

این پاسخنامه توسط وب سایت زبان امید تهیه شده است.  
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پیگرد قانونی خواهد داشت.

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## Unit 1 (All About Food)

### Page 11

#### Getting Ready

Discuss the following questions with a partner.

1. **Clockwise from the top left:** steak with mushroom sauce, French fries, and a salad; waffles with maple syrup and strawberries; vegetables and herbs (including onions, carrots, cabbage, cauliflower, tomatoes, parsley, dill); breads and pastries, both sweet and savory.
- 2,3. Answers will vary. Encourage students to give reasons for their answers.

### Page 12

## CHAPTER 1 A Restaurant for Change

### Before You Read

A. Think about answers to the following questions.

Answers will vary. Possible answers include:

1. in a class in (high) school, culinary college, or evening classes; from their parents, family members, and friends; from TV cooking shows; from cookbooks or magazines; from the Internet; by working at a restaurant.
2. Studying cooking at culinary college or by working at a restaurant.

### Reading Skill

A. Look at the pictures and title of the passage on the next page. Then answer this question.

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by promoting healthy eating habits, by teaching skills and giving jobs, by making a chef successful.

**B. Read paragraphs 1 and 2 in the passage. Then answer the following questions.**

2. learning to cook, and how to run a restaurant.

**C. Read paragraph 3 in the passage. Then answer the following questions.**

2. Answers will vary. The correct answer is: the number of original students.

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### Reading Comprehension

**A. Choose the correct answers for the following questions.**

1. b (lines 4-5)

2. b (lines 7-9)

3. a (lines 10-14)

4. c (lines 26-27)

**B. Number these events (1-4) in the order they happen.**

a. 3 (line 26)

b. 2 (lines 16-17)

c. 1 (lines 10-11)

d. 4 (lines 27-30)

### Critical Thinking

**C. Discuss the following questions with a partner.**

Answers will vary. Possible answers include:

1. by giving them the skills to get a good job or even to open their own restaurant business.

2. the idea that these are important aspects of successfully running a restaurant or any business.

## Vocabulary Comprehension

**A. Complete each sentence with the best answer. The words in blue are from the passage.**

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

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**B. Answer the following questions. Then share your ideas with a partner.**

Answers will vary. Possible answers include:

1. Go to a conversation class, become friends with native speakers of English, make friends online, and have video chats with them;
2. Pots, pans, cups, plates, knives, forks, spoons, stove, microwave, food;
3. Exercise and eat healthy foods.

## Vocabulary Skill

**A. The words in the chart below are all in the passage on page 13. Match these words with their antonyms from the box.**

2. easy    3. rest    4. unhealthy    5. discourage    6. free

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

- |               |            |         |
|---------------|------------|---------|
| 1. unhealthy  | 2. easy    | 3. rest |
| 4. discourage | 5. dislike | 6. busy |



## Page 16

### CHAPTER 2 **Let's Make Blueberry Muffins!**

#### Before You Read

##### A. Think about answers to the following questions.

1. **Clockwise:** scone with jam and cream; cheesecake; crepe with fresh berries; cupcakes with frosting. Answers will vary as to which ones students have eaten.
2. Answers will vary.

#### Reading Skill

##### A. Scan the passage on the next page. Then answer the following questions.

1. nine ingredients
2. six in the recipe

##### B. Which step of the recipe uses each of these things? Scan the passage again and write the number of the step.

1. Step 2 (line 7)
2. Step 4 (line 15)
3. Step 4 (line 14)
4. Step 1 (line 5)

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#### Reading Comprehension

##### A. Choose the correct answers for the following questions.

1. a (ingredients list)
2. b (line 10)

3. c (line 18)

4. c (line 20)

## **B. Number the actions from the recipe in the correct order.**

a. 3 (line 10)

b. 4 (line 15)

c. 6 (line 20)

d. 1 (line 5)

e. 2 (line 7)

f. 5 (line 18)

## **Critical Thinking**

### **C. Discuss the following questions with a partner.**

Answers will vary. Possible answers include:

1. healthy ingredients: eggs, milk, blueberries; unhealthy ingredients: sugar, butter.
2. adding less butter or less sugar, or replacing the butter with an oil low in saturated fat, such as canola oil, and the sugar with a healthier sweetener, such as honey. The sugar on top of the muffins could also be left out.

## **Vocabulary Comprehension**

### **A. Complete the following sentences with the correct words from the box. The words are from the passage.**

1. bake

2. check

3. pour

4. spray

5. mix

6. melt

7. add

8. cool

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### **B. Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.**

Answers will vary. Possible answers include:

1. ice; ice cream; snow; cheese can be melted, and metals and plastics can be melted down at very high temperatures for jewelry-making or recycling.
2. You can insert something smooth and sharp, such as a fork or a toothpick, to check whether

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it's cooked on the inside.

3. salt, pepper, herbs, spices, hot sauce, lemon zest, lemon juice, and butter.

## Vocabulary Skill

**A. Look at the list of irregular verbs below. Write the simple past tense in the chart. Use your dictionary to help you. Can you think of two more?**

broke; brought; bought; came; cut; did; ate; felt; got; went; had; kept; knew; lost; put; rode; spread; took.

Possible additional irregular past tense verbs are: catch/caught; drive/drove; fight/fought; make/made

**B. Compare your list with a partner's. Do you notice any patterns in how any of these verbs are formed?**

Answers will vary. Students might notice that some verbs do not change at all: cut/cut, put/put, spread/spread; some just change one vowel: know/knew, come/came, get/got, ride/rode; and some change one consonant: make/made, build/built. Some change both vowel and consonant, and some are simply irregular, following no pattern at all.

**C. Complete the following sentences with the correct form of the words from A.**

- |              |            |              |               |
|--------------|------------|--------------|---------------|
| 1. brought   | 2. broke   | 3. came/went | 4. bought/got |
| 5. took/sold | 6. ate/had |              |               |

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## Real Life Skill

**A. The words in blue are sometimes found on food labels. Write each word next to the correct definition.**

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1. minerals  
4. additives

2. vitamins  
5. ingredients

3. preservatives  
6. calories

## **B. Read the labels for these food bars and complete the following sentences.**

The second part of each answer may vary. Possible answers include:

1. Chocoblock because it is sweet.
2. Slim Quick because it is low in calories.
3. Power Up because it is high in protein.

## **What do you think?**

1. Do you think it is healthier to eat at home or at a restaurant? Why?
2. Should children and older people eat the same foods? How should our food choices change as we age?
3. Vegetarians (people who don't eat meat) are becoming more common in some countries. Why do you think this is?

Answers will vary. Possible answers include:

1. It is often healthier to eat at home where you have more control over the ingredients you use.
2. When you are young, you need more vitamins and minerals because your body is still developing. When you are old, you might have problems eating some foods and also need more vitamins and minerals to stay healthy and strong.
3. Many vegetarians believe in animal rights and don't want to hurt animals. Others are vegetarians for dietary, religious, or environmental reasons. Also, many people are becoming vegetarian these days because of concerns about the additives used in meat production.

## Unit 2 (Inventions)

### Page 21

#### Getting Ready

**A. Match the letters of the following inventions to the correct pictures above.**

Clockwise from top left: d (microwave); c (dishwasher); f (vacuum cleaner); b (desktop computer); a (camera); e (smartphone)

**B. When do you think these things were invented? Write the numbers from 1 (first invented) to 6 (last invented) next to the names in A.**

(camera) 1, 1826; (desktop computer) 5, 1965; (dishwasher) 2, 2893; (microwave) 4, 1945; (smartphone) 6, 1997; (vacuum) 3, 1901

**C. Why do you think these inventions were successful? Discuss with a partner.**

Answers will vary. Possible answers include:

They make our lives easier, more convenient, or more interesting.

### Page 22

## CHAPTER 1 Computer Beats Champs

### Before You Read

**A. Think about answers to the following questions.**

Answers will vary.

1. Students should be able to connect Watson with the machine in the picture.

## Reading Skill

**A. Read the following sentences. Then scan the first paragraph of the passage on the next page for the information. Check (✓) true (T) or false (F) for each sentence. If the sentence is false, change it to make it true.**

1. F (They were both champions on the show.) (lines 3-8)
2. T (lines 13-15)
3. T (line 14, lines 28-32)
4. F (The competition was in 2011.) (lines 1-5)

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## Reading Comprehension

**A. Choose the correct answers for the following questions.**

- |                    |                    |
|--------------------|--------------------|
| 1. c (lines 15-16) | 2. c (lines 16-17) |
| 3. c (lines 30-31) | 4. a (line 35)     |

**B. In which paragraph (1-5) of the passage can you find the following information? Write the number. You may use any number more than once.**

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

## Critical Thinking

**C. Discuss the following questions with a partner.**

Answers will vary.

1. Students could point out that Watson has a memory bank equivalent to a million books of information.
2. Students may note good/bad points of both: the computer has a bigger memory bank but is unable to listen to its opponents' answers, while humans can use logic as well as their instincts, emotions, and feelings to answer questions even when they are not sure.

## Vocabulary Comprehension

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

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

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

- |             |             |                       |              |
|-------------|-------------|-----------------------|--------------|
| 1. confuses | 2. beat     | 3. competitors        | 4. confident |
| 5. wonder   | 6. machines | 7. opponent, champion |              |

## Page 25

## Vocabulary Skill

**A. Match the word parts in the box to the correct prefix. Write them below.**

Com-: compare; comfort; common;

Con-: connect; contain

**B. Match the following definitions with the correct words from A.**

- |            |            |            |                |
|------------|------------|------------|----------------|
| 1. connect | 2. common  | 3. contain | 4. communicate |
| 5. compare | 6. comfort |            |                |

**C. Complete the following sentences with words from A. You might have to change the form of the word.**

- |                |              |           |            |
|----------------|--------------|-----------|------------|
| 1. comfort     | 2. contains  | 3. common | 4. compare |
| 5. communicate | 6. connected |           |            |



## Page 26

### CHAPTER 2 The Most Useful Inventions

#### Before You Read

**A. Look at the list of useful inventions below. Work with a partner to add three more to the list.**

Answers will vary. Possible answers include:

1. the bicycle, clock, elevator, mobile phone, MP3 player, e-reader, refrigerator, remote control, TV, the zipper.

#### Reading Skill

**A. Look quickly at the web forum (an online discussion board) on the next page. When did each writer post their message? Match each date with the writer's name.**

1. b                      2. c                      3. a

**B. Which invention did each writer think is the most important? Match each invention with the writer's name.**

1. b                      2. a                      3. c

#### Reading Comprehension

**A. Choose the correct answers for the following questions.**

- |                    |                    |
|--------------------|--------------------|
| 1. b (lines 5-6)   | 2. b (lines 16-17) |
| 3. a (lines 25-26) | 4. b (lines 13-18) |



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**B. Answer the following questions by checking (v') Cindy (C), Jorge (J), or Kazuo (K).**

- |                |                  |                |
|----------------|------------------|----------------|
| 1. K (line 23) | 2. C (lines 2-3) | 3. J (line 14) |
| 4. C (line 1)  | 5. J (line 15)   |                |

## Critical Thinking

**C. Discuss the following questions with a partner.**

Answers will vary. Encourage students to share their reasoning. For question 2, some students may be comfortable with posting and sharing their opinions online. Others might not want to post because they are worried about online privacy issues.

## Vocabulary Comprehension

**A. Complete each statement with the best answer. The words in blue are from the passage.**

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

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

- |                |           |                |           |
|----------------|-----------|----------------|-----------|
| 1. temperature | 2. useful | 3. discussions | 4. surely |
|----------------|-----------|----------------|-----------|

## Vocabulary Skill

**A. Look at the words in the box. Add the suffixes -ful and -less to each one to make positive and negative antonyms, then write them on the correct line. Can you add any more words?**

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**Positive:** useful, careful, thoughtful, helpful, restful

**Negative:** useless, careless, thoughtless, helpless, restless

**B. Match the following definitions with the correct words from A. Be careful; not all of the words will be used.**

- |               |             |             |             |
|---------------|-------------|-------------|-------------|
| 1. thoughtful | 2. restless | 3. careless | 4. helpless |
| 5. restful    | 6. useless  |             |             |

**C. Complete the following sentences with the words from A.**

- |                |             |             |            |
|----------------|-------------|-------------|------------|
| 1. careless    | 2. careful  | 3. helpless | 4. useless |
| 5. thoughtless | 6. restless |             |            |

## Page 30

### Real Life Skill

**A. Look at the dictionary abbreviations for the parts of speech below. Read the three examples for each one, then add two more examples of your own.**

Answers will vary and should use the correct parts of speech.

**B. Look at the dictionary entries below, then read the paragraph that follows. Circle the correct abbreviation in the paragraph to show the part of speech for each word.**

- |        |      |      |      |      |
|--------|------|------|------|------|
| 1. adj | 2. n | 3. v | 4. n | 5. v |
|--------|------|------|------|------|

### What do you think?

**1 What do you think were some of the very first inventions?**

**2 Who are some famous inventors? Would you like to be an inventor?**

**3 What are some inventions that might be made in the future?**

Answers will vary. Possible answers include:

1. Fire, stone tools, the wheel, pottery, and agricultural tools.

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2. Edison (light bulb), Wright (airplane), Watt (steam engine), Marconi (radio), Cai Lun (paper), Berners-Lee (World Wide Web).

3. Students might think about inventions related to energy resources, communications, and transportation.

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