they should let their kids watch it / there's not really a problem with TV

(Other answers will vary.)

Unit 3 Stories

Lesson A Grammar (p. 18)

Exercise A

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

Exercise B

- Did you learn
- haven't traveled
- got, drove
- haven't been enjoying
- joined, quit
- enjoyed, was working

Exercise C

- B 've been working; started; 's been going on
A 've been volunteering; was; haven't scored
- B worked / was working; wasn't, loved; was majoring, changed, 've been studying; haven't decided

Exercise D

Answers will vary.

Lesson B Vocabulary (p. 19)

Exercise A

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

Exercise B

- A finished
B turned, in; struggled with
A fall behind on
A left, blank
B affect
A count toward
B missed
A caught up on

Exercise C

Answers will vary.

Lesson B Grammar (p. 20)

Exercise A

- | | | | |
|---------|---------|---------|---------|
| 1. 2, 1 | 2. 1, 2 | 3. 2, 1 | 4. 2, 1 |
|---------|---------|---------|---------|

Exercise B

- A Had, lived; moved
B went; got
B went; had thought / had been thinking / 'd thought / 'd been thinking; decided; visited; hadn't seen
- B moved; changed
B hadn't been going / weren't going; had gotten / 'd gotten; quit; got
- B graduated; had taken / 'd taken; was; hadn't earned / hadn't been earning; had hoped / had been hoping; needed; ran; hadn't seen; offered

Exercise C

- showed up; had been waiting / 'd been waiting
- got; had called / 'd called / called; didn't call / hadn't called
- cleaned; did; watched
- gave; had reminded / 'd reminded

Lesson C Conversation strategies (p. 21)

Exercise A

Circled sentences:

When I think about it, I just feel so ashamed; Looking back, I guess we probably made a pretty strong impression; When I think about it, I just want to crawl under a rock.

Underlined sentences: So anyway, I saw him in line at the movies; So yeah, where was I?; But anyway, you know what he told me?

Exercise B

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

Exercise C

d, e, c, a, b

Lesson D Reading (pp. 22–23)

Exercise A

Answers will vary.

Exercise B

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

Exercise C

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

Exercise D

1. slapped down 5. say
2. tugging 6. acknowledged
3. slipped 7. venturing
4. make eye contact 8. made his way

Exercise E

1. He fell in love, got married, and had a family. He didn't become a police officer, a soldier, or a firefighter. He didn't travel; he didn't go to Africa.
2. His father wanted him to, he was good at math.

(Other answers will vary.)

Writing (p. 24)

Exercise A

- 4, 2, 1, 5, 3

Exercise B

is; prepare; was sitting / sat; was reading; was sitting / sat; hit; pushed; hurt; spilled; brought; 've / have, taken

Exercise C

I have always **spoke** *spoken* to store clerks, but they don't always acknowledge me. One day I **shop** *was shopping* in a clothing store and needed help with a size. I **have said** *said* "Excuse me," but the salesperson ignored me. Finally, a manager **was seeing** *saw* me and asked if she could help. It

was a good thing that someone finally helped me because I hadn't **knew** *known* the sizes were for teenagers! Since then, I haven't **went** *gone* back to that store.

Exercise D

Answers will vary.

Listening extra (p. 25)

Exercise A

Answers will vary.

Exercise B

The picture; the cap; the journal

Exercise C (Order may vary.)

the journal: His mother gave it to him.
He got it before he graduated from high school.
the baseball cap: His roommate in college gave it to him.
He got it on his last day of college.
the picture: He bought it on vacation.
He got it on his first vacation with friends.

Exercise D

1. a. the baseball cap
 b. the picture
 c. the journal
2. a. the journal
 b. the baseball cap
 c. the picture

Exercise E

Answers will vary.

Unit 4 Working lives

Lesson A Vocabulary (p. 26)

Exercise A

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

Exercise B

submitted; meet, make; follow; 've had / have had / have; achieve; facing, shows

Lesson A Grammar (p. 27)

Exercise A

Macy advice
Macy an application, feedback; comments
Jack information, training
Macy a detail; jobs; work
Jack a personal assistant; knowledge
Macy help, a counselor

Exercise B

1. apply 4. appears
2. isn't / is not 5. choose
3. shows 6. is

Exercise C

1. information, is
2. feedback, was / has been

3. are, goals
4. knowledge, is / will be
5. training, is / will be; is, training

(Other answers will vary.)

Lesson B Grammar (p. 28)

Exercise A

1. S 3. S 5. S, G
2. G 4. S 6. S

Exercise B

a; a; an, a; -, -, -, a, a, a, a; The / -, -, -, the; -, the; the

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 29)

Exercise A

Chris Seriously
Mara clearly
Mara Interestingly enough
Mara unfortunately

Exercise B

- B I really love my career choice
- B I need to use it more often
- B I rejected an offer today
- B there are more jobs than ever

Exercise C

d, a, c, e, b

Lesson D Reading (pp. 30–31)

Exercise A

Answers will vary.

Exercise B

company culture, opportunities for training, where the company is, your boss's personality, your personal wants and needs

Exercise C

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

Exercise D

- | | |
|---------------|--------------|
| 1. importance | 5. guidance |
| 2. assessment | 6. criticism |
| 3. value | 7. solution |
| 4. need | |

Exercise E

- | | | | |
|------|-------|------|------|
| 1. T | 3. NG | 5. F | 7. F |
| 2. T | 4. T | 6. F | |

Exercise F

Answers will vary.

Writing (p. 32)

Exercise A

introduction 1
leisure time 4

studies 2
summary 5
work experience 3

Exercise B

- | | |
|-----------------------------|--------------|
| 1. My interest | 4. guidance |
| 2. My decision, my interest | 5. solutions |
| 3. My responsibilities | |

Exercise C

1. During my internship, I learned how to use all the latest **softwares** *software* that designers use today.
2. Last summer, I received **a training** *training* in new information systems.
3. I received constructive **advices** *advice* from my manager, which helped me improve my skills.
4. I am looking for **a work** *work / a job / a position* in a technology company.
5. I gained **an experience** *experience* in solving clients' problems.

Exercise D

Answers will vary.

Listening extra (p. 33)

Exercise A

Answers will vary.

Exercise B

b

Exercise C

- | | | |
|--------------|---------------|---------------|
| 1. important | 3. stay in | 5. particular |
| 2. 10,000 | 4. challenges | 6. imagine |

Exercise D

Answers will vary.

Unit 5 Challenges

Lesson A Grammar (p. 34)

Exercise A

1. had listened, might not have become
2. might not have been, hadn't lost / had not lost
3. hadn't collaborated / had not collaborated, wouldn't have attracted / would not have attracted
4. hadn't become / had not become, might not have learned
5. might not be, hadn't been / had not been

Exercise B

1. Would, be, had said
2. had been; would, have felt; had lost

(Other answers will vary.)

Lesson B Vocabulary (p. 35)

1. A Poverty; poor
B wealth; wealthy
A invests, creation, create
B investment
2. A invest
B eradicate, eradication
A starving
B Starvation; investment
3. A distributing
B hungry; distribution
A hunger
B unemployment; unemployed
4. B pollution; protect; protection
B eradication

Lesson B Grammar (p. 36)

Exercise A

1. hadn't brought up
2. will do
3. would stop
4. include
5. could
6. had signed up

Exercise B

1. were
2. spent / would spend
3. had gotten
4. will invest / 'll invest / invest

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 37)

Exercise A

Raj What if
Anne imagine / suppose / what if
Anne What if / imagine / suppose

Exercise B

1. I suppose it is. Though I just set a budget and stick to it.
2. I don't think so. I suppose it wouldn't seem right.
3. I suppose it is. You can get unusual things, too. The big stores all have the same stuff.

Exercise C

B what if
A suppose / imagine, I imagine / I suppose
B What if
A I suppose / I imagine

Lesson D Reading (pp. 38–39)

Exercise A

Answers will vary.

Exercise B

clearing up after natural disasters
preventing disease
treating illnesses

Exercise C

1. Dr. Margaret Winters
2. Tim Mendes
3. Linda Jones
4. Tim Mendes
5. Dr. Margaret Winters

Exercise D

1. dentists / surgeons, surgeons / dentists
2. huge, devastation
3. devastated
4. injured / sick, sick / injured
5. enormous
6. tumor; benign
7. treatment

Exercise E

1. T
2. F. The neighbor looked after the neighbors' children.

3. F. The dentist helped with medical emergencies.
4. F. They used one floating ambulance to remove people from the war zone.
5. T
6. F. In richer countries, people get treatment for lumps and growths.

Exercise F

Answers will vary.

Writing (p. 40)

Exercise A

it says that park volunteers live in tents
I would prefer it
Would it be a problem if
it would be very nice if
Is it possible to
I would appreciate it if

Exercise B

1. It would be useful if I could speak to a current volunteer.
2. I would love it if I could begin working immediately.
3. Would it be a problem if I paid when I arrive?
4. I would appreciate it if you could send me more information.

Exercise C

1. It will be interesting to read about your training program.
2. Would it be a problem for me if I had to wait another week to start?
3. It is difficult for me to commute on the bus.
4. Would it be useful if I could arrive a day early?
5. It was interesting to read your website.

Exercise D

Answers will vary.

Listening extra (p. 41)

Exercise A

1. support
2. charitable organization
3. connected, donors
4. requests

(Other answers will vary.)

Exercise B

She thinks local charities often find it hard to raise money. She hopes she'll be able to do more projects in the future.

Exercise C

1. distribution of wealth
2. all their donations
3. post a request
4. making a difference
5. struggling with bills
6. books and toys

Exercise D

Answers will vary.

1 (T) New technology in medical care will undoubtedly give doctors more reliable information about a patient's health, and may well make visits to the doctor's office less frequent and possibly less unpleasant.

3 (S) Another exciting invention is a "pill-cam", a tiny wireless camera that patients swallow and which sends images of any health problems to their doctor's computer screen.

2 (S) One example of this technology is the "tele-health monitor." This piece of equipment, which patients will have in their homes, will constantly check a patient's health and send instant information to a doctor. When there is a problem, the doctor will call the patient immediately.

Exercise B

In the future, medical treatment, even in the poorest countries worldwide, will **undoubtedly** change to a system that starts before a patient gets sick. In the near future, doctors will **likely** be able to collect millions of pieces of information about a child shortly after birth. People will **inevitably** find out at an early stage if they will **eventually** get sick in later life. However, with the kind of information that technology can give them, people may **well** be able to take action to prevent illnesses until much later in their lives. These advances will **ultimately** improve the quality of life and health of many people throughout their lives.

Exercise C

- | | |
|----------------------------|----------------------------|
| 1. eventually / ultimately | 4. actually |
| 2. currently | 5. eventually / ultimately |
| 3. recently | 6. Maybe |

Exercise D

Answers will vary.

Listening extra (p. 49)

Exercise A

1. The Arctic Ocean
2. Greenland
3. Rising sea levels
4. The construction industry

Exercise B

The Arctic Ocean, Greenland, Rising sea levels

Exercise C

The 2007 United Nations study:

- * estimated ocean levels would rise between 7 and 23 inches (= 18 to 59 centimeters)
- * did not include the impact of melting ice – in particular in Greenland (then sea levels could rise by at least 16 feet, or 5 meters)

The new study from Norway estimates that:

- * sea levels could rise by 5.3 feet (1.6 meters) by 2100
- * the Arctic Ocean will have no ice during the summer

Talk will cover four impacts of rising sea levels:

1. Environmental impact – the effects on plants and animals
2. Effect on climate – especially floods and storms
3. Impact on water supplies
4. The economic impacts, especially on tourism and fishing

Exercise D

Answers will vary.

Unit 7 Getting along

Lesson A Vocabulary (p. 50)

Exercise A

- | | | |
|-------|--------|---------|
| 1. up | 3. up | 5. up |
| 2. up | 4. off | 6. over |

Exercise B

Ji Ning look forward to; go over

Clara put, off

Ji Ning wake, up

Clara come up with

Jasmina give, up

Ji Ning put up with

Jasmina run out of; have, over; clean up

Clara give, back

Lesson A Grammar (p. 51)

Exercise A

1. wake up the entire household / wake the entire household up
2. have friends over
3. Show up
4. run out of something
5. turn it off

6. give them back
7. go over
8. come up with solutions

Exercise B

My roommate's just so annoying – she wakes me **up** every morning. She's always running **out of** cash and forgets to pay the bills. She never shows **up** when we have a meeting with the building manager. Then, whenever she cooks, she always puts **off** cleaning **up** her mess / cleaning her mess **up**. Sometimes she won't do a thing for days! Will this work **out**? I'd love to come up **with** a solution to this problem, but I don't think that I can put **up** with her bad habits any longer!

Exercise C

1. put up with them
2. put them off / put off doing them
3. get over it
4. give it up

(Other answers will vary.)

Lesson B Grammar (p. 52)

Exercise A

to play; to have; to; hanging out; playing; being; growing up

Exercise B

1. A playing
B to go
2. A growing up
B getting along; to play, to share
3. A to find
B connecting
A to spend, being / to be
4. A waiting
B traveling; raising; to say

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 53)

Exercise A

Jayne a
Emma a
Jayne b
Emma a
Jayne b

Exercise B

1. A Well, I'm an only child, and to be honest, it was lonely.
2. B Honestly, parents are more likely to tell you what you need to hear.
3. B I have to say, it's much easier financially.

Exercise C

c, b, a, e, d

Lesson D Reading (pp. 54–55)

Exercise A

Answers will vary.

Exercise B

- ✓ 2. It has advice on getting along with roommates.
- ✓ 3. It says the opposite of what is true.
- ✓ 5. It is not a serious article.

Exercise C

1. consult you ... friends over? Or clean up ... in the apartment?
2. a problem
3. the chores
4. ... do(ing) them (the chores) every day and never put(ing) them off
5. your roommate would never tag along with you – not without an invitation.
6. living with someone you can't argue with and who doesn't complain.
7. (your roommate's) friends
8. bottles and cans

Exercise D

1. b
2. a
3. a

Exercise E

1. drive, away
2. tag along with
3. get around to
4. let, down
5. get, off your back
6. be short of

Writing (p. 56)

Exercise A

Thesis statement:

In my opinion, what is most important in the end is the social behavior that children learn from their friends.

Exercise B

1. What children need is to fit in with one another.
2. What is clear is that friends have the strongest influence on a child's personality.
3. What is essential is to guide your child's choice of social groups.
4. What this means is that a child's parents are not as important as his or her friends.
5. What is likely is that parents play a more insignificant role in their child's emotional development.
6. What children perceive is that their friends are the people who are most like them.

Exercise C

1. It is important to help your child choose his or her social groups wisely.
2. What **this** means is that friends have a strong influence on a child.
3. It is clear that children aren't interested in becoming copies of their parents.
4. What **this** implies is (that) children teach one another to be social.
5. It is interesting that children almost always learn behavior from their friends.

Exercise D

Answers will vary.

Listening extra (p. 57)

Exercise A

Answers will vary.

Exercise B

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

Exercise C

1. F. Matt cooks pizza or pasta for his brother.
2. T
3. F. Laura's problem is with another friend.
4. T
5. F. Berto wants to have more time for himself or with his friends.
6. T

Exercise D

Answers will vary.

Unit 8 Food science

Lesson A Grammar (p. 58)

Exercise A

- is thought, will be affected; must be developed; have been grown; can be grown
- is hoped, will be sold, is produced; will not be transported; would be imported

Exercise B

Organic food is food that is grown without pesticides. Organic farming methods have been practiced for thousands of years.

It became less popular in the twentieth century as more productive methods were invented.

Organic farming wasn't considered effective, and more pesticides and other chemicals were used to increase crop yields and grow more food.

More recently, however, the value of organic farming has been reconsidered, and the market for organic food is expected to grow in the future.

Exercise C

- are going to be used by farmers in countries that have food shortages.
- are going to be built by engineers so we can have longer growing seasons.; will be sold by supermarkets in the future.
- are going to be encouraged by supermarkets to buy more food that is produced locally.; is no longer going to be flown halfway around the world.

Lesson B Vocabulary (p. 59)

Exercise A

- | | |
|------------|---------------------|
| 1. heart | 5. brain |
| 2. skin | 6. teeth |
| 3. muscles | 7. liver |
| 4. bones | 8. digestive system |

Exercise B

- | | |
|------------|---------------------|
| 1. liver | 4. heart |
| 2. brain | 5. skin |
| 3. muscles | 6. digestive system |

Exercise C

immune system, blood pressure; bones, teeth; digestive system, metabolism; eyesight; skin

Lesson B Grammar (p. 60)

Exercise A

- | | |
|------------|-----------------|
| 1. to rise | 5. from getting |
| 2. work | 6. to control |
| 3. to make | 7. from gaining |
| 4. tell | |

Exercise B

A aging / from aging, from having
B to digest; absorb / to absorb

- A break down, to get
B from getting
A control / to control
B go down
A to rise
B improve / to improve

Exercise C

help you lose / help you to lose; stop you (from) eating; protect your skin from aging; protect you from getting; help you concentrate / help you to concentrate; keep you from getting; help keep your bones / help to keep your bones; helps prevent people (from) having / helps to prevent people (from) having

Lesson C Conversation strategies (p. 61)

Exercise A

- | | |
|--------|--------|
| 1. A e | 2. A a |
| B c | B d |

Exercise B

for instance; such as; like; take; for example; look at; for example

Exercise C

Eunha like; d
Will such as / like, for instance / for example; a
Eunha For instance / For example; b
Will take / look at; e
Eunha such as / like

Lesson D Reading (pp. 62–63)

Exercise A

Underlined: It is certainly annoying when ants get into the kitchen or show up uninvited to a picnic, and obviously it is painful to be stung!; Of all the pests in the world, fire ants are one of the most annoying – and most dangerous.; Today, fire-ant colonies cover more than 1 million square kilometers in this region and cause more than \$6 billion in economic losses every year, including medical expenses and damage to crops.; Fire ants are aggressive, and their stings can be dangerous. Furthermore, the economic damage caused by the ants, which eat small plants before they have grown to full size, is devastating.

Exercise B

d, e, a, f, b

Exercise C

- More than 12,000
- More than \$6 billion
- Due to trade with the U.S.
- The holes most ants make in the earth allow more rain to be absorbed.
- By killing harmful crop-eating insects and protecting plants
- Because crops are being threatened by a mysterious decline in the bee population in recent years

Exercise D

- threat
- loss
- discovery
- survival
- production
- Pollination
- disappearance

Exercise E

Answers will vary.

Writing (p. 64)

Exercise A

- 27%
- 150,200
- 33%

Exercise B

in; nearly / almost / up to; about / approximately / roughly; about / approximately / roughly; over / more than; nearly / almost / up to; in; nearly / almost / up to; by; about / approximately / roughly; in; of; nearly / almost / up to

Exercise C

- The number of countries that are affected by the spread of fire ants has **grown up** *grown*.
- The rise of *in* the number of multiple-queen colonies is a cause for concern.
- Where multiple-queen colonies are found, the number of mounds **rises up** *rises* significantly.

- Chemical pesticides can cause the number of fire-ant colonies to **fall down** *fall* dramatically.
- Farmers who have used other insects to control fire ants have experienced a decline of *in* ant colonies.

Exercise D

Answers will vary.

Listening extra (p. 65)

Exercise A

Answers will vary.

Exercise B

a, b, c, d, e, f, i

Exercise C

- a, b, c
- d, e
- f
- d, i

Exercise D

- a
- a
- a
- b
- b

Exercise E

Answers will vary.

Unit 9 Success and happiness

Lesson A Vocabulary (p. 66)

Exercise A

to the top; to be; ahead; in his way; on with; off to a good start; under way; off the ground; anywhere; you down

Exercise B

A getting, down / gotten, down; get on with
B get anywhere
A get off to a good start; got under way
B got to be; get ahead; got to the top
A get, off the ground
B get in, way

Lesson A Grammar (p. 67)

Exercise A

- A all
B both; No
A all of
B every, each; Neither of
- B all of; none of; all
- B None of; none of; no; neither

Exercise B

- All business students dream of setting up a successful company.
- Each student in my class last year wanted to start a business. / Each of the students in my class last year wanted to start a business.
- Both my best friends got new companies under way last year.

- Neither company got off to a good start. / Neither of their companies got off to a good start.
- Neither of my friends can say they've made any money yet.
- None of their enthusiasm has been lost, though.
- After all, no business can be an immediate success.

Exercise C

Answers will vary.

Lesson B Grammar (p. 68)

Exercise A

- ST
- O
- ST
- RC
- S
- RC

Exercise B

- Probably my happiest moment was **getting** . . . ; I remember **watching** . . . ; I ran outside and got the mail from him, and stood there with the envelope in my hand **not daring** . . . ; Eventually, I did open it, **trembling**; I read the page twice, **not believing** . . . ; I was so happy because I knew there would be so many opportunities **opening up** . . . ; And also **getting** . . .
- Mine is **bringing** . . . ; The people **living** . . . ; There were hundreds of photos of us all **drinking** coffee and **eating** cookies . . . ; There was also a photo of each person **holding** the baby. My brother and his wife had been in the apartment **fixing up** . . . ; They were a big help **taking** . . .
- My happiest moment was **going** . . . ; My parents looked so happy **walking** along the beach and **holding** hands; My sister and I ran ahead, **trying** to be the first one to get to the

man **selling** . . . ; My sister let me win, **pretending** . . . ; Then we sat on the sand **eating** these big ice creams with chocolate sprinkles **looking for** . . .

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 69)

Exercise A

1. in terms of having no worries
2. as far as my everyday life is concerned / As far as my everyday life goes / When it comes to my everyday life
3. As far as being happy is concerned / As far as being happy goes / When it comes to being happy
4. when it comes to learning how to be happy

(Other answers will vary.)

Exercise B

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

(Other answers will vary.)

Exercise C

1. settling down; as far as I can tell / as far as I know
2. lifestyle; as far as I'm concerned
3. job; amount; as far as I can tell / as far as I know / as far as I'm concerned

Lesson D Reading (pp. 70–71)

Exercise A

Answers will vary.

Exercise B

Most important: attitude, expectations, family, friends, job satisfaction, marriage, religious beliefs

Less important: age, education, income, looks, wealth

Exercise C

1. F. Overall, people in wealthy countries are happier than people in poor nations.
2. F. Being good-looking doesn't make you happier than other people.
3. T
4. F. You can do a lot to change the level of happiness you were born with.
5. F. Religious people may have high levels of happiness because they have strong social networks.
6. F. Researchers say losing your job or losing your spouse can lead to serious depression.
7. T

Exercise D

- | | |
|------|-------|
| 1. c | 6. a |
| 2. a | 7. b |
| 3. a | 8. a |
| 4. a | 9. a |
| 5. c | 10. b |

(Other answers will vary.)

Exercise E

Answers will vary.

Writing (p. 72)

Exercise A

as well as; in addition to; Moreover, and; Furthermore,

Exercise B

1. It is important to tell people about the good things going on in a community as well as its problems.
2. A community newsletter can advertise local events in addition to informing people about local news.
3. Moreover, a website might encourage the younger members of the community to be more involved.
4. As far as litter is concerned, having cleanup days can be fun as well as effective.
5. Furthermore, people are less likely to litter in places that are already clean.
6. Holding special events can create a stronger community in addition to making the neighborhood a nicer place to live.

Exercise C

1. Neighborhood activities benefit the community as well as **makes** making the volunteers happy.
2. As well as **provide** providing practical help, community activities contribute to social cohesion.
3. Moreover, some communities organize events for families as well as older people to create a sense of belonging. (correct)
4. In addition to **encourage** encouraging volunteering, some high schools offer credits for community work.
5. Picking up trash gives volunteers a sense of satisfaction in addition **discouraging** to discouraging them from littering the streets.
6. **In addition to** Moreover / Furthermore, cleanup days create a more pleasant environment.

Exercise D

Answers will vary.

Listening extra (p. 73)

Exercise A

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

(Other answers will vary.)

Exercise B

- | | | |
|------|------|------|
| 1. a | 2. a | 3. b |
|------|------|------|

Exercise C

- | | |
|------------------------|----------------|
| 1. family life | 4. get sick |
| 2. close relationships | 5. makes sense |
| 3. happy | 6. talked |

Exercise D

Answers will vary.

Unit 10 *Going places*

Lesson A Vocabulary (p. 74)

Exercise A

- A fascinating
B amazing
A frightened; frightening
B terrified; encouraged
B surprising
A terrifying
B challenging
A impressed; exhausting
B tiring

Exercise B

challenging; relaxed; terrified; tiring; exhausted; surprising; puzzled; fascinating; depressed

Lesson A Grammar (p. 75)

Exercise A

- they wanted to go hiking in the national park
- them (that) there might be a storm later that day; (that) they should be prepared
- (that) he had a map and (that) they wouldn't go too far
- (that) they were just going for a short hike; him (that) they planned to do a longer hike the next / following day
- them (that) they had to stay on the trails or they could get lost
- (that) some areas were dangerous because they'd gotten very wet recently
- (that) they knew the park well; (that) they used to hike there a lot in college
- them (that) they could always take shelter in the huts along the trails

Exercise B

me, had to; -, should; me, -, was, would; -, could; -, thought, might; him, looked forward to, was; -, donated / had donated, could; him, had to

Exercise C

Answers will vary.

Lesson B Grammar (p. 76)

Exercise A

- if / whether I always travel / traveled with just one bag
- not to drink green tea before an overnight flight
- if / whether he should buy some food on the flight
- him to buy it at the airport, because the food on the plane isn't / wasn't too good
- where I got / had gotten / 'd gotten my blanket
- if / whether she could have an eye mask and earplugs
- what I was / am / 'm going to do in New York
- where I usually stay / stayed in New York

Exercise B

- Sam advised Dave not to take too much luggage.
- Sam asked Dave how many suitcases he's taking / he is taking / he was taking with him.
- Dave wanted to know if / whether Sam is taking / was taking shampoo and conditioner with him.
- Dave asked Sam to lend him a jacket for the trip. / Dave asked Sam if he can / could lend him a jacket for the trip.
- Sam asked Dave what kind of car he wants / wanted to rent.
- Dave advised Sam to make a copy of his passport.

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 77)

Exercise A

- So you're saying that it's too dangerous?
- So I guess you don't want to go on Saturday, then?
- So what you're saying is you're scared of heights?
- So I guess it's not scary enough for you.

Exercise B

- Dangerous in what way?
- Cool in what way?
- Life-changing in what way?

Exercise C

Sofia (e) You mean, like take a trip around the world or something?

Sofia (a) Challenging in what way?

Sofia (c) So you're saying that a world trip isn't exciting enough for you?

Sofia (b) So I guess you won't be interested in doing something with me this weekend, then?

Sofia (d) So you're saying you'll come?

Lesson D Reading (pp. 78–79)

Exercise A

Answers will vary.

Exercise B

Advantages: encourage people to explore new places and be more adventurous; create a better awareness of the country; bring revenue to communities by employing local people

Disadvantages: increasing number of visitors generate huge amounts of waste, consume resources, and cause problems with local infrastructures; development of facilities can change the traditional culture

Exercise C

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

Exercise D

2, 3, 4

Exercise E

1. An increase in the number of tourists can **adversely affect** an area.
2. Tourists often **generate huge amounts of waste** in the areas they visit.
3. The arrival of some tourists often means the **development** of more tourist facilities.
4. Reviews are beneficial to tourists because they raise standards in **industries** that are connected with tourism.
5. Hotel and restaurant owners in tourist areas **rely heavily** on good reviews to attract foreign visitors.
6. Guidebooks help tourists to develop a better **awareness** of the country they are visiting.
7. The **revenue** that tourists bring can be helpful to local communities.
8. The tourist industry **employs** people from the local area to work in tourist facilities.

Writing (p. 80)

Exercise A

Answers will vary.

Exercise B

However; Although; despite; even though; Nevertheless; in spite of

Exercise C

1. Although / Even though reviews are opinions, they are a useful source of information.
2. Although / Even though reviews make restaurants busier, they ensure that general standards improve.
3. Reviews are a good thing despite / in spite of the problems that they may cause.

4. Reviews might not always be up to date. Nevertheless, / However, travelers generally like to read them.
5. Despite / In spite of the disadvantages of tourism in remote areas, there are benefits such as employment.
6. Most people still enjoy their vacations despite / in spite of the crowds of tourists in some resorts.

Exercise D

Answers will vary.

Listening extra (p. 81)

Exercise A

Answers will vary.

Exercise B

b

Exercise C

1. T
2. F. He said they were so impressed with everything.
3. T
4. F. He said monkeys weren't frightened of the tourists anymore.
5. T
6. T

Exercise D

- | | | |
|--------------|----------|---------------|
| 1. 1 million | 3. 1,000 | 5. 16 million |
| 2. 6 | 4. 15 | |

Exercise E

1. It provides revenue.
2. It provides jobs for local people.
3. People who go on these tours get a better understanding of environmental issues

Unit 11 Culture

Lesson A Vocabulary (p. 82)

Exercise A

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

Exercise B

- | | |
|-------------------------|-------------------|
| 1. bachelorette | 6. vows |
| 2. bachelor | 7. civil ceremony |
| 3. host | 8. performs |
| 4. Western-style, aisle | 9. reception |
| 5. exchange | 10. arranged |

Exercise C

Answers will vary.

Lesson A Grammar (p. 83)

Exercise A

where, whose; when; whose; when; where; when; when / where; whose

Exercise B

1. I'll always remember my best friend's wedding, when / where nothing went right.
2. The day before the wedding, we had a rehearsal when everything went really well.
3. However, later that evening, the couple, whose parents hosted a really expensive dinner, was late because their taxi broke down.
4. There was a very funny moment during the ceremony, when the groom got the bride's name wrong as he was saying his vows.
5. The best man, whose job was to take care of the rings, left the groom's ring in his car.
6. After the ceremony, we all got into cars to go to the hotel where the reception was being held.
7. The car took me and the other bridesmaids to the wrong hotel, and we didn't realize till the very last moment, when we saw the car drive away.
8. For the newlyweds, the reception was the best time, when everything finally went according to plan.

Exercise C

Answers will vary.

Lesson B Grammar (p. 84)

Exercise A

- A I never gave you a birthday present!
B You sent me a gift card.
- A Can I offer you something to drink?
B Could you make some tea for us?
- A Did your aunt make a sweater for him?
B She didn't make him one.
- A Would you lend me your blue jacket?
B I'll give it to you if you like.
- A Who sent you these flowers?
B My girlfriend sent them to me.
- A Did you get them a gift?
B I bought them one.

Exercise B

- Q: Would you ever lend a friend your laptop?
A: Yes, I'd lend it to him. / No, I wouldn't lend it to him.
- Q: When would you give someone money as a gift?
A: I'd give it to someone . . .
- Q: Did you buy your best friend a birthday present last year?
A: Yes, I bought him / her one. / Yes, I bought one for him / her. / No, I didn't buy him / her one. / No, I didn't buy one for him / her.
- Q: Would you give a good friend your new, expensive pen if he or she liked it?
A: Yes, I'd give it to him or her. / No, I wouldn't give it to him or her.
- Q: When you were little, did you use to make cards or gifts for your parents? / Did you use to make your parents cards or gifts when you were little?
A: Yes, I used to make them for them. / No, I didn't use to make them for them.

Lesson C Conversation strategies (p. 85)

Exercise A

- d
- c
- b
- e
- a

Exercise B

- Yeah, no. It's kind of important for everyone to know about other customs.
- Yeah, no. It's good to carry on traditions like that – even if they are slightly odd!
- Yeah, no. It helps you understand other people, which makes you more tolerant, I think.

Exercise C

- kind of / sort of / a little / a (little) bit / slightly / somewhat; kind of / sort of / somewhat
- not really / not quite; kind of / sort of / a little / a (little) bit / slightly / somewhat; really / quite
- kind of / sort of / somewhat
- kind of / sort of / a little / a (little) bit / slightly / somewhat; kind of / sort of / a little / a (little) bit / slightly / somewhat

(Other answers will vary.)

Lesson D Reading (pp. 86–87)

Exercise A

It's the difficulty adjusting to your own culture after living in another one.

Exercise B

- phase 4
-
- phase 1
- phase 3
-
- phase 2

Exercise C

- c
- a
- b

Exercise D

- F. Reverse culture shock is less well known than culture shock.
- F. Reverse culture shock affects a lot of people.
- T
- F. It happens after a few months, years, or decades abroad.
- T
- T

Exercise E

- loss
- dismiss
- global
- revive
- opportunity
- downside

Exercise F

Answers will vary.

Writing (p. 88)

Exercise A

- a
- c

Exercise B

Circled:

Causes: because of; as a result of

Effects and results: Consequently; so; Therefore

Exercise C

- so
- Consequently / Therefore
- as a result of / because of
- because / since
- because / since
- As a result of / Because of / Due to
- Consequently / Therefore

Exercise D

- Your friends might get annoyed **due to** as a result of / because of your complaints about your own culture.
- I am worried about returning home from a year abroad **because** because of reverse culture shock.
- You are going home soon, **consequently** so start catching up on the news of your country.
- Since** Because of / As a result of reverse culture shock, I learned a lot about myself and my culture.
- People will not stop traveling just **due to** because of their fear of getting reverse culture shock.

Listening extra (p. 89)

Exercise A

b

Exercise B

A recent trip Atsuko made
Atsuko's friend's wedding
Buying wedding gifts

Exercise C

1. a long time
2. a bridesmaid
3. small
4. Western-style
5. helped her father down the aisle
6. cost a lot
7. didn't attend
8. didn't buy

Exercise D

Answers will vary.

Exercise E

Answers will vary.

Unit 12 Ability

Lesson A Vocabulary (p. 90)

Exercise A

1. spatial
2. musical
3. interpersonal
4. intrapersonal
5. bodily
6. mathematical
7. linguistic

Exercise B

1. capable
2. capacity / talent
3. articulate
4. literate
5. scientifically minded
6. sensitive; capacity / talent
7. adept / skilled
8. adept / skilled

Exercise C

Answers will vary.

Lesson A Grammar (p. 91)

Exercise A

1. Singers don't have to be **technically** perfect – they just need to be able to express emotions.
2. It's **extremely** important to get a college education to get ahead in life.
3. If you are a lawyer, you need to be very articulate to become **highly** skilled.
4. I don't believe that some people can speak seven languages – no one can be so **linguistically** gifted.
5. It's **incredibly** interesting to read about different types of minds and intelligences.
6. Students who are very musical often do **remarkably** well in math, too.
7. Intrapersonal intelligence is **particularly** difficult to learn, but it's an important skill. / Intrapersonal intelligence is difficult to learn, but it's a **particularly** important skill.
8. It's **relatively** easy to learn how to take really good photographs with the latest cameras.

Exercise B

Answers will vary.

Exercise C

mathematically talented; particularly good; highly qualified, extremely patient, incredible; wonderful, extremely clearly; basic, slowly; remarkably quickly, relatively difficult

Exercise D

Answers will vary.

Lesson B Grammar (p. 92)

Exercise A

1. A better; more confidently
B the hardest, the worst
2. A worse
B more frequently
A the hardest; busier
3. A the worst; (the) least confident
B less nervous
A the best; more embarrassed
4. A better
B more quickly; easier
A healthier

Exercise B

Q: confident; easier
A: often, less; in

Q: as
A: as often as; best; the least

Exercise C

1. confident as I'd like to be
2. the hardest class I have / I've ever taken
3. as quickly as I had / I'd hoped
4. practice (typing / it) as often as I should
5. the worst driver

(Other answers will vary.)

Lesson C Conversation strategies (p. 93)

Exercise A

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

Exercise B

1. I think I did well on
2. will make a great nurse
3. something you have to practice

Exercise C

1. A and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything
B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it

2. *A* and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything
B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it
3. *A* and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything
B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it
4. *B* no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it
B and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything

(Other answers will vary.)

Lesson D Reading (pp. 94–95)

Exercise A

Answers will vary.

Exercise B

They have trouble reading, writing, and spelling.
 They are often especially intelligent.

Exercise C

- | | | | |
|-------|------|-------|--------|
| 1. Y | 4. N | 7. NG | 10. NG |
| 2. NG | 5. Y | 8. Y | |
| 3. Y | 6. N | 9. Y | |

Exercise D

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

Exercise E

- | | |
|-------------------|-----------------|
| 1. preconceived | 5. challenge |
| 2. world-champion | 6. conventional |
| 3. dedicated | 7. shine |
| 4. spend | 8. raise |

Exercise F

Answers will vary.

Writing (p. 96)

Exercise A

Underlined:

an ability to understand other people's feelings
 excellent study skills

ability to understand himself or herself extremely well
 to be; in order to succeed; so that I don't make; so I can understand

Exercise B

- When I don't see my friends regularly, I call them in order to keep in touch.
- I often send friends a quick text message to say "good luck" before a test.
- I always keep my promises so people know they can trust me. / I always keep my promises, so people know they can trust me.
- I tend to study on weeknights so that I have time for my friends on the weekends.
- Every day I set aside some time in order to review my notes and assignments.

Exercise C

so; so / so that; so; so; so / so that

Exercise D

Answers will vary.

Listening extra (p. 97)

Exercise A

Answers will vary.

Exercise B

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

Exercise C

- | | |
|----------------------|--------------------------------|
| 1. clothes | 5. ethical |
| 2. at home | 6. more than |
| 3. encouraged | 7. environmentally responsible |
| 4. have more control | 8. can wear for a long time |

Exercise D

Answers will vary.

Unit 1 Language Summary

Nouns

job applicant
methods of communication
networking
(valuable) possession
résumé

Social networking

instant messaging (IM)
online debate
online profile
response
social network
social networking site
speed-friending
speed-friending event

Adjectives

immediate
relevant

Describing personality

aggressive
annoying
arrogant
eccentric
intelligent
laid-back
narrow-minded
open-minded
pushy
relaxed
self-confident
sensitive
sweet
talkative
thoughtful
touchy
weird

Verbs

behave
beware
fit in
judge
network
recruit
win (a prize or contest)

Communication

catch up with (someone)
contact (someone)
instant message (IM)
keep in touch
lose touch (with someone)
make calls over the Internet
send text messages
talk on a cell phone
talk on a landline
text (someone)
use instant messaging

Using social networking sites

check out (someone or something)
log in
post (obnoxious comments / photos)
see what (someone) is up to
update (my) profile
“unfriend”

Formal verbs

accuse (someone) of (doing) something
deny (doing) something
obtain (something)
promote (something)
reject (something)
regret (doing) something
withhold (something) from (someone)

Time expressions

all the time
constantly
every once in a while
normally
occasionally

Expressions

bother (someone)
... but in a nice way ...
Can you say no to ... ?
get an invite (= invitation)
have extreme views
I don't mind people who are ...
Is it fair ... ?
It is (not) fair to ...
It's no big deal.
take (something) personally
talk about (someone) behind (his / her) back
Oh, that's awkward.
What can I say?

Talking about habits

How do you normally catch up with your friends? By phone?
I tend to text when I'm taking my lunch break.
Mostly I call on my cell.
Occasionally, I'll get invites from people, but I don't respond.
My kids are constantly texting.
My sister regularly calls me after dinner.

Questions with answers

How often do you tend to use email? Every day?
When do you update your profile? On the weekends?

Finding out or checking information

And why's that?
But you emailed her, right?

Linking with *And, But, and So*

And why's that?
But why do they do it?

Contrasting ideas in writing

On the one hand, employers need workers who will fit into the company.
On the other hand, an online profile is for friends.
A résumé is for employers. However, an online profile is for friends.
A résumé is for employers, whereas an online profile is for friends.
While there are reasons to check an online profile, it is not fair to do this.

Unit 2 Language Summary

Nouns

critics (of)
(consumer) goods
violence

Celebrity

celebrity culture
gossip
obsession

Media

big screen
hits (on a website)
images
movie trailer
podcast
video clip

Describing research

advertisements for
cause of
concern about
effect(s) on
impact on
increase in / of (something)
influence on
(complex) issue
link between
problem with
reasons for
relationship between
research on
rise in

Research areas

behavior
bullying
inactivity
language development
literacy
obesity
social skills
sugary cereals

Adjectives

direct
educational
extreme
harmful
harmless
hilarious
violent

Verbs

arrange
be familiar with
contribute to (inactivity)
identify with
multi-task
subscribe to (something)
upload
watch (something) on a big
screen

Celebrity

gossip
invent
obsess

Describing research

compare to
turn (someone's) attention to
vary

Adverbs

avidly

Expressions

central to
every single day
I just don't get it.
What's clear is that ...
without (someone's)
permission

Talking about research

Experts claim that ...
My feeling / opinion is
that ...
Research shows that ...
teachers complained that ...
The thing / problem / point
is that ...
There is evidence ...
What I'm saying is that ...
What is most disturbing is
that ...

Adding essential information

There are shows that / which pay for plastic surgery.
We love to read about the people (who / that) celebrities date,
and the clothes (that) they wear.

Adding extra information

Celebrity magazines, which outnumber news magazines, are
everywhere.
It's natural to talk about celebrities, who we see as successful
people.

Linking ideas

One problem with TV time is (that) it reduces students'
reading time.
It's likely that TV viewing contributes to inactivity.
What's disturbing is (that) TV may have an effect on
language development.
Experts claim (that) watching TV is one cause of obesity.

Which clauses

I bet celebrities hate seeing bad photos of themselves, which
probably happens a lot.
People always want to know everything about their lives,
which must be difficult.

Adding comments

Which is stupid, I know.
Which is incredible.
I don't generally watch them, which is unusual, I guess.

Introducing comments with

You know what ... ?

You know what ... ?
You know what's amazing?
You know what gets me?
You know what I don't like?

Listing ideas in writing

First, it may become attractive to more young people.
Second, ...
Third, ...
Finally, / Lastly, people can find all kinds of music
on the Internet.

Unit 3 Language Summary

Nouns

ethics
janitor
lecture hall
life lesson
lost and found department
(subway) platform

Life's highlights

gymnastics (team)
highlight
internship
gymnastics team

Adjectives

invisible
rewarding
suitable

Appearances

overweight
scruffy-looking

Verbs

acknowledge
be a big thing (for)
be a highlight
deliver (something)
fall backwards
ignore
make (your) way
make eye contact (with)
penalize
slam shut
slap (something) down
slip (something to someone)
tug
venture
warn

Doing things

coach a team
get an internship
start a band

Learning

affect (my) grade
catch up on work
complete (that last) question
count toward (our) final
grade
fall behind on (my) work
finish (all the) questions
finish the test
give (us) a test
leave (the last) question
blank
miss (a number of classes)
raise (my) hand
struggle with the class
think positively
turn in (my) test

Time expressions

by the day of
since then, . . .
so far
up until now

Expressions

do the right thing
For one thing, . . .
have (any) interesting
opportunities
have the (most) initiative
make the most out of
(something)
work on (my) thesis

Sayings

Life's too short.
Truth is stranger than
fiction.
You can't judge a book by
its cover.
You've got to stop and smell
the roses.

Talking about the past

I lived in Italy a few years ago.
The band didn't last. We broke up after six months.
Marcos's band broke up
I've been pretty lucky.
Life has been interesting so far.
Marcos hasn't decided what he wants to do yet.
We were rebuilding homes.
He's been coaching a soccer team.

Sequencing events

He raised his hand and asked a question.
He had told us to expect a test. We took it last week.
I'd been struggling with the class, but I felt confident on the
day of the test.

Interrupting a story

Looking back, . . .
When I look back, . . .
When I think about it, . . .

Auxiliary verbs

Did you struggle with any classes last semester?
What did you do about it?
Had you heard the expression "Life's too short" before
this class?
Where had you heard it?

Coming back to a story

(But / So) anyway, . . .
Anyway, (getting) back to my story, . . .

Commenting on an experience

(It's) no wonder (that) . . .
No wonder.

Unit 4 Language Summary

Nouns

advice
candidate
equipment
evidence
help
homework
information
knowledge
permission
research
software
training
work

Desirable qualities

experience in management

Perks and benefits

(subsidized) child care
benefit
health insurance
paid overtime
perk

Adjectives

desirable
impressive
invaluable

Verbs

attract
collaborate
(with someone) on

Job search

achieve (a) goal
acquire knowledge
acquire skills
emphasize
face competition
follow (someone's) advice
have training
make money
make progress
meet deadlines
show interest
stand out
submit an application

Adverbs

clearly
(un)fortunately
interestingly (enough)
luckily
more / most importantly
obviously
oddly (enough)
seriously
strangely (enough)
(not) surprisingly

Expressions

Work

One factor to consider . . .
is . . .
There's a shortage of (nurses)
What do employers look for
in job applicants?

Considering

be tempted by
Have you decided what your
(next career move) will be?
I don't know if it's really "me."
I'm having second thoughts
about it.
It's a fabulous opportunity.
It's not *that* important.
Money is a factor.

Interview language

be clear and concise
find a solution to a problem
give constructive criticism
have a need for
make an assessment
offer (someone) guidance
put a high value on
review performance
the importance of . . .

Job search nouns

An impressive résumé is important.
Candidates face stiff competition.
Explain how your work can save money.
Feedback from a counselor is invaluable.
Give an example of how you achieved a goal.
Research shows what employers look for.

Generalizing and specifying

Classes after work are a great idea.
I like to listen to music at work.
I want to work for a company that has a salon.
I'd like to take the kids to the office.
My colleagues don't like the music (that) I listen to.
The classes (that) I take are expensive.

Word stress

advice
deadline
employer
experience
information
interview

Showing your attitude

clearly
(un)fortunately
interestingly (enough)
luckily
more / most importantly
obviously
oddly (enough)
seriously
strangely (enough)
(not) surprisingly

Giving new information / Emphasizing

As a matter of fact, . . .
In fact, . . .

Writing a personal statement

be based on
decision to
(the) importance of
interest in
responsibilities include

Unit 5 Language Summary

Nouns

accommodations
change (= coins)

Problems and solutions

challenge
creation
devastation
distribution
environment
eradication
“green” projects
the homeless
hunger
investment
pollution
poverty
proceeds
protection
starvation
unemployment
wealth

Charitable solutions

community development
projects
(a) fair price
fair trade products

Health problems

growth
lump
patient
surgery
tumor

Caregivers

dentist
doctor
general surgeon

Number

billion

Adjectives

remarkable
unbelievable
world-class

Problems and solutions

devastated
disadvantaged (children)
environmental
homeless (people / person)
humanitarian (aid)
hungry
polluted
poor
starving
unemployed
wealthy

Size

big
enormous
huge
large

Health problems

benign
harmful
malignant

Verbs

Problems and solutions

beg
change (someone's life)
create
devastate
die
donate
eradicate
invest
treat (a patient, an illness)

Charitable solutions

adopt an animal
join a campaign
participate in a sponsored
(event)
plant a tree
sign a petition
sponsor a child
support (women's) rights

Expressions

Problems and solutions

be willing to give up
find a solution
(the) gap between (the) rich
and (the) poor
in this day and age
It's just ridiculous . . .
live below the poverty line
put (you) in touch with
(someone)
there's no point in . . .

Imagining situations

What would you do if you saw a homeless person on the street?
If he looked hungry, I'd probably give him some money.
If you'd been in the car with Hannah, what would you have done?
I might not have thought about it if she hadn't mentioned it.
If they still lived in their big house, would they have raised
any money?
Maybe. But they might not be so close now if they had stayed there.

Talking about wishes, hopes, and regrets

Aya wishes we could eradicate poverty. She wishes the gap
between rich and poor was / were smaller.
Luis wishes everywhere hadn't gotten so polluted.
Pin wishes someone would solve the hunger problem.
Tom wishes the government would do something.
Tom hopes they (will) create more jobs.
I hope that makes sense.
I hope I didn't say anything silly.

Word stress

environment – environmental
eradicate – eradication
invest – investment
pollute – pollution

Imagining possible scenarios

imagine
Suppose . . .
What if . . .

Responding to someone else

When you agree strongly

absolutely
definitely

When you're not 100 percent sure

I suppose (that) . . .

When the other person has a good point

I suppose (it is).

Polite requests in letters

I look forward to . . .
I would appreciate it if . . .
I would find it difficult to . . .
I would love it if . . .
I would prefer it if . . .
It would be useful if I . . .
Put (you) in touch with (someone)
Would it be a problem if . . .

Unit 6 Language Summary

Nouns

convenience
headline
miracle cure
motion sickness
price
privacy
road safety

Money / Business

(high-tech) checkouts
(information) chip
debit card
debt
retailer
taxes

Technology

gaming
virtual-reality games

Careers

climatologist
ecologist
economist
inventor
therapist

Adjectives

(become) common
computer generated
inevitable
(become) obsolete
(become) (more) popular

Verbs

disappear
get rid of (something)
light up in the dark
stay in business

Expressions

But like what?
in more detail
in particular

Money

cashless society
identity theft

Discussing a situation

But the problem is, . . .
I have to say . . .
It just seems unlikely
(to me) . . .
It's already happening . . .
It's just a thought, but if . . .
There is a need for / might (not) be a
need for . . .
We might not even need (credit or debit
cards).
You might want to check
out . . .

Socializing

There's almost no one here tonight.
You don't always feel like going out.

Expressions used in presentations

I'm sure you must be wondering . . .
Oh, It's not plugged in.
Would somebody turn the lights off,
please?

Start the presentation

I'd like to begin by, . . .
Let's get started . . .

Introduce the topic

I want to look at . . .
I'll be talking about . . .

Check that everyone can see or hear

Can you all see the screen?
Can you hear me at the back?

Refer to a slide, a handout, or questions

As you'll see on the slide, . . .
I'll allow time for questions and
comments at the end.
There should be a handout going
around.

Go to a new topic or person

I'll turn it over to . . .
Let's move on . . . / look at . . .

End the presentation

Anyway, that's all I have time for.
Does anyone have any questions or
comments?
I'd better stop (there).
I'll just conclude by saying . . .

Describing future events

Everyone's going to use cards more in the future.
We're (not) going to be using cash 20 years from now.
Every cell phone will (probably) have a chip.
Cash (probably) won't be disappearing soon.
There may not be a need for cash.
We might be using phones.
If we only use cards, what are the kids going to do?
You'll use your cell phone when you buy things in the future.

Expectations, necessity, requests, etc.

Expectations

There should / ought to be a handout going around.

Guesses

The projector must be warming up. It might / could / may be broken.

Necessity

I should / ought to / have to / need to / 'd better stop.

Suggestions / advice

You might want to check out the articles on the handout.

Ability

Can you all see the screen?

Failure (to operate)

The projector won't connect to my laptop.

Requests

Could / Would / Can somebody turn the lights off, please?

Offers

I can / could turn it up.
I'll make the screen bigger.

Permission

May / Could / Can I ask a question?
Yes, you may / can.

Softening opinions

I would imagine . . .
I would say . . . / I'd say . . .
I would think . . . / I'd think . . .

Modal verbs and adverbs in writing

Certainty

Education will certainly / inevitably / undoubtedly be different.

Negative events

It will inevitably be difficult for some.

Certain after some time

Schools will eventually / ultimately disappear.

Fairly certain

Students will probably / likely not sit in class.

More certain

Schools could / may / might well become obsolete.

Unit 7 Language Summary

Nouns

network (of friends)

House rules

bad habit
house rules

Family

(only) child
(a lot of) pressure on
(someone)
sibling
single parent
time for (myself)

Adjectives

independent
lonely

Verbs

affect
figure out
get around to
imply
insist
lend
occupy (myself)
support

House rules

clean (something) up
(something) comes up
come up with (something)
give (something) back
give up (something)
go over (something)
have (someone) over
move in (with)
move out
observe the (house) rules
pay rent
put off (something /
someone)
run out of (something)
wake (someone) up

Feelings

get over
long for (something)
look forward to (something)
miss out on (something)

Getting along

drive (someone / something)
away
drive (someone) crazy
let (someone) down
put up with (someone /
something)
tag along (with)
tolerate
work out (a problem)

Expressions

fix up (my) own apartment
get on (my) feet
get used to (something)
It's not worth ...

House rules

contribute to household bills
have a / no problem (with)
have (my) own place
make a mess
There's a bit of friction.

Family

have (lots of) opportunities
have fun
share secrets with
There was no one else
to blame.

Getting along

be short on / of (something)
get (someone) off your back
give (someone) a break

Making your meaning clear

What I'm saying is, ...
What I mean is, ...
I mean, ...
In other words, ...
I'm (just) saying ...
I'm not saying ...
I don't mean ...

Saying what you really feel

I have to say ...
honestly
(quite) frankly
to be honest (with you)
to tell you the truth

Conversational expressions

What I'm saying is, most young people can't afford to live on
their own.
To be honest, it's almost impossible to buy your own place.

Using phrasal verbs

If you get back late, come in quietly.
Turn off the TV.
Turn the TV / it off.
You'll get over the problem / it.
I often have friends over.
If you run out of patience, come up with some rules.

Describing experiences

It was impossible for her to have time for herself.
We always had nice clothes to wear.
There was always someone to play with.
I was a bit lonely being by myself all the time.
I had fun / no problems growing up in my family.
It's not worth worrying about.

What clauses in writing

What is important is a network of friends.
What is important is to have close friends.
What is important is that you have friends.
What we all want is good friends.
What we all want is to have good friends.
What this implies is that you should respect your friends.

Unit 8 Language Summary

Nouns discovery production (that) stuff urban area	digestive system eyesight heart heart disease immune system liver metabolism mood swings muscles pain skin teeth weight loss	Food manufacturing additive artificial flavor chef chemical food budget food coloring food label ingredient manufacturer marketing claims processed food	Farming and food deteriorate export grow harvest import produce	increase (by / in) rise (by / to)
Global issues conference disappearance environmentalist loss study survival threat waste	Food for health almond apple asparagus avocado blueberry cherry chili pepper ginger hibiscus tea kiwi mango milk mushroom pineapple raisin salt soybean tofu	Describing trends decline (in / of) increase (in / of) the majority of . . . rise (in / of)	For your health benefit boost build concentrate contribute to cope with (depression) (that) enable gain (weight) keep (something / someone) from lower prevent (something) from protect reduce (cholesterol) snack on stop (something / someone) from strengthen	Adverbs indoors
Farming and food crops drought farm food shortage high-rise greenhouse nutrition pollination soil vertical farming		Adjectives conventional global misleading	Describing trends account for decline (by) fall (by)	Approximate numbers about almost approximately less than more than nearly over roughly under up to
The human body blood pressure bones brain cholesterol depression		Verbs avoid start a petition		Expressions increase / rise in (something) of (amount / number) in good condition increase / rise from (amount / number) to (amount / number) The main problem with . . .

Giving examples

such as
like
for instance
for example
take (cereal)
look at (food coloring)

Information focus

Experts expect the population to rise.
The population is expected to rise.
A professor developed the idea.
The idea was developed by a professor.
They haven't built vertical farms.
Vertical farms haven't been built.
They're going to discuss the issue.
The issue is going to be discussed.
They'll grow crops in water.
Crops will be grown in water.
The weather won't affect crops.
Crops won't be affected by the weather.
Someone must do something.
Something must be done.

Strong and weak forms of prepositions

"Some foods make vague claims."
"Such as?"
"Claims such as 'improves digestion.'"
On a menu, what's the first thing you look at?
I look at the desserts first.
If you read food labels, what do you look for?
I look for additives – for instance, food coloring.
Where do you get Vitamin D from?
You can get it from the sun.
What's chewing gum made of?
It's often made of gum, sugar, and flavors.
What do they add sugar to? To all foods?
It's added to lots of foods, like cereals and . . .

Describing causes and results

Blueberries are said to help you concentrate.
Make the pain go away with cherries.
Eating too much salt may cause your blood pressure to rise.
Researchers say chili peppers enable you to lose weight.
Avocado may prevent / stop your skin (from) aging.
Kiwis are said to keep your eyesight from deteriorating.

Prepositions in writing

The bee population declined by more than 70%.
Globally, the number of hives increased by about 45%.
There was a decline in the bee population of over 70%.
A rise of 145% in the cost of hives affected farmers.

Unit 9 Language Summary

Nouns	Special events	Expressions	Successful people
People	graduation ceremony	with get	build a career around (something)
citizens	marriage proposal	get ahead	be happily married
inhabitants	opening night (at a play)	get anywhere	You just can't sit around, waiting . . .
population	spelling bee	get (someone) down	
Work and success	Adjectives	get in (someone's) way	Life's events
billionaire	rare	get laid off	and look at you now . . .
characteristic	successful	get off the ground	(something) is all over
economic recession		get off to a good start	(something) is going on
entrepreneur	Verbs	get on with	(something) isn't everything
failure	analyze	get to be	(something) is / isn't (my) thing
fear	bring (someone) up (raise and educate)	get to the top	make the most of (something)
founder	contribute to	get (something) under way	
happiness	(efforts) pay off		
job satisfaction (survey)	seek	Expressions	
passion	stimulate	I'll race you!	
persistence		have a long commute	
possession		have a shorter work week	
priority			
recipe			
success			
vision			

Focusing in on a topic

As far as (success) is concerned, . . .

As far as (careers) go, . . .

When it comes to happiness / being happy, . . .

(talk about something) in terms of (something)

As far as relationships are concerned, . . .

Introducing and softening opinions

As far as I'm concerned, . . .

As far as I know, . . .

As far as I can tell, . . .

Stress in expressions

As far as I'm concerned, money is everything.

As far as success is concerned, it's important.

When it comes to money, I'm successful.

In terms of money, I'm pretty successful.

As far as I know, my friends are happy.

As far as I know, they're happy.

Talking about *all* and *none*

Each entrepreneur was successful.

No entrepreneur wants to fail.

Every restaurant rejected the recipe.

No restaurant accepted the recipe.

Both products got off to a good start.

Neither product was a success at first.

Both (of) these men became billionaires.

Neither of the men let failure get them down.

All successful people have a vision.

No successful people get ahead easily.

All (of) these people were successful.

None of these people graduated from college.

All (of) their hard work paid off.

None of their work was wasted.

Adding information

There are some people digging for clams.

I've got so many things going on in my life.

We'd run around, playing in the sand, not caring . . .

I was sitting there, thinking.

My happiest moments were playing on the beach.

Being successful is / feels good.

I remember sitting outside.

Adding ideas in writing

as well as

in addition to

In addition, . . .

Furthermore, . . .

Moreover, . . .

Unit 10 Language Summary

Nouns streetlight hairstylist (a) light sleeper	flashlight shampoo conditioner scented candle tip plastic bag pillow	bumpy challenging depressing encouraging exhausting fascinating frightening impressive life-changing puzzled surprising terrifying tiring unpleasant vast weightless	opt to order panic warn	have (negative) effects on have mixed feelings about (something) tourism has its advantages Many people find tourists annoying. The advantages of tourism outweigh the disadvantages.
Describing travel experiences 16-seater adventure cabin check-in agent delay destination dolphin freedom handful of (people) landing monkey nuisance pilot prospect roller coaster sensation silence suburb tour agent voyage	The tourism industry awareness (better) understanding of building business development growth impact income industry (be a) nuisance resort revenues	Verbs Describing travel experiences advise check in energize experience float go bungee jumping go skydiving hold (a / this) view inform	The tourism industry employ hire generate (a lot of trash) produce (huge amounts of waste) strengthen (the local economy)	Talking about unusual travel (voyage / trip) of a lifetime Travel at three times the speed of sound. It would be such a weird sensation. a voyage into the unknown Live out your <i>Star Trek</i> fantasy. I'd prefer to keep my feet on the ground. blast off into outer space It's just not worth the risk.
Travel needs eye mask earplugs	Adjectives experienced total	Describing travel experiences amazing breathtaking	Expressions Travel In the end, . . . Up until then, (something) had never occurred to me . . . (someone) wanted to know . . . take a boat trip go on a guided tour a couple of decades	

Drawing conclusions

You mean . . .
(so) you're saying (that) . . .
(so) what you're saying is . . .
(so) I guess . . . (then)

Asking for more details

In what way?
(Weird) in what way?

Reporting what people say

"The plane's just a 16-seater."
The agent explained (that) the plane was just a 16-seater.
"The bus has left."
She informed me (that) the bus had left.
"There may be a delay."
She said (that) there might be a delay.
"The flights are full today and tomorrow."
He said (that) the flights were full that day and the next day.

Reporting what people ask and instruct

"Are you married?"
People often ask me whether / if I'm married.
"What do you take with you?"
We asked people what they take / took with them.

"Why shouldn't I use hotel shampoo?"
She asked me why she shouldn't use hotel shampoo.
"Do you have any kids?" "I have two."
A woman asked me if I have kids. I told her I have two.
"Where are you going on your next trip?"
He wanted to know where I'm going on my next trip.
"Can you lend me a flashlight?"
My sister asked me to lend her a flashlight.
"Don't use hotel shampoo."
A friend told / advised me not to use hotel shampoo.

Contrasting ideas in writing

Although / Even though tourism creates jobs, it has disadvantages.
Tourism is a good thing, although / even though it brings problems.
Despite / In spite of (causing) problems, tourists are welcome.
Tourism can be good despite / in spite of the problems it causes.
Tourists bring many problems. Nevertheless, people welcome them.

Unit 11 Language Summary

Nouns

hardship
prosperity

Describing wedding customs

arranged marriage
civil ceremony
custom
reception
religious ceremony
vows
wedding dress
Western-style ceremony

Describing wedding customs: people

best man
bride
bridesmaid
groom
groomsman
matchmaker
newlyweds
parents of the bride / groom

Celebrations

baby shower
bachelor / bachelorette party
engagement party

gift giving
housewarming
rehearsal dinner
retirement

Threats to culture

benefit
downside
exposure
globalization
growth
homestay
loss
migration
opportunity
preservation
revival
threat
trade

Adjectives

bizarre
extinct
global
impolite
inappropriate
local
silly
touching (moment)
upside-down

Verbs

Describing wedding customs: activities

celebrate
exchange (rings)
exchange vows
get married (on the beach)
go on (all night)
go to (the reception)
host a dinner
involve
light (a candle)
perform a (civil) ceremony
symbolize

Gifts

appreciate
compliment (someone) on
display (a present)
exchange (a present)
feel obliged to
re-gift (a present)
tear off (the wrapping paper)
unwrap (a present)

Actions

avoid (bad luck)
bang (someone) on the head
pull (someone's) hair
punch (someone)
recognize (an event)
throw (someone) up in the air
throw flour all over (someone)
turn (someone) upside down

Threats

accept
dismiss
kill off
preserve
revive
threaten

Expressions

Describing wedding customs
(be) traditionally arranged by
walk down the aisle
get off to a good start
keep wedding traditions

symbolize the prosperity and hardship of life
Sometimes they go on all night.
(Some) last the whole weekend.
Is it a waste of money?

Gifts/Dealing with issues

in return
accepting gifts
inappropriate gifts
offering gifts
wrapping gifts
make (something) mandatory
translate public signs and notices

Birthday parties

Do people ever do bizarre things?
have (some) odd traditions
sing ("Happy Birthday") out of tune

Threats

Are we in danger of . . . the judgment of future generations

Softening comments

kind of
sort of
a little
a (little) bit
slightly
somewhat
not really
not quite (sure / right / true / clear / certain)

Agreeing and commenting

Yeah, no.

Consonant groups

I asked my parents.
It costs too much.
It was a few months ago.
I don't know.
It's a gift for you.
It was a gold bracelet.
I just got it.
It's next Saturday.
I always send them a card.

Adding information: time, place, possession

There's a touching moment when the bride walks down the aisle.
The best time to get married is the summer, when it stays light all night.
There are places in the U.S. where a celebrity look-alike performs the ceremony.
Some people go to Hawaii, where they get married on the beach.
I have lots of friends whose parents used a matchmaker.
Some couples use a fortune-teller, whose job is to choose the best day.

Giving things to people

I never give my friends / them money.
I never give money to my friends / them.
She lent someone her book.
She lent her book / it to someone.
A friend sent my mother a gift.
A friend sent a gift to my mother.
I bought / made his mother something / one.
I bought / made something / one for his mother.

Expressing cause and effect in writing

Cause

as a result of
because of
due to
because
since
Our culture is in danger due to globalization.
Our culture is in danger since we are attracted by new ideas.

Effect

Consequently, . . .
Therefore, . . .
so
Our culture is in danger. Consequently, we should take action.
Our culture is in danger, so we should take action.

Conclusions in writing

In summary, . . .
In conclusion, . . .

Unit 12 Language Summary

Nouns

Talking about intelligence

ability
intelligence
skill

Talking about people

(natural) athlete
composer
gymnast
mayor
passion for (life)

Adjectives

(highly) respected
evident
imprecise
inadequate
serious about
unbelievable

Talking about intelligence

adept at (understanding others)
articulate
capable of (creating drawings)

disciplined
efficient at (solving problems)
ethical
gifted
good at (math / understanding themselves)

linguistic
linguistically
intelligent
literate
logical-mathematical
sensitive to (language)
skilled at (learning languages)

Verbs

Talking about intelligence

argue
balance
define (something) as
encourage
sort through (facts)

Improving skills

benefit from
do presentations

have a fear of
improve
qualify as a (midwifery teacher)
take up (the flute)
train as a (nurse / midwife)

Adverbs

effectively
technically
tirelessly

Degree

extremely
highly
relatively

Type

linguistically
physically
scientifically

Opinion

incredibly
remarkably

Focus

especially
particularly

Expressions

but hey ...
I can't stand it when ...
nature versus nurture

Talking about intelligence

able to learn through (movement)
born with ... talent
have a capacity for (investigating things)

Talking about people

disabled person
Her parents were probably always pushing her.
One person (that) I admire is ...
people with special needs
She suffered a serious illness in her fifties, so ...
world champion skier

Improving skills

I just got really into it.
I'm getting better and better ...

One thing I've gotten better at is ...
The harder you practice, the better you get.

Talking about values and ideas

challenge (someone's) views
conventional wisdom
have preconceived ideas about
raise awareness

Talking about taking action

dedicate (your) life to (something)
give something back to (your) community
overcome a disability
regain (one's) health
run for election
shine a light (on)
spend half (your) life
win a seat on city council

Using vague expressions

... and things (like that)
... and stuff (like that)
... and all
... and all that
... and that kind of thing
... and that sort of thing
... and everything
... and so on

Showing strong agreement

No doubt.
There's no doubt about it / that.
Without a doubt.
I don't doubt it.

Stress and intonation

A My sister wants to study math.
B So is your sister good at math?
A Yeah, she's incredibly good at math.
A I'm really bad at French.
B Aren't you good at languages?
A No! I'm terrible at languages.

People and things

They're extremely literate and highly skilled.
Linguistically intelligent people are good at languages.
They seem to solve problems incredibly easily.
People with logical intelligence are especially good at math.

Comparing with adjectives

I feel happier, and I've gotten better at it.
The race is my biggest and best challenge.
I'm more confident and less nervous.
I'm not as fast as I'd like to be.
Taking a course was the most sensible idea.
I was the least experienced presenter.

Comparing with adverbs

I'm training harder than ever.
I'm improving more slowly than I'd hoped.
I practice less often than I should.
I don't play as often as I should.
We all train hard, but I train the hardest.
I train (the) most often on weekends.

Explaining purpose in writing

She left home at the age of 16 so (that) she could train as a nurse.
She went back to college (in order) to qualify as a midwifery teacher.

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

آموزشگاه مجازی زبان انگلیسی

تحلیلگران

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