

ACTIVE

SKILLS FOR READING 2

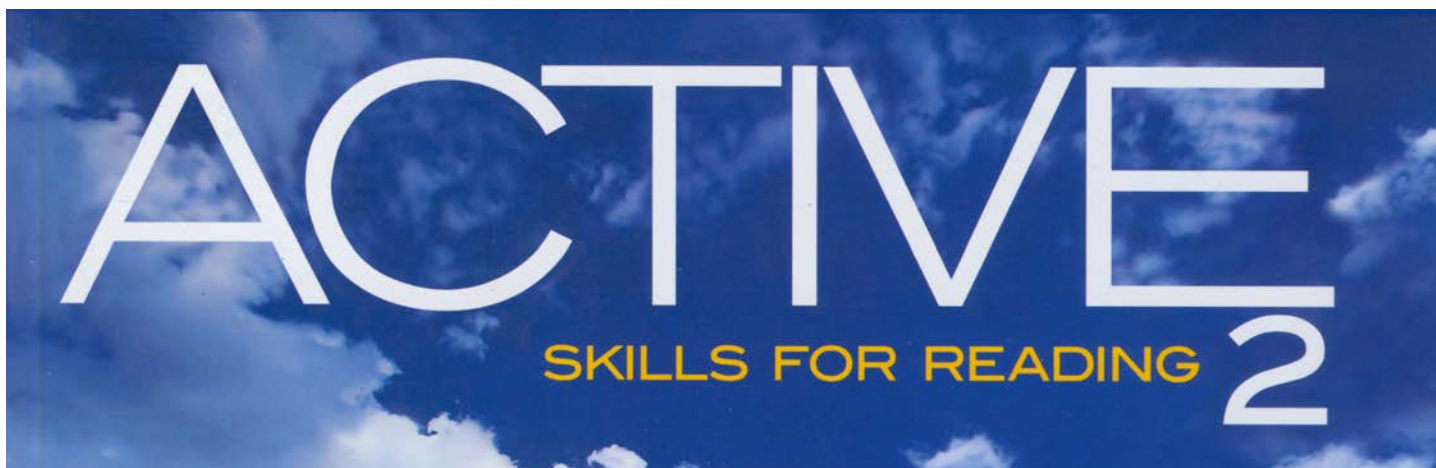
ANSWER KEY



Media Shojaee

SERIES EDITOR:

Jennifer C Wilkin



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UNIT

1



Unit 1: Exam Time

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Getting Ready

Answer Key

Answers will vary. Possible answers include:

1. Students should share details and discuss the importance of the entrance exam system in their countries. Ask whether they think exams are a good way to decide on students' futures.
2. Students should think of examples beyond academic tests, for example: driving tests; medical tests, such as eye tests; citizenship tests; etc.
3. Preparation methods might include studying with a friend; taking practice tests; going to extra classes, making notes; etc.

CHAPTER 1: For Better Grades-Use Your Brain!

Chapter Summary

Target Vocabulary: academic, component, effective, long term, make an effort, structure, technique, transfer

Reading Skill: Describing a process

Reading Passage Summary: This passage describes recent scientific research about the brain and memory, and provides suggestions for methods of more effective study.

Vocabulary Skill: Word Webs

Before You Read

A: Answers will vary.

1. Students should provide examples.
2. Possible answers include: writing it down or setting a reminder on their phone. Students should discuss their favorite methods for remembering important information.

Reading Skill

A: 1. sensory (memory); 2. short-term (memory); 3. long-term (memory)

B: b

Reading Comprehension

A: 1. c (lines 8-10, 16-27); 2. c (lines 22-24); 3. c (lines 13-15, 22-24)

B: 1. F, New facts go to short-term memory; but studying them transfers to long term. (lines 7-12) 2. T (lines 25-27); 3. T (lines 13-15); 4. T (lines 22-24); 5. T (lines 19-21)

Critical Thinking

Answers will vary based on personal experience.

Vocabulary Comprehension

A: 1. a; 2. a; 3. a; 4. b; 5. a; 6. b; 7. a; 8. a

B: Answers will vary. Possible answers include:

1. the CPU (central processing unit), monitor (or screen), keyboard, mouse (or touch pad), and power cord;
2. writing the main ideas and organizing them using diagrams;
3. organizing your time better, setting realistic goals, sharing your feelings, eating properly, and getting enough exercise and enough sleep;
4. moving to an English-speaking country, completing a university degree through English, and using English in your career.

Vocabulary Skill

Answers will vary. A: Possible answers include: organize, categorize, personalize, etc.

CHAPTER 2: Oh. No! Not Another Test!

Chapter Summary

Target Vocabulary: alternative, apply, access, debate, interact, measure, memorize, reform,

Reading Skill: Identifying Main and Supporting Ideas

Reading Passage Summary: This passage discusses the effectiveness of traditional methods of testing students.

Vocabulary Skill: The suffix -ize

Before You Read

A: Answers will vary. 1. Most students will have some experience with these kinds of exams.

Reading Skill

A: Students should underline the last sentence in paragraph 1 (lines 7-8) for the main idea and circle the third sentence (Many people ... lines 3-5) or the fifth sentence (These tests . . . lines 6-7) which are supporting ideas.

B: Paragraph 2: b; Paragraph 3: a; Paragraph 4: a; Paragraph 5: a

Reading Comprehension

A: 1. c (lines 6-7); 2. d (line 17); 3. e (line 16); 4. a (line 15); 5. b (lines 18-20)

B: 1. S (lines 9-10); 2. R (lines 18-20); 3. R (line 26); 4. S (lines 9-10); 5. S (entire passage)

Critical Thinking

Answers will vary. Possible answers include:

1. the idea of developing portfolios and having continual assessment throughout the school semester/year;
2. People have different learning styles, so it's difficult to find one system that suits all types of learners.

Vocabulary Comprehension

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

B: 1. interacts; 2. debate; 3. reformer; 4. memorize

Vocabulary Skill

A: 1. standardize; 2. theorize; 3. modernize; 4. revolutionize; 5. fantasize

B: 1. theorize; 2. fantasize; 3. revolutionize; 4. modernize; 5. standardize C: 1. modernize; 2. fantasize; 3. revolutionized / modernized

Real Life Skill

A: Note: Make sure students focus on understanding the directions, rather than answering the question.

1. the nicest; 2. d; 3. a car; 4. See final sentence; the wording may vary, but should express the idea that it may be as difficult for children as it is for adults.

B: 1. grammar / reading comprehension / grammar / reading skill: identifying the main idea; 2. Answers will vary; 3.

Answers will vary. Questions 1 to 3 have one correct answer which is easy enough to identify, but question 4 requires more thought.

What Do You Think?

Answers will vary. Possible answers include:

1. In some countries, learning is said to be test-driven because tests determine what is taught in the educational system.
2. One idea is that there is increased competition for university places; jobs; promotions; etc., so tests are one way to decide who a place or position should be given to.

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