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Unit 1 (Travel)

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Getting Ready

Discuss the following questions with a partner.

Possible answers include:

1. (clockwise from top left) **backpacker:** (walking in a city) used to inexpensive travel, willing to rough it on a budget, is culture-seeking, walks a lot;
luxury-seeker: (resting on a yacht) likes easy living, used to expensive travel;
foodie: (trying local market food) likes trying all kinds of new foods, likes culture;
adventurer: (white water rafting) likes physical activities and risk taking, doing challenging or exciting things;
3. students should discuss styles of travel and equipment needs. Travelers will need passports, money, and appropriate clothing for their destination and activities.

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CHAPTER 1 Travel and Technology

Before You Read

A. Answer the following questions.

Possible answers include:

1. Where people once hired travel agencies to plan their travel, the Internet is now widely used to research vacations, compare prices, quality and experiences, and make bookings/reservations.
2. Students should discuss websites or phone apps that they know of or have used.
3. The convenience of organizing travel in your own home, at any time, or the greater complexity and difficulty that comes with greater choice.

Reading Skill

A. Scan the passage on the next page for the information below. Check (✓) whether they are used by Geoff, Hannah, and/or Rajeev.

Geoff: TripAdvisor (line 12), online forums (line 15);

Hannah: Couchsurfing, Airbnb (line 32), local hosts (line 36 and 39);

Rajeev: Smartphone maps (lines 44-45), Sightseeing apps (lines 53-56).

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Reading Comprehension

A. Choose the correct answers for the following questions.

1. c (lines 6-9, entire passage)

2. b (lines 3-6)

3. a (lines 6-7)

4. c (lines 31-32)

5. a (lines 48-55)

B. Answer the following questions using information from the passage.

Possible answers include:

1. Fewer people use travel agencies now, preferring/ finding it easier to go online to organize their own travel (line 1-6);

2. When Geoff travels for leisure, he looks for good value, good food, and beautiful beaches. When traveling for work, he looks for comfort and location (lines 21-25);

3. Hannah makes friends by staying with locals she finds on websites like Couchsurfing and Airbnb (lines 31-37);

4. Rajeev says that taxis and subways do not help him learn about new places, and that they are too expensive (lines 45-49);

5. Geoff is least likely to use Couchsurfing because he either travels with his family or for business. These websites are more suited to singles or backpackers (lines 22-23).

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Critical Thinking

C. Discuss the following questions with a partner.

Possible answers include:

1. Students should discuss the type of travel the websites cater to, the type of information found there, and whether the sites are free to use or a membership is required. London Planet; Virtual Tourist; Yahoo! Travel.
2. Encourage students to discuss the differences (both negative and positive) between using online sites and agents.

Vocabulary Comprehension

A. Match the words in the box to the correct definitions. Write a-h. The words are from the passage.

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

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

- | | | | |
|-------------|------------|-----------------|--------------|
| 1. spare | 2. genuine | 3. personalized | 4. navigate |
| 5. treasure | 6. route | 7. adds up | 8. potential |

Vocabulary Skill

A. With a partner, discuss and write one synonym and antonym for the following words.

Possible answers include:

genuine synonym: true/honest/authentic/real; antonym: false/fake/pretend

comfort synonym: relaxation/relief; antonym: discomfort/stress

spare synonym: extra/unoccupied/empty/not needed; antonym: full/occupied/needed

frequently synonym: often/ a lot; antonym: infrequently/seldom/rarely

treasure (noun) synonym: jewel/prize/wealth; antonym: disadvantage/burden

treasure (verb) synonym: value/appreciate/love; antonym: dislike/hate/detest

B. Write the following words in the correct column. Some words may belong to more than one column.

Noun: treasures, route, value, spare, potential;

Verb: convincing, personalized, treasures, value, add up, navigate, spare, route;

Adjective: potential, genuine, convincing, spare, personalized

C. With a partner, discuss how you can group the words in A and B by topic or category. Fill in the chart below. What other words from the passage can you add to the chart?

Possible answers include:

to use in traveling: navigate, route

related to money: value, add up, treasure, spare

to describe opinions: genuine, convincing, personalized

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CHAPTER 2 Selling India's Rainy Season

Before You Read

A. Answer the following questions.

Possible Answers include:

snowy: skiing, ice-skating, snowboarding

rainy: shopping, visiting galleries or museums, playing board games

very hot: swimming, sunbathing, waterskiing

cool and breezy: boating, sightseeing, hiking, etc.

Reading Skill

A. Look at the title, pictures, and accompanying captions in the passage on the next page. Then answer the following questions.

1. b 2. c 3. b

Page 21

Reading Comprehension

A. Choose the correct answers for the following questions.

- | | | |
|------------------------|--------------------|--------------------|
| 1. c (lines 15, 57-58) | 2. a (lines 3-8) | 3. b (lines 37-44) |
| 4. a (lines 45-47) | 5. a (lines 55-58) | |

پاسخنامه کتاب 3 Active Skills for Reading

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

1. T (lines 9-12)
2. T (lines 13-16)
3. F, it is less expensive to visit during the monsoon (lines 22-24)
4. F, most festivals are at the beginning/end of the season (lines 29-31)
5. F, Rath Yatra is known for colorful parades (lines 31-35)
6. T (lines 40-44)

Critical Thinking

C. Discuss the following questions with a partner.

Possible answers include:

1. In addition to the positive points in the passage, students may look at the inconvenience of moving around a foreign city in a monsoon with heavy luggage, children, elderly family members, etc.
2. Snowy and cold or remote, and desert-like tourist destinations often offer interesting activities and beautiful views.

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Vocabulary Comprehension

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

- | | | | |
|------------|--------------|-----------|--------------|
| 1. convert | 2. shun | 3. lush | 4. foodstuff |
| 5. lacking | 6. fortunate | 7. palace | 8. storage |

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

- | | | | |
|-----------|--------------|-------------|---------------|
| 1. palace | 2. sanctuary | 3. abundant | 4. convinced |
| 5. vast | 6. shun | 7. lush | 8. facilities |

Page 23

Vocabulary Skill

A. Match the following words with the correct definitions. Write a-h.

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

B. Complete the following sentences using the correct form of the words from A.

- | | | | |
|----------------|---------------|--------------|-------------|
| 1. off-key | 2. off-limits | 3. offscreen | 4. offshore |
| 5. off-balance | 6. offbeat | 7. off-line | 8. off-road |

C. Can you think of other words that have the prefix off-? With a partner, think of three words and come up with example sentences for each of them.

Possible answers include:

off-load; off-putting; off-set; off-site; off-ramp; off-side; off-stage; off-shoot

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Real Life Skill

A. Think of a vacation destination you would like to visit and complete the following chart.

Possible answers include:

Destination: Australia (as example)

Transportation: bicycle, yacht, motorcycle

Accommodation: hotel, hostel, campervan, camp

Activities: bushwalking, galleries, fun parks, fishing

Other information: a very large island that would take a long time to

Travel tip: Watch out for kangaroos when driving!

Unit 2 (Fashion)

Page 25

Getting Ready

Discuss the following questions with a partner.

Possible answers include:

1. Students should note that the words fashion, style, and trend relate to ways of dress and appearance. Fashionable people can range from celebrities to family members.
2. Encourage students to support their opinions with examples.
3. Students should give some thought to what is considered proper or appropriate dress in other countries and cultures, considering influences of religion, climate, and popular culture on fashion.

Page 26

CHAPTER 1 The Color of Fashion

Before You Read

- A. Who do you think has the most influence on fashion trends? Rank the following from 1-6 (1 = most influential).
- B. Discuss your answers with a partner. Give reasons for how you ranked them.

Students should give reasons and examples to support their opinions.

Reading Skill

- A. Skim the passage on the next page quickly, then complete the following sentence.

a (lines 9-10)

B. Discuss your answer with a partner. Explain why you chose it, including any evidence you found when skimming the passage.

Answers may vary. Students point out lines 9-13 in the passage where a main idea can be found.

Page 29

Reading Comprehension

A. Choose the correct answers for the following questions.

- | | | |
|------------------------------|--------------------|--------------------|
| 1. b (lines 1-16) | 2. a (lines 23-27) | 3. a (lines 39-43) |
| 4. c (lines 31-33 and 50-64) | 5. c (lines 68-71) | |

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

1. F, CMG is only involved in color trends (lines 9-10)
2. T (lines 13-18)
3. F, CMG creates the report for textile manufacturers (lines 27-31)
4. F, designers, not consumers (lines 31-33)
5. F, Tangerine Tango, not Boyz-N-Berry (lines 38-40)
6. T (line 61)

Critical Thinking

C. Discuss the following questions with a partner.

Possible answers include:

1. Color affects mood and energy levels, as well as visual attractiveness.
2. The colors of walls in buildings have been proven to affect mood; and some colors are associated with important life events, for example, funeral clothes are black in most western countries, white in many eastern countries such as China and India, and purple is the color for death in Brazil. Some say that people in hot countries prefer bright colors, while those in colder climates prefer dark, cool tones.

Page 30

Vocabulary Comprehension

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

- | | | | |
|----------|---------------|---------------|---------------|
| 1. lies | 2. distribute | 3. depart | 4. indecision |
| 5. trade | 6. convention | 7. optimistic | 8. remind |

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

- | | | | |
|---------------|---------------|--------------|--------------|
| 1. forecast | 2. optimistic | 3. data | 4. stick |
| 5. convention | 6. survey | 7. intuition | 8. compiling |

Page 31

Vocabulary Skill

A. Write the part of speech and a simple definition for the following words. Use your dictionary to help you. Then share your ideas with a partner.

dictate: verb, to tell/command

dictator: noun, a ruler with total control

diction: noun, clarity or way of speaking

dictionary: noun, a book that provides the meanings of words

contradict: verb, to say that the opposite of a statement is true

indicate: verb, to show or mark out

predict: verb, to say what will happen in the future

verdict: noun, a decision or judgment that has been made on a serious matter.

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

- | | | | |
|--------------|---------------|---------------|-------------|
| 1. dictator | 2. verdict | 3. dictionary | 4. predict; |
| 5. indicates | 6. contradict | 7. diction | 8. dictate |

Page 32

CHAPTER 2 Reality TV: Good or Bad for Fashion?

Before You Read

A. Answer the following questions.

Possible answers include:

1. Reality TV uses real people, rather than actors. In many competition-styled reality shows, people are usually given a series of challenges they must overcome. Examples include Project Runway, Big Brother, The Apprentice, Survivor, and American Idol.
2. People are interested in watching the different personalities and seeing their progress throughout the show.
3. Fashion design reality shows often feature a group of designers who compete against each other by making clothes under an extreme time limit. Viewers get to see the detailed process of designing and making clothes.

Reading Skill

A. Skim paragraph 2 of the article on the next page, then read the following sentences. Identify whether each sentence is a main (M) or supporting idea (S).

- | | | |
|--------------------|-------------------|--------------------|
| 1. S (lines 18-20) | 2. S lines 27-29) | 3. M (lines 13-15) |
|--------------------|-------------------|--------------------|

پاسخنامه کتاب 3 Active Skills for Reading 3

B. Now skim paragraphs 3, 4, and 5 of the article, then read the following sentences. Write the missing main or supporting idea for each paragraph.

Paragraph 3: (lines 39-44) Most contestants do not become as famous and successful as they had hoped/people join the fashion industry for the wrong reasons.

Paragraph 4: (lines 48-49) Not many companies have put their name together with contestants/they prefer to work with established designers.

Paragraph 5: (lines 60-61) The fashion industry has not shown much interest or faith in the programs or the show's new designers.

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Reading Comprehension

A. Choose the correct answers for the following questions.

- | | | |
|--------------------------|--------------------|--------------------|
| 1. c (title, lines 8-12) | 2. a (lines 20-24) | 3. a (lines 40-44) |
| 4. c (lines 61-63) | 5. b (lines 65-69) | |

B. The writer describes both positive and negative aspects of fashion reality shows. List at least two pros and two cons in the table below.

Possible answers include:

Pros: They give some young designers a chance to achieve their goals (lines 5-7, lines 40-42); they are entertaining (lines 13-15); they are responsible for university design departments increasing in size, and they inspire students (lines 26-30); they give people a little insight into the industry (lines 20-23).

Cons: Very few designers achieve the success they hope for (lines 43-44); they give people the idea that design careers are easy to achieve (lines 36-39); they attract people to the fashion industry for the wrong reasons, such as wanting fame (lines 1-33).

Critical Thinking

C. Discuss the following questions with a partner.

Possible answers include:

1. People may imagine they can also accomplish the feats shown on the program.

2. Examples include: Stella McCartney for Adidas, Zac Posen and Rodarte for Target, as well as collaborations involving Beyoncé, Kate Moss, and David Beckham.

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Vocabulary Comprehension

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

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

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

Possible answers include:

1. TV episodes are usually 30 minutes or one hour.
2. Examples include: Guns N' Roses and Elton John; Michael Jackson and Eddie van Halen.
3. Jobs in the fashion, film, and music industries are often considered glamorous.
4. Being cautious can prevent you from making mistakes, but it can also lead to missed opportunities.
5. It means that if you wait too long you may miss your chance.
6. People are only famous when the public is interested in them, and the public finds new interests very quickly.
8. A makeup advertisement that promises to make you look younger may be misleading.

Page 37

Vocabulary Skill

A. Read the following paragraph. Discuss with a partner what the words in bold mean.

mismanagement: not done properly
misinformed: given wrong information
misguided: silly, not thought-out
misunderstanding: mistake

misconception: wrong idea

miscalculated: added up incorrectly

misspelled: spelled incorrectly

B. Complete the following sentences using the mis- words in bold from A. You might have to change the form of the word.

1. miscalculated

2. misguided

3. misconception

4. misspelled

5. misinformed

6. misunderstanding

7. mismanaged

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Real Life Skill

B. Refer to the charts in A to help the following people choose clothes in the right sizes.

1. 14.5, 7

2. 8, 8

3. 39, 27.5

4. 50+, 39

What do you think?

1. People say fashion tends to go in circles, meaning trends that used to be popular will become popular again in the future. Do you agree? Give some examples of trends that have returned.

2. Do you think achieving success in the fashion industry requires more talent or hard work? What skills would you need to succeed?

3. Have you heard of the phrase being a slave to fashion? What do you think it means?

Possible answers include:

1. Some trends that have returned include 70s fashion such as high-waisted flared trousers, blouses, with tie necks, and 80s fashions such as neon T-shirts

2. The passage suggests hard work (line 67) is more important.

3. It refers to someone who only makes choices based on what's currently popular.

Unit 3 (Disappearing Animals)

Page 39

Getting Ready

Discuss the following questions with a partner.

1. (clockwise from top right) e (giant ground sloth); f (passenger pigeon); d (dodo); a (great auk); b (thylacine); c (quagga);
2. See Teaching Notes.
3. They are all extinct.

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CHAPTER 1 Endangered Species

Before You Read

A. What are some reasons for protecting wildlife? Rank the following from 1-5 (1=most important).

B. Discuss your answers with a partner.

Students should reflect on the reasons given and share their opinions.

Reading Skill

A. Read the following extract from the article on the next page. Then choose the best definition for the word in **blue**.

b, without an end or limit

پاسخنامه کتاب 3 Active Skills for Reading

B. Now scan the article for the words in blue. Read the sentence containing the word and some of the surrounding sentences. Then choose the best definition.

1. c (lines 28-32)

2. a (lines 51-53)

3. a (line 58)

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Reading Comprehension

A. Choose the correct answer for the following questions.

1. a (lines 3-6)

2. b (lines 35-39)

3. a (entire passage)

4. c (lines 56-59)

5. b (lines 63 65)

B. Read the following sentences about various animals. Write whether the animal is extinct, extinct in the wild, critically endangered, endangered, vulnerable, or of less concern. Then discuss your answers with a partner.

1. vulnerable

2. extinct

3. extinct in the wild

4. of least concern

5. critically endangered

Critical Thinking

C. Discuss the following questions with a partner.

Possible answers include:

1. The categories focus attention and resources on the areas that most urgently require action.

The categories also make it easier for everyone to understand the danger these species are in.

2. While people are concerned for these species, many don't understand the problems they face, or how the planet may be affected.

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Vocabulary Comprehension

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

- | | | | |
|-----------------|--------------|------------------|--------------|
| 1. overwhelming | 2. distinct | 3. victim | 4. momentary |
| 5. secretly | 6. departing | 7. intentionally | 8. exploit |

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

- | | | | |
|------------------|-----------------|-----------------|------------|
| 1. markedly | 2. overwhelming | 3. imminent | 4. culprit |
| 5. intentionally | 6. critical | 7. indefinitely | 8. exploit |

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Vocabulary Skill

A. Use en- or em- to complete the words in the sentences below. Discuss your answers with a partner.

- | | | |
|-------------|-------------|-------------|
| 1. enhanced | 2. empowers | 3. embraced |
| 4. enlarge | 5. engraved | |

B. Complete the following sentences using the correct form of the en- words in the box. You may use a dictionary to help you.

- | | | |
|------------|------------|-------------|
| 1. embody | 2. enforce | 3. embedded |
| 4. enclose | 5. enable | |

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CHAPTER 2 **Bring Back the Woolly Mammoth?**

Before You Read

A. Answer the following questions.

Possible answers include:

1. A panda is being measured and information recorded in order to protect the species.
2. Recording movements and reproduction of animals in the wild, genome conservation, assisted reproduction, conservation of habitat, restrictions on hunting, and pollution control

Reading Skill

A. Skim the passage on the next page quickly, then read the following sentences. **Circle** the main idea for each paragraph.

Paragraph 2: b

Paragraph 3: a

Paragraph 4: b

Paragraph 5: a

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Reading Comprehension

A. Choose the correct answers for the following questions.

1. b (lines 6-8)

2. c (lines 25-27)

3. c (lines 30-38)

4. a (lines 53-56)

5. b (entire passage)

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

1. T (lines 8-10)
2. F, thylacine, not moa (lines 19-22)
3. F. The woolly mammoth died out before the bucardo did (lines 24-25)
4. T (lines 30-38)
5. F (lines 48-50)
6. T (lines 59-63)

Page 50

Critical Thinking

C. Discuss the following questions with a partner.

Possible answers include:

1. Humans have played a major role in causing extinction; to increase biodiversity.

Vocabulary Comprehension

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

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

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

- | | | | |
|------------|---------------|---------------|----------|
| 1. revive | 2. opposition | 3. worthwhile | 4. frail |
| 5. conduct | 6. inject | 7. fitting | 8. era |

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Vocabulary Skill

A. Complete the following sentences using the words in the box. You might have to change the form of the word.

- | | | | |
|-------------------|-----------------|--------------|--------------|
| 1. idolize | 2. hospitalized | 3. legalized | 4. authorize |
| 5. commercialized | 6. stabilize | 7. digitize | |

B. Add the suffix -ize to the words in the box, then use them to complete the following sentences. You might have to change the form of the word. You may use a dictionary to help you.

- | | | | |
|--------------|--------------|--------------|--------------|
| 1. energizes | 2. finalize | 3. sterilize | 4. modernize |
| 5. colonized | 6. summarize | | |

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Real Life Skill

A. Read the dictionary entries below. Explain to a partner how the words dead, extinct, exotic and foreign are similar and different.

See Teaching Notes

B. Complete the following sentences with one of the words from A.

- | | | | |
|------------|------------|---------|-----------|
| 1. foreign | 2. extinct | 3. dead | 4. exotic |
|------------|------------|---------|-----------|

What do you think?

1. Are there any endangered species in your country? What is the government doing to protect them? What can you do as an individual to help save endangered animals?
2. Why are some animals more successful than others in terms of survival? Can you give any examples?

Possible answers include:

1. Many programs are in place to protect wildlife, such as assisted breeding, conservation areas, protection laws, and so on. Individuals can donate money to programs or volunteer, or make lifestyle choices that are good for the environment, such as recycling;
2. An animal's ability to adapt to a changing environment is key to its survival.

Review Unit 1

Page 57

Check how well you understood the passage by answering the following questions.

- | | | |
|--------------------|--------------------|--------------------|
| 1. c (lines 55-60) | 2. d (lines 39-42) | 3. c (lines 24-28) |
| 4. b (lines 39-42) | 5. c (lines 48-52) | 6. a (lines 39-42) |
| 7. c (lines 53-60) | | |

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Review Reading 1: The Globalization of Fashion

Page 61

Reading Comprehension

- | | | |
|-----------------------|--------------------|--------------------------|
| 1. b (entire passage) | 2. c (lines 12-18) | 3. c (lines 21-24) |
| 4. a (lines 27-30) | 5. d (lines 38-44) | 6. d (lines 45-50,61-63) |
| 7. c (lines 42-44) | | |

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Review Reading 2: Endangered Animal Success Stories

Page 64

Reading Comprehension

- | | | |
|-----------------------|--------------------|----------------------------|
| 1. a (entire passage) | 2. d (lines 1-4) | 3. c (lines 14-16) |
| 4. c (lines 36-45) | 5. a (lines 49-53) | 6. d (lines 25, 36, 53-60) |
| 7. d (lines 63-65) | | |