



مقطع تحصیلی: کاردانی □ کارشناسی □ رشته: مترجمی مکتوب ترم: ۱ سال تحصیلی: ۱۳۹۸-۱۳۹۹
 نام درس: آزمایشگاه پایه نام و نام خانوادگی مدرس: فرهاد تابنده
 آدرس email مدرس: farhad021.t@gmail.com تلفن همراه مدرس: ۰۹۳۵۷۷۶۴۴۶۳

جزوه درس: آزمایشگاه پایه (چهارشنبه ۱۳-۱۶؛ ۴ تیر) مربوط به هفته : سیزدهم □
 text: دارد □ ندارد □ voice: دارد □ ندارد □ power point: دارد □ ندارد □
 تلفن همراه مدیر گروه :

جلسه حضوری در کلاس نیز برای رفع اشکال برگزار خواهد شد.

Answers

پاسخ سوالات و تمرین یونیت ۵-۸. لطفا پاسخ های صحیح جلسات قبل را چک کنید. در کلاس حضوری رفع اشکال خواهد شد.

Unit 5 Restaurants

page 18

Getting Ready

Vocabulary

Chinese (food)	Korean (food)
fast food	Mexican (food)
French (food)	Thai
Japanese (food)	

Answers

Answers will vary.

Listening 1

CD 1, Track 22

Vocabulary

be sick of (something)	starving
eat out	stay home
feel like (eating something)	vegetarian
for a change	your treat
junk food	What's the occasion?

Skill: Listening for locations

Answers

1. b	2. b
3. a	4. b
5. a	6. a
7. b	8. a

page 19

Listening 2

CD 1, Track 23

Vocabulary

asparagus	hot sauce
baked potato	hurry
cheeseburger	make sure
chef	milk shake
flavor	salt
fries	vanilla
heat (v)	

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for details

Answers

1. False	2. True	3. False
4. True	5. True	6. False

Optional Activity

Put the students into pairs to practice giving and taking orders using the pictures from the exercise. Tell the students playing customers to order an item pictured, make a special request, and give a reason for the request. Encourage the students to think of original or creative requests. When everyone is finished, ask for volunteers to repeat one of their conversations for the class.

page 20

Listening 3

CD 1, Track 24

Vocabulary

convenient	lighting
credit card	polite
décor	server
deserved	simple
downtown	the only trouble
leave a tip	wait on (someone)

Task 1

Skill: Listening for opinions

Answers

- Good: the menu, the prices
Not good: the location, the interior, the service
- Good: the location, the interior, the menu, the food
Not good: the prices

- Good: the interior, the menu, the food, the prices
Not good: the location

- Good: the location, the food, the prices
Not good: the interior, the menu

Task 2

Skill: Listening for opinions

Answers

1. no	2. yes
3. yes	4. yes

page 21

Pronunciation

CD 1, Track 25

The focus of this pronunciation lesson is the reduction of *want to*. The objective of this lesson is to increase students' awareness of this common reduction in everyday speech and improve their listening comprehension skills.

Dictation

CD 1, Track 26

Task 1

Answers

- want to do
- want to go
- Italian place
- want to have

Conversation

- Review the Dictation activity with the students. Identify the questions in the Dictation and write them on the board.
- Elicit different responses to each question and write them on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



Unit 6 Gifts

page 22

Getting Ready

Vocabulary

birthdays Mother's day
graduation weddings

Answers

Answers will vary.

Listening 1

CD 1, Track 27

Vocabulary

bracelet sound expensive
I wonder if... special
jewelry think of (doing something)
present teapot
pick (something) out

Skill: Listening for topic

Answers

A. 3 B. 5 C. 2
D. 6 E. 4 F. 1

page 23

Listening 2

CD 1, Track 28

Vocabulary

go with shirt
(something) The price is right
glasses necklace

Task 1

Skill: Listening for details

Answers

1. the style: good, the color: good, the size: okay
2. the style: okay, the color: good, the size: not good

3. the style: good, the color: not good, the size: okay
4. the style: not good, the color: okay, the size: good

Task 2

Skill: Listening for details

Answers

1. yes 2. no
3. no 4. yes

Optional Activity

Put the students into small groups. Tell them to think of something they recently went shopping for. Tell them they can choose something they either bought or decided not to buy. Have each student describe the item using the three points that were used in Task 1. When the group is finished, have the members decide which item they might like to buy and which one they will probably not buy.

page 24

Listening 3

CD 1, Track 29

Vocabulary

allergic to natural
(something) ingredients
convenient organic
housewarming party souvenir
imported wrapped
local

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for details

Answers

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

page 25

Pronunciation

CD 1, Track 30

This pronunciation lesson focuses syllable stress in names. The objective of this lesson is to familiarize students with common stress patterns in everyday speech and improve listening comprehension skills.

Answers

1. It's Brian's birthday next week.
2. What are you getting for Rose?
3. I'm buying a pen for Christopher.
4. Let's get Hannah some flowers.

Dictation

CD 1, Track 31

Task 1

Answers

1. Heather 2. Allison
3. Michael 4. Jonathan
5. Lisa 6. Kevin

Conversation

- Set the context by talking about a time that you had to buy a gift for someone.
- Describe something that you thought about buying but decided wasn't the right gift.
- Describe what you did choose to buy and write the reason you bought it on the board, e.g., *great style, really useful*, etc.
- Elicit similar experiences from students and write their reasons on the board.
- Have students complete the activity in pairs. They may use the sample language on the board for support.



Unit 7 Air Travel

page 26

Getting Ready

Vocabulary

aisle seat	safety instruction card
customs form	seat belt
headphones	window seat
overhead compartment	

Answers

1. H	2. G
3. D	4. E
5. C	6. B
7. F	8. A

Listening 1

CD 1, Track 32

Vocabulary

bumpy	fill out
collect	Put your seat forward.
fasten	

Skill: Listening for gist

Answers

A. 3	B. 6	C. 5
D. 1	E. 4	F. 2

page 27

Listening 2

CD 1, Track 33

Vocabulary

business class	far away
change my seat	seat number
clear	seat pocket
economy class	working properly

Task 1

Skill: Listening for details

Answers

1. c	2. b
3. b	4. b

Task 2

Skill: Listening for details

Answers

1. later	2. now
3. now	4. now

page 28

Listening 3

CD 1, Track 34

Vocabulary

check in	immigration
crowded	on time
dry	smooth
facilities	tasteless
fantastic	weather report
horrible	

Task 1

Skill: Listening for opinions

Answers

- Good: the service, Okay: the flight, Not good: the airport and the food
- Good: the airport and the flight, Okay: the food, Not good: the service
- Good: the flight and the food, Okay: the airport, Not good: the service
- Good: the food and the service, Okay: the airport, Not good: the flight

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Tell each student to think of the last airplane trip he or she took. On a scrap of paper, each student should write *the airport, the flight, the food, and the service*

and then mark whether each was *good, okay, or not good*. Then have students write down some key details about the trip. Put the class into small groups. Have each student tell the group about his or her trip, using the notes, while the other students listen and ask follow-up questions.

page 29

Pronunciation

CD 1, Track 35

The focus of this pronunciation lesson is the reduction *would you* and *could you* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 1, Track 36

Task 1

Answers

- could you put
- There you go
- Could you
- would you put

Conversation

- Elicit different request you could make of the flight attendant during a flight. Write student responses on the board. Make sure to phrase student responses as polite questions using *Could you* and *Would you*.
- Elicit appropriate responses to each question on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



Unit 8 Mishaps

page 30

Getting Ready

Vocabulary

apologize	locksmith
break	plumber
clogged	puddle
dry cleaner	reschedule
get locked out	spill (something)
get lost	tow truck

Answers

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

Listening 1

CD 1, Track 37

Vocabulary

catch the next one	leave the water running
dishwasher	manager
dripping	trip
flat tire	
flooded	

Skill: Listening for gist

Answers

A. 5	B. 4	C. 1
D. 3	E. 2	F. 6

Optional Activity

Put the students in pairs and ask each pair to role-play one of the situations depicted in the pictures. When the students are finished, have them switch roles.

page 31

Listening 2

CD 1, Track 38

Vocabulary

deserted	ruined
look (something) up	solution

make sense	tray
offend	tricky
offer	unfortunately

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for details

Answers

1. False	2. False	3. True
4. False	5. True	6. True

page 32

Listening 3

CD 1, Track 39

Vocabulary

catch the bus	emergency number
checkout counter	horrified
dry out	soaked

Task 1

Skill: Listening for details

Answers

- Mishap: dropped her cell phone
When: this morning
Solution: dry it out
Did it work? No
- Mishap: lost his keys
When: last night
Solution: call the manager
Did it work? Yes
- Mishap: spilled coffee
When: this morning
Solution: soda
Did it work? Yes
- Mishap: got ink on his shirt
When: yesterday
Solution: pour soda on it
Did it work? No

Task 2

Skill: Listening for details

Answers

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

page 33

Pronunciation

CD 1, Track 40

The focus of this pronunciation lesson is the reduction *did* you in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 1, Track 41

Task 1

Answers

- mishap yesterday
- Did you break
- Did you spill
- the stain

Conversation

- Set the context for the activity by describing a mishap that you have recently had. Describe the solutions you tried and tell whether they worked or not.
- Elicit other mishaps from students and write them on the board. Elicit possible solutions for each mishap.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.