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# Insight into General English Reading for University Students

Ali Derakhshan

(Faculty Member of Golestan University)

Saeed Rezaei

(Faculty Member of Sharif University of Technology)

Ali Arabmofrad

(Faculty Member of Golestan University)

Golestan University

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## ***Before You Read***

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**A. Check your answers to the following questions.**

**1. How often do you get enough sleep?**

- a. always      b. often      c. sometimes      d. never

**2. How many hours a night do you usually sleep?**

- a. fewer than 4 hours      b. between 4 to 6 hours a night  
c. between 6 to 8      d. more than 8 hours

**3. How long does it take you to fall asleep at night?**

- a. 10-15 minutes      b. 15-30 minutes      c. more than 45 minutes

**4. How often do you wake up during the night?**

- a. never      b. 1-2 times      c. 2-3 times      d. 3+ times

**5. Do you often feel tired and/or fall asleep during the day?**

- a. always      b. sometimes      c. rarely      d. never

**6. Do you often wake up tired?**

- a. Yes      b. No

**B. Ask and answer the preceding as well as the following questions.**

1. Do you snore?
2. How often do you snore?
3. Does your snoring bother other people?



4. Have you ever fallen asleep while driving a car?
5. Do you suffer from insomnia (not able to sleep)?
6. How many hours of sleep do you usually get on the weekends?
7. Do you wake up early in the morning, and have difficulty getting back to sleep?
8. Are you a morning person or a night person?

<i>Reading</i>	<i>Passage</i>
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### Sleep

“Wake up!” Do you hear these words often? If so, maybe you are not getting enough sleep. What is sleep? Why do people sleep? How much sleep do you need? All people sleep. All mammals and birds also sleep. Some reptiles, **amphibians**, and fish sleep too. Scientists understand some of the reasons for sleep. But they do not understand everything about it.

There are two kinds of sleep in mammals and birds. One kind of sleep is Rapid Eye Movement sleep, which we call REM sleep. The other kind of sleep is Non-Rapid Eye Movement sleep, which we call NREM or non-REM sleep. The American Academy of Sleep Medicine divides NREM sleep into three stages: N1, N2, and N3 sleep.

When people first go to sleep, they are in NREM sleep. The first stage of NREM sleep is N1 sleep. During N1 sleep, people get very drowsy. Some people have muscle twitches during this part of sleep. People are not very

conscious of, or aware of, their **surroundings** during this stage of sleep. Brain monitors identify small, slow, and irregular brain waves during N1 sleep. The second stage of sleep is N2 sleep. People are not at all conscious of their surroundings during N2 sleep. About 45%-55% of total adult sleep is N2 sleep. Brain monitors identify large brain waves with quick **bursts** of activity during N2 sleep. The third stage of sleep is N3 sleep. It is very deep sleep. Brain monitors identify very slow brain waves during N3 sleep. Therefore, N3 sleep is called slow-wave sleep (SWS).

After N3 sleep, people cycle back to lighter N2 sleep before going into REM sleep. People cycle through the stages of NREM sleep 4 or 5 times each night and enter REM sleep several times during one night. Dreams occur during REM sleep and the eyes move quickly beneath closed eyelids. During REM sleep, people and animals are *paralyzed*. Scientists think people enter a state in which they cannot move so they will not hurt themselves while they are dreaming.

The National Sleep Foundation in the United States says that 7–9 hours of sleep daily is best for an adult. Seven to nine hours of sleep is good for memory, alertness, problem-solving, and health. Less than six hours of sleep affects the ability to think. Getting too much sleep may not be good for people either. Too much sleep is linked to sickness and depression.

Babies need a lot more sleep than adults. A newborn infant needs up to 18 hours of sleep each day. A baby spends about nine hours in REM sleep.

Five-year-olds need 11–13 hours of sleep each day. A five-year-old spends about 2 hours in REM sleep. Teenagers need 9–10 hours of sleep each day. Pregnant women need more sleep than other adults. Many people think that elderly people need less sleep than younger adults, but that is not true. Most adults do well with 7–9 hours of sleep.

Scientists are not sure of all the reasons for sleep. They know that sleep helps the body heal and grow. Sleep helps the immune system – which helps people fight disease. Sleep helps the infant brain grow. It seems that REM sleep is especially important for babies' brain growth. It also seems that sleep is a time for processing memories. Why do we dream? Some scientists believe that dreams have a psychological purpose. Some think that dreams help organize our brains. Some think that dreams are the result of random brain activity during REM sleep.

Sleep patterns differ **substantially** from culture to culture. Cultures with artificial light have different sleep patterns from cultures without artificial light (like electric lamps). In cultures that use artificial light, people usually go to sleep later at night, and they sleep through the night. In other cultures, people often sleep for two periods. They go to sleep shortly after the sun goes down. They sleep deeply for several hours. Then, they tend to wake up for several hours. Afterward, they go to sleep again for several more hours. In hunter-gatherer groups, people sleep off and on throughout the day and night.

People sleep in a variety of places, too. Some people sleep on the ground. Some sleep on mats or in beds. Some use pillows, blankets, and other bedding. But they all sleep! Good night, sleep tight! Sweet dreams!

Retrieved from [www.englishforeveryone.org](http://www.englishforeveryone.org)

### ***After You Read***

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#### **Understanding the Text**

##### **A. Select the best possible answer.**

##### **1. What happens during REM sleep?**

- a. The sleeper dreams.
- b. The sleeper becomes paralyzed.
- c. The sleeper's eyes move rapidly.
- d. All of the above are correct.

##### **2. How much sleep should an adult get?**

- a. 6-8 hours
- b. 8 hours
- c. 7-9 hours
- d. At least 9 hours

##### **3. Which group needs most sleep?**

- a. babies
- b. teenagers
- c. adults
- d. pregnant women

##### **4. What are some of the known reasons why people sleep?**

- a. to stay healthy
- b. to fight sickness
- c. to improve problem-solving
- d. all of the above

##### **5. Why do people dream?**

- a. Dreams might help organize our brains.
- b. Dreams might be random brain activity.
- c. Dreams might have a psychological purpose.
- d. All of the above are correct.

##### **6. Stages are.....**

- a. time periods
- b. eras in history
- c. memories
- d. reasons

##### **7. If you are conscious of something.....**

- a. you know about it  
b. you are aware of it  
c. you have trouble thinking  
d. Both a and b are correct

8. If you are paralyzed, you..... .

- a. cannot sleep  
b. cannot move  
c. do not dream  
d. do not understand

9. The best synonym for elderly people is..... .

- a. children  
b. teenagers  
c. older adults  
d. pregnant women

10. Who is an infant?

- a. a newborn baby  
b. a young child  
c. an adult  
d. teenagers

11. If something is artificial, it is..... .

- a. realistic  
b. true  
c. non-natural  
d. non-human

**B. Ask and answer the following questions.**

1. What are the stages of sleeping?
2. Which stage shows the deepest and the lightest sleep?
3. How long do you think an infant needs to sleep?
4. Are scientists sure of the reasons for sleep?
5. Do you think sleep patterns differ from culture to culture? If yes, how?

### Idioms and Expressions

1. **Sleep like a dog:** sleep very well

*I slept like a log until morning.*

2. **Not sleep a wink:** not sleep at all

*He had hardly slept a wink all night.*

3. **Sleep on something:** not make a decision about something important until the next day

*I can't tell you anything now, let me sleep on it for some time.*



**4. Let sleeping dogs lie:** to deliberately avoid mentioning a subject, so that you do not cause any trouble or argument

*He was really ticked-off, so I let sleeping dogs lie.*

### ***Reading Skill***

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#### ***Scanning***

*Scanning* is looking quickly through a text to find specific names, facts, or figures. For example, you might scan a list of television programs to find the name and time of a program. In the given text (Sleep), the vocabulary questions, and detailed questions are pursued by scanning.

### ***Building Vocabulary***

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#### **Learning words in context**

It's a good idea to learn a new word along with the words that surround it (collocations). Below you can find some examples that are used with *sleep*.

*get enough sleep*

*sleep well/soundly*

*have/get a good night's sleep*

*go without sleep*

*have a good sleep*

*sleep through*

*go into sleep*

*be a heavy/good/sound sleeper*

*be dead to the world*

*drift/nod/go off to sleep (=start sleeping)*

**A. Complete each sentence with a word from the box below.**

without	off	through
soundly	sound	



1. The baby slept peacefully ..... the night.
2. The baby slept .....in its cradle.
3. He is a .....sleeper.
4. It took me sometime to go .....to sleep every night.
5. How long can you go .....sleeping?

## Language Focus

### Adverbs of Frequency

Adverbs of frequency answer the question "How often?" or "How frequently?". They tell us how often somebody does something.

Adverbs of frequency come **before** the main verb (except the main verb "to be" where the adverb comes after the "to be"):

We **usually** go shopping on Saturday.

I have **often** done that.

She is **always** late.

*Occasionally, sometimes, often, frequently and usually* can also go at the beginning or end of a sentence:

**Sometimes** they come and stay with us.

I play tennis **occasionally**.

*Rarely and seldom* can also go at the end of a sentence (often with "very"):

We see them **rarely**.

John eats meat very **seldom**.

100%	Always
	Usually
	frequently
	Often
50%	sometimes
	occasionally
	Rarely
	Seldom
	hardly ever
0%	Never

**A. Choose the correct word or phrase to complete each sentence.**

1. I .....early on Saturdays.

- |                   |                      |
|-------------------|----------------------|
| a. get up usually | b. usually get up    |
| c. get usually up | d. I usually gets up |

2. **Carlos is an excellent student. He .....goes to class.**

- a. always                      b. usually                      c. sometimes                      d. seldom

3. **.....I bring my umbrella, but today I forgot it. (85%)**

- a. Sometimes                      b. Never                      c. Usually                      d. Seldom

**B. Put each adverb in its right place.**

1. Penguins fly south for the winter. (never)
2. First-class plane tickets are expensive. (usually)
3. My teacher is late for the class. (sometimes)
4. Dracula is asleep in the daytime. (always)

**C. Ask and answer the following questions.**

1. How often do you take a nap during the day? How long?
2. How often do you wake up during the night?
3. How often do you exercise?
4. How often do you get enough sleep?
5. How frequently do you exercise?
6. How often do you visit your relatives?
7. Explain your weekly routines using adverbs of frequency.

### ***Vocabulary Definitions or Explanation***

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**1. amphibians /æm'fib.i.ən/ noun: animals such as frogs that can live both on land and in water**

Nobody knows why amphibians are disappearing.

**2. burst /bɜ:rst/ noun: a short sudden effort or increase in activity**

The van gave a sudden burst of speed.

**3. conscious /'kɑ:n.fəs/ adjective: noticing or realizing something/ aware**

I became conscious of someone watching me.

**4. paralyzed /'per.əl.aɪzd/ adjective: unable to move a part or all of your body**

The accident left him permanently paralyzed.



**B**

- a. to decide to do something
- b. sometimes, but not regularly and not often
- c. an official organization that has the power to make decisions

- d. the quality of behaving in a sensible way like an adult
- e. happy and satisfied
- f. someone who looks after a baby or an old person at home

<i>Reading</i>	<i>Passage</i>
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### Home Alone

Most parents and carers find that they occasionally have to spend time away from their children. Often these times can be planned well **in advance** and suitable arrangements made to ensure that a child is well cared for. However, sometimes parents and carers may find that they are asked to do something which takes them away from their children at short notice. This can make preparation for care of their children in their absence difficult. Children **rely on** adults to protect them. They rightly expect that protection from the adults responsible for their care is available at all times. Parents and carers have a responsibility to make sure that children are safe and **content** in their absence.

At some point in a child's life their parent or carer will decide that he or she can safely be left alone for a certain period of time. Most children are safely left alone by their parents or carers, because the adult responsible for their **welfare** has thought carefully about this decision and is well aware of the strengths and limitations of the child concerned. However, there are times when all parents considering leaving their children for a period of time are uncertain about their safety.

### What does the law say?

There is no law that determines the minimum age that a child can be left alone. However, it is an **offence** to leave a child alone because when you are doing so, you place him or her at risk.

### How do you decide if you can safely leave a child alone?

There are many factors that can **influence** the decision of a parent or carer to leave the children in their care at home alone. These include:

- the age of the child
- the child's level of maturity and understanding
- the location where the child will be left
- the time and frequency the child will be left alone
- whether or not there are any other children in the household.

For example, most parents would think it is OK to leave a sixteen year old alone for the evening but to leave them to their own devices for a week would be **unacceptable**. Many young children play out in the community with other children without a parental presence; as they are unsupervised, they are 'alone' but this is an important part of growing up. You are the best judge of your child and the level of maturity and responsibility they have.

### Choosing a babysitter

You can always consider using a babysitter as an **alternative** to leaving a child alone. However, remember to:

- Follow your **instincts** - if in doubt don't use them.
- Ask for at least two references and contact the



referees yourself.

- Choose a babysitter over sixteen years old.
- Listen to your child. Talk to your child about any issue of baby-sitting that they are unhappy about. If they remain unhappy about your use of a **particular** baby-sitter, find someone else.
- Only use **registered** childminders. A list of your local registered childminders can be found from your local **authority** social services department.

*Retrieved from [www.nspcc.uk](http://www.nspcc.uk)*

### After You Read

#### Understanding the Text

**A. True or False? Read the statements and check (✓) True, False or Not Given.**

1. Children expect that protection from the adults responsible for their care is available at all times.
2. Most children are safely left alone by their parents or carers.
3. There is a law that determines the minimum age that a child can be left alone.
4. You can always consider using a babysitter as an alternative to leaving a child alone.
5. You should give more money to the babysitters to take care of your kid better.

True	False	NG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. Select the best possible answer.**

1. The passage discusses.....
  - a. the best age to leave your child alone at home
  - b. how to take a babysitter for your kid/s

- c. the factors affecting your decisions to take a babysitter
- d. all of the above

**2. It can be understood from the passage that.....**

- a. using a babysitter is better than leaving your child alone at home.
- b. using a babysitter is an alternative to leaving your child alone.
- c. it is acceptable to leave your child alone at home.
- d. the older the babysitter, the better.

**3. The word "offence" in line 19 is closest in meaning to**

- a. wrongdoing    b. suggestion    c. attack    d. anger

**4. The word "they" in line 32 refers to**

- a. children    b. parents    c. devices    d. factors

**C. Ask and answer the following questions.**

- 1. Is there any law to determine the age to leave your child alone at home?
- 2. What are the factors that influence your decision to leave your child alone at home?
- 3. What points should you consider to choose a babysitter?

**D. Complete the following sentences with the words given. (Note: You may need to change some of these words to match the blank).**

offence	unsupervised	arrangements
doubt	childminder	strength

- 1. The cost of a .....averages £90 a week, with a nursery place around £110.
- 2. Travelling on the train without a ticket is an.....
- 3. Some of the factories are .....by the authorities.
- 4. I've agreed to help with ..... for the party.
- 5. I'm trying to build up my .....
- 6. The incident raises ..... about the safety of nuclear power.

## Reading Skill

### Asking yourself questions while you read

It sounds quite important to ask yourself some comprehension questions as you read the passage. They help you pay more attention to the general and specific ideas in the text. Here are some questions you can ask yourself while reading a passage:

Do I understand what the passage is all about?

Do I know what this word means?

Can I pronounce the word/s correctly?

What information do I remember from the passage?

How can I relate this text to my previous knowledge?

Do I need to reread the text to fully understand it?

## Building Vocabulary

### Learning word forms

It is useful to learn the other forms of the same word when you learn a new word. You can add the new forms of the same word in your vocabulary log. You need to look up the new forms of the word from the dictionary because there is no general rule to make these forms. For example, if you know the word *supervise*, you can use a dictionary to find the noun *supervision*, and *supervisor*.

**A. Complete the below table by adding the missing noun form(s). You can consult your dictionary.**

Verbs	Nouns
Influence	
Determine	
Accept	
Register	
Offend	
Rely	
Doubt	
Explode	
Employ	

**B. Complete the sentences below using the appropriate form of the word from the above table.**

1. Yuri shows great ..... to learn English.
2. The country's heavy..... on trade is logical.
3. May I see your license and ....., ma'am?
4. He wrote a letter of .....to the university.
5. Liddy was ..... by such a personal question.
6. There's no .....that one day a cure will be found.

**Language Focus**

**Using a verb+ that clause**

The following verbs are often used to state an idea or opinion. It is common to use a that clause after these verbs.

believe	expect	argue	think	know	show
claim	say	find	agree	assume	feel

**Examples:**

I **believe that** a babysitter should be above 16 years of age.

I **don't agree that** the child should be left alone at home.

The word *that* can sometimes be removed from the sentence, but it cannot be removed after *argue*, *explain*, or *reply*.

**Examples:**

I know *that* he is here. **OR** I know he is here.

My teacher explained *that* he had a terrible life.

**A. Complete each sentence with your own idea.**

1. I agree that a baby.....
2. I feel that a babysitter.....
3. The article in this chapter explained that.....
4. Some parents argue that .....
5. Babysitters expect that .....
6. The research shows that .....

## *Vocabulary Definitions or Explanation*

- 1. alternative** /ɑ:l'tɜ:nə.tɪv/ **noun:** something you can choose to do or use instead of something else  
I had no alternative but to report him to the police.
- 2. in advance** / ɪn əd'væns/ **adverb:** before something happens or is expected to happen  
Could you distribute copies well in advance of the meeting?
- 3. influence** /'ɪn.flu.əns/ **verb:** to affect the way someone or something develops, behaves, thinks etc. without directly forcing or ordering them  
Several factors are likely to influence this decision.
- 4. instinct** /'ɪn.stɪŋkt/ **noun:** a natural tendency to behave in a particular way or a natural ability to know something, which is not learned  
Animals have a natural instinct for survival.
- 5. particular** /pə'tɪk.jə.lə/ **adjective:** special  
Most students choose one particular area for research.
- 6. registered** /'redʒ.əd.stəd/ **adjective:** someone who has been trained and is officially allowed to work  
Jones, a registered nurse, began working as a center volunteer in 1983 and became director of operations in 1989.
- 7. rely on** /rɪ'laɪ ,ən/ **verb:** to trust or depend on someone or something to do what you need or expect them to do  
Many people now rely on the Internet for news.
- 8. unacceptable** /,ʌn.ək'sep.tə.bəl/ **adjective:** something that is unacceptable is so wrong or bad that you think it should not be allowed  
I found her attitude totally unacceptable.
- 9. welfare** /'wel.fer/ **noun:** help that is provided for people who have personal or social problems  
The company's welfare officer deals with employees' personal problems.



Reading

Passage

### The History of Mother's Day

The idea of Mother's Day is a very old idea. This idea dates back to the ancient Egyptians, who celebrated a day to honor Isis, the mother of the pharaohs. The Egyptians were not the only ones who felt the need to honor their mothers. The ancient Greeks celebrated a day to honor Rhea, the mother of the gods. The Romans built a **temple** to the mother of the gods, named *Magna Mater*. They also held a celebration every March in her honor. The early Christians celebrated a day to honor Mary, the mother of Jesus. Later, English Christians expanded the celebration to honor all mothers. This English holiday was called "Mothering Sunday." When the English colonists came to America, they did not have time for Mothering Sunday, so the holiday was not celebrated in America.

During the U.S. Civil War, mothers on both sides of the war lost sons. The country was very sad. Grieving mothers from both sides had meetings. Sometimes families had been **torn apart** by the war. In 1868, Ann Reeves Jarvis started a committee to help families get back together after the war. This committee tried to establish a "Mothers' Friendship Day" for mothers who had lost sons in the war. Unfortunately, Ann Reeves Jarvis died in 1905, so she did not see that the day eventually became popular.

Another woman, Julia Ward Howe was also against the war. She was also against **slavery**. She declared the first official Mother's Day in 1870,



and held an anti-war Mother's Day **observance**. She funded this observance with her own money every year for several years, but an annual Mother's Day celebration still did not catch on in the U.S. However, the idea stayed alive.

Meanwhile, Anna M. Jarvis, The daughter of Ann Reeves Jarvis, wanted to honor her mother. She requested that her mother's West Virginia church be allowed to celebrate a Mother's Day in 1908 in honor of her mother. Every mother at church that day received two **carnations** — Ann Reeves Jarvis' favorite flower. Now, carnations and other flowers are associated with Mother's Day because they were **handed out** at the first celebration of Mother's Day.

In 1914, the U.S. Congress passed a law which designated the second Sunday in May as Mother's Day. In the same year, President Woodrow Wilson **proclaimed** the first Mother's Day. He called for the flying of the flag to honor the mothers who had lost sons in war.

Mother's Day is celebrated in many other countries. In Mexico, *Dia de las Madres* is celebrated on May 10. It is a popular holiday celebrated by schools, churches, and civic groups. Children give their mothers flowers and handmade cards. Schools present performances in honor of mothers as part of the national observance of *Dia de las Madres*.

In China, ten distinguished mothers are chosen to receive government recognition. National drives for mothers living in **poverty** are also held. The

holiday is a demonstration of the respect the Chinese have for the elderly, and the love they have for their parents.

In India, children send their mothers cards and flowers and cook a meal for their mothers. Companies launch women's products on Mother's Day, and restaurants advertise heavily for Mother's Day; the day has become commercialized.

In Canada, Australia, New Zealand, South Africa, and Ireland, Mother's Day is celebrated on the same day as in the United States — the second Sunday in May. People mark the day in the same way that they do in the United States. Children give their mothers cards, gifts, and flowers. Churches and schools give special Mother's Day presentations, and civic groups observe the day.

The first President of the U.S., George Washington, said of his own mother, "My mother was the most beautiful woman I ever saw. All I am I owe to my mother. I **attribute** all my success in life to the **moral, intellectual** and physical education I received from her."

*Retrieved from [www.englishforeveryone.org](http://www.englishforeveryone.org)*

*After You Read*

**Understanding the Text**

**A. True or False?** Read the statements and check (✓) True, False or Not Given.

1. The Egyptians were the only ones who felt the need to honor their mothers.
2. The ancient Greeks held a celebration every March to honor Isis.
3. Mothering Sunday was not celebrated in America.
4. Ann Reeves Jarvis tried to make peace between two sides.
5. Ann Reeves Jarvis saw the mother's day eventually becoming popular.
6. Julia Ward Howe held an anti-war Mother's Day observance.
7. Anna M. Jarvis called for the flying of the flag to honor the mothers who had lost sons in war.
8. China and India celebrate Mother's Day on the same day.

True	False	NG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. Select the best possible answer.**

**1. Who built a temple to Magna Mater?**

- |                         |                           |
|-------------------------|---------------------------|
| a. the Greeks           | b. the Romans             |
| c. the early Christians | d. the American colonists |

**2. Why did Ann Reeves Jarvis want a special day?**

- |                                 |                            |
|---------------------------------|----------------------------|
| a. to help Civil War mothers    | b. to honor her own mother |
| c. to honor mothers of soldiers | d. Both a & c are correct. |

**3. What did mothers receive at the first Mother's Day in West Virginia?**

- |                   |                            |
|-------------------|----------------------------|
| a. flowers        | b. presents                |
| c. handmade cards | d. Both a & b are correct. |

**4. Which U.S. President first proclaimed Mother's Day?**

- |                   |                    |
|-------------------|--------------------|
| a. Harry Truman   | b. John Kennedy    |
| c. Woodrow Wilson | d. Abraham Lincoln |

5. In what year did the U.S. Congress designate the second Sunday in May as Mother's Day?

- a. 1862                      b. 1868                      c. 1908                      d. 1914

6. The best synonym for honor is.....

- a. respect                      b. explain                      c. perform                      d. describe

7. Expanded means.....

- a. made larger                      b. made famous                      c. dressed up                      d. made up

8. What does funded mean?

- a. looked at                      b. celebrated                      c. watched                      d. paid for

9. The best synonym for designated is.....

- a. required                      b. named                      c. wished                      d. hired

10. If something is commercialized, it is.....

- a. used to make a profit                      b. celebrated for mothers  
c. proclaimed a holiday                      d. made into a new law

### Inspirational Quotations

M-O-T-H-E-R

"M" is for the million things she gave me,

"O" means only that she's growing old,

"T" is for the tears she shed to save me,

"H" is for her heart of purest gold;

"E" is for her eyes, with love-light shining,

"R" means right, and right she'll always be,

Put them all together, they spell "MOTHER,"

A word that means the world to me. (Howard Johnson)

*Mothers hold their children's hands for a short while, but their hearts forever.*

## *Reading Skill*

---

### Strategies for vocabulary questions

There are a couple of points which should be taken into account while answering vocabulary questions in reading passages. These strategies are as follows:

1. If you are unable to answer a vocabulary-in context question, try to guess the meaning from the context by looking for clues.
2. Sometimes the meaning of the word is given near the word in the form of a synonym or paraphrase. For example, the word "grieving" in the passage is followed by the word "sad" which is its synonym, so you can guess it.
3. Sometimes clues are not given but are implied. You can guess the meaning after you have read the whole passage.
4. The answer choices for the vocabulary-in-context questions may appear correct because they share the literal meaning of the word, but not the meaning as used in the passage. Look for the meaning as it is used in the passage.

## *Building Vocabulary*

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### Phrasal verbs

It is necessary to learn phrasal verbs. A phrasal verb is a combination of:

- a. *a verb and a preposition*
- b. *a verb and an adverb*
- c. *a verb with both an adverb and a preposition*

The meaning of a phrasal verb is different from the original verb. The preposition or adverb that follows the verb is called a particle and changes the meaning of the phrasal verb. Phrasal verbs can be divided into the following groups:

- a. *inseparable phrasal verb*: the object comes after the particle  
*They are looking after their grandchildren.*
- b. *separable phrasal verb*: the object comes between the verb and the particle the object can come before or after the particle though when a pronoun is used it and comes before the particle  
*The quality of their work sets them apart from their rivals.*  
*Turn the TV off. Turn off the TV. Turn it off.*



**A. Select the best answer.**

1. He has to ..... the balloons for the party.  
a. blow out                      b. blow up                      c. fill in
2. She wanted to ..... the clothes before buying them.  
a. keep on                      b. try on                      c. fill in
3. The teacher decided to ..... the exam until next week.  
a. leave out                      b. give out                      c. put off
4. He was ..... leaflets to members of the audience.  
a. handing out                      b. working out                      c. picking up
5. Before their lives were....., they were a happy family.  
a. brought about                      b. picked up                      c. torn apart

**B. Complete the requests with these words (More than one answer is also possible). Then compare with a partner.**

books	toys	radio	coat	trash
TV	light	boots	yard	cigarette

1. Pick up the ....., please.
2. Turn the .....off, please.
3. Clean the .....up, please.
4. Please put the .....away.
5. Please turn down the .....
6. Please take your ..... off.
7. Hang your .....up, please.
8. Please take out the .....
9. Please put your .....out.
10. Turn on the ....., please.

***Vocabulary Definitions or Explanation***

1. **attribute** /'æt.rɪ.bju:t/ *verb*: to believe or say that a situation or event is caused by something  
The fall in the number of deaths from heart disease is generally attributed to improvements in diet.

**2. be torn apart** /bɪ tɔ:rn ə'pɑ:rt/ *verb*: if a marriage, family etc. is torn apart, it can no longer continue because of serious difficulties  
The play portrays a good marriage torn apart by external forces.

**3. carnation** /kɑ:r'nei.ʃən/ *noun*: a flower that smells sweet  
My father's favorite flowers were dark-red carnations.

**4. hand out** /hænd aʊt/ *phrasal verb*: to give something to each person in a group /distribute  
Could you start handing these books out please?

**5. intellectual** /,ɪn.tə'l'ek.tʃu.əl/ *verb*: relating to the ability to understand things and think intelligently  
Mark's very intellectual.

**6. moral** /'mɔ:ɪ.əl/ *adjective*: relating to the principles of what is right and wrong behavior  
As moral people, we cannot accept that so many children grow up in poverty.

**7. observance** /əb'zɜ:vəns/ *noun*: something you do as part of a ceremony, especially a religious ceremony  
Religious observances such as fasting can be sometimes hard to follow.

**8. poverty** /'pɑ:və.ti/ *noun*: the situation or experience of being poor  
Millions of elderly people live in poverty.

**9. proclaim** /prəʊ'kleɪm/ *verb*: to say publicly or officially that something important is true or exists  
The President proclaimed the republic's independence.

**10. slavery** /'sleɪ.ə.i/ *noun*: the activity of having slaves or the condition of being a slave  
Slavery still exists in many parts of the world.

**11. temple** /'tem.pəl/ *noun*: a building where people go to worship  
Buddhists and Hindus go to temple to worship.

18. I find fault and criticize others rather than praising, even if it is deserved.		
19. I seem to be listening even though I am preoccupied with my own thoughts.		
20. My sex drive is lower, can experience changes to menstrual cycle.		
21. I find myself grinding my teeth.		
22. Increase in muscular aches and pains especially in the neck, head, lower back, shoulders.		
23. I am unable to perform tasks as well as I used to, my judgment is clouded or not as good as it was.		
24. I find I have a greater dependency on alcohol, caffeine, nicotine or drugs.		
25. I find that I don't have time for many interests.		
A yes answer score = 1 (one), and a no answer score = 0 (zero).		
<b>TOTALS</b>		

Because everyone reacts to stress in his or her own way, no single stress test can give you a complete diagnosis of your stress levels. This stress test is intended to give you an **overview** only.

Answer all the questions but just tick one box that applies to you, either **yes** or **no**. Answer yes, even if only part of a question applies to you. Take your time, but please be completely honest with your answers.

### Your score:

Most of us can manage varying amounts of pressure without feeling stressed. However, too much or excessive pressure, often created by our own thinking patterns and life experiences, can overstretch our ability to cope and then stress is experienced.

**4 points or less:** You are least likely to suffer from stress-related illness.

**5 - 13 points:** You are more likely to experience stress related ill health either mental, physical or both. You would benefit from stress management/ counseling or advice to help in the identified areas.

**14 points or more:** You are the most prone to stress showing a great many traits or characteristics that are creating un-healthy behaviors. This means that you are also more likely to experience stress & stress-related illness e.g. diabetes, irritable bowel, migraine, back and neck pain, high blood pressure, heart disease/strokes, mental ill health (depression, anxiety & stress). It is important to seek professional help or stress management counseling. Consult your medical practitioner.



**B. Group work.** Ask and answer the following questions, then compare your answers with your classmates.

❖ **Recognizing Stress**

- What is stress?
- What causes stress?
- How do you recognize stress in your life?
- Have you been under stress recently?
- How does stress affect you?
- Do you have a kind of red warning flag that indicates too much stress?
- When you are stressful, how do you feel physically?
- Do you feel tired during the day?
- Can you sleep well at night?
- Does your stomach hurt?
- How do you feel emotionally?
- Do you feel nervous or worried about the stressful situation?
- Do you get angry easily?

❖ **Helping Others**

- Have you ever helped someone who was feeling stressful?
- What did you do?
- Did you give them advice?
- Did you listen to them?
- Did you do most of the talking?
- Did you take some action to help them?

❖ **Healthy Stress**

- Do you think stress is ever good, useful, or necessary?
- Why or why not?
- Do you play games or sports that are sometimes stressful?
- When can stress be a good thing?
- If you are playing a sport and your team is losing, does it give you extra energy?
- Does stress make you feel more alive?

## *Vocabulary Preview*

Match the words on the left with their equivalents on the right.

- |               |                    |
|---------------|--------------------|
| 1. manage     | a. special         |
| 2. particular | b. difficult       |
| 3. provoke    | c. in fact         |
| 4. increase   | d. program         |
| 5. tough      | e. raise           |
| 6. schedule   | f. handle          |
| 7. indeed     | g. cause a feeling |

<i>Reading</i>	<i>Passage</i>
----------------	----------------

### What Is Stress?

How do you feel if you find that there are too many pressures and demands on you? Losing sleep, worrying about tests, and eating on the run because your schedule is just too busy are just a few points which can put you under stress. You're not alone, indeed. Everyone experiences stress at times — adults, teens, and even kids. But there are ways to minimize stress and manage the stress that's **unavoidable**.

Stress is a feeling that's created when we react to particular events. It's the body's way of rising to a **challenge** and preparing to meet a tough situation with focus, and strength. The events that **provoke** stress are called stressors, and they cover a whole range of situations — everything from outright physical danger to making a class presentation. The human body responds to stressors by activating the nervous system and specific hormones. These hormones speed up heart rate, breathing rate, blood

pressure, and metabolism. Blood vessels open wider to let more blood flow to large muscle groups, putting our muscles on alert. The liver **releases** some of its stored glucose to **increase** the body's energy. And sweat is produced to cool the body. All of these physical changes prepare a person to react quickly and effectively to handle the pressure of the moment. This natural reaction is known as the stress response. Working **properly**, the body's stress response improves a person's ability to perform well under pressure. But the stress response can also cause problems.

### **Good Stress and Bad Stress**

The stress response (also called the fight or flight response) is **critical** during emergency situations, such as when a driver has to slam on the brakes to avoid an accident. It can also be activated in a milder form at a time when the pressure's on but there's no actual danger — like stepping up to take the foul shot that could win the game, getting ready to go to a big dance, or sitting down for a final exam. A little of this stress can help keep you on your toes, ready to rise to a challenge. And the nervous system quickly returns to its normal state, standing by to respond again when needed.

But stress doesn't always happen in response to things that are immediate or that are over quickly. Ongoing or long-term events, like coping with a divorce or moving to a new neighborhood or school, can cause stress, too. Long-term stressful situations can produce a lasting, low-level stress that's hard on people. The nervous system senses continued pressure and may

remain slightly activated and continue to pump out extra stress hormones over an extended period. This can wear out the body's reserves, leave a person feeling depleted or **overwhelmed**, weaken the body's immune system, and cause other problems.

Retrieved from [http://kidshealth.org/teen/your\\_mind/emotions/stress](http://kidshealth.org/teen/your_mind/emotions/stress)

### After You Read

#### Understanding the Text

**A. True or False? Read the statements and check (✓) True or False.**

1. Kids don't experience any kind of stress.
2. Stress is unavoidable.
3. Stress response improves a person's ability to perform well under pressure.
4. Stress can always cause problems.
5. Producing extra stress hormones makes a person feel excited.

True	False	NG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. Select the best possible answer.**

**1. What is the main idea of the passage?**

- a. reducing and managing stress
- b. avoiding stress
- c. describing the good and bad of stress
- d. describing the stress and its good and bad points

**2. It can be understood from the second paragraph that.....**

- a. stress can be controlled.
- b. liver and blood vessels help the body to become cool.
- c. stressors may happen in all situations.
- d. stress response always improves a person's ability to perform well under pressure.

3. The last two paragraphs show that.....

- a. long-term stressful situations are like immediate ones.
- b. stress happens in response to things that are immediate.
- c. continued stress can weaken the body's immune system.
- d. there is no actual good stress.

4. The pronoun "it" in line 24 refers to .....

- a. accident
- b. stress response
- c. fight
- d. flight

5. The word "lasting" in line 33 is closest in meaning to .....

- a. depleting
- b. tiring
- c. fleeting
- d. enduring

C. Complete the following sentences with the words given. One word is extra. (Note: You may need to change some of these words to match the blank).

schedule	demand on	tough	alert	sweat
lasting	slightly	wear out	slam	provoke

- 1. I am behind the ....., I can't meet the deadline.
- 2. She has had a ..... life.
- 3. The price of that car was ..... higher than I expected.
- 4. That bad experience has had a ..... effect on me.
- 5. If you want to be an on-call doctor at the hospital, you need to be ..... during night.
- 6. The school program makes great ..... the teacher.
- 7. When I run for a long time, I start .....
- 8. I didn't sleep well last night, and I had a busy schedule today, so I'm quite .....
- 9. He was really angry, so he ..... the door and left the house.

**Reading Skill**

**Previewing**

Literally speaking, *Pre* means *before*. *View* means to *look at*. Before you read something, it's important to look it over, or preview it. When you preview a passage, you need to keep the following points in mind:

- 1. You need to identify the topic.

2. You need to link the topic to your previously related knowledge.
3. You need to constantly ask yourself questions about the keywords, locations, people, etc.

**A. Follow these instructions to identify the topic of the paragraph below.**

1. Look at the title of the paragraph only. What do you think the paragraph is all about?

### A Good Speech

There are usually three parts to a good speech. The first part is the introduction and it is possibly the most important since the lecturer needs to attract the audience's attention from the start. That's why experienced speakers usually start with something clever, shocking, or interesting right at the very beginning. The second part of speech is the body which is the longest part of all three. Everything the lecturer is going to say should come out here and of course in an organized way. The lecturer has to do his best to organize the message he wants to convey so that the audience will be able to follow the speaker's thoughts. And finally there comes the last part which is called closing. The closing is the last part of speech and is the way you end a speech. It is almost as important as the introduction. The audience will be most bored at the end, and the lecturer has to find a way to sum up everything in a few short and clear sentences.

**2. Key words are words that appear several times in a paragraph. In the above paragraph, the key words are underlined. Based on the key words only, what do you think the paragraph is about?**

- a. how to start a good speech
- b. how to organize different parts of a speech
- c. how to sum up a good speech



Compare your answer with a partner. Then, go to the passage once more and underline the key words in each paragraph. Do you think underlying the key words can help you understand the passage better?

### ***Building Vocabulary***

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#### **Words you may confuse**

There are some words which may confuse you. These sets of words are as follows:

#### **quit/quiet/quite**

Quite means very.

This book is **quite** good.

*Bad* → *quite good* → *good*

Quiet means silent.

My bedroom is very **quiet**.

Quit means stop or give up.

I **quit** smoking.

#### **accept/expect/except**

Accept means to take something that someone offers you or to agree to do something that someone asks you to do.

I **accepted** his invitation.

Expect means to think that something will happen because it seems likely or has been planned.

I **expect** to be back within a week.

The company **expects** to complete work in April.

Except is used to introduce the only person, thing, action, fact, or situation about which a statement is not true.

The office is open every day **except** Sundays.

You can have any of the cakes **except** this one.

#### **cooker/cook**

This **cooker** costs \$ 20. ( the thing you cook on)

He is a good **cook**. ( the person who cooks)

#### **Fell/felt**

Fell is from **fall/fell/fallen**.

Yesterday I **fell** and broke my leg.  
Felt is from **feel/felt/felt**.  
I **felt** ill yesterday, but I **feel** better today.

### Lend/borrow

If you **lend** something, you *give* it.  
If you **borrow** something, you *get* it.

Jack wants a bike.

Jack: Will you **lend** me your bike? Or Can I **borrow** your bike?

Sam: Sure.

## Language Focus

### Talking about the present

English has two main ways of talking about present time: the simple present and the present progressive.

### THE SIMPLE PRESENT

You make the simple present by using the verb in its basic form. You add -s or -es to the verb in the third person singular.

**The simple present is used in the following ways:**

1. You use the simple present to talk about something which is happening now, and which will continue to happen in the future. In other words, you often use the simple present in this meaning to talk about things that are true about your life, for example where you live, your job, or the kinds of things you like.

Martin lives in Canada.

I work in a hospital.

"What kind of books do you read?" "I mostly read science fiction."

2. You use the simple present when you talk about something which happens again and again, or when you say that something happens regularly at a particular time. Use words such as *always, often, sometimes,*



*occasionally*, and *never*, or phrases such as *on Tuesdays* or *every day* with the simple present in this meaning.

They often go out to restaurants.

I travel to London twice a month.

He gets up at 6 o'clock.

She goes to church every Sunday.

3. You use the simple present to talk about something which stays the same for ever - such as a scientific fact.

Oil floats on water.

Two and two make(s) four.

4. You use the simple present when you are describing what is happening at the exact moment when you are speaking. This meaning of the simple present is used for example in sports commentaries.

Shearer gets the ball from Gascoigne. He shoots and scores!

For descriptions of actions that are happening now, you usually use the present progressive rather than the present simple. For example:

"What are you doing?" "I'm making a poster." NOT "What do you do?" "I make a poster."

## THE PRESENT PROGRESSIVE

You make the present progressive by using a form of the verb *be* in the present tense,

followed by the main verb with an *-ing* ending, for example I am waiting, she is coming.

**The present progressive is used in the following ways:**

1. You use the present progressive to talk about something which is happening now at the time you are speaking or writing. You often use this meaning with words and phrases that express present time, such as *now*, *at the moment*, and *currently*.

"What's Bob doing?" "He's watching television."

It's raining again.

I'm looking for my glasses.

2. You use the present progressive to say that something is happening now, but will only continue for a limited period of time. Compare these pairs of sentences:

We live in France. (= "France" is our permanent home)

We're living in France. (= "we" are living there for a limited period of time)

He cooks his own meals. (= "he" always does it)

He's cooking his own meals. (= "he" does not usually do it)

If you want to talk about the subjects you are studying at school or university, you usually use the present progressive.

She's studying law at Harvard. NOT She studies law at Harvard.

I'm studying English. NOT I study English.

### VERBS THAT CANNOT BE USED IN THE PROGRESSIVE

Verbs which express a situation or process, rather than describing a definite action, are not usually used in the progressive. Do not use the progressive with the following verbs:

Be, have, see, believe, like, agree, know, love, disagree, recognize, hate, mean, remember, prefer, need, understand, want, deserve, wish, and belong.

I know the answer. NOT I am knowing the answer.

She understands me. NOT She is understanding me.

**A. Are the underlined verbs right or wrong? Correct the verbs that are wrong.**

1. Water boils at 100 degrees Celsius.

.....

2. The water boils. Could you turn it off?

.....

3. Look! That man tries to open the door of your car.

.....

4. Can you hear those people? What do they talk about?

.....

5. The moon goes around the earth.

.....

6. I have to go now. It gets late.

.....

7. I am usually going to work by car.

.....

**B. Put the verb in the correct form, present progressive or simple present.**

1. Let's go out. It .....(not/rain) now.
2. Jack is very good at languages. He .....(speak) four languages.
3. Hurry up! Everybody .....(wait) for you.
4. The river .....(flow) very fast today-much faster than usual.
5. The train is never late. It .....(always/leave) on time.

### ***Further Discussion***

---

**A. Group work. Ask and answer the following questions, then compare your answers with your classmates.**

❖ **Personal**

- Have you felt stress recently?
- Did the stressful feeling last a long time or a short time?
- Had the cause of the stress happened to you before or was this a new situation?
- How often do you think you feel too much stress?
- In what way does a too full schedule lead to stress?
- Does stress make it hard for you to think or act?
- How can you judge what is the right amount of stress for you?
- Is your stress caused by relationships with other people?
- At work? At school?
- At home?
- With best friends?
- With partners?
- Can you think of some examples?
- What do you do when you have stress?

❖ **Stressful Situations**

- Are there situations that you find stressful?
- Do you get nervous if you have to make a speech?
- Do you suffer from stress when you have too much work to do?
- How can you eliminate stressful situations?

❖ **Controlling Stress**

- How do you relieve stress?
- What stresses you out?
- How do you get control of a stressful situation that is getting too tough?
- Do you like to relax or be active when stressful?

❖ **Living Stress Free**

- How can you live a stress free life?
- Can you give five suggestions that would be inexpensive?
- When stressful do you like to listen to a certain kind of music?
- Do you always follow the same pattern to relieve stress or do you try different things?
- What is your greatest cause of stress?

***Vocabulary Definitions or Explanation***

**1. critical** /'krɪtɪ.kəl/ **adjective: important**

These talks are critical to the future of the peace process.

**2. increase** /ɪn'kri:s/ **verb: raise/ if you increase something, or if it increases, it becomes bigger in amount, number, or degree**

The population increased in the first half of the century.

**3. overwhelmed** /,oʊ.və'welɪ/ **adjective: if someone is overwhelmed by an emotion, they feel it so strongly that they cannot think clearly**

Harriet was overwhelmed by a feeling of homesickness.

**4. properly** /'prɑː.pə.li/ **adjective: right**

Parents should teach their children to behave properly in public.

**5. provoke** /prə'vʊk/ **verb: to cause a reaction or feeling, especially a sudden one**

The proposal provoked war.

**6. release** /rɪ'li:s/ **verb: to express or get rid of feelings such as anger or worry:**

Physical exercise is a good way of releasing stress.

### Did you know?

According to an International Monetary Fund report, Iran stands in the first place in emigration among 61 developing and developed countries and 150 to 180 thousand Iranians immigrate to other countries every year (Tehran Times, 7/10/04)

There are about 1, 826 Iranian professors teaching in northern universities (Canada and the United States) alone. More than 10,000 Iranians specialist physicians live in the USA.

The costs of the brain drain are high. Local sources put the economic loss at some \$ 50 billion a year or higher. For each inventor or scientist who leaves the country, it is as if 10 oil wells had been destroyed.

### Vocabulary Preview

Complete the following sentences with the words given. One word is extra. (Note: You may need to change some of these words to match the blank).

development	developing	various political	facilities
conclusion	Emigrate	unemployment	instability

1. She works in research and ..... for a drug company.
2. Our town has excellent sports.....
3. After trying to phone Bob for days, I came to the ..... that he was on holiday.
4. Third world countries are .....countries.
5. Many young people suffer from .....or lack of job.
6. They .....from Ireland to Australia twenty years ago.
7. She has very strong .....opinions.
8. He decided to leave school for .....reasons.



*Reading*

*Passage*

### What Is Brain-Drain?

Brain drain is also known as “The human **capital flight**”. It can be simply defined as the mass emigration of technically skilled people from one country to another country. Brain drain can have many reasons, for example-political **instability** of a nation, political asylum, lack of **opportunities**, health risks, personal **conflicts**, etc. Brain drain can also be named as “human capital flight” because it resembles the case of capital flight, in which mass migration of financial capital is involved.

The term brain drain was introduced by observing the emigration of the **various** technologists, doctors and scientists, from various developing countries (including Europe) to more developed nations like USA. Now this **phenomenon** of brain drain has **adverse** effects for a country in which people are getting migrated and brain-drain of a nation becomes brain-gain for that particular country. Usually all developing countries are suffering from brain drain and developed countries like USA and Canada have brain gain from this phenomenon.

Countries like Iran, China, Pakistan, Russia and India are also facing problems of brain-drain. Unemployment, population **explosion** and **corrupt** political systems are main reasons for migration of skilled workers from Asia. In countries like India, Pakistan, Bangladesh, etc. graduates, post graduates, experienced and skilled professionals are not getting enough opportunities to develop and succeed. So with dreams of development these



professionals leave their native country in search of better future. This brain-drain is a great loss to these developing countries.

### **What Is Brain Gain?**

On the other hand, brain-gain is just an opposite situation to brain-drain. Countries in which skilled workers are migrating are said to brain-gaining countries. Examples include- USA, Canada and UK. These countries have brain-gain because these nations are rich and have enough work opportunities. Moreover, they provide better facilities and life styles.

### **Conclusion**

For the balance of power and for the **staggered** development of the world, it is very important to stop the phenomenon of brain-drain. This will help a particular country to use all local skilled citizens for development and **proliferation**. But to hold these skilled workers at their native places, it is also important to provide them enough work opportunities and living facilities. For this purpose, developed nations should help developing countries with necessary money and resources. So that each and every human of this planet can have good standard of living and each and every nation can introduce itself as a developed nation.

*Retrieved from <http://www.thegeminigeek.com>*

*After You Read*

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**Understanding the Text**

**A. True or False? Read the statements and check (✓) True, False or Not Given.**

1. Brain-drain happens in developing countries only.
2. Graduates and postgraduates in developing countries go to developing countries for better development.
3. The brain-drain phenomenon should be stopped.
4. Developed countries should help the developing countries in making them a better place for their citizens.
5. The author believes that people should leave their countries and look for better opportunities.

True	False	NG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. Select the best possible answer.**

**1. What is the main idea of the passage?**

- a. The significance of brain-gain
- b. The significance of brain-drain
- c. The reasons of brain-drain
- d. Adverse effects of brain-drain

**2. According to the passage, what does the author mean by “human capital flight”?**

- a. People can travel to other countries to enjoy.
- b. People are looking for better facilities, so they fly.
- c. People fly to capitals of other countries to have more facilities.
- d. People’s lives are their financial capital when leaving their country.

**3. Which word is closest in meaning to “adverse” in paragraph 2?**

- a. pleasant
- b. negative
- c. particular
- d. favorable

**4. Which reason is not among the main reasons of immigration in Asia?**

- a. corrupt political systems
- b. population growth
- c. employment
- d. development

5. What does "they" in line 28 refer to?

- a. people      b. work opportunities      c. life styles      d. nations

C. Complete the following sentences with the words given. One word is extra. (Note: You may need to change some of these words to match the blank)

resemble	opportunities	phenomenon	adverse
proliferation	facilities	unemployment	

- Gravity is a natural .....
- The illegal .....of nuclear bombs should be stopped.
- ..... is the major cause of brain-drain.
- The ..... weather condition did not let us enjoy our weekend at the beach.
- After the earthquake, the city ..... a battlefield.
- In order to establish a sports center, you need to have enough sports .....

### *Idioms and Expressions*

**1. Have something on the brain:** not be able to stop thinking or talking about one particular thing:

*You've got cars on the brain. Can't we talk about something else for a change?*

**2. Brains:** (INFORMAL) a very intelligent person, especially one who has spent a lot of time studying:

*We've got the best brains in the land working on this problem.*

**3. Bird-brained:** used in various phrases to describe someone as stupid or badly organized:

*What sort of bird-brained person would do that?*

### *Reading Skill*

#### *Skimming*

*Skimming* is looking quickly through a text to get a general idea of the subject. For example, you skim a newspaper to see which articles interest you more, without reading everything in detail. In the given text (Brain

Drain), the first reading question deals with skimming which seeks the main idea of the passage.

### ***Building Vocabulary***

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#### **Keeping a vocabulary log**

It's a good idea to record important words and phrases in a vocabulary log like the one shown in the appendix. Here are some tips for recording new words.

1. Record a new word in context (with the words before or after it).

**Brain drain** political **instability** of a nation **developing/developed** countries

2. Use a new word to tell about something in your life.

I suffer from **unemployment**.

My brother and I **resemble** a lot.

**Look back at the reading to find the missing word in each phrase below. Record the phrases in the vocabulary log in the appendix section. Then use the phrases in a sentence about yourself.**

1. have personal c.....(line 6)
2. has a.....effects (line 13)
3. c.....political system(line 17)
4. provide better f.....(line 22)
5. enough work o.....(line 28)

### ***Language Focus***

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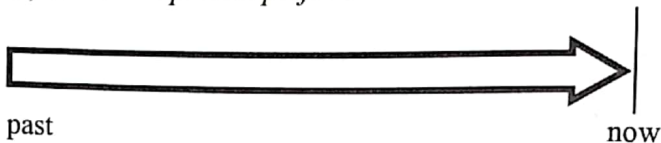
#### **Understanding the present perfect and simple past**

##### **Present Perfect**

The present perfect is **have/has+ past participle**. When we talk about something that happened in the past, but we don't specify exactly when it happened (perhaps we don't know, or it is not important to say when it happened), we use the present perfect.

***Have you ever migrated to other countries?***

When we talk about a period of time that continues from the past until now, we use the *present perfect*.



When we use the *present perfect*, there is a connection with now. The action in the past has a result now:

*He told me his name, but I've forgotten it.* (I can't remember it now).

We often use the *present perfect* to give new information or to announce a recent happening:

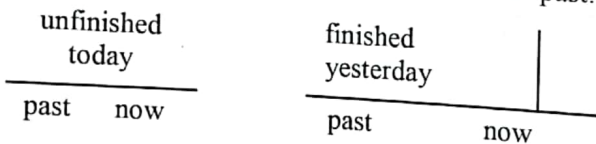
*The road is closed. There's been an accident.*

Some of the adverbs used in the present perfect are for, *since, already, just, recently, lately, etc.*

Do not use the present perfect when you talk about a finished time (for example, *last night/yesterday/two days ago*, etc.) use the *simple past* instead.

### Simple Past

We use the simple past for a finished time in the past.



### A. Put the verb into the correct form, present perfect or simple past.

1. Have you ever .....(sleep) for more than 12 hours?
2. What time.....(you/finish) work yesterday?
3. My mother .....(die) 25 years ago. I  
.....(never/meet) her.
4. A: "How long .....(he/live) in America?" B: "Two years."
5. I have recently .....(visit) Japan.

**B. Are the underlined parts of these right or wrong? Correct the ones that are wrong.**

1. I've lost my key. I can't find it anywhere.  
.....
2. Have you seen the news on television last night?  
.....
3. Did you hear about Sue? She's quit her job.  
.....
4. Maria has graduated from high school in 2006.  
.....
5. I'm very hungry. I haven't eaten anything today.  
.....
6. Jack hasn't been at work yesterday.  
.....

***Vocabulary Definitions or Explanation***

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1. **adverse** /æd'vɜ:s/ **adjective**: unpleasant; unfavorable  
The weather was adverse.
2. **capital** /'kæp.ə.tʃəl/ **noun**: an amount of money that you use to start a business or to put in a bank, etc. so that you earn interest on it.  
When she had enough capital, she bought a shop.
3. **conflict** /'kɔ:n.flɪkt/ **noun**: a fight or an argument  
The new laws have brought the Government into conflict with the unions over pay increases.
4. **corrupt** /kə'ɾʌpt/ **adjective**: doing or involving illegal or dishonest things in exchange for money, etc.  
Corrupt officials who accept bribes should be fired.
5. **explosion** /ɪk'splɒʊ.ʒən/ **noun**: a sudden and often surprising increase in sth  
The population explosion has affected the country.



**6. instability** /,ɪn.stə'bil.ə.ti/ **noun:** the state of being likely to change  
There are growing signs of political instability.

**7. opportunity** /,ɑ: .pə' tu: .nə.ti/ **noun:** a chance to do sth that you would like to do; a situation or a time in which it is possible to do sth that you would like to do  
I have a golden opportunity to go to America now that my sister lives there.

**8. phenomenon** /fə' nɑ: .mə.nɑ:n/ **noun:** (*plural phenomena*): a fact or an event in nature or society, especially one that is not fully understood.  
Acid rain is not a natural phenomenon. It is caused by pollution.

**9. proliferation** /prə' lɪf.ə.reɪt/ **noun:** a sudden increase in the amount or number of something  
The proliferation of global media networks is amazing.

**10. staggered** /'stæg.əd/ **adjective:** extremely surprised; amazed  
I was absolutely staggered when I saw the bill.

**11. various** /'ver.i.əs/ **adjective:** several; different  
I decided to leave London for various reasons.

12. What other cultures have you met people from?
13. What do you think is important when visiting another culture?
14. Do you think "When in Rome, do as the Romans do" is always good advice? Why or why not?
15. Have you ever been in a situation where you felt you had to "do as the Romans do"?

### *Vocabulary Preview*

**Complete the following sentences with the words given.** (Note: You may need to change some of these words to match the blank).

abroad	significance	gray	thoroughly
drab	punctuality	Impact	hostile

1. I've never lived .....before.
2. The sun rose higher in a clear ..... sky.
3. .... forces have taken control of cities in the north of the country.
4. One of the features of a good teacher is .....
5. Paul grew tired of his....., depressing life.
6. The force of the .....knocked the breath out of her.
7. Only later did we realize the true ..... of his remark.
8. The room had been ..... cleaned.

<i>Reading</i>	<i>Passage</i>
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### **What Is Culture Shock?**

'Culture shock' describes the impact of moving from a familiar culture to one which is unfamiliar. It is an experience described by people who have traveled abroad to work, live or study; it can be felt to a certain extent even

when on a holiday. It includes the shock of a new environment, meeting lots of new people and learning the ways of a different country. It also includes the shock of being **separated** from the important people in your life, maybe family, friends, **colleagues**, and teachers: people you would normally talk to at times of uncertainty, people who give you support and guidance. When familiar sights, sounds, smells or tastes are no longer there you can miss them very much. If you are tired and **jet-lagged** when you arrive, small things can be upsetting and out of all **proportion** to their real significance.

Here are some causes of culture shock you may experience if you go to Britain. First of all, many students find that the British climate affects them a lot. You may be used to a much warmer climate, or you may just find the grayness and **dampness**, especially during the winter months, difficult to get used to. Secondly, you may find British food strange. It may taste different, or be cooked differently, or it may seem tasteless or heavy compared with what you are used to.

Next, constantly listening and speaking in a foreign language is tiring. Although you may have learned English very thoroughly, it is possible that the regional accents you discover when you arrive in the UK make the language harder to understand than you thought. People may also speak quickly and you may feel too **embarrassed** to ask them to repeat what they have said. Fourthly, if you come from a warm climate, you may find it uncomfortable to wear heavy winter clothing. Not all students will find the

style of dress different, but for others people's dress may seem **immodest**, unattractive, comical or simply drab.

Finally, every culture has unspoken rules which affect the way people treat each other. For example, the British generally have a **reputation** for punctuality. In business and academic life keeping to time is important. You should always be on time for lectures, classes and meetings with academic and **administrative** staff. Social life is a little more **complicated**. Arranging to meet and see a film at 8 p.m. means arriving at 8 p.m. but if you are invited to visit someone's home for dinner at 8 p.m. you should probably aim to arrive at about 8.10, but not later than 8.20. When going to a student party an invitation for 8 p.m. means any time after 9.30 p.m. onwards.

A model of culture shock is explained here. When you first arrive in a new culture, differences are **intriguing** and you may feel excited and curious. At this stage you are still protected by the close memory of your home culture. A little later, differences create an impact and you may feel confused or isolated as you start to notice more and more cultural differences and family and friends are not immediately available for support.

Next you may reject the differences you face. You may feel angry, or hostile to the new culture. At this stage you may be **conscious** mainly of how much you dislike it compared to home. Don't worry as it is a healthy reaction. You are reconnecting with what you value about yourself and your

culture. Finally, differences and similarities are valued and important. You may feel full of **potential** and able to trust yourself in all kinds of situations. Most situations become enjoyable and you are able to make choices according to your preferences and values.

### *After You Read*

#### Understanding the Text

**A. True or False?** Read the statements and check (✓) True, False or Not Given.

1. Culture shock is the same for all people.
2. Food and dress can have similar impact on the amount of culture shock.
3. Language is another cause of culture shock.
4. The first stage of culture shock is as shocking as the third one.
5. Culture shock is not a natural and healthy reaction.

True	False	NG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. Select the best possible answer.**

**1. What is the main idea of the passage?**

- a. How to overcome culture shock
- b. Different causes of culture shock
- c. Steps of culture shock
- d. Different causes and steps of culture shock

**2. The word "upsetting" in line 11 is closest in meaning to**

- a. cheerful
- b. saddening
- c. comical
- d. unattractive

**3. The third paragraph mainly discusses**

- a. how weather affects culture shock

- b. how food has an impact on culture shock
- c. how language impacts culture shock
- d. how clothes and language affect culture shock

**4. According to the passage, you may feel positive when you first arrive in a new culture because**

- a. You have no experience of this culture yet.
- b. You still feel in touch with your culture.
- c. Your family and friends are not around.
- d. You don't notice any differences to your own culture.

**5. In the third stage of culture shock it is normal to feel**

- a. negative about the new culture.
- b. frightened of asking for help.
- c. Happy to return home.
- d. Protected by the recent memory of your home.

**6. The pronoun "it" in line 45 refers to**

- a. difference      b. new culturere      c. action      d. stage

### ***Vocabulary Review***

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**Answer the following questions.**

**1. They did a .....search of the area but found nothing.**

- a. thorough      b. separated      c. potential      d. drab

**2. She's always very ..... for appointments.**

- a. complicated      b. punctual      c. intriguing      d. isolated

**3. I hope I didn't .....you in front of your friends.**

- a. accomplish      b. release      c. embarrass      d. determine

**4. He kept in .....contact with his family while he was in Australia.**

- a. curious      b. upsetting      c. comical      d. constant



## *Idioms and Expressions*

---

**1. When in Rome, do as the Romans do:** something that you say which means that when you are visiting another country, you should behave like the people in that country

A: *When I was in Beijing, I followed their traditions.*

B: *you mean "When in Rome, do as the Romans do".*

A: *Exactly.*

**2. Culture vulture:** someone who is very interested in music, art, theatre, etc.

*He's a bit of a culture vulture - always out at galleries and theatres.*

*When in Rome, do as the Romans do*



LanguageTies.com/proverbs

## *Reading Skill*

---

### **Summarizing**

When you summarize a passage, you restate the most important information in your own words. Summarizing a reading passage can help you learn, recite, and remember the text better. You need to keep in mind that there is no single way to summarize the text; in other words, everyone can come up to his or her own summary.

For instance, the summary of the second paragraph of this chapter is as follows:

*Climate and food of the new place can affect you more or less.*

**A. Write the summary of all the paragraphs and compare your summaries with your classmates.**

## Building Vocabulary

### Learning synonyms and antonyms

Synonyms are words that are similar in meaning. For example, the words *separated* and *being apart* are synonymous. One way to improve your domain of vocabulary is through learning synonyms and antonyms.

Antonyms are words that are opposite in meaning. For instance, *hostile* and *friendly* are antonyms.

#### A. Look back at the reading and find synonyms or antonyms for these words.

1. In line 11, find a synonym for *significance*.  
.....
2. In line 11, find an antonym for *upsetting*.  
.....
3. In line 19, find a synonym for *constantly*.  
.....
4. In line 30, find a synonym for *punctuality*.  
.....
5. In line 32, find an antonym for *complicated*.  
.....
6. In line 39, find a synonym for *protect*.  
.....
7. In line 43, find an antonym for *reject*.  
.....

## Language Focus

### Sequence Adverbs

Sequence adverbs are used to enumerate the features, reasons, causes, kinds, factors, elements, types, etc. In this unit, these adverbs were used to help us enumerate causes of culture shock and stages of culture shock. Remember that enumerators are valuable key words since they help you to organize your paragraphs more clearly.

*Firstly, secondly, thirdly, fourthly, .....finally*  
*First, second, third, fourth, after that, next, then, ... finally*

**A. Go back to the reading passage and find out the sequence adverbs and their enumerators.**

**B. If you want to do the following, what steps do you follow? List the steps.**

1. cook pizza
2. open a bank account
3. drive a car

**C. Use sequence adverbs to talk about**

- a. causes of smoking
- b. smoking effects
- c. advantages of nuclear power
- d. disadvantages of being unhealthy
- e. problems of city life

---

### ***Vocabulary Definitions or Explanation***

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**1. administrative** /əd'mɪnɪstrətɪv/ **adjective:** relating to the work of managing a company or organization

The job is mainly administrative.

**2. colleague** /'kɑ:lɪ:g/ **noun:** someone you work with, used especially by professional people

She discussed the idea with some of her colleagues.

**3. complicated** /'kɑ:mpləkeɪtɪd/ **adjective:** difficult to understand or deal with, because many parts or details are involved/complex

The brain is like a very powerful, very complicated computer.

**4. conscious** /'kɑ:ŋsəs/ **adjective:** noticing or realizing something / aware

I became conscious of someone watching me.

**5. dampness** /'dæmpnəs/ **noun:** slight wetness in the air

Some people may get shocked due to the dampness in here.

**6. embarrassed** /ɪm'berəst/ **adjective:** feeling nervous and uncomfortable and worrying about what people think of you

Kids get embarrassed if their Mums kiss them in front of their friends.

**7. immodest** /ɪ'mɑ:dɪst/ *adjective*: clothing or behavior that shocks or embarrasses people

Her clothes were drab and immodest.

**8. intriguing** /ɪn'tri:gɪŋ/ *adjective*: something that is intriguing is very interesting because it is strange, mysterious, or unexpected

It is intriguing to note that only one of his books was published during his own lifetime.

**9. jet lag** /'dʒet,læg/ *adjective*: the tired and confused feeling that you can get after flying a very long distance, especially because of the difference in time between the place you left and the place you arrived at

I'm suffering from jet lag, but I'll feel better after a good night's sleep.

**10. potential** /pəʊ'tenʃəl/ *noun*: if people or things have potential, they have a natural ability or quality that could develop to make them very good

She has the potential to become a champion.

**11. proportion** /prə'pɔ:ʃən/ *noun*: a part of a number or amount considered in relation to the whole

The proportion of women graduates has increased in recent years.

**12. reputation** /,repjə'teɪʃən/ *noun*: good name/fame

I am surprised that a company with your good reputation would produce such poor quality goods.

**13. separated** /'sepəreɪt əd/ *adjective*: being apart

David and I have been separated for six months but we're not divorced yet.

5. What features do you think make the stories interesting?
6. Do you think Anton Chekhov put into practice these features?
7. As to the story in this chapter, do you think it is easy to be strong in this world?
8. How can you stand for your own rights?
9. Has anybody ever played tricks on you? Where? When? How? Why?
10. What did you do to that person who played tricks on you?

### *Vocabulary Preview*

**Match the words on the left with their equivalents on the right.**

- |             |                         |
|-------------|-------------------------|
| 1. tutor    | a. reddened             |
| 2. blushed  | b. take off             |
| 3. subtract | c. a silly person/ninny |
| 4. tremble  | d. very angry           |
| 5. gaze     | e. private teacher      |
| 6. furious  | f. shake                |
| 7. nitwit   | g. look                 |

<b><i>Reading</i></b>	<b><i>Passage</i></b>
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### **The Ninny** **Anton Chekhov**

Just a few days ago I invited Yulia Vasilyevna, the **governess** of my children, to come to my study. I wanted to settle my account with her.

“Sit down, Yulia Vasilyevna,” I said to her. “Let’s get our accounts settled. I’m sure you need some money, but you keep standing on ceremony and never ask for it. Let me see. We agreed to give you thirty rubles a month, didn’t we?”

“Forty”.

“No, thirty. I made a note of it. I always pay the governess thirty. Now, let me see. You have been with us for two months”?

“Two months and five days”.

“Two months exactly. I made a note of it. So you have sixty rubles coming to you. Subtract nine Sundays. You know you don’t tutor Kolya on Sundays; you just go out for a walk. And then the three holidays”...

Yulia Vasilyevna blushed and picked at the **trimmings** of her dress, but said not a word.

“Three holidays. So we take off twelve rubles. Kolya was sick for four days – those days you didn’t look after him. You looked after Vanya, only Vanya. Then there were the three days you had toothache, when my wife gave you permission to stay away from the children after dinner. Twelve and seven makes nineteen. Subtract... That leaves... hm... forty-one rubles. Correct”?

Yulia Vasilyevna’s left eye reddened and filled with tears. Her chin trembled. She began to cough nervously, **blew her nose**, and said nothing.

“Then around New Year’s Day you broke a cup and a saucer. Subtract two rubles. The cup cost more than that – it was an **heirloom**, but we won’t bother about that. We’re the ones who pay. Another matter. Due to your carelessness, Kolya climbed a tree and tore his coat. Subtract ten. Also, due to your carelessness, the chambermaid ran off with Vanya’s boots. You ought to have kept your eyes open. You get a good salary. So we **dock off** five more... On the tenth of January you took ten rubles from me”.

“I didn’t,” Yulia Vasilyevna whispered.

“But I made a note of it”.



“Well, yes – perhaps”...

“From forty-one we take twenty-seven. That leaves fourteen”.

Her eyes filled with tears, and her thin, pretty little nose was shining with **perspiration**. Poor little child!

“I only took money once,” she said in a trembling voice. “I took three rubles from your wife... never anything more”.

“Did you know? You see, I never made a note of it. Take three from fourteen. That leaves eleven. Here’s your money, my dear. Three, three, three... one and one. Take it, my dear”.

I gave her the eleven rubles. With trembling fingers she took them and slipped them into her pocket.

“Merci,” she **whispered**.

I jumped up, and began  **pacing** up and down the room. I was in a furious temper.

“Why did you say ‘merci?’” I asked.

“For the money”.

“Don’t you realize I’ve been cheating you? I steal your money, and all you can say is ‘merci!’”

“In my other places they gave me nothing”.

“They gave you nothing! Well, no wonder! I was playing a trick on you – a dirty trick... I’ll give you your eighty rubles, they are all here in an envelope made out for you. Is it possible for anyone to be such a nitwit? Why didn’t you **protest**? Why did you keep your mouth shut? It is possible that there is anyone in this world who is so **spineless**? Why are you such a ninny?”

She gave me a bitter little smile. On her face I read the words: "Yes, it is possible".

I apologized for having played this cruel trick on her, and to her great surprise gave her the eighty rubles. And then she said "merci" again several times, always **timidly**, and went out. I gazed after her, thinking *how very easy it is in this world to be strong*.

Retrieved from [http://www.334433.net/aboaziz/misc/the\\_Ninny.pdf](http://www.334433.net/aboaziz/misc/the_Ninny.pdf)

## After You Read

### Understanding the Text

**A. True or False? Read the statements and check (✓) True, False or Not Given.**

- The governor agreed to accept 30 rubles per month.
- She has worked there for two months and five days.
- She had toothache for 6 days, so she didn't come to work.
- The landlord docked off 15 rubles due to her carelessness.
- She was relaxed when the landlord was settling the account.
- He was really cheating her.
- He gave her eighty rubles at last. He also found another place for her to work.

True	False	NG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### B. Discussion

- Think and try to describe the man and Yulia's appearance in this story for your partners/class.
- Think of at least three adjectives for each of the characters in this story describing their characters.
- Describe Yulia's character and pinpoint the flaws in her character.
- What is the theme of the story?
- Do you think the man in this story did the right thing?

6. What would you do if you were in his shoes?
7. What is your idea about the end of the story, especially the last words?
8. How would you finish the story if you were in place of Chekhov? Do you have any alternatives?

### *Vocabulary Checkpoint*

**A. Read the following sentences and complete them with the words given.** (Note: You may need to change some of these words to match the blank).

pacing	furious	perspire
settle	tremble	

1. She always.....whenever she wants to give a lecture in public.
2. The journalists and the camera crews began to.....in the heat as they were waiting for the president to appear.
3. Payment of your account is now overdue, and we must ask you to.....the account immediately.
4. The bank clerk was late again and the boss was.....with him.
5. The father of the injured boy was.....up and down, waiting for the doctor to call.

**B. Read the following sentences and choose the best option.**

1. **Four.....from ten equals six.**

- a. added                      b. divided                      c. multiplied                      d. subtracted

2. **A woman who lives with a family and teaches their children at home is called a.....**

- a. ninny                      b. playwright                      c. governess                      d. physician

3. **A room in a house used for quiet work such as reading or writing is called a.....**

- a. study                      b. living room                      c. dining room                      d. bathroom

4. **A person who lacks the determination and willingness to take risks is called a .....person.**

- a. furious                      b. spineless                      c. trembling                      d. protesting

5. She usually wears flowery dresses with beautiful.....

- a. trimmings                      b. tears                      c. tricks                      d. tutors

### *Idioms and Expressions*

1. **Not my cup of tea:** something you don't like, something you are not good at or something you don't enjoy doing.

*Football isn't my cup of tea.*

2. **Not stand on ceremony:** *British English* to not worry about the formal rules of polite behavior

*Come on, Mal, don't stand on ceremony here at home.*

3. **Play a dirty/cruel trick on somebody:** to confuse someone or cause problem for them

*I thought I heard something - my ears must have been playing tricks on me.*

*Fate played a cruel trick on him when he was injured in his first game.*



### *Reading Skill*

#### **Reading words in chunks**

In order to be a fast reader, you need to read the words chunk by chunk. Also, reading words in chunks makes it easier to understand the ideas in a sentence better. From now on, when you read a passage try to read it in chunks to see how effective it is.

Example:

Reading word by word: *I'm/ sure/ you/ need /some money, but*  
.....

Reading in chunk: *I'm sure/ you need some money, but/ you keep standing on ceremony.*

Here are some common chunks of words:

❖ *verb+ adverb*

said timidly/ cough nervously

❖ *article+ adjective+ noun*

a good salary

❖ *infinitive +noun*

to be a nitwit

❖ *dependent clause*

when my wife gave you permission

❖ *prepositional phrases*

at the trimmings of her dress

### A. Read aloud the following sentences in chunks.

Then there were the three days you had toothache, when my wife gave you permission to stay away from the children after dinner.

1. With trembling fingers she took them and slipped them into her pocket.
2. I gazed after her, thinking how very easy it is in this world to be strong.
3. Usually all developing countries are suffering from brain drain and developed countries like USA and Canada have brain gain from this phenomenon.
4. It is very important to stop the phenomenon of brain-drain.

### Building Vocabulary

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#### Write down words that go to gather (Collocations)

One way to improve your domain of vocabulary is to write down the words that go together. In this unit you saw some of them such as

*settle my account*

*make a mistake*

*make a note of*

*do harm*

*blow your nose*

*make a decision*

*make mistakes*

*do research*

*do an exercise*

*take a shower*

do homework

take/give an exam

go shopping/swimming

have a party

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## Language Focus

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### Reported Speech

Short story writers use reported speech to report what someone else said without repeating their exact words. In the above passage, the ninny, you saw a lot of direct quotations which need to be reported indirectly when used by someone else to summarize the story. For example,

*"I steal your money, and all you can say is 'merci'!" he said. (direct quotation)*

*He said that he stole her money, and all she could say was 'merci'. (reported speech)*

### Direct speech

If you want to write what someone has said, the simplest way is to repeat the exact words that they had used in quotation marks ("..."). This is called 'direct speech'.

"I really enjoyed the meal," he said.

### Indirect speech

You can also report what someone has said without using quotation marks. This is called 'indirect speech'. The usual way of doing this is to use a clause which begins with + (**that**). For example:

"I'm tired!"

*He said he was tired. OR He said that he was tired.*

### Changing from direct to indirect speech

When changing from direct to indirect speech, you need to change the grammar in certain ways.



Verb tense forms usually need to change. In most cases, you change the present tense into the past tense.

*She said, "I am staying at the Chelsea Hotel."*

*She said that she was staying at the Chelsea Hotel.*

If the direct speech is already in the past tense, you need to put the verb even further back in time, using had. This applies to both past tense and present perfect forms of the verb.

*He said, "I came by bus."*

*He said that he had come by bus.*

If you report something that someone said, which is still true now, you do not need to change the tense of the verb.

*"I want to get married."*

*She said she wants to get married.*

*"Blue's my favorite color."*

*She said that blue's her favorite color.*

If the direct speech contains **will**, **shall**, or **may**, these also need to change.

**will** → **would**

**shall** → **should**

**may** → **might**

*She said, "I will see you soon."*

*She said that she would see us soon.*

You also need to change certain personal pronouns. I and you have to be changed to he and she, unless the original people are still taking part in the conversation. Similarly, my and your need to be changed to his and her.

*Mary said to John, "I saw your cat."*

*Mary said that she had seen your cat.* (if the person who says this is talking to John)

*Mary said that she had seen his cat.* (if the person who says this is not talking to John)

You also need to change times and places which depend on the speaker's point of view.

He said, "I saw the car here yesterday."

He said that he'd seen the car there the day before.

In this case **here** becomes **there** because you are in a different place, and **yesterday** becomes the **day before** because you are now speaking at a later time.

Similarly, **now** becomes **then**, **last week** becomes **the week before**, **two months ago** becomes **two months before**, **tomorrow** becomes **the next day**, and so on. Of course, if the time phrase does not depend on the speaker's point of view, it can be used without change.

He said, "I bought the car in November 1996."

He said he had bought the car in November 1996

#### A. Select the best answer.

1. Tom said, 'I want to visit my friends this weekend.'

- a. Tom said he wants to visit his friends that weekend.
- b. Tom said he wanted to visit his friends that weekend.
- c. Tom said he wanted to visit his friends this weekend.

2. Jerry said, 'I'm studying English a lot at the moment.'

- a. Jerry said he was studying English a lot at that moment.
- b. Jerry said he was studying English a lot at the moment.
- c. Jerry said I was studying English a lot at that moment.

3. They said, 'We've lived here for a long time.'

- a. They said they have lived there for a long time.
- b. They said they lived here for a long time.
- c. They said they had lived there for a long time.

4. 'I get up every morning at seven o'clock.', Peter said.

- a. Peter said he got up every morning at seven o'clock.
- b. Peter said I got up every morning at seven o'clock.

c. Peter said he had got up every morning at seven o'clock.

**B. Change each of the following direct quotes to reported speech.**

1. Alex said, "I am going to meet a friend."  
.....
2. I said, "I've been to Mexico."  
.....
3. Steve said, "I want to go to South Africa."  
.....
4. Allen said, "I'd like to visit there."  
.....
5. John: "Mandy is at home."  
.....
6. Max: "Frank often reads a book."  
.....
7. Susan: "I'm watching TV."  
.....
8. Peggy: "The girls helped in the house."  
.....
9. Stephen and Claire: "We have cleaned the windows."  
.....
10. Charles: "I didn't have time to do my homework."  
.....

**C. Underline at least 5 direct quotations from the passage and change them to reported speech.**

***Vocabulary Definitions or Explanation***

1. **dock off** /dɑ:k a:f/ *verb*: to reduce the amount of money you pay someone as a punishment:  
They docked his pay by 20%.

2. **heirloom** /'erlu:m/ *noun*: a valuable object that has been given by older members of a family to the younger members:  
This ring is a family heirloom.

3. **pace** /peɪs/ *verb*: to walk first in one direction and then in another many times, especially because you are nervous:  
He paced the room nervously.

4. **perspire** /pəˈspaɪr/ *verb*: if you perspire, parts of your body become wet, especially because you are hot or have been doing hard work  
They began to perspire in the heat.

5. **settle** /ˈsetəl/ *verb*: pay money  
I always settle my account in full each month.

6. **spineless** /ˈspaɪnləs/ *adjective*: lacking courage and determination  
she was really spineless.

7. **timid** /ˈtɪmɪd/ *adjective*: not having courage or confidence  
I was a timid child

8. **trimming** /ˈtrɪmɪŋ/ *noun*: pieces of material used to decorate clothes:  
She was wearing a hat with fur trimmings.

9. **whisper** /ˈwɪspər/ *verb*: to speak or say something very quietly, using your breath rather than your voice  
You don't have to whisper, no one can hear us.

1. You've got a very ..... view of life.
2. The babies splashed around at the ..... end of the pool!
3. Poor ..... can cause heart disease in later life.
4. The rivers had been ..... with aluminum.
5. Inspectors also will change their ..... clothes each time they move between fields.
6. I changed her..... because it was fully wet.
7. Theo needs to learn to control his .....
8. The book is ..... into six sections.
9. You walk back to the ....., get the plugs and bring them to me.
10. Nowadays there is more sharing of ..... chores.

<i>Reading</i>	<i>Passage</i>
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### The Paradox of Our Time

The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways, but narrower viewpoints. We spend more, but have less: we buy more, but enjoy less. We have bigger houses, and smaller families; more **conveniences**, but less time; we have more degrees, but less sense; more knowledge, but less judgment; more experts, but more problems, more medicine, but less wellness. We drink too much, smoke too much, spend too **recklessly**, laugh too little, drive too fast get too angrily too quickly, stay up to late, get up too tired, read too seldom, watch TV too much, and pray too seldom.

We have **multiplied** our possessions, but reduced our values. We talk too much, love too seldom and, hate too often. We have learned how to make a living, but not a life. We have added years to life not life to years. We have

been all the way to the moon and back, but have troubles crossing the street to meet a neighbor. We have **conquered** outer space, but not inner space. We have done larger things, but not better things. We have cleaned up the air, but polluted the soul. We have split the atom, but not our **prejudice**.

We write more, but learn less; we plan more, but **accomplish** less; we have learned to rush, but not to wait; we have more computers to hold, more information to produce, more copies than ever, but have less communication. These are the times of fast foods, and slow **digestion**, tall men and short character, steep profits, and shallow relationships. These are the times of world peace, but domestic warfare, more leisure, but less fun, more kinds of food, but less **nutrition**. These days of two incomes, but more divorce of **fancier** houses, but broken homes. These are days of quick trips, disposable diapers, throwaway **morality**, one-night stands, overweight bodies, and pills that do everything from cheer to quiet to kill. It is a time when there is much in the show window, and nothing in the **stockroom**. You make the choice for everything.

Retrieved from [http://www.drirene.com/paradox\\_of\\_our\\_times.htm](http://www.drirene.com/paradox_of_our_times.htm)

### *After You Read*

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#### Understanding the Text

A. Answer the following questions.

1. To what extent do you agree or disagree with the passage?
2. Discuss the following statements in terms of meaning and reality.



- a. We have added years to life not life to years.
  - b. We have conquered outer space, but not inner space.
  - c. We have cleaned up the air, but polluted the soul.
  - d. These days of fancier houses, but broken homes.
  - e. It is a time when there is much in the show window, and nothing in the stockroom.
3. What can be inferred from the passage?

### *Vocabulary Preview*

Match the words on the left with their equivalents on the right.

- |                  |            |
|------------------|------------|
| 1. self-centered | a. honest  |
| 2. frank         | c. selfish |
| 3. forgive       | e. ruin    |
| 4. destroy       | f. calm    |
| 5. serenity      | h. excuse  |

<b><i>Simple</i></b>	<b><i>Poetry</i></b>
----------------------	----------------------

People are often unreasonable, illogical;  
and self-centered  
Forgive them anyway.

If you are kind, people may accuse you  
of selfish, ulterior motives.  
Be kind anyway.

If you are successful, you will win some  
false friends and some true enemies  
Succeed anyway.

If you are honest and frank,  
people may cheat you.

Be honest and frank anyway.

What you spend years building, someone  
could destroy overnight.  
Build anyway.

If you find serenity and happiness,  
there may be jealousy.  
Be happy anyway.

The good you do today,  
people often forget tomorrow.  
Do good anyway.

Give the world the best you have,  
and it may never be enough.  
Give the world the best you have got anyway.

You see, in the final analysis,  
It is between you and God.  
It was never between you and them anyway. *Kent Keith*

### *After You Read*

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#### Understanding the Text

##### A. Answer the following questions.

1. To what extent do you agree or disagree with the poet?
2. How practical do you regard his sayings?
3. Is there any link between the poem and the previous passage? If yes, how?
4. Have you ever tried to put into practice these pieces of advice?
5. How inspirational do you find these two excerpts?

##### B. Select the best answer.

1. He's just being nice. I don't think he has any .....motives.
- a. ulterior                      b. steep                      c. frank                      d. successful

2. A vast amount of the Amazonian rainforest is being ..... every day.
- a. forgiven                      b. destroyed                      c. accused                      d. concurred
3. She cannot control her jealousy.
- a. serenity                      b. envy                      c. fancy                      d. morality
4. Don't let your boss make unreasonable demands on you.
- a. reckless                      b. disposable                      c. illogical                      d. shallow

### Reading Skill

#### Dealing with unfamiliar words

When you are reading a passage in English, you may face some unfamiliar words. To make it worse, when you look up all these unfamiliar words, you may feel disappointed, and this may cause more problems for you and your understanding. The solution to this problem is to try to understand the general meaning of the passage without going deeply into the details. The other solution is to guess the unfamiliar words from words that follow and precede the unknown words. In the excerpts given in this chapter, you definitely faced some unfamiliar words, but the authors' main aim was to help you understand some of the realities of life. In other words, they wanted you to understand the general meaning of the excerpts.

### Building Vocabulary

#### Using prefixes: un-, im-, il-, dis-, ir-,

You can negate the meaning of many adjectives by adding a prefix that means *not*:

For instance, the word *unfamiliar* means *not familiar*.

#### Examples

un-	im-	il-	dis-	ir
unreasonable	imbalance	illiterate	disabled	irresponsible
unimportant	impossible	illogical	disadvantaged	irrational
unsuccessful	immoral	illegal	disagreeable	irregular

A. Add the correct prefix (un-, im-, il-, dis-, ir-) to each adjective below to make its meaning negative.

1. Do you think the price is .....(reasonable)?
2. Those people who don't go to schools are .....(literate); they are unable to read and write.
3. Drug trafficking is .....(legal).
4. I guess my boss is really ..... (responsible). It's been for a year that he hasn't increased my salary.
5. Our project was .....(successful) because it didn't profit that much.

### *Language Focus*

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#### Connecting ideas with **and**, **&** **but**

**And** is used to join two words, phrases, etc., referring to things that are related in some way:

He's gone to get some fish **and** chips.

The film starred Jack Lemmon and Shirley Maclaine.

We've dealt with items one, two, **and** eleven.

He was tall, dark **and** handsome.

He plays the guitar **and** sings folk songs.

She didn't speak to anyone **and** nobody spoke to her.

**But** is used to connect two statements or phrases when the second one adds something different or seems surprising after the first one:

It's an old car, **but** it's very reliable.

They rushed to the hospital, **but** they were too late.

We've invited the boss, **but** she may decide not to come.

It is an expensive **but** extremely useful book.

'Has he got any experience?' 'No, **but** he's keen to learn.

We have taller buildings, **but** shorter tempers.

A. Complete the following sentences with **and** or **but**.

1. I'd like to go .....I'm too busy.
2. More ..... more people are losing their jobs.
3. They would have married sooner, ..... they had to wait for her divorce.

4. I missed supper ..... I'm starving!
5. She fell downstairs ..... broke her leg.
6. He lied to the court not just once, ..... on several occasions.
7. The purpose of the scheme is not to help the employers ..... to provide work for young people.
8. She took some medicine ..... threw up.
9. What can we do but sit ..... wait?
10. I had no choice ..... to accept the challenge.
11. This is .....one example of what can happen when things go badly wrong.

### Vocabulary Definitions or Explanation

1. **accomplish** / ə'kɑ:mplɪʃ / *verb*: to succeed in doing something, especially after trying very hard /achieve  
Amy's very proud of what she's accomplished.

2. **conquer** / 'kɑ:ŋkə / *verb*: to gain control over something that is difficult, using a lot of effort/ overcome  
She was determined to conquer her fear of flying.

3. **convenience** / kən'vi:niəns / *noun*: the quality of being suitable or useful for a particular purpose, especially by making something easier or saving you time.  
Most of us like the convenience of using credit cards to buy things.

4. **digestion** / daɪ'dʒestʃən / *noun*: the process of digesting food  
Too much tea is bad for your digestion.

5. **fancy** / 'fænsi / *adjective*: having a lot of decoration or bright colors, or made in a complicated way  
I just want a basic sports coat - nothing fancy.

6. **leisure** / 'li:ʒə / *noun*: time when you are not working or studying and can relax and do things you enjoy  
Watching television is now the nation's most popular leisure activity.

7. **morality** / mə'ɹæləti / **noun:** beliefs or ideas about what is right and wrong and about how people should behave  
I have to question the morality of forcing poor people to pay for their medical treatment.

8. **multiply** / 'mʌltəplaɪ / **verb:** to increase by a large amount or number, or to make something do this  
The amount of information available has multiplied.

9. **prejudice** / 'predʒədɪs / **noun:** bias  
Women still face prejudice in the workplace.

10. **recklessly** /'rekləsli / **adverb:** not caring or worrying about the possible bad or dangerous results of your actions  
young men are recklessly risking their lives in dangerous sports.



## Vocabulary Preview

Match the words with the kinds of people they describe.

- |                 |   |
|-----------------|---|
| 1. virtuous     | a. a person who is wise because he or she has an understanding of what will happen in the future                      |
| 2. gifted       | b. a person who has a strong wish to be successful, powerful or rich  |
| 3. ambitious    | c. a person who has a special ability in a particular subject or activity   |
| 4. enterprising | d. a person who behaves in a very honest and moral way  |
| 5. far-sighted  | e. a person who has a lot of money, or enough money to have a good standard of living                                 |
| 6. well-off     | f. someone who publicly supports someone or something   |
| 7. intellectual | g. someone who gets advantages from an action or change   |
| 8. beneficiary  | h. someone who is intelligent, and well-educated who spends time thinking about complicated ideas and discussing them |
| 9. advocate     | i. someone who has the ability to think of new activities or ideas and make them work                                 |

## Equality

Why, in free and open societies such as those of Western countries, are some people better-off than others: not necessarily wiser, nicer, happier or more virtuous, but better-off? The causes of differences in income and wealth are complex and various, and people will always disagree on how they apply to particular societies, groups or individuals. But, such differences result from people's different **aptitudes** and **motivations**, and also to some extent from chance **circumstances**. Some people are gifted, hard-working, ambitious and enterprising, or had far-sighted parents, and they are therefore 10 times more likely to become well-off.

People differ in economic aptitudes as they do in artistic, intellectual, musical and athletic abilities. In particular, they differ in their ability to understand and use economic opportunities. *Readiness to take advantage of economic opportunities is of great significance in explaining economic differences in open societies.* The opportunities **seized** by such men as Thomas Edison, Henry Ford, Lord Northcliffe or Sir Isaac Wolfson were open to most people in their countries. The same applies elsewhere; see the many Chinese and Japanese *nouveaux riches* in the East. Income differences resulting from readiness to benefit from economic opportunities will be especially wide if there is rapid social, economic and technical change, including the development of new products and the opening up of new markets.

Today social justice has come to mean equal incomes. Why should this be so? It is not clear why it should be just to punish those who are most productive and to favor those who produce less. This conclusion is supported when it is remembered that relatively well-off people have often given up leisure, enjoyment and **consumption**. This is but one instance of a wider issue. Income differences or changes in income and the nature of poverty cannot be discussed seriously without examining how they have happened.

In general, *the policy termed redistribution benefits some people by taking part of the incomes of others*. The beneficiaries may be poor, but this is by no means always so. Major beneficiaries of redistribution include its advocates, organizers and administrators, mainly politicians and civil servants. On the national level, the operation of the welfare state makes two quite different forms of redistribution: wealth transfers between groups and redistribution of responsibility between the agents of the state and private citizens. Welfare state policies do not always redistribute income between the rich and the poor. They do not necessarily redistribute income even among individuals. The same people may be taxed at some times and **subsidized** at others.

The large taxes, including direct taxes, paid by the poor in the welfare states of the West make clear that, contrary to what is widely believed, the welfare state is not simply an agency of redistribution from rich to poor. For example, in Britain a single man earning £25 a week

one-half of the average unskilled wage) paid direct taxes. Those who earn the average wage of manual workers and have two children pay large direct taxes. Both categories also pay heavy indirect taxes.

Old age, ill-health, the bringing-up of children, and housing should be paid for out of one's income, and for which adults can be expected to provide by saving or insurance. In many Western countries, however, **provision** for these has come to be **taken over** largely by the state. Such provision is necessarily financed by taxation. As a result, many people's post-tax income becomes like pocket-money which is not required for major necessities and dangers of life, because these are paid for by taxes largely taken from themselves. This policy treats adults as if they were children. Adults manage incomes: children receive pocket-money. *The redistribution of responsibilities implied in the operation of the welfare state means the reduction of the status of adults to that of children.*

Retrieved from <http://www.testprepreview.com/modules/reading.htm>

**After You Read**

**Understanding the Text**

**A. True or False? Read the statements and check (✓) True, False or Not Given.**

1. Some people are better-off because of their intelligence.
2. Thomas Edison was better-off because of his far-sighted parents.
3. The opening of new markets can result in income differences.
4. Rich people have often given up leisure, enjoyment and consumption.
5. Progressive taxation is a good way to redistribute wealth.

True	False	NG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. Select the best possible answer.**

1. The first sentence of paragraph 1 asks the question "Why, in free and open societies...are some people better off than others. Which of the following statements best summarizes the answer given in paragraph 1?
  - a. Many people work hard and so earn more.
  - b. There is no one answer to this question
  - c. People have different abilities and opportunities in life.
  - d. Sadly these differences in income will always exist.
  
2. The author suggests that men such as Thomas Edison and Henry Ford were successful because they ....
  - a. took advantage of new situations.
  - b. were hard working like the Chinese.
  - c. were richer than other people.
  - d. were much cleverer than most people
  
3. Which one of the following statements would the author agree with?
  - a. A coal miner works as hard as a doctor so should be paid the same.
  - b. Progressive taxation is a good way to redistribute wealth.
  - c. No man should suffer economically because he is less intelligent than another man.



d. The Welfare State is not the best way of caring for the old and the sick.

**4. According to the author the "welfare state" is a system which redistributes income from ....**

- a. one group to the government
- b. one group to another group
- c. the very rich to the poor
- d. one individual to another

**5. The example given in paragraph 5 "In Britain in 1978, a single man earning £25 ... paid direct taxes" serves to show that ....**

- a. a married man pays less tax than a single man
- b. the poor are taxed as well as the rich
- c. the wages in 1978 were relatively high
- d. a poor man pays less tax than a rich man

**6. Which word is closest in meaning to "circumstances"?**

- a. situations
- b. motivations
- c. aptitudes
- d. opportunities

**7. Which word is closest in meaning to "particular"?**

- a. ambitious
- b. enterprising
- c. special
- d. intellectual

**8. Which word is closest in meaning to "significant"?**

- a. enterprising
- b. important
- c. extensive
- d. reinforced

**9. The .....people are those who outperform others in the society because they are cleverer.**

- a. gifted
- b. better-off
- c. virtuous
- d. various

**10. £50 would help to .....the training of an unemployed teenager.**

- a. seize
- b. motivate
- c. subsidize
- d. consume

**11. What does "they" in line 9 refer to?**

- a. parents
- b. times
- c. people
- d. circumstances

**12. What does "its" in line 31 refer to?**

- a. policy
- b. redistribution
- c. part
- d. income



## After You Read

### Understanding the Text

A. True or False? Read the statements and check (✓) True, False or Not Given.

1. Some people are better-off because of their intelligence.
2. Thomas Edison was better-off because of his far-sighted parents.
3. The opening of new markets can result in income differences.
4. Rich people have often given up leisure, enjoyment and consumption.
5. Progressive taxation is a good way to redistribute wealth.

True	False	NG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Select the best possible answer.

1. The first sentence of paragraph 1 asks the question "Why, in free and open societies...are some people better off than others. Which of the following statements best summarizes the answer given in paragraph 1?"
  - a. Many people work hard and so earn more.
  - b. There is no one answer to this question
  - c. People have different abilities and opportunities in life.
  - d. Sadly these differences in income will always exist.
2. The author suggests that men such as Thomas Edison and Henry Ford were successful because they ....
  - a. took advantage of new situations.
  - b. were hard working like the Chinese.
  - c. were richer than other people.
  - d. were much cleverer than most people
3. Which one of the following statements would the author agree with?
  - a. A coal miner works as hard as a doctor so should be paid the same.
  - b. Progressive taxation is a good way to redistribute wealth.
  - c. No man should suffer economically because he is less intelligent than another man.

d. The Welfare State is not the best way of caring for the old and the sick.

4. According to the author the "welfare state" is a system which redistributes income from ....

- a. one group to the government
- b. one group to another group
- c. the very rich to the poor
- d. one individual to another

5. The example given in paragraph 5 "In Britain in 1978, a single man earning £25 ... paid direct taxes" serves to show that ....

- a. a married man pays less tax than a single man
- b. the poor are taxed as well as the rich
- c. the wages in 1978 were relatively high
- d. a poor man pays less tax than a rich man

6. Which word is closest in meaning to "circumstances"?

- a. situations
- b. motivations
- c. aptitudes
- d. opportunities

7. Which word is closest in meaning to "particular"?

- a. ambitious
- b. enterprising
- c. special
- d. intellectual

8. Which word is closest in meaning to "significant"?

- a. enterprising
- b. important
- c. extensive
- d. reinforced

9. The .....people are those who outperform others in the society because they are cleverer.

- a. gifted
- b. better-off
- c. virtuous
- d. various

10. £50 would help to .....the training of an unemployed teenager.

- a. seize
- b. motivate
- c. subsidize
- d. consume

11. What does "they" in line 9 refer to?

- a. parents
- b. times
- c. people
- d. circumstances

12. What does "its" in line 31 refer to?

- a. policy
- b. redistribution
- c. part
- d. income

13. The word "they" in line 37 refers to  
a. the rich      b. the poor      c. policies      d. individuals

14. The word "others" in line 39 refers to  
a. people      b. individuals      c. other times      d. taxes

15. What does "these" in line 53 refer to?  
a. taxes      b. necessities  
c. dangers      d. necessities and dangers

### C. Answer the following questions.

1. To what extent do you agree with the passage?
2. What is redistribution plan? How effective is it?
3. Do you have the same definition for financial equality?
4. According to the passage, why are some people better-off?
5. What is your conclusion of this passage?

## Reading Skill

### Strategies for reference questions

There are a few points which are important to keep in mind when answering reference questions.

- a. When answering reference questions be aware that the noun closest to the reference word may be always be the correct answer. You can have a look at "they" in line 7. The reference is not parents although it is closest to "they".
- b. If you don't know which of the four choices is the correct answer to a reference question, substitute the choices for the reference word.
- c. You need to pay attention to the singularity and plurality of the reference word.

## Building Vocabulary

### Compound words

*Compound words* are made by combining two shorter words. Compound words can further be classified into compound adjectives and compound nouns.

**Compound adjective**

A compound adjective is made up of two parts. It is usually written with a hyphen (-), e.g. *well-dressed*, *blue-eyed*, *rosy-cheeked*, and *two-faced*.

You can understand the meaning of a compound adjective by breaking it down into its simpler parts.

For instance, *well-dressed* means a person who dresses nicely or well.

Another group of compound adjectives has a preposition in its second part, e.g. *well-off*, *hard-up*, and *built-up*.

**Compound noun**

A compound noun is made up of more than one word and functions as a noun, e.g. *alarm clock*, *tea-bag*, *bus stop*, *blood donor*, *brain drain*, *babysitter*, etc.

You can also understand the meaning of a compound noun by breaking it down into its simpler parts.

It is again another technique to learn new words and broaden your domain of vocabulary.

**A. Underline the compound words in the following sentences. Then explain what each one means or provide a synonym.**

1. While some families are quite well-off, others cannot make ends meet.

.....

2. He earned pocket money by repairing furniture for neighbors.

.....

3. Britain has suffered a huge brain drain in recent years.

.....

4. I promised the babysitter that we'd be home by midnight.

.....

5. He's got far-sighted parents to take care of his future.

.....

6. I am quite hard-up. Could you possibly lend me some money?  
.....

7. I can't really stand junk food, can you?  
.....

8. I love these shoes and, although they're worn-out, I can't throw them away.  
.....

9. Some people are good-tempered, while others are ill-tempered.  
.....

10. The man is wearing a brand-new open-necked shirt.  
.....

## ***Language Focus***

### ***Relative pronouns***

#### **Relative pronouns as subjects**

I like **people**. **They** are far-sighted.

I like people **who/that** are far-sighted.

I like **people**. **They** are hard-working.

I like people **who/that** are hard-working.

#### **Relative pronouns as objects**

I prefer **someone**. I can rely on **him** easily.

I prefer someone on **whom** I can rely.

I prefer **someone**. I have fun with **him**.

I prefer someone with **whom** I have fun.

A. Match the information in columns A and B. Then rewrite each pair to form one sentence. Use a relative pronoun if necessary.

- |   |  |
|---|--|
| <b>A</b><br>1. I don't like people .....            | <b>B</b><br>a. I don't feel relaxed around them. |
| 2. I prefer a classmate.....                        | b. These people are troublesome.                 |
| 3. My ideal father is .....                         | c. He/ She is gifted.                            |
| 4. I don't like to be with people....               | d. He is supportive and far-sighted.             |
| 5. I want to discuss my problems with friends ..... | e. These people are helpful                      |

B. Complete the following sentences.

- I don't like people.....
- My ideal teacher is someone.....
- ..... is someone who regards equality.
- ..... is someone who takes people's rights into account.
- I hate someone .....

**Vocabulary Definitions or Explanation**

- aptitude** /'æptɪtʃu:d/ **noun**: natural ability or skill, especially in learning  
He has a natural aptitude for teaching.
- circumstance** /'sɜ:kəmstæns/ **noun**: the conditions that affect a situation, action, event etc  
I can't imagine a circumstance in which I would be willing to steal.
- consumption** /kən'sʌmpʃən/ **noun**: the act of eating, smoking and drinking  
The government is urging people to reduce their water consumption.



4. **motivation** /,mouʔə'veɪʃən/ **noun**: willingness to do something without needing to be told or forced to do it  
Jack is an intelligent pupil, but he lacks motivation.

5. **provision** /prə'veɪʒən/ **noun**: when you provide something that someone needs now or in the future  
The provision of childcare facilities is important.

6. **seize** /si:z/ **verb**: to quickly and eagerly do something when you have the chance to  
I seized the chance to enter my favorite university.

7. **subsidize** /'sʌbsədaɪz/ **verb**: if a government or organization subsidizes a company, it pays part of its costs  
Farming is subsidized a lot by the government.

8. **take over** /teɪk 'ou.və/ **phrasal verb**: to take control of something  
Ruth moved into our apartment and promptly took over.

## Persian Gulf

The Persian Gulf, in Southwest Asia, is located between Iran and the Arabian Peninsula with a length of 989 kilometers. It is historically and commonly known as the Persian Gulf, but it is sometimes **controversially referred** to as the *Arabian Gulf* or simply *The Gulf* by most Arab states, and Gulf of Basra by Turkey, although none of the latter three terms is recognized internationally. Although Arab countries used the term "Persian Gulf" until the 1960s as well, with the rise of Arab nationalism during that decade, some Arab countries used the term "Arabian Gulf". The term Arabian Gulf was formerly used to refer to what is now known as the Red Sea.

Iran covers most of the northern **coast** and Saudi Arabia most of the southern coast of the Persian Gulf. The waters are overall very shallow, with a maximum depth of 90 meters and an average depth of 50 meters. In 550 B.C, the Achaemenid Empire established the first Persian Empire in Pars in Iran. **Consequently** in the Greek sources, the body of water that bordered this **province** came to be known as the Persian Gulf. Countries with a coastline on the Persian Gulf are: Iran, Oman, United Arab Emirates (UAE), Saudi Arabia, Qatar, Bahrain, Kuwait and Iraq in the northwest.

In 2004, the National Geographic Society changed the name of the Persian Gulf by adding the name "Arabian Gulf" in parentheses beneath "Persian Gulf" on its maps. Iranians showed their anger by writing a long letter to them. Iranians also **banned goods** with the name Arabian Gulf on them. Even computer techies made a "Google bomb," making the search engine to show the search result as this: Type "Arabian Gulf" on Google, and the first link is to a Web site that **announces**, "The gulf you are looking for does not exist. Try Persian Gulf." Foreign airlines which do not use the term "Persian Gulf" are also banned from Iran's airspace. On the other hand, UAE government omitted the word Persian Gulf from all the books throughout its country.

Researchers claim that it has always been called Persian Gulf even long before the time of Pars Empire. In all modern and ancient historical maps and atlas, the water at the south of Iran has been **registered** as Persian Gulf. It is interesting to know that in the end both the National Geographic Society and Arab States **gave up** their claim and accepted their mistakes, though the controversy still exists. The Islamic Republic of Iran announced April 30th as the "national day of Persian Gulf", since the date **coincides** with the **anniversary** of Shah Abbas' success against the Portuguese navy in the Persian Gulf.

Retrieved from [http://en.wikipedia.org/wiki/Persian\\_Gulf](http://en.wikipedia.org/wiki/Persian_Gulf)

# After You Read

## Understanding the Text

A. True or False? Read the statements and check (✓) True, False or Not Given.

- 1. The width of the Persian Gulf is 989 kilometer.
- 2. Saudi Arabia has the longest coastline to the Persian Gulf.
- 3. United Nations changed the name of the Persian Gulf.
- 4. Before the time of the Pars Empire, the Persian Gulf was called the Gulf.
- 5. Arabian Gulf was formerly called "the Red Sea".

True	False	NG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Select the best possible answer.

- 1. The Persia Gulf is situated.....
  - a. in the southeast of Asia
  - b. in southern part of Saudi Arabia
  - c. between Iran and Saudi Arabia
  - d. beneath UAE
  
- 2. What does the author imply in the above passage?
  - a. It should be the Arabian Gulf.
  - b. The Arab states must refuse to give up their claims.
  - c. Persian Gulf always remains Persia Gulf.
  - d. National Geographic Society must be punished.
  
- 3. Which country is considered as not having a coastline with the Persian Gulf?
  - a. India
  - b. Iraq
  - c. Bahrain
  - d. Oman
  
- 4. According to the passage, which country omitted the word "Persian Gulf" from its books?
  - a. United States
  - b. United Arab Emirates
  - c. Saudi Arabia
  - d. Kuwait

5. What date is considered as the national day of Persian Gulf in Iran?  
 a. April 30<sup>th</sup>  
 b. March 2<sup>nd</sup>  
 c. January 10<sup>th</sup>  
 d. February 3<sup>rd</sup>

C. Complete the following sentences with the words given. One word is extra. (Note: You may need to change some of these words to match the blank).

refer	locate	Ban	Establish
announce	coincide	Recognize	Exist

- Mom, I can't come to your wedding anniversary because it.....with my son's birthday.
- The controversial novel, *1984* by George Orwell, was.....in several countries.
- Americans.....to North Korea as a terrorist country.
- The government.....the date and location of the festival on T.V.
- Their central office is.....in the city center.
- The U.S. has not.....the Cuban government since 1961.
- The university was.....in 1987 and later rebuilt in 2002.

**Idioms and Expressions**

- Be (like) water off a dock's back:** criticisms of or warnings to a particular person that have no effect on that person  
*I've told him that he's heading for trouble, but he doesn't listen - it's just water off a duck's back.*
- A gulf between.....:** a great difference between two groups  
*There is a wide gulf between the rich and the poor in the country.*
- A sea of something:** a large number or quantity of something.  
*She looked out of the window and saw a sea of cars.*
- Water under the bridge:** problems that someone has had in the past that they do not worry about because they happened a long time ago and cannot now be changed  
*Yes, we did have our disagreements but that's water under the bridge now.*



## Extensive reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. Do not worry if you understand each word.

### *Examples of Extensive Reading*

❖ A novel you read before going to bed

## Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact. In intensive reading, it is required to refer at very moment to the dictionary about the grammar of the text itself

### *Examples of Intensive Reading*

Reading a small piece of poem

## Building Vocabulary

### Learning New Words through Roots

One of the most enjoyable ways of learning and memorizing the new words in a language is to know their roots. In English most of the words have Greek or Latin roots. Even the new words invented these days are mostly based on the same old roots. Knowing these roots will help us better register the new words in our memory. An example of words originating from the same roots is the root **ann** or **en**. They both mean **year** and come from Latin. So we have some words in English such as the following originating from this root.

**ann** or **enn**: year

1. **anniversary (n)**: the yearly celebration of an event

*We always celebrate our wedding anniversary with dinner in an expensive restaurant.*



2. **superannuated (adj)**: very old  
*He has a superannuated car.*

3. **annuity (n)**: a fixed amount of money paid to someone every year  
*She receives a small annuity.*

4. **millennium (n)**: a period of 1000 years  
*They celebrated the millennium.*

5. **perennial (adj)**: lasting a very long time, or happening repeatedly or all the time  
*We face the perennial problem of not having enough money.*

6. **annals (n)**: historical records  
*The signing of the Treaty of Rome was the greatest event in the annals of European integration.*

A. Now these words are taken from the previous units. Group them according to their roots. If you can't guess the meanings, go and check them in dictionary and try to find how they are related. Provide an example for each of the words.

punctual, alternative, colleague, avenue, captain, manual, coincide, rupture, intervene, disrupt, amphibian, capital, alter, manuscript, co-worker, incidental, advent, ambiguous, poverty, amphitheater, convenience, bankrupt, punctuation, incident, erupt, manufacture, surroundings, alter ego, interrupt, capitalism, decapitate, around, poor, man, management, corrupt, puncture

1. alter:
2. capt:
3. co:
4. rupt:
5. amph:
6. man:
7. incident:
8. round:
9. poor:
10. Puct:
11. Vene:

### Active vs. Passive Structures

We often use passive structures when we want to talk about an action, but are not interested in saying who or what does/did it. In other words, in the passive the object of an active verb becomes the subject of a passive verb. If we are willing to mention the subject of an active verb too, we can use **by**. The noun that follows **by** is called an **agent**. It is important to remember that only **transitive** verbs can be changed into passive. Transitive verbs are those verbs such as give, see, visit etc which have or need an object. They are in contrast to **intransitive** verbs.

**Active:** We use an *active verb* to say *what the subject does*. Examples are:

- **The teacher announces** the results of the exam in the class.
- **The government banned** all his books.

**Passive:** We use a *passive verb* to say *what happens to the subject*. Examples are:

- **The results of the exam are announced** in the class.
- **All his books were banned** by the government.

*Note: the passive structures are:*

**be (am, is, are, was, were, been etc)+ the past participle**

Tense	Active	Passive
Simple Present	John visits the man.	The man is visited.
Present Progressive	John is visiting the man.	The man is being visited.
Simple Past	John visited the man.	The man was visited.
Present Perfect	John has visited the man.	The man has been visited.

### Exercise 1

*Change the following sentences into passive form. (Regular Verbs)*

1. Ben often helps his dad.
2. National Geographic Society provoked anger among Iranian.
3. She can easily influence people.
4. The doctors have attributed the cause of the illness to an unknown virus.
5. Mr. Brown always motivates his children to study more.
6. I have accomplished nothing since I left my job.

7. The mountains separate the south and north of the country.
8. Susan returned the book to the library on time.

### Exercise 2

*Change the following sentences into passive. (Irregular Verbs)*

1. Iranians speak Farsi.
2. Lolita gave the world map to her sister.
3. The police found his notes after his death.
4. An ambulance took the injured man to the hospital.
5. Chekhov grew up in Russia.
6. The engineers built a tall tower near the sea.
7. Shakespeare wrote *Hamlet*.
8. Mrs. Hanks made a delicious soup.

### Exercise 3

*Change the active to passive if possible. Some verbs are intransitive and cannot be changed.*

1. He fell asleep and forgot to turn the T.V. off.
2. An accident happened on Palm Avenue.
3. Persian Gulf existed long time before the Pars Empire.
4. They handed out food in the streets.
5. The earthquake has torn buildings apart.
6. The sun rises at six o'clock in the morning.
7. My father died a few years ago.

### Exercise 4

*Change the following sentences into passive. Work in pairs, or in groups. (The one who asks the question opens his/her book and the one who answers should close his/her book)*

*Example:*

Student A (book open): Jane saw her mother.

Student B (book closed): Her mother was seen.

1. They invite their grandparents to the wedding party.
2. She is buying shoes at the shoe store.
3. He woke me up in the morning.
4. They have made a mistake.
5. My classmate helped me a lot.

### *Vocabulary Definitions and Explanations*

1. **anniversary** /ˌænɪˈvɜːsəri/ **noun**: the day on which an important event happened in a previous day  
Tomorrow is the thirty first anniversary of the revolution.

2. **announce** /əˈnaʊns/ **verb**: to state or say something officially  
They announced the death of the famous football player in the paper.

3. **ban** /bæn/ **verb**: to say that something must stop or must not happen  
That film was banned in China.

4. **coast** /kəʊst/ **noun**: the land near the sea  
Florida coast is very beautiful.

5. **coincide** /ˌkɔʊnˈsaɪd/ **verb**: to happen near or at the same time  
Her birthday coincided with her final exams at the university.

6. **consequently** /ˈkɒːnsəkwəntli/ **adverb**: as a result  
I spent all my money in the first week and consequently had very little to eat.

7. **controversial** /ˌkɒːntrəˈvɜːʃəl/ **adjective**: causing disagreement and discussion  
The book was very controversial.

8. **give up** /gɪv ʌp/ **phrasal verb**: to stop  
He gave up smoking after marriage.

9. **goods** /gʊdz/ **noun**: things that you buy or sell  
That shop sells electrical goods.

10. **province** /'prɑ:vɪns/ **noun:** a part of a country  
Gilan and Mazandaran are northern provinces in Iran.

11. **refer** /rɪ'fɜ:r/ **verb:** to talk or write about somebody or something  
He always refer to his dormitory as a cage.

12. **register** /'redʒəstər/ **verb:** to record  
She registered her name in a famous high school.

7. How often are you ill?  
 a. all the time    b. quite often    c. rarely    d. never
8. Do you suffer from any mental health problems?  
 a. yes    b. no    c. don't know
9. On average how many hours do you study per week?  
 a. 10 hours or less    b. 11 to 20 hours  
 c. 21 to 30 hours    d. 30 to 40 or more hours

C. Ask and answer the preceding as well as the following questions.

1. Do you believe in "Health is Wealth" and how healthy are you?
2. Do you consider yourself as a happy or sad person?
3. Do you have a healthy diet?
4. Do you exercise regularly?
5. Do you drink at least 8 glasses of water a day?
6. Do you get enough sleep every day?
7. Do you know how to say no to others?
8. Do you know how to attain healthier gums and teeth?
9. Do you know to get rid of the negative thoughts you hear?
10. What are your favorite vegetables and how can you include more of them in your diet today?

<i>Reading</i>	<i>Passage</i>
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### Tips to Live a Healthier Life

Our body is our **temple**, and we need to take care of it to have a healthy life. Do you know that a shocking over 65% of Americans are either obese or overweight? That's insane! Think of



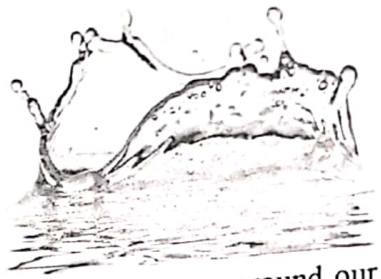
your body as your physical **shell** to take you through life. If you repeatedly **abuse** it with unhealthy food, your shell will wear out quickly. While you



may look okay on the outside, on the inside, your arteries are getting clogged up with cholesterol.

Good health isn't just about healthy eating and exercise – it also includes having a positive mental health, healthy self-image and a healthy lifestyle. In this article, some vital tips to live a healthier life are proposed.

**1. Drink more water.** Most of us actually don't drink enough water every day. Water is essential for our body to function – Do you know over 60% of our body is made up of water? Water is needed to carry out our body functions, remove waste and carry nutrients and oxygen around our body.



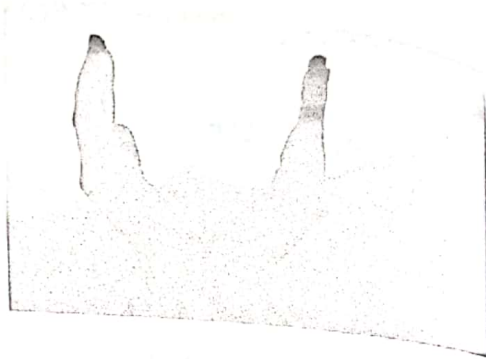
Furthermore, drinking more water alone actually aids in losing weight. The researchers believe that it's because drinking more water helps fill your stomach, making you less hungry and less likely to overeat. When you regularly drink water, your body knows that it's going to get its supply of fluids, so it doesn't try to retain more water.

The amount of water we need is dependent on various factors such as the humidity, our physical activity, and your weight, but generally we need 2.7-3.7 litres of water **intake!** Since food intake contributes about 20% of our fluid intake, that means we need to drink about 2.0-3.0 litres of water, or about 8-10 glasses (now you know how the 8 glasses recommendation came about!).

2. **Get enough sleep.** When you don't rest well, you **compensate** by eating more. Usually it's junk food. Get enough rest and you don't need to snack to stay awake. Also, lack of sleep causes premature aging.

3. **Meditate.** Meditation **quietens**

your mind and calms your soul. It's possible to do it anywhere, whether at home or when you are commuting. It is not so difficult. First, find your meditation spot. Then, sit in a



comfortable position, clear your mind and simply sit back and observe the inner dialogue playing in your mind. Let them float by. What are you thinking? What are you feeling? Just observe; don't engage. Many people probably think that in meditation, they have to force themselves not to think and block out all their mental thoughts. It is really quite the opposite. You let your mind continue to think, but you don't **engage**. You take the role of a passive observer and watch them from the back of your head. Now, you can end your meditation

4. **Exercise.** Not just a few times a week, but every day. Movement is life. Research has shown that exercising daily brings **tremendous** benefits to our health, including increase of life span, lowering of risk of diseases, higher bone density and weight loss. Increase activity in your life. Choose walking over transport for close distances. Climb the stairs instead of taking the lift. Join some aerobics classes.

**5. Eat more fruits and vegetables.** Fruits are a **plethora** of vitamins and minerals. Do you know that oranges offer more health benefits than Vitamin C pills? Taking in **synthetic supplements** are not the same as consuming the foods direct from nature. Like fruits, vegetables are important for the well-being of our health. Experts suggest that we should have 5-9 servings of fruits/vegetables, and unfortunately most people don't even have at least 5 servings! Fill your palate with these 10 most nutritious fruits and vegetables: watermelon, apricots, apple, cantaloupe, grapefruit, kiwi, strawberries, kidney beans, black beans, button mushrooms and carrots.



**6. Love yourself.** How much do you love yourself on a scale of 1-10? Why? How can you love yourself more starting today?



**7. Purge negativity from yourself and negative people from your life.** You don't need negativity from yourself either. Listen in on the thoughts that come up in your mind and **get rid of** the negative thoughts you hear. In addition, you don't need toxic people in your life. If you feel that a friend is overly critical or negative, then **let him/her go**.

**8. Stop eating when you feel full.** Many of us rely on external cues to tell when we're full, such as whether everyone has finished eating, whether your plate was empty or not. These are irrelevant – you should look at internal cues, such as whether your stomach feels full or not. Don't feel obliged to eat just because there's still food at the plate.

**9. Learn to say no.** Don't feel like you've to eat just because you're out with your friends, or because other people offer you food. Simply say no and say you're not hungry if you don't feel like eating.

**10. Stop smoking.** It has been extensively proven that smoking is detrimental to health, severely increasing the risk of lung cancer, kidney cancer, heart attack, and more. Smoking "light" cigarettes does not decrease health risks. **Bottom line** – if you're a smoker, quit for better health of not just yourself, but also your family and friends.

**11. Exercise good dental hygiene.** Not only does good hygiene make you a lot more desirable, it is linked with better health. Brush your teeth twice a day, rinse your mouth after each meal and floss your teeth at night.

**12. Hang out with healthy people.** You're the average of the 5 people you spend the most time with, so the more time you spend around healthy people, the better it is. Eat with people who are health conscious and get **workout** buddies. It makes healthy living even more fun.

*Retrieved From <https://personalexcellence.co/blog/healthy-living/>*

## After You Read

### Understanding the Text

A. Select the best possible answer.

1. What percentage of Americans are well-fitted?

- a. 5%                      b. 15%                      c. 35%                      d. 65%

2. According to the passage, how many times is it recommended to brush your teeth and when should you floss your teeth?

- a. once- in the morning                      b. twice- in the morning  
c. twice- at night                      d. three times –at night

3. Which of the following is among the effects of smoking on health?

- a. increasing the risk of lung cancer  
b. increasing the risk of kidney cancer  
c. increasing the risk of heart attack  
d. all of the above

4. According to the passage, premature aging is as a result of

- a. not getting enough water  
b. not Eating enough fruits and vegetables  
c. lack of sleep  
d. eating even when you feel full

5. The word *quieten* in the third paragraph is closest in meaning to .....

- a. irritate  
b. to (cause someone to) become calmer  
c. to (cause someone to) become less noisy  
d. b and c

5. The word *it* in line 2 refers to.....

- a. body                      b. shell                      c. life                      d. food

6. Which statement is true about *meditation*?

- a. It quietens your mind and calms your soul  
b. It is mainly a physical exercise  
c. In meditation, people have to force themselves not to think and block out all their mental thoughts



d. In meditation, you should engage in your mind's thinking.

**7. What is the antonym of the word *tremendous*?**

- a. very great in amount or level
- b. extremely good
- c. expected and insignificant
- d. fantastic

**8. According to the author, which of the followings is among the benefits of barefoot walking/running?**

- a. better posture,
- b. less stress for your feet
- c. less stress for your joints
- d. a, b, and c.

**9. What does *these* in paragraph 8 refer to?**

- a. internal cues
- b. external cues
- c. many of us
- d. everyone

**10. According to the passage, how lack of sleeping is compensated?**

- a. midday naps
- b. usually, eating more junk foods
- c. breathing deeply
- d. walking

**11. What is so significant about eating healthy?**

- a. It helps you to lose weight.
- b. It involves good things to eat.
- c. It can not only help me to form a good eating habit, but also achieve overall health.

**12. What kinds of foods should be selected for your healthy eating program?**

- a. Natural foods such as vegetables and fruits in season with little pollution.
- b. Processed foods with additives.
- c. McDonald's and KFC.



**13. How to make sure that you consume healthy foods in favor of your health improvement?**

- Snacking can take the place of meals.
- Eat various kinds of healthy foods with proper preparation methods.
- Eat as much as you can with each meal.

**B. Ask and answer the following questions.**

- Name some vital tips for living a healthier life.
- Is good health just about healthy eating and exercise?
- Among the tips mentioned above, which health tips are most applicable for you right now ?
- Do you think lifestyle patterns differ from culture to culture? If yes, how?
- Will you share these health tips with your family and friends too to help them stay healthy?

### Idioms and Expressions: Body idioms

**1. Apple of your eye:** A person, usually a child, who is the apple of your eye is one for whom you have great affection.

*My grandson is the apple of my eye.*



Apple of your eye

**2. In the twinkling of an eye:** This expression means 'very fast' or 'instantaneously'.

*Public opinion can change in the twinkling of an eye.*

**3. In the blink of an eye:** If something happens in the blink of an eye, it happens nearly instantaneously, with hardly enough time to notice it.

*The pickpocket disappeared in the blink of an eye.*

**4. Catch someone's eye:** If someone catches your eye, you find them attractive.

*One of the books on the top shelf caught my eye, and I took it down to look at it.*

*The shiny red car caught Mary's eye.*

**5. To keep an eye on something:** to watch someone or something closely.

*Please keep an eye on the baby.*

*Will you please keep your eye on my house while I'm on vacation?*

**6. To have eyes in the back of your head:** to know what is going on around one even when one cannot see it

*My teacher seems to have eyes in the back of her head. He watches us very carefully.*

### Reading Skill: Topic and main idea

#### **A. The difference between Topic and main idea**

Topic refers to the subject matter; main idea refers to a complete statement, the point the writer is making about the topic. The topic of a paragraph or a sentence is supposed to be in the simplest form. It should only be stated in a simple single *word* or *phrase*.

The main idea, on the other hand, is the most general idea that the writer wishes to convey. It is composed of an entire phrase or sentence expressing the main thought of the sentence or paragraph. Main ideas are stated using *full statements*

#### **B. Read the following paragraph and identify its topic and the main idea.**

Smoking has been proven dangerous to people's health, yet many continue to smoke for various reasons. For young people, smoking often represents maturity and individuality. Many smoke as a way to reduce tension. In addition, the regular smoker becomes addicted psychologically and physically to the nicotine in cigarettes.

1. What is the topic of the paragraph?

- a. health
- b. addiction
- c. smoking
- d. nicotine

2. What is the main idea of the paragraph?

- a. Regular smokers become addicted to nicotine
- b. Smoking has been proved dangerous to people's health in various ways
- c. Although smoking is dangerous, people continue doing it for various reasons
- d. Nicotine is what smokers become addicted to, both psychologically and physically.

**Language Focus**

**A. Embedded questions**

*Embedded questions* are questions within another statement or question. They function as noun clauses and as such should generally follow *statement*, not question, order.

What time is it?	(question order)
I know <i>what time is it</i> .	(Incorrect)
I know <i>what time it is</i> .	(Statement order: S+ V)
Where did she go?	(Question)
I don't know <i>where did she go</i> .	(Incorrect)
I don't know <i>where she went</i> .	(Correct)
What does he do for a living?	(Question)
I wonder what does he do.	(Incorrect)
I wonder what he does.	(Correct)
Who is she?	(Question)
Can you tell me <i>who is she</i> ?	(Incorrect)
Can you tell me <i>who she is</i> ?	(Correct)

**B. Each of these sentences contains an error in word order. Underline that part of the sentence which is wrong.**

- 1. He asked where did I live.

2. Only once he has visited Washington, D.C.
3. It is not yet enough hot to swim.
4. Never she had seen so much rain in such a short time.
5. During the holiday , they plan to do new something every day.
6. At the age of six, my father taught me how to ride a horse.
7. Can you tell me where is the post office?
8. None of the sandwiches on the dish made of cheese were eaten.
9. She purchased a sweater at the department store made of wool.
10. Questions about how was he doing in school always bothered him.

**Directions:** When a yes/no question functions as a subordinate noun clause, the subject and verb come after if, whether, or whether or not.

Direct yes/no question: Has the dog been fed? (AUX + S + V)

Indirect yes/no question: My brother asked if the dog had been fed.

(if + S + V)

**C. Every sentence in this exercise contains at least one indirect yes/no question, but in some cases the word order of the subject and verb is wrong. Put a check (✓) beside correct indirect questions and an x beside those with incorrect word order. Underline the indirect question.**

- ..... 1. The chauffeur wondered whether or not the limousine would start.
- ..... 2. The receptionist asked whether or not I had visited the doctor before.
- ..... 3. The babysitter asked if could he watch television during the evening.
- ..... 4. The dentist asked the boy if he brushed his teeth regularly.
- ..... 5. Everyone wanted to know if had the test been graded.
- ..... 6. The hostess wondered if her guests were having a good time.
- ..... 7. The salesman wondered whether he would receive a raise or not.
- ..... 8. The customer wanted to know if was the dress washable.
- ..... 9. The lawyer wanted to know if the will had been found.
- ..... 10. There is no way to know whether or not will she arrive before dark.

## Vocabulary Definitions or Explanation

1. **abuse** /ə'bjʊ:z/ **verb**: To use something for the wrong purpose in a way that is harmful or morally wrong:

She is continually abusing her position by getting other people to do things for her.

I never expected that he would abuse the trust I placed in him.

2. **artery** /'ɑ:rtəri/ **noun**: one of the thick tubes that carry blood from the heart to other parts of the body:

Hardening of the arteries can lead to a heart attack.

3. **clogged up** /kla:g/ **verb**: to (cause something to) become blocked or filled so that movement or activity is difficult:

The roads are clogged with holiday traffic. Eating too much fat causes your arteries to clog (up).

Leaves are clogging (up) the drain.

4. **compensate** /'kɑ:m.pən.seɪt/ **verb**: to provide something good or useful in place of something or to make someone feel better about something that has failed or been lost or missed:

Nothing will ever compensate for his lost childhood.

5. **cue** /kju:/ **noun**: a word or action in a play or film that is used as a signal by a performer to begin saying or doing something; a signal for someone to do something:

They started washing up, so that was our cue to leave the party.

6. **engage** /ɪn'geɪdʒ/ **verb**: formal to interest someone in something and keep them thinking about it:

The debate about food safety has engaged the whole nation.

If a book doesn't engage my interest in the first few pages, I don't usually continue reading it.

7. **intake** /'ɪn.teɪk/ **noun**: the amount of a particular substance that is eaten or drunk during a particular time:

It says on the packet that four slices of this bread contains one half of your recommended daily intake of fibre.



**8. meditate** /'med.i.teɪt/ *verb*: to think calm thoughts in order to relax or as a religious activity:

Sophie meditates for 20 minutes every day.

**to think seriously about something for a long time:**

He meditated on the consequences of his decision.

**9. nutrient** /'nu:.tri.ənt/ *noun*: any substance that plants or animals need in order to live and grow:

It's good soil - full of nutrients. A healthy diet should provide all your essential nutrients.

**10. oblige** /ə'blaɪdʒ/ *verb*: to force someone to do something, or to make it necessary for someone to do something:

The law obliges companies to pay decent wages to their employees. Sellers are not legally obliged to accept the highest offer.

**11. plethora** /'pleθ.ər.ə/ *noun*: formal a very large amount of something, especially a larger amount than you need, want, or can deal with:

There's a plethora of books about the royal family. The plethora of regulations is both contradictory and confusing.

**12. quieten** /'kwaɪə.tən/ (US quiet) *verb*: to (cause someone to) become calmer or less noisy:

The barking dogs quietened (down) when they recognized me.

**13. self-image** /,self'ɪm.ɪdʒ/ *noun*: the way a person feels about his or her personality, achievements and value to society:

Having a decent job contributes to a good self-image.

**14. shell** /ʃel/ *noun*: The hard outer covering of something, especially nuts, eggs, and some animals

Brazil nuts have very hard shells.

**15. synthetic** /sɪn'thet.ɪk/ *adjective*: synthetic products are made from artificial substances, often copying a natural product:

synthetic fibers



16. **temple** /'tem.pl/ *noun*: A building used for the worship of a god or gods in some religions

On a clear day you can see the temple in the distance.

17. **tremendous** /tri'men.dəs/ *adjective*: very great in amount or level, or extremely good:

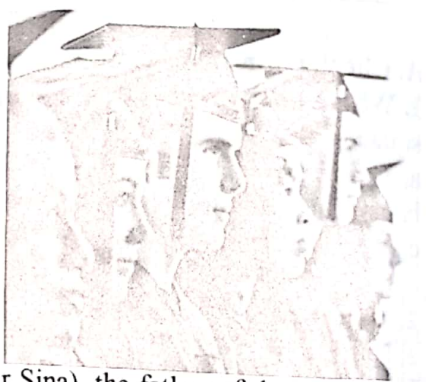
They were making the most tremendous amount of noise last night. She's been a tremendous (= very great) help to me over the last few months. You won? That's tremendous!

<i>Reading</i>	<i>Passage</i>
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**Ibn Sina (Avicenna), *The Father of the Science of the World's Robe***

Would you like to hear of an example of Iranian values and contributions with which we ourselves are unfamiliar? I presume you have seen how students in foreign universities put on a long black **gown** and square **cap** with a **tassel** when **attaining** their doctor of philosophy degree, after which **they** read from their **graduation inscription**.

We are asked “what are these caps and gowns?” We may respond that they are just some uniforms! But when one asks the Japanese or Europeans or even the Americans “what are these uniforms which you don upon your graduates”, many of them may respond by stating that the cap and gown is worn out of respect for “Avicenne” (Pour Sina), the father of the science of the world. They wear these uniforms to respect Avicenne, a man who wore a long robe and gown.



In English, the word Avacentas means the academic and graduation gown, and is derived from the word Avicenna. In early medieval times, all students at the universities were required to wear the Avacentas or other clerical dress, and restricted to clothes of black or other dark color. Tracing back in history, the English word “Avacentas” also links with Avicenna the Persian Philosopher, exact meanings are “Following the **Footsteps** of Father of **Wisdom**”.



Avicenna was a Persian **physician** and philosopher, born in 980 C.E. near Bukhara which is located today in the far south of Russia. By the time he was 10 years old he had learned the Holy Qoran as well as Arabic grammar and literature, and by the age of 16 he had learned not only natural science and **rudimentary** metaphysics but also medical theory. Theoretical understanding alone did not **satisfy** his **quench** for medicine, so he stepped into the practical **arena** of **treating** the sick. After treating the **ailing** Samanid ruler Nuh Ibn Mansur, Avicenna earned great **recognition** along with the **access** to the rich library of that prince.

On his father's death, Bu Ali left Bukhara and travelled to Jurjan where Khawarizm Shah welcomed him. There, he met his famous contemporary Abu Raihan al-Biruni. Later he moved to Ray and then to Hamadan, where he wrote his famous book *Al-Qanun fi al-Tibb*. Here he **treated** Shams al-Daulah, the King of Hamadan, for severe **colic**. From Hamadan, he moved to Isfahan, where he completed many of his **monumental** writings.

Abu Ali Sina was the author of almost 200 books on science, religion and philosophy, almost all in Arabic, the language of religious and scientific expression in the entire Muslim world at that time. However, two of his works were written in Farsi, his native language. Avicenna's two most important works are:



*Shifa* (The Book of Healing) and *Al Qanun fi Tibb* (The Canon of Medicine). The first is a philosophical **encyclopedia** based on Aristotelian tradition embodying a vast field of knowledge from philosophy to science. He classified the entire field as follows: theoretical knowledge including physics, mathematics and metaphysics and practical knowledge which included ethics, economics and politics. His second book, *Qanun*, is the most famous single book in the history of medicine. For several centuries, his medical system **remained** the standard in Europe and the Middle East from the 12th to 17th centuries. Along with Aristotle and Pliny he was **continuously** cited by the 13th Century writers. Avicenna passed away in 1037 in Hamadan, Iran.

Ibn Sina also **contributed** to mathematics, physics, music and other fields. In physics, his contribution **comprised** the study of different forms of energy, heat, light and mechanical, and such concepts as force, vacuum and infinity. He made the important observation that if the **perception** of light is due to the emission of some sort of particles by the luminous source, the speed of light must be **finite**.

In the field of music, his contribution was an improvement over Farabi's work and was far ahead of knowledge prevailing elsewhere on the subject. In the field of chemistry, he did not believe in the possibility of chemical transmutation because, in his opinion, the metals differed in a fundamental sense. These views were **radically opposed** to those **prevailing** at the time.

His treatise on minerals was one of the "main" sources of geology of the Christian encyclopaedists of the thirteenth century.

Retrieved from

1. <https://www.linkedin.com/pulse/happy-doctors-day-majid-abad>
2. <http://www.avicennaaccounting.com/history.php>
3. <http://progressive-muslim.org/28-famous-muslims-in-the-history.htm>
4. <http://www.amaana.org/ISWEB/contents.htm>

### After You Read

#### Understanding the Text

A. True or False? Read the statements and check (✓) True, False or Not Given.

1. Ibn Sina was more famous for his writings.
2. After treating the ailing Khawarizm Shah, Avicenna got access to the rich library of that prince
3. All of Ibn Sina's works were written in Arabic.
4. *Qanun* is the most famous single book in the history of medicine.
5. His medical system remained the standard in Europe and the Middle East for about 500 years.
6. In Physics, he believed that the speed of light must be finite.

True	False	NG
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#### B. Answer the following questions.

1. Did you get any new information about Ibn Sina from the passage?
2. Why did Ibn Sina write most of his works in Arabic?
3. Name two of Ibn Sina's works written in Persian.
4. Name Avicenna's two most important works.
5. Name the fields of studies to which Ibn Sina contributed.

#### C. Select the best possible answer.

1. In ..... he classified the entire field as theoretical knowledge and practical knowledge.



- a. Qanun
- b. Daneshnameh-e-Alai
- c. Shifa
- d. a small treatise on the pulse

2. According to the passage, Ibn Sina followed tradition of ..... in writing The Book of Healing.

- a. Aristotle
- b. Nuh Ibn Mansur
- c. Abu Raihan al-Biruni
- d. Shams al-Daulah

3. According to the passage which of the following is NOT among Ibn Sina's field of study?

- a. mathematics
- b. physics
- c. sports
- d. music

4. The word "they" in line 5 refers to.....

- a. universities
- b. students
- c. gown
- d. inscription

5. The word *rudimentary* in paragraph 4 is closest in meaning to.....

- a. basic
- b. developed
- c. detailed
- d. deep

6. Among the following great scholars, who was contemporary to Avcinna?

- a. Abu Raihan al-Biruni
- b. Farabi
- c. Hafez

### Idioms and Expressions: Body idioms

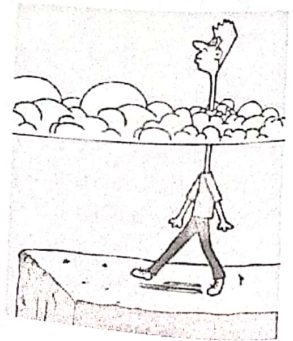
1. **One's eyes are bigger than one's stomach:** one has taken more food than one can eat.

*I can't eat all this. I'm afraid that my eyes were bigger than my stomach.*

*Try to take less food. Your eyes are bigger than your stomach at every meal.*

2. **Beat one's head against the wall** (also bang one's head against a brick wall): to waste one's time trying hard to accomplish something that is completely hopeless.

*You're banging your head against a brick wall trying to get that dog to behave properly.*





**3. He's got his head in the clouds:**

Meaning 1: To have impractical ideas or dreams.

*Mike thinks the company will pay for all of the expenses of his round-the-world trip. I think he has his head in the clouds. They would never do that!*

Meaning 2: You are physically present but your mind and thoughts are somewhere else.

Example dialogue:

A: *What do you think of the new book by Jack Johansen?*

B: .... (silence)

A: *Hey! Are you paying attention? Your head was in the clouds, wasn't it?*

B: *Sorry, I was thinking about what I'm going to have for lunch.*



**4. Pull someone's leg:** to kid, fool, or trick someone. You don't mean that.  
*Don't believe him. He's just pulling your leg.*

**5. I shot myself in the foot** (shoot oneself in the foot): to cause oneself difficulty.

*Again, he shot himself in the foot by saying too much to the press.*

**6. An old head on young shoulders** (also a wise head on young shoulders): a child or young person who thinks and talks like an older person who has more experience of life

*My little brother said people who dislike other people don't like themselves very much. Tat's an old head on young shoulders.*

## Reading Skill

### Negative Factual Information

It's easy to identify this type of question because it will always have either "EXCEPT" or "NOT" in the prompt. Of the 4 answer options, you must choose which one is wrong, which one has a detail or idea that you did not read in the passage or is stated inaccurately. Unfortunately, picking it may mean you need to read over each paragraph carefully. Try to find the one that says something you cannot recall reading about, and then verify it's not in the reading passage.

Some prompts for this type of question are:

- All of the following are mentioned in the passage EXCEPT:
- According to the passage which of the following is NOT...
- *Factual and negative factual questions ask about specific details and facts that are often provided in a single line of text. Sometimes you will be directed to the paragraph that contains the answer*

### Example:

Part of a passage: Their demise also resulted in the extinction of a half-dozen species of forest insects and the severe crippling of other animal populations such as the wild turkey: these all relied on the American Chestnut as a source of habitat and food. Affected wildlife attempted to adapt to their disrupted environment by looking to other species of trees, such as the Acorn, and seed-bearing plants for food. This placed great ecological pressure on those species, as none could equal the American Chestnut in its ability to provide a consistently abundant crop of nuts. The problems the American Chestnut blight engendered thus show the ripple effects that can occur within any ecosystem when new elements are introduced in an unsound manner.

**Question:** According to paragraph 3, all of the following were results of the wide disappearance of American Chestnut trees EXCEPT:

- A. The loss of creatures who required the tree's resources for their survival.
- B. Overuse of other types of trees by wildlife attempting to compensate for the change.
- C. A reduction in the total output of harvested nut crops within many major

American forests.

D. Macro-changes to the environment in which the trees previously flourished.

### Building Vocabulary

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*Homophones* are words of the same language that are pronounced alike even if they differ in spelling, meaning, or origin, such as "pair" and "pear". Homophones may also be spelled alike, as in "bear" (the animal) and "bear" (to carry). But this list consists only of homophones that are not spelled alike.

ant/aunt	eye/I
ate/eight	fare/fair
bear/bare	sea/see
son/sun	stationary/stationery
steal/steel	threw/through
throne/thrown	be/bee
blew/blue	by/bye/buy
beach/beech	cell/sell
cent/scent/sent	census/senses
cereal/serial	die/dye

**A. Instructions: Circle the correct words in the sentences below.**

1. (There/their/they're) grandmother lived over (there/their/they're).
2. Her little sister was just (to/two/too) slow on a bike.
3. The new jet streaked (threw/though) the clouds.
4. "You don't have the (right/write) to say that!" shouted the man.
5. I (no/know) what you want and the answer.

## Language Focus

*Hope* can be used in expressions of goodwill, but the grammar is slightly different:

I hope (that) you have a Merry Christmas.	(some time in the future)
I hope (that) you had a nice Birthday.	(some time in the past)

*Hope* can be used to specify a desired outcome. For future hopes, the possibilities remain open, but for past hopes, the outcome has usually been determined already.

I hope you can come to the party on Saturday.	(future possibility)
I was hoping that you would come to the party.	(but you didn't make it)
I had hoped to see you at the party on Saturday.	(but I didn't)
I hope to get an A on the exam.	(it is still possible)
I hope it doesn't rain tomorrow.	(although it might)
He hopes to be elected President.	(it could happen)
She hoped you wouldn't find her.	(but you probably did)

*Wish* and *hope* are also used in certain types of requests and pleasantries. In such situations, *wish* carries a more definite and formal tone.

I wish to see the doctor.	(right now)
I hope to see you again.	(anytime in the future)

**A. Instructions: Circle the correct verb in the following sentences.**

1. My classmates \_\_\_\_\_ our teacher postpones the exam.  
(hope / wish)
2. I \_\_\_\_\_ I finish this project on time. (hope / wish)
3. Susan \_\_\_\_\_ she were rich so she could buy a new car.  
(hopes / wishes)
4. I \_\_\_\_\_ I could speak French. (hope / wish)
5. Mark \_\_\_\_\_ he had remembered her birthday.  
(hopes / wishes)

**B. Instructions: Circle the correct form of the verb in parentheses.**

1. The students wish that the class \_\_\_\_\_.  
(is finished / was finished / were finished)
2. She hopes this \_\_\_\_\_ the last time it happens.  
(is/was/were)
3. My coworker wishes I \_\_\_\_\_ him with the presentation.  
(helped / had helped / would helped)
4. The landlord hopes that they \_\_\_\_\_ their rent on time. (pay / would pay / were pay)
5. She wishes it \_\_\_\_\_ raining soon.  
(stops / will stop / would stop)

***Vocabulary Definitions or Explanation***

**1. ailing** /'ei.liŋ/ *adjective*: experiencing difficulty and problems

**The country's ailing economy**

Ted asked me if I could help him fix his ailing car.

Weak and suffering from illness:

He's visiting his ailing father.

**2. arena** /ə'ri:.nə/ *noun*: an activity that involves argument and discussion

After 30 years in the political arena, our local member of parliament is retiring next year.



**3. attain** /ə'teɪn/ **verb**: to reach or succeed in getting something

He has attained the highest grade in his music exams.

We need to identify the best ways of attaining our goals.

**4. cap** /kæp/ **noun**: a soft flat hat which has a curved part sticking out at the front, often worn as part of a uniform

I shall wear my lovely cap and my new riding dress.

**5. colic** /'kɔː.lɪk/ **noun**: a severe but not continuous pain in the bottom part of the stomach or bowels, especially of babies

In October 1587 both the grand duke and his wife died of colic within a couple of days of each other.

**6. comprise** /kəm'praɪz/ **verb**: to have as parts or members, or to be those parts or members

The course comprises a class book, a practice book and an audio tape.

The class is comprised mainly of Italian and French students.

Italian students comprise 60% of the class.

**7. continuous** /kən'tɪn.ju.əs/ **adjective**: without a pause or interruption

**continuous pain**

My computer makes a continuous low buzzing noise.

**8. contribute** /kən'trɪb.ju:t/ **verb**:

**1. to give something, especially money, in order to provide or achieve something together with other people**

Her family has contributed £50,000 to the fund.

**2. to write articles for a newspaper, magazine or book**

She contributes to several magazines.

**9. don** /dɔːn/ **noun**: a lecturer (= college teacher) especially at Oxford or Cambridge University in England

**10. encyclopedia** /ɪn.sʌrklə'pi:diə/ **noun**: a book or set of books containing many articles arranged in alphabetical order which deal either with the whole of human knowledge or with a particular part of it

The Cambridge Encyclopedia of Language



11. **excessive** /ek'ses.ɪv/ **adjective: too much.**

Excessive exercise can sometimes cause health problems.

12. **exertion** /ɪg'zɜːʃ ə n/ **noun: when you make a lot of mental or physical effort**

I get out of breath with any kind of physical exertion.

13. **finite** /'faɪ.naɪt/ **adjective: having a limit or end**

We only have a finite amount of time to complete this task.

14. **footstep** /'fʊtstep/ **noun: the route a person has taken in order to reach a place or to achieve something**

When he realized he'd lost his wallet, he retraced his footsteps (= went back the way he had come).

15. **fundamental** /,fʌn.də'men.t ə l/ **adjective: forming the base, from which everything else develops; more important than anything else**

It's one of the fundamental differences between men and women.

16. **gown** /gaʊn/ **noun: a long, loose piece of clothing worn over other clothes for a particular purpose:**

a hospital gown

17. **graduation** /,grædʒu'eɪʃən/ **noun: when you receive your degree for finishing your education or a course of study**

a graduation ceremony

18. **infinity** /ɪn'fɪnɪti/ /-ə.tɪ.j/ **noun: time or space that has no end**

the infinity of the universe

19. **inscription** /ɪn'skrɪp.ʃən/ **noun: words that are written or cut in something.**

The inscriptions on the gravestones were worn away.

20. **monumental** /mə:n.jə'men.təl/ **adjective: very big**

a monumental task

a monumental waste of time

**21. opposed** /ə'pouzd/ *adjective*:

**1. completely different**

Two opposed interpretations of the facts have been presented.

**2. as opposed to: rather than**

I'd prefer to go on holiday in May, as opposed to September.

**22. perception** /pə'sepʃən/ *noun*: a belief or opinion, often held by many people and based on how things seem

These photographs will affect people's perceptions of war.

**23. physician** /fi'ziʃən/ *noun*: a medical doctor, especially one who has general skill and is not a surgeon

He started as a physician and practised for some years, kept a school and studied astronomy.

**24. practical** /'præktɪkəl/ *adjective*: relating to experience, real situations or actions rather than ideas or imagination

The service offers young people practical advice on finding a job.

**25. prevailing** /pri'veɪlɪŋ/ *adjective*: existing in a particular place or at a particular time.

the prevailing attitude

The prevailing mood is one of optimism.

**26. quench** /kwentʃ/ *verb*:

**1. to satisfy your thirst by having a drink**

When it's hot, it's best to quench your thirst with water.

**2. to satisfy a need or wish**

Her thirst for knowledge will never be quenched.

**27. radical** /'ræd.i.kəl/ *adjective*: believing or expressing the belief that there should be great or extreme social or political change

He was known as a radical reformer/thinker/politician.

These people have very radical views.

28. **recognition** /ˌrekəɡ'niʃən/ **noun**: If you are given recognition, people show admiration and respect for your achievements  
Ella complained that the company never gave her any recognition for her work.

29. **remain** /rɪ'meɪn/ **verb**: to stay in the same place or in the same condition  
The doctor ordered him to remain in bed for a few days.  
He remained silent.  
It remains a secret.

30. **rudimentary** /ˌruːd ə'mentəri/ **adjective**: basic  
Her knowledge is still only rudimentary.

31. **satisfy** /'sætɪsfaɪ/ **verb**: to please someone by giving them what they want or need  
They have 31 flavours of ice-cream - enough to satisfy everyone!

32. **step into sth** /step/ **phrasal verb**: If you step into a job, you get it very easily.  
He just stepped straight into a job as soon as he left college.

33. **tassel** /'tæsəl/ **noun**: a group of short ropes held together at one end, which is used as a hanging decoration on hats, curtains, furniture, etc.  
The tassel hanging from my hat has decorated my hat beautifully.

34. **theoretical** /θi:ə'retɪkəl/ **adjective**: based on the ideas that relate to a subject, not the practical uses of that subject  
theoretical physics

35. **treat** /tri:t/ **verb**:  
1. to behave towards someone or deal with something in a particular way

My parents treated us all the same when we were kids.

It's wrong to treat animals as if they had no feelings.

2. to use drugs, exercises, etc. to cure a person of a disease or heal an injury:

He is being treated for a rare skin disease.

**36. treatise / 'tri:tɪs/ noun: a formal piece of writing that considers and examines a particular subject**  
a six-volume treatise on trademark law.

**37. turmoil / 'tɜ:mɔɪl / noun: a state of confusion, uncertainty or disorder**  
The country is in a state of political turmoil.

**38. vacuum / 'vækju:m/ noun: a space from which most or all of the matter has been removed, or where there is little or no matter**  
The liquid is then evaporated under a vacuum of 27 to 28 in.

**39. wisdom / 'wɪzdəm / noun: the ability to use your knowledge and experience to make good decisions and judgments**  
Did we ever stop to question the wisdom of going to war?

## Vocabulary Definitions or Explanation

1. **afraid** /ə'freɪd/ *adjective*: feeling fear, or feeling worry about the possible results of a particular situation

I've always been afraid of flying/heights/spiders.

Don't be afraid to say what you think.

2. **announcer** /ə'naʊnsər/ *noun*: someone who introduces programmes or reads the news on the television or radio

a radio/TV announcer

3. **assist** /ə'sɪst/ *verb*: to help

Yasmin assisted in the preparation of this article.

4. **challenging** /'tʃælɪndʒɪŋ/ *adjective*: difficult, in a way that tests your ability or determination

This has been a challenging time for us all.



**5. communicate** /kə'mju:nikeɪt/ *verb*: to share information with others by speaking, writing, moving your body or using other signals

We can now communicate instantly with people on the other side of the world.

**6. comprehensive** /,kɑ:mprə'hensɪv/ *adjective*: complete and including everything that is necessary

We offer you a comprehensive training in all aspects of the business.  
Is this list comprehensive or are there some names missing?

**7. converse** /'kɑ:n.vɜ:s/ , /kən'vɜ:s/ *noun*: the opposite

In the US, you drive on the right hand side of the road, but in Britain the converse applies.

However, the converse of this theory may also be true.

**8. discourage** /dɪ'skɜ:ɪdʒ/ *verb*: to make someone feel less confident, enthusiastic and positive about something, or less willing to do something

The thought of how much work she had to do discouraged her.

**Opposite:** encourage

**9. express** /ɪk'spres/ *verb*:

**1. to show a feeling, opinion or fact**

Her eyes expressed deep sadness.

Words can't express how happy I am.

**2. express yourself: to communicate what you think or feel, by speaking or writing, or in some other way**

I'm afraid I'm not expressing myself very clearly.

Children often express themselves in painting.

**10. expression** /ɪk'spreʃən/ *noun*: a word or group of words used in a particular situation or by particular people:

He uses a lot of unusual expressions.

"A can of worms" is an expression that means "a difficult situation".



**11. figure sth/sb out** /fɪgər aʊt / *phrasal verb*: to finally understand something or someone, or find the solution to a problem after a lot of thought

I can't figure out why he did it.

Can you figure out the answer to question 5?

**12. idiomatic** /,ɪdiə'mætɪk/ *adjective*: containing or consisting of an idiom  
"Bite the bullet" is an idiomatic expression that means to accept something unpleasant without complaining.

**13. instructive** /ɪn'strʌktɪv/ *adjective*: giving useful or interesting information

Thank you, that was very instructive.

**14. jot sth down** /dʒɔ:t daʊn / *phrasal verb*: to write something quickly on a piece of paper so that you remember it

I carry a notebook so that I can jot down any ideas.

**15. lexicon** /'leɪ.k.sɪ.kən/ *noun*: (a list of) all the words used in a particular language or subject, or a dictionary

The lexicon of finance and economics

**16. maintain** /meɪn'teɪn/ *verb*: to continue to have; to keep in existence, or not allow to become less.

Despite living in different countries, the two families have maintained close links.

**17. make/take a note** /meɪk teɪk eɪ noʊt/ to write something down or remember it carefully

I'll just take a note of your name and address.

**18. maximum** /'mæksɪ.məm/ *adjective*: being the largest amount or number allowed or possible

maximum speed/effort/temperature

**19. per se** /,pɜ: 'seɪ/ *adverb*: by or of itself.

Research shows that it is not divorce per se that harms children, but the continuing conflict between parents.

**20. private** /'praɪvət/ *adjective*: only for one person or group and not for everyone

She has a small office which is used for private discussions.

I caught him looking through my private papers.

**21. suffice** /sə'faɪs/ *verb*: to be enough

I'm taking four hundred pounds - I think that should suffice.

**22. tutor** /'tu:tər/ *noun*: a teacher who works with one student or a small group, either at a British college or university or in the home of a child

During my illness I was taught by a series of home tutors.

**23. utmost (importance)** /'ʌtməʊst/ *adjective*: the greatest possible (importance)

a matter of the utmost importance

# APPENDIX A

## Irregular Verbs

This is a list of the English verbs that have an irregular past simple tense and an irregular past participle. If more than one form is listed, it could be because each form has a different meaning. You should check this in the dictionary.

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
arise	arose	arisen
awake	awoke	awoken (US <i>also</i> awaked)
be	was/were	been
bear	bore	borne (US <i>also</i> born)
beat	beat	beaten (US <i>also</i> beat)
become	became	become
begin	began	begun
bend	bent	bent
bind	bound	bound
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come

cost	cost	cost
cut	cut	cut
deal	dealt	dealt
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got (US <i>also</i> gotten)
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay, lied	lain, lied
lose	lost	lost
make	made	made
mean	mean	meant
meet	met	met
mistake	mistook	mistaken

overcome  
prove  
put  
quit  
read /ri:d/  
ride  
ring  
rise  
run  
say  
see  
seek  
sell  
send  
set  
shake  
shine  
shoot  
show  
shut  
sink  
sit  
sleep  
smell  
speak  
spend  
stand  
steal  
stick  
strike  
swim  
take  
teach  
tear  
tell  
think  
throw  
underlie

overcame  
proved  
put  
quit, quitted  
read /red/  
rode  
rang  
rose  
ran  
said  
saw  
sought  
sold  
sent  
set  
shook  
shone  
shot  
showed  
shut  
sank  
sat  
slept  
smelled *also* smelt  
spoke  
spent  
stood  
stole  
stuck  
struck  
swam  
took  
taught  
tore  
told  
thought  
threw  
underlay

overcome  
proved, proven  
put  
quit, quitted  
read /red/  
ridden  
rung  
risen  
run  
said  
seen  
sought  
sold  
sent  
set  
shaken  
shone  
shot  
shown  
shut  
sunk  
sat  
slept  
smelled (UK smelt)  
spoken  
spent  
stood  
stolen  
stuck  
struck (US *also* stricken)  
swum  
taken  
taught  
torn  
told  
thought  
thrown  
underlain

wake	woke	woken
wear	wore	worn
weave	wove, weaved	woven, weaved
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
write	wrote	written



# APPENDIX C

## Vocabulary Index

### Chapter 1

amphibians : *n*  
artificial: *adj*  
burst: *n; v*  
conscious: *adj*  
elderly: *adj*  
infant: *n*  
paralyzed: *adj*  
substantially: *adv*  
surroundings: *n*

### Chapter 2

alternative: *n*  
arrangements: *n*  
authority: *n*  
child minder: *n*  
determine: *v*  
doubt: *n, v*  
in advance: *adv*  
influence: *v*  
instinct: *n*  
maturity: *n*  
occasionally: *adv*  
offence: *n*  
particular: *adj*  
registered: *adj*  
rely on: *v*  
strength: *n*  
unacceptable: *adj*  
unsupervised: *adj*  
welfare: *n*

### Chapter 3

ancient: *adj*  
attribute: *v*  
be torn apart: *v*  
carnation: *n*  
commercialized: *adj*  
demonstration: *n*  
designate: *v*  
distinguished: *adj*  
expanded: *adj*  
fund: *v; n*  
establish: *v*  
hand out: *phrasal verb*  
intellectual: *v*  
grieving: *adj*  
launch: *v*  
moral: *adj*  
observance: *n*  
poverty: *n*  
proclaim: *v*  
request: *n; v*  
slavery: *n*  
temple: *n*

### Chapter 4

alert: *adj*  
critical: *adj*  
demand on: *v*  
increase: *v*  
indeed: *adv*  
lasting: *adj*

manage: *v*  
overwhelmed: *adj*  
properly: *adv*  
provoke: *v*  
particular: *adj*  
provoke: *v*  
release: *v*  
rise to a challenge: *verbal phrase*  
schedule: *n*  
slam: *v*  
slightly: *adv*  
sweat: *v*  
tough: *adj*  
unavoidable: *adj*  
wear out: *v*

## Chapter 5

adverse: *adj*  
capital: *adj: n*  
conclusion: *n*  
conflict: *n*  
corrupt: *adj*  
developing: *adj*  
development: *n*  
emigrate: *v*  
explosion: *n*  
facilities: *n*  
instability: *n*  
opportunity: *n*  
phenomenon: *n*  
political: *adj*  
proliferation: *n*  
resemble: *v*  
staggered: *adj*  
unemployment: *n*  
various: *adj*

## Chapter 6

abroad: *adv*  
administrative: *adj*  
colleagues: *n*  
complicated: *adj*  
conscious: *adj*  
dampness: *n*  
drab: *adj*  
embarrassed: *adj*  
gray: *adj*  
hostile: *adj*  
immodest: *adj*  
intriguing: *adj*  
impact: *n: v*  
jet lag: *adj*  
potential: *n*  
proportion: *n*  
punctuality: *n*  
reputation: *n*  
separated: *adj*  
significance: *n*  
thoroughly: *adv*

## Chapter 7

blushed: *adj*  
dock off: *v*  
furious: *adj*  
gaze: *v: n*  
heirloom: *n*  
nitwit: *n*  
pace: *v*  
perspire: *v*  
settle: *v*  
spineless: *adj*  
subtract: *v*  
timid: *adj*  
tremble: *v, n*

trimmings: *n*  
 tutor: *v, n*  
 whisper: *v*

## Chapter 8

accomplish: *v*  
 conquer: *v*  
 convenience: *n*  
 destroy: *v*  
 diapers: *n*  
 digestion: *n*  
 disposable: *adj*  
 domestic: *adj*  
 fancy: *adj*  
 forgive: *v*  
 frank: *adj*  
 leisure: *n*  
 morality: *n*  
 multiply: *v*  
 narrow: *adj*  
 nutrition: *n*  
 pollute: *v*  
 prejudice: *n*  
 recklessly: *adv*  
 self-centered: *adj*  
 serenity: *n*  
 shallow: *adj*  
 split: *v*  
 stockroom: *n*  
 temper: *n*

## Chapter 9

advocate: *v: n*  
 ambitious: *adj*  
 aptitude: *n*  
 beneficiary: *n*  
 circumstances: *n*

consumption: *n*  
 enterprising: *adj*  
 far-sighted: *adj*  
 gifted: *adj*  
 intellectual: *adj*  
 motivation: *n*  
 provision: *n*  
 seize: *v*  
 subsidize: *v*  
 take over: *phrasal verb*  
 virtuous: *adj*  
 well-off: *adj*

## Chapter 10

add: *v*  
 anniversary: *n*  
 announce: *v*  
 ban: *v*  
 beneath: *prep*  
 both: *det*  
 coast: *n*  
 coincide: *v*  
 consequently: *adv*  
 controversial: *adj*  
 former: *adj*  
 give up: *v*  
 goods: *n*  
 latter: *adj*  
 omit: *v*  
 province: *n*  
 refer: *v*  
 register: *v*  
 shallow: *adj*

## Chapter 11

abuse: *v*  
 artery: *n*

clogged up: *v*  
 compensate: *v*  
 cue: *n*  
 engage: *v*  
 intake: *n*  
 meditate: *v*  
 nutrient: *n*  
 oblige: *v*  
 plethora: *n*  
 quieten: *v*  
 self-image: *n*  
 shell: *n*  
 synthetic: *adj*  
 temple: *n*  
 tremendous: *adj*

## Chapter 12

ailing : *adj*  
 arena: *n*  
 attain: *v*  
 cap: *n*  
 colic: *n*  
 comprise: *v*  
 continuous: *adj*  
 contribute: *v*  
 don: *n*  
 encyclopedia: *n*  
 excessive: *adj*  
 exertion: *n*  
 finite: *adj*  
 footstep: *n*  
 fundamental: *adj*  
 gown: *n*  
 graduation: *n*  
 infinity: *n*  
 inscription: *n*  
 monumental: *adj*

opposed: *adj*  
 perception: *n*  
 physician: *n*  
 practical: *adj*  
 prevailing: *adj*  
 quench: *v*  
 radical: *adj*  
 recognition: *n*  
 remain: *v*  
 rudimentary: *adj*  
 satisfy: *v*  
 step into sth: *v*  
 tassel: *n*  
 theoretical: *adj*  
 treat: *v*  
 treatise: *n*  
 turmoil: *n*  
 vacuum: *n*  
 wisdom: *n*

## Chapter 13

afraid: *adj*  
 announcer: *n*  
 assist: *v*  
 challenging: *adj*  
 communicate: *v*  
 comprehensive: *adj*  
 converse: *n*  
 discourage: *v*  
 express: *v*  
 expression: *n*  
 figure sth/sb out: *v*  
 idiomatic: *adj*  
 instructive : *adj*  
 jot sth down: *v*  
 lexicon: *n*  
 maintain: *v*

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ویژه دانشجویان

علی درخشان

(استادیار دانشگاه گلستان)

سعید رضایی

(استادیار دانشگاه صنعتی شریف)

علی عرب مفرد

(استادیار دانشگاه گلستان)

دانشگاه گلستان

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