



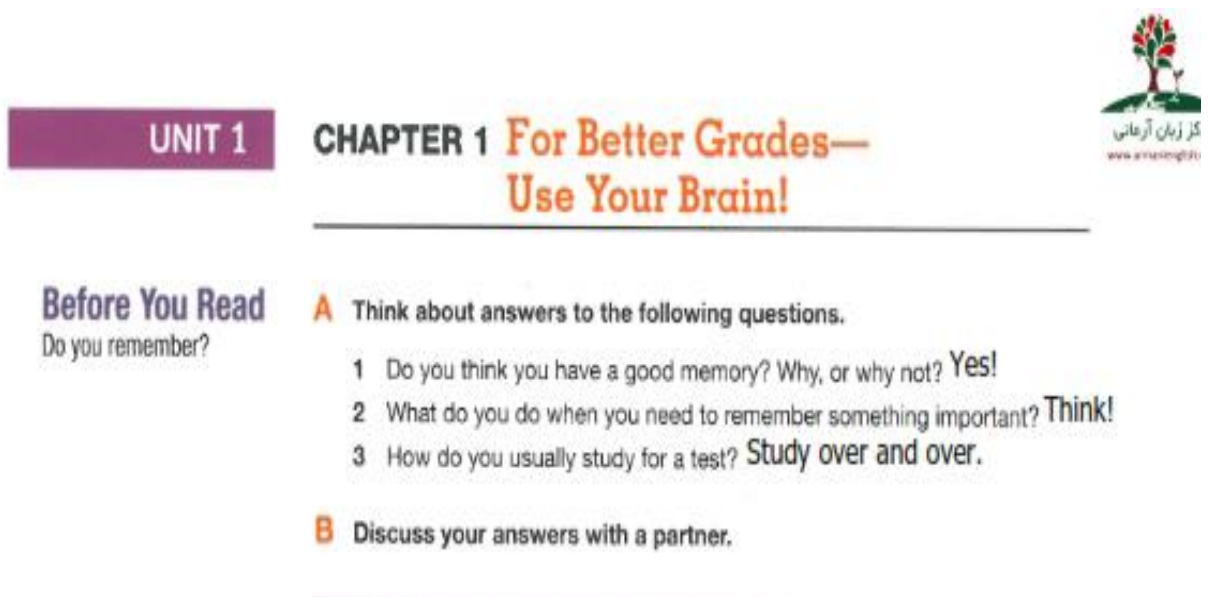
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 تلفن همراه مدیر گروه:

Answers to the exercises of previous units!

دانشجویان گرامی در این جلسه پاسخ تمرین های مهم فصل های قبلی قرار داده شده است. اگر تمرینی را ملاحظه نمی کنید، اهمیت نداشته و حذف شده است. لطفا پاسخ های خود را با این پاسخ های صحیح چک کنید.

Unit 1, Chapter 1: For Better Grades-Use Your Brain



UNIT 1 **CHAPTER 1 For Better Grades—Use Your Brain!**

Before You Read
Do you remember?

A Think about answers to the following questions.

- 1 Do you think you have a good memory? Why, or why not? **Yes!**
- 2 What do you do when you need to remember something important? **Think!**
- 3 How do you usually study for a test? **Study over and over.**

B Discuss your answers with a partner.



Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- Which topic is NOT discussed in the passage?
 - short and long-term memory
 - how to study for tests better
 - * why some people are very smart *
- According to the passage, what does drawing a picture do?
 - It puts information into short-term memory.
 - It shows people you are trying to learn.
 - * It makes the connections in the brain stronger. *
- Which sentence is most likely to be true?
 - Reciting ideas out loud is better than drawing them.
 - Brain researchers understand short-term memory best.
 - * It's better to have information in your long-term memory when doing * a test.

B Read the following sentences. Check (✓) true (T) or false (F).

	T	F
1 When we learn new facts, we save them in our long-term memory.	*	
2 You remember better if you start studying a long time before a test.	*	
3 Our brains change physically when we learn new information.	*	
4 Saying new information out loud is a good way to remember it.	*	
5 You don't have to memorize every small detail to learn a subject.	*	

Critical Thinking

C Discuss the following questions with a partner.

- Which study techniques sound useful and which do not? Why? Have you tried any of them? **Recite!**
- What other ideas do you have for how to study better? **Study more and more.**

Vocabulary Comprehension

Words in Context

A Choose the best answer. The words in blue are from the passage.

- Some components of a healthy life are _____.
 - * a exercise and a good diet
 - b more energy and better skin
- Which of these are long-term plans?
 - * a having a family
 - b going on holiday
- You can transfer money _____.
 - * a at the bank
 - b in your wallet



Unit 1, Chapter 2: Oh, No! Not Another Test!

UNIT 1

CHAPTER 2 Oh, No! Not Another Test!



Before You Read

Too many tests?

A Think about answers to the following questions.

- a spoken English test
- a driving test
- a vocabulary quiz
- a test to get a job
- a piano or violin exam
- a school or university entrance exam
- a large international test like TOEFL® or IELTS®

- 1 Which of the tests above have you taken? Which ones are you planning to take? **Spoken English test**
- 2 Which do you find the most difficult? Why? **Piano exam**
- 3 Which are the most important for your future? **IELTS and university tests...**

B Discuss your answers with a partner.

Reading Skill

Identifying Main and Supporting Ideas

Every paragraph has a main idea, or topic. Often, you will find the main idea is given in the first or second sentence of a paragraph. Supporting ideas usually follow the main idea. Sentences with supporting ideas explain or give more information about the main idea.

A Read paragraph 1 of the passage on the next page. Underline the sentence that best describes the main idea. Circle at least one supporting idea in the paragraph. Discuss your answers with a partner.

B Skim the rest of the passage, then read the following sentences. Circle the sentence that best describes the main idea of each paragraph.

Paragraph 2

- a Multiple-choice style tests are not very effective.
- b Tests are easy to grade but the scores might not be useful.

Paragraph 3

- a Reformers say that other assessment methods are better than tests.
- b Group interviews and portfolios are two ways to assess a person's abilities.

Paragraph 4

- a Some schools do not focus on giving tests to their students.
- b Students can learn from other students as well their teachers.

Paragraph 5

- a New test methods will continue to develop.
- b There is no one best way to test learners.

C Read the entire passage carefully. Then answer the questions on page 18.



Reading Comprehension

Check Your Understanding



A Match the sentence parts to make correct statements.

- | | |
|----------------------------------|---|
| 1 <u>c</u> Multiple choice tests | a want to find better ways to evaluate students' abilities. |
| 2 <u>e</u> Portfolios | b let people demonstrate how they interact with others. |
| 3 <u>d</u> Assessments | c have scores that are easy to compare. |
| 4 <u>a</u> Educational reformers | d are examples of a student's work. |
| 5 <u>b</u> Group interviews | e are tests that measure how much a person has learned. |

B Read the following sentences. Who would agree with each sentence? Check (✓) supporters (S) or reformers (R).

	S	R
1 Multiple-choice tests are a good way to evaluate intelligence.	S	
2 It is important to see how students communicate with other people.		R
3 Students learn better by experiencing instead of memorizing.		R
4 A good test should allow examiners to easily compare people.	S	
5 The classroom should be a place where students prepare for tests.	S	

Critical Thinking

C Discuss the following questions with a partner.

- Can you think of other alternatives to tests like TOEFL or IELTS? PTE
- Why do you think it is so hard to replace such tests with alternatives?
Because they are highly standard!

Vocabulary Comprehension

Definitions

A Match each word with its definition. The words in blue are from the passage.

- | | |
|------------------------|--|
| 1 <u>h</u> apply | a discussion about opinions on a topic |
| 2 <u>f</u> reform | b to judge or evaluate someone or something |
| 3 <u>e</u> measure | c to talk to each other or work together |
| 4 <u>g</u> memorize | d different than what is usual or expected |
| 5 <u>b</u> assess | e to determine the size or amount of something |
| 6 <u>c</u> interact | f to change or improve something |
| 7 <u>d</u> alternative | g remember something |
| 8 <u>a</u> debate | h to use an idea or skill for a particular situation |



B Complete the following sentences with the words in blue from **A**. You might have to change the form of the words.

- 1 You can tell she'll be a good mother from the way she interacts with children.
- 2 In a school debate, two teams will discuss the benefits and issues of a certain topic.
- 3 The new principal was considered a(n) reformist. His main goal was to change the school's testing system and make it better.
- 4 The only way to learn irregular verb forms is to memorize them.

A Look at the following words and use the suffix *-ize* to write the verb form next to each one. Use your dictionary to help you with spelling.

- 1 standard standardize
- 2 theory theorize
- 3 modern modernize
- 4 revolution revolutionize
- 5 fantasy fantasize

B Match each verb above to its definition below.

- 1 theorize: to form an idea or explanation about something
- 2 fantasize: to imagine or dream of having things you desire
- 3 revolutionize: to change the way of doing something completely
- 4 modernize: to bring something up-to-date; to make it current
- 5 standardize: to make things the same or to fit a certain measurement

C Complete the following questions with a verb from **A**. Make sure you use the correct verb tense. Then answer the questions with a partner.

- 1 What would you do to modernize the look of your apartment?
- 2 Do you ever fantasize about where you will live in the future?
- 3 Do you think the Internet has revolutionize the way people learn?

Vocabulary Skill

The Suffix *-ize*

In this chapter you read the verb *memorize*. One common suffix in English is *-ize* (spelled *-ise* in British English), which means *to make* or *cause to become*.

Motivational Tip: Using vocabulary skills. The vocabulary skills throughout this book can increase your range of vocabulary and help you with your general reading. How can you apply these vocabulary skills in your reading outside of class?



Unit 2, Chapter 1: We are in Vietnam



UNIT 2

CHAPTER 1 We're in Vietnam!

Before You Read

Travel Knowledge

A Answer the following questions.

- What do you know about Vietnam? Write a few words about each topic.
 - location East Asia
 - climate Very humid and sultry
 - cities _____
 - history War between south and north Vietnam
- Vietnam is becoming a very popular destination for tourists. Can you think of any reasons for this?

B Discuss your answers with a partner.

Reading Skill

Scanning for Details

An important use for scanning is to find a piece of information that we need. We do this in everyday life when we look up a word in the dictionary, or check a telephone number in the phone directory. Use scanning when you need to find a fact in a reading.

A Scan the passage on the next page and find the dates of the four blog posts.

NOT IMPORTANT!

- Post 1: _____
 Post 2: _____
 Post 3: _____
 Post 4: _____

B Read each blog post quickly to find the following information.

- Post 1: Which city did they go to first? _____
 Post 2: Where is the market that they visited? _____
 Post 3: How long did they go hiking for? _____
 Post 4: What is in Vung Tau? _____

C Now read the entire passage carefully. Then answer the questions on page 24.

Motivational Tip: Expect success! As you begin this chapter, what success do you expect to achieve? Do you expect to increase your reading fluency? Do you expect to increase your vocabulary? Success comes when you identify what you want to achieve and then work hard to achieve it. I challenge you to set a reasonable goal and expect success.



Reading Comprehension

Check Your Understanding

A Read the following sentences. Check (✓) true (T) or false (F). Then check the number of the post where you found the answer.

	T	F	1	2	3	4
1 In the past, Vietnam had an emperor.	*					
2 Many Hmong people speak English.		*				
3 This is Juliana's second trip to Vietnam.		*				
4 The market in Cholon has many kinds of vegetables.	*					
5 The town of Vung Tau is famous for its mountains.	*					

B Read the following sentences about Juliana's trip. **Circle** your answers. Then write the words or phrases from the reading that helped you find the answers.

- She thinks the market in Cholon is really (great / expensive / noisy).
_____ **great** _____
- She thinks the Hmong people are very (practical / modern / friendly).
_____ **friendly** _____
- She likes hotels that are (expensive / traditional / simple).
_____ **traditional** _____
- At the end of her trip, she says she wants to (go home and see her friends / visit more of Vietnam / learn to cook Vietnamese food).
_____ **visit more...** _____

C Discuss the following questions with a partner.

- How much money do you think Juliana and Tom spent on their trip? Why do you think so? **I have no idea! It seems cheap.**
- Do you blog about your travels? What other ways can you keep a record of your trips? **No! Instagram...**

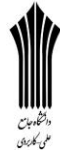
Critical Thinking

Vocabulary Comprehension

Odd Word Out

A **Circle** the word or phrase that does not belong in each group. The words in blue are from the passage.

- | | | | |
|-----------------|------------|------------|------------|
| 1 accommodation | hotel | guesthouse | *school |
| 2 *terrible | wonderful | fabulous | fantastic |
| 3 tiring | *relaxing | exhausting | demanding |
| 4 similar | matching | *unique | alike |
| 5 possessions | belongings | *plans | stuff |
| 6 *bored | interested | eager | fascinated |
| 7 many kinds | range | *alike | different |
| 8 basic | *advanced | easy | simple |



B Complete the postcard using the words in blue from A.

Greetings from Madrid!
I can't believe I'm finally here. The trip from Seoul was long and (1) **exhausting**, but I made it. My (2) **accommodation** nice; I'm staying in a guesthouse in the center of Madrid. I got a cheap and (3) **basic** room—it only has a small bed and shower! The weather here is (4) **fabulous**—it's warm and sunny, with clear blue skies every day. It's great for sightseeing, because there's a wide (5) **range** of things to see and do. Tomorrow I'm taking a train south to Andalusia to visit the city of Granada. I'm really looking forward to seeing the Alhambra Palace. I'm also really (6) **eager** to try the food—especially gazpacho, a kind of cold soup which I hear is (7) **unique**—very different from anything else in Spain. I promise I'll bring you back a present. See you next month!

Love, Jamie



Plaza de Santa Ana 2 1
Madrid, Spain
26014

A Write the correct form of the adjectives in the box on the lines below.

excite interest relax confuse please embarrass bore worry

I feel ... excited
because it's ... exciting

B Change the verbs in the advertisement below into adjectives by using the correct endings.

EcoTours

Tired of going to the same (1) **boring** places? (2) **Interested** in taking a vacation to an (3) **exciting** location? Want a (4) **relaxing** beach holiday, but also want to help save the environment? If you answered "yes" to any of these questions, then you should book your holiday with EcoTours! Not only will you experience the best vacation of your life, but ten percent of the cost of your trip also goes to protecting the local environment. Call us today to talk. Don't be (5) **embarrassed** to ask questions—we want you to have the perfect vacation! If you are (6) **worried** about the cost, don't be. Our prices are very reasonable. We know that you'll be (7) **pleased** with your EcoTours holiday, so give us a call at (888) 555-3458, or visit us online to find out more at www.heinie-ecotours.org.

www.ARMANIENGLISH.com

دانشگاه رایگان کتب آموزش زبان

مرکز زبان آرمانی بزرگترین ارائه دهنده دوره های آنلاین زبان و آیلتس

Vocabulary Skill

Adjective Endings **-ed** and **-ing**

When we talk about how we feel, it's common to use adjectives that end in **-ed**. To describe something, or how we feel about it, use adjectives ending in **-ing**.