

ملخص وحل تمارين

Non-finical prose

مادة النثر الإنجليزي

جُونُ

السلام عليكم ورحمة الله وبركاته

المحاضرة الأولى

في بداية المحاضرة تحدث الدكتور عن الاستراتيجيات المتبعة في القراءة

وأختصرها بكلمة وحده وهي

OARWET

وفصلها كما يلي

O: Overview

A: Ask

R: Read

W: Write

E: Evaluate

T: Test and get an "A"

وبعدها ركز على القراءة نفسها
الكلمات واضحة وكلها درسناها في قراءات ومطالعات

• R: Read

- Reading without knowing every word.

- Guessing the meaning from context.

- several strategies (using morphology, part of speech..etc)

- Understanding/ inferencing the main idea

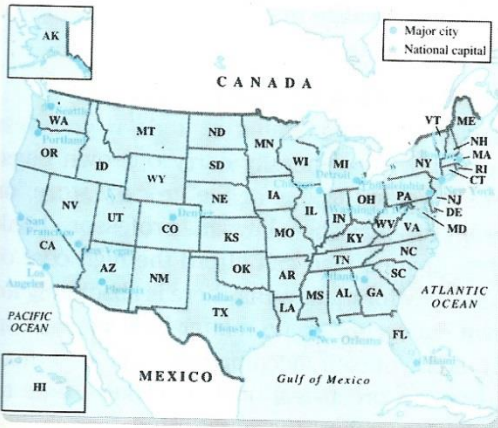
هذا أهم ما ورد أو بالأصح كل ما ورد في الشرائح وبعدها أنتقل للكتاب الصفحة هـ
راح أرفق الصفحة التي هي القطعة المقرؤة وبعدها التمارين وراح أحلها



First Impressions

Size

- A It is difficult to really experience or “feel” the size of the United States. To get the full impact you should realize, for example, that it takes 48 hours (two entire days and two long nights) to travel by train from Chicago to Los Angeles, rolling along hour after hour across wheat fields, mountains, and deserts.

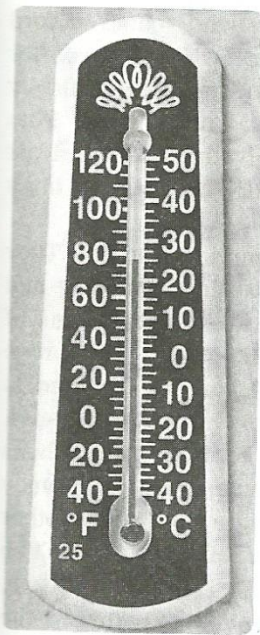


▲ Map of the U.S.

- B Another way to think about it is to compare distances in the United States with others more familiar to you. For example, New York to Washington, D.C. is about the same as London to Paris or Nairobi to Mombasa or Tokyo to Kyoto; New York to Los Angeles is farther than Lisbon to Cairo or Moscow to Montreal or New Delhi to Rome.

Climate

- C Naturally, with such distances, the climate in the **continental** United States is also one of great extremes. From New England and Northwest, temperatures vary from subzero in winter to the high 90s (Fahrenheit) or over in summer.



▲ Fahrenheit temperatures are shown on the left compared with Celsius on the right.

- D The South and Southwest have warmer weather, though even these sections have **occasional** frosts and periods of moderate cold. Generally, summers are likely to range from 70° F to 100° F (21° C to 38° C), and many areas can be quite humid. However, air conditioning is so widespread that you can expect most office buildings and homes to be kept at relatively **comfortable** temperatures.

Americans in Motion

- E Americans are **estless**. Most travel whenever they get the chance. They crowd onto trains, buses, and planes. In increasing numbers, they hike with packs on their backs or ride bicycles, heading for the mountains, seashore, or national parks.



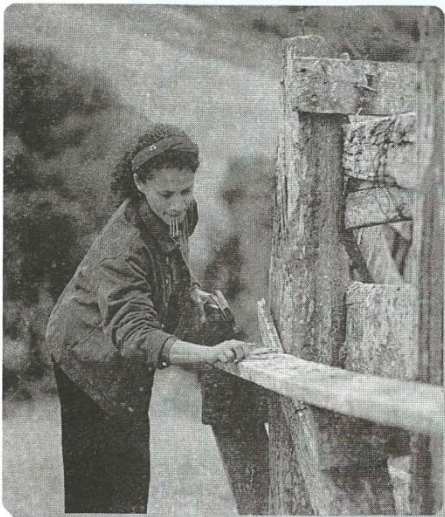
▲ Biking is a popular sport in the U.S.

Blunt Speech

F Don't think that Americans are being rude if we tend to speak in monosyllables or answer with a mere "O.K.," "Sure," or "Nope" or greet you with "Hi." Our **brevity** is not a **personal** insult, though to those accustomed to formal phrases, we seem **blunt**. American **informality** has become more **desirable** than formal expressions of greeting or farewell.

A Do-It-Yourself Society

G The United States is a **do-it-yourself** country. We generally carry our own bags, take our laundry to the laundromat, stand in line at the grocery store, or shine our own shoes, whoever we may be—lawyer, professor, bank president, or corporate executive. Anyone who can afford the high cost of service in this country and wants to pay for it, may. But there is absolutely no social **stigma** in doing one's own daily **chores**, no matter how **menial**. In fact, Americans take pride in do-it-yourself accomplishments and may devote a great deal of their **leisure** time to projects around the home. Huge warehouse stores that cater to do-it-yourself tasks have been built throughout the country.



▲ Americans take pride in do-it-yourself projects.

H Many Americans who could afford **household** help or a **driver** or a **gardener** do not employ them. They prefer family privacy, independence, and freedom from **responsibility**, all of which are at least partially lost when one has help in one's home.

I Houses interest Americans greatly. They spend much of their time thinking and reading and talking about the design of houses, their decorations, how to improve them. Many weekend hours are passed in do-it-yourself projects around the house. People also love to look at each other's houses. Since they would **thoroughly** enjoy visiting and examining a house in another

country, they **assume** that you will probably have the same desire. Don't be surprised, therefore, if you are shown the entire house from top to bottom, including bathrooms and closets! Don't make the mistake of **refusing**; the whole house may have been cleaned especially for you!

Because people in the United States have come from so many **nationalities**, there is a far wider range of what is **acceptable** than in some countries where the **inhabitants** have grown up with a common **heritage**. As a result, no one needs to feel awkward or uncomfortable in following his or her own customs. Although Americans are noticeably informal, if you prefer somewhat greater **formality**, feel free to act in your own way. This will be acceptable to those around you.

Source: "First Impressions" *Living in the USA* (Alison R. Lanier and Charles William Gay)

After You Read

2 Recalling Information Mark each of these sentences with a *T* (for true) or *F* (for false). Correct the false statements to make them true. Remember to read the article (or parts of it) again if you have trouble with it. If you can do this activity, you have read well enough for your present purpose.

- T* The United States has a varied geography, including fields, mountains, and deserts.
- F* Its continental climate is basically moderate.
- F* Its people are not very active and spend most of their time reading books.
- F* They are rude and like to insult others with simple direct words.
- T* Americans are very interested in their homes and love to show them off, even to people they don't know very well.
- T* Americans spend a lot of time thinking and talking about projects to fix up their homes.
- F* They send their servants to huge warehouse stores to buy decorations for their houses.
- T* Americans come from many different nationalities.
- F* They generally prefer formality and do not like people to be informal.

Strategy

Analyzing Paragraphs for the Main Idea and its Development

An important skill for reading is finding the main idea, which is often stated directly. In most cases, a sentence or two states the main idea. This sentence is usually (but not always) the first sentence of the paragraph. The other sentences develop the paragraph in these ways:

- by giving examples or details to illustrate the main idea
- by expanding upon it with related ideas
- by expressing an emotional reaction to the main idea

أما هالتمرين يعتمد على فهمك لأهم الكلمات اللي وردت بالقطعة

3 Analyzing Paragraphs for the Main Idea and its Development

Read the questions below about the previous reading.

1. Is the main idea in the first sentence of each of the first five sections of the reading?
2. The first three sections develop the main idea in the same way. Which way is that? Choose 1, 2, or 3 in the Strategy Box on page 7.
3. The fourth section also does it that same way, but finishes up with one other way in the last sentence. Which way does it finish up? Choose 1, 2, or 3 in the Strategy Box on page 7.
4. What punctuation mark indicates an emotional reaction? Look through the rest of the article and find the section that uses method 3 (expressing an emotional reaction) to finish up. What are the first four words of that paragraph?

Strategy

Understanding the Meaning of Words from Context

The *context* of something is its surroundings or situation. The context of a word is what goes before it and after it. You can often guess the meaning of a new word by reading past it to the next sentence. If the meaning is still unclear, read the sentence before the word. If necessary, read the whole paragraph. Then go back and try to understand the word again.

4 Understanding the Meaning of Words from Context Choose the best definition for each word below. If you don't remember the context, go back to the reading and look for the words in bold (darker type).

- | | | | |
|----------------------|---------------------------------|----------------------------|-------------------------|
| 1. <i>blunt</i> | a. loud and rude | b. short and direct | c. personal and formal |
| 2. <i>stigma</i> | a. new rule | b. good word | c. negative mark |
| 3. <i>leisure</i> | a. not working | b. work | c. family |
| 4. <i>chores</i> | a. tasks | b. accounts | c. pastimes |
| 5. <i>menial</i> | a. difficult | b. attractive | c. low |
| 6. <i>thoroughly</i> | a. somewhat | b. completely | c. possibly |
| 7. <i>assume</i> | a. doubt | b. believe | c. fear |
| 8. <i>refusing</i> | a. saying yes | b. saying no | c. not saying anything |
| 9. <i>heritage</i> | a. history and tradition | b. physical appearance | c. economics and class |

وبكذا أكون وضحت أهم ماورد بالمحاضرة الأولى مع الحل لجميع التمارين

المحاضرة الثانية

More reading strategies

morphological knowledge

Morphology :is the study of word formation

الصرف : هو دراسة تكوين الكلمة (شكل كتابة الكلمة)

compound nouns

الكلمات المركبة

acceptance-continuum

هالكلمه ماأقدر أشرح معناها حرفياً بالعربي بس القصد منها أتصال الكلمات ببعضها أتوقع
عموماً مع الشرح راح نفهمها أكثر

First : morphological knowledge

Using prefix and suffix

أخونا تركي الله يجزاه خير شرحها بالتفصيل السمستر الماضي في مادة القراءات
اللي راح أسويه أني بقتبس شرحه كامل وأكتفي فيه

السلام عليكم

اليوم موضوعنا عن ال prefix وال suffix

تعريفها . هي اضافات باول الكلمة او اخرها لتغيير معنى الكلمة او تغيير نوع الكلمة
مثلا agree لما اضيف لها ال (dis) تصير disagree
تغير المعنى من يوافق الى لا يوافق

فراح نتكلم عن الموضوع بالتفصيل
راح ابدأ بال prefix وهي التي نستطيع ان نسميها البادئات
ثم بعدها راح نتكلم عن ال suffix وهي ما نستطيع ان نسميها اللواحق

😊 بسم الله نبدأ

The Prefix

هي مجموعة حروف تضاف لبدايه الكلمه ، وهي تغير معنى الكلمه

راح نتكلم عنها بالتفصيل كالتالي:

: THE PREFIX UN اولاً

Un = not

ال un هي احدى البادئات التي تستخدم لنفي المعنى
مثلا kind لطيف لما نضيف لها بالبداية un تغير المعنى الى النفي unkind تعني غير لطيف.
مثال real حقيقي لما نضيف لها un تغير المعنى unreal تعني غير حقيقي.
مثال happy سعيد لما نضيف لها un تغير المعنى unhappy غير سعيد.

: THE PREFIX DIS ثانياً

Dis نضيفها لبداية الكلمة لتعطي عكس المعنى ,
مثال able : لما نضيف لها dis تغير المعنى الى disable غير قادر
مثال agree : يوافق لما نضيف لها dis تصير disagree معناها لا اوافق

هنا بعض الكلمات المضاف لها un و dis

<u>Un</u>	<u>Dis</u>
undo	discolored
unfinished	distrust
unwell	disorder
unload	disapprove
unpack	displease
unfit	dislike
uncover	discharge
	disobey
	disappear
	disbelief
	disagree

: THE PREFIX RE ^{ثالثاً}

re = again

re تعني الاعداءة write , تعني يكتب لما نضيف لها re تصير rewrite تعني اعد الكتابه
امثله

repaint, reappraise, reawake

: The prefix DE ^{رابعاً}

al de لما تضاف لبداية الكلمه تغير معنى الكلمه الى عدة امور حسب الكلمه

ممكن يكون معنى الكلمه down اسفل او away بعيد

مثلا deduct : معناها ينقص descend , ينحدر depend , يعتمد despair , احباط
كلها معاني للنزول سواء حسي او معنوي

او ممكن يكون المعنى removal يعني ازاله طبعاً بالمعنى حسي او معنوي
زي deice يعني بدون تلج ، او decamp يرحل او depart يغادر

خامساً "The prefix pre":

ال pre تعني قبل سواء بالوقت او المكان او الطلب او الاهميه
وهي مستخدمة في موضوعنا اليوم PREFIX يعني البادئات

مثال precondition : شرط مسبق
مثال , John liked prehistoric animals : جون يحب حيوانات ما قبل التاريخ

هنا امثله لل DE وال RE وال PRE

Re	De	Pre
meaning	meaning	meaning
again	down removal	away reversal
		Before in time Place Order or importance
examples	examples	examples
repaint	defrost	pre-adolescent
reappraise	descend	prelude
reawake	despair	precondition
refill	depend	prehistoric
replay	deduct	prefix
reheat	de-ice	premature
report	decamp	precaution
rearrange	depart	
rewrite	deface	
repeat	deposit	

سادساً the prefix im:

Im تستخدم للعكس ، مثلا polite عكسها impolite مهذب وغير مهذب
Possible عكسها impossible ممكن ومستحيل

: the prefix **ir** سابعا

يستخدم للنفي مثل **regular** نفيها **irregular**
ايضا **rational** حكيم نفيها **irrational**

: the prefix **in** ثامنا

ايضا للنفي
مثل **correct** صحيح نفيها **incorrect**
مثل **frequent** دائم نفيها **infrequent**

هنا عدة امثله لل **ir, im, in**

تاسعا : اخرى

هناك بادئات اخرى مثل **mis** نستخدمها مع **misunderstand**
وايضا **non** نستخدمها في عدة كلمات مثل **noncharacteristics**

راح تجدون بالمرفقات بعض الملفات عن ال **prefix** من زملاء سابقين . ملفات جدا جدا مفيدة
لا توجد قاعده كيف تختار ال **prefix** المناسب لكل كلمه ، لا بد من حفظها
او انك تستخدم الكلمات او تمر عليها باستمرار علشان تتعود على الكلمه
مثلا **disagree** الاغلب يعرفها ، لو جت **unagree** اكيد بتقول غلط

Second : compound words

Its mean but two or more words together to form one word

مرات تجي فيها شرطات وتسمى (hyphenated) مثل كذا

anti-establishment

well-respected

a do-it-yourself-job

ومرات بدون شرطات مثل

Overnight

Notebook

Starfish

Bedroom

بعدها بدأ الدكتور بتمرين للـ suffix and prefix صفحة ٩

ANALYZING SUFFIXES

A suffix is a letter or group of letters put at the end of a word to form a new word. For example, suffixes can make a noun (person, place, or thing) out of a verb (action word) or an adjective (a word that describes a noun) out of a noun. Learning common suffixes can help you to increase your vocabulary.

You will work with these six suffixes in the exercise below:

-able	(comfortable)
-al	(logical)
-ant	(consultant)
-er	(reader)
-ity	(tranquility)
-less	(helpless)

5 Analyzing Suffixes Study the meanings of the following suffixes and fill in the second example for each one. The first one is done as an example.

1. -able

The suffix *-able* means relating to the action of a verb. It makes adjectives out of verbs. Something you can manage is *manageable*.

A house you can afford is an affordable house.

2. -al

The suffix *-al* means relating to some object or thing. It makes adjectives out of nouns. Things that relate to nature are *natural* things.

A job you get for only one season of the year is a seasonal job.

3. -ant

The suffix *-ant* means a person who does the action of the verb. It makes nouns out of verbs. A person who serves is a *servant*.

A person who applies for something is an applicant. (Note: the spelling changes here—add a *c* before the suffix.)

4. -er

The suffix *-er* means a person who is capable of doing the action of the verb. It makes nouns out of verbs. A person who can bake is a *baker*.

A person who can teach is a teacher.

5. -ity

The suffix *-ity* means the state or condition of some quality. It makes a noun out of an adjective. A material that is elastic has *elasticity*.

People who are cordial are known for their cordiality.

6. -less

The suffix *-less* means “without.” It makes adjectives out of nouns. A situation without hope is a *hopeless* situation.

A person who is causing no harm is a harmless person.

6 Making New Words by Adding Suffixes Form words used in the reading by adding suffixes from the list on page 9. Check your answers by finding the words in the reading. The first sentence is an example and is not from the reading.

1. A person who *settles* (comes to live) in a place is a settler.
2. A person who *gardens* (works in a garden) is a gardener. (line 54)
3. A person who *drives* is a driver. (line 54)
4. A chair that gives a lot of *comfort* is a comfortable chair. (line 26)
5. Some groups of people are *formal*. They are known for their formality. (line 78)
6. Other groups of people are *informal*. They are known for their informality. (line 38)
7. The people who *inhabit* a region are the inhabitants of that region. (line 75)
8. We *accept* certain ways of acting. Those ways are acceptable to us. (line 74)
9. They take that trip only on certain *occasions*. They take an occasional trip. (line 22)
10. A quality we all *desire* to have is a desirable quality. (line 39)
11. Some information relates especially to just one *person*. It is his or her personal information. (line 36)
12. We are *responsible* for our employees. They are our responsibility. (line 57)
13. Many Americans participate in numerous activities without much *rest*. They are a restless people. (line 28)
14. Weather patterns that affect a whole *continent* are continental weather patterns. (line 16)
15. A speaker sometimes gives a *brief* speech. If we are tired, we appreciate his or her brevity. (line 35) (Notice that there is a spelling change in this one.)
16. Part of our identities relate to our *national* origins. We call them our nationalities. (line 74)

Strategy

Understanding Compound Words

Some English words are made up of smaller words joined together. Sometimes these words contain hyphens and sometimes they don't. To understand them, look at the words and break them into their smaller parts. Then you can usually guess their meaning, especially if you also find clues in the context.

Examples:

do-it-yourself (project): this is a project you have to do on your own

bedroom: the room with a bed, the room for sleeping

7 Understanding Compound Words Guess the meanings of the words in italics below by looking at each individual word and the general context. Write the meanings in the blanks.

Compound Words With Hyphens

1. Darren wanted to make a *long-distance telephone call*.
a call made to someone a long distance away
2. My friend can't go out until he finishes his *to-do* list.
It is a list that has the things that you want to do
3. The bookstore has a big section of *self-help* books.
Books that give you help to do things by your self
4. Her brother always helps people out; he's a real *do-gooder*.
Someone who does good things to another

Compound Words Without Hyphens

1. Chicago is an *overnight* train trip from New York.
a train trip that continues through the night
2. Air conditioning is *widespread*.
You can find it every where
3. They do not use long formal expressions of greeting or *farewell*.
Say goodbye
4. People in the U.S. go to the mountains, *seashore*, or national parks to hike.
The place near to the sea
5. Many Americans do not have *household* help.
The things that you bay for the house



8 Around the Globe Working with a classmate, look at the photos in each section below to find out more about customs in the United States and around the world. Take turns reading aloud the descriptions that accompany the photos. Then follow the directions and answer the questions after each section.

A. Meeting and Greeting

A In some cultures, such as Japan and Korea, people bow to each other when they meet. In others, they put their palms together in front of their



▲ In the English-speaking world, people usually shake hands when they meet, particularly in formal situations.

faces and incline their heads. (This is called *namaste* in India and *wai* in Thailand.) In Russia, France, Italy, and many other parts of Europe, as well as in Latin America, people touch each other when they meet, embracing (hugging). Muslims greet each other with a *salaam* greeting and say “Salaam Alaikum!” or a similar phrase wishing peace to each other. (*Salaam* means peace.) In the English-speaking world (Australia, Britain, Canada, New Zealand, and the U.S.A.), the usual custom is to shake hands, but sometimes

people don’t, preferring to just nod and smile. A casual “Hi” or “How ya’ doin’?” or “Hello, there” often takes the place of a formal handshake, but it means the same thing. If a person extends her or his hand in greeting, then it is polite to shake hands.



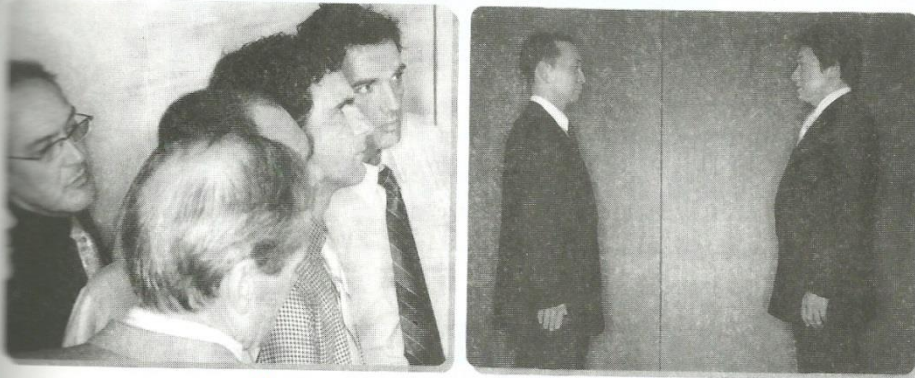
▲ In some parts of the world, people often touch each other when they meet.

Look at the photos on page 12 and discuss the following:

1. What is happening in each photo? Where is the greeting taking place?
2. What do you think of these ways of greeting?
3. Which one is similar to the customs in your culture?
4. With your partner, practice greeting each other as they do in English-speaking cultures, and also in some other way. Introduce yourself by saying, "My name is _____. What is your name?" This is acceptable and often appreciated in English-speaking cultures. After learning the name of a person, say "Pleased to meet you!" or "Nice meeting you!"

B. Social Distance

^B The "comfort zone," or the distance people stand from each other when they talk, varies among different cultures. Asians stand quite far apart when they talk. Greeks, Arabs, and South Americans stand quite close together. Often, they move closer as the conversation heats up. Americans and Canadians are somewhere in the middle. Studies show that they feel most comfortable in conversation when standing about 21 inches apart from each other. 25

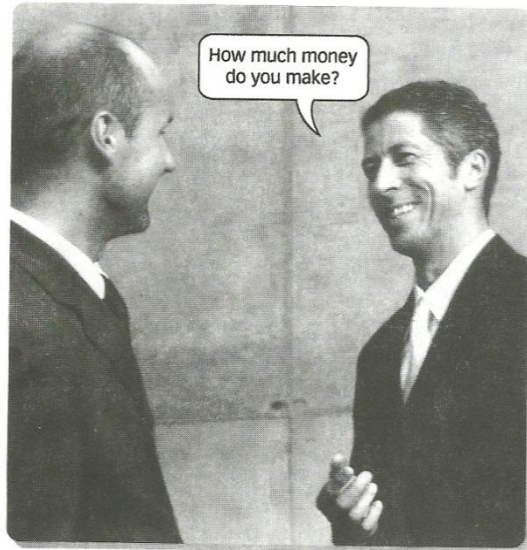


▲ The "comfort zone" is different for various cultures.

Look at the photos above and discuss the following:

1. What are the people doing and where do you think the conversation is taking place?
2. How far apart do people usually stand when having a conversation in your culture?
3. Stand up and play the role of two people talking about the weather. First pretend you are in an Asian country, then in Greece, and then in the United States. Which distance feels most comfortable to you? Why?

9 Asking Personal Questions What questions are polite for a first meeting? This varies greatly depending on where you live. Look at the following questions. Every one of them is polite in some cultures. Decide which ones would be polite and which would be impolite for a first meeting in your culture.



1. Where are you from?
2. How much did you pay for your jacket?
3. What do you do for a living?
4. How much money do you make?
5. Are you married?
6. How old are you?
7. Do you have any children?
8. What is your religion?

10 Politeness Look at the questions in Activity 9 again. Circle the questions that are impolite in your culture. Half of them are generally considered impolite in American culture. Check (✓) those that you think are impolite in the U.S. (Answers at the bottom of this page.) Discuss the questions below.

1. Are there more that are impolite in your culture or in U.S. culture?
2. In your opinion, what is the man in the photo thinking? What do you think he will say? Will he answer the question?
3. What can you say if someone asks you a question you don't want to answer?

Answers to 8, Personal Questions, above:
Questions 2, 4, 6, and 8 are generally considered impolite in American culture.



11 Talking About Preferences The reading passage, *First Impressions*, describes some American customs and attitudes. Of course, these would not apply to all Americans. There are cultural preferences and personal preferences. In small groups, talk about the following U.S. customs and attitudes. Which do you each agree with personally, and why? In general, should you “do as the Americans do” if you live in the U.S.?

1. the use of air conditioning in homes and public buildings
2. hiking with backpacks in the mountains
3. blunt speech
4. informal dinners in private homes
5. informality in the workplace
6. doing things for yourself and not having live-in servants in your home

Strategy

Using a Continuum

A *continuum* is a diagram, like the two below, used to show different amounts or degrees of something; in this case, degrees of acceptance. You will use these diagrams in the next exercise.

Continuum 1: Acceptance in the U.S.A.



Continuum 2: Acceptance in _____



12 Using a Continuum: Rating Social Acceptance Work in a small group and read the situation and the list of actions on page 16. Discuss and rate the acceptance of each action and mark it from *Low* to *High* on each continuum diagram in the strategy box above. Continuum 1 represents the U.S. and Continuum 2 represents a culture with which your group is familiar. Base your ratings on the article you have read and on your knowledge of the other culture.

المحاضرة الثالثة

More reading strategies

في بداية المحاضرة وضع الدكتور إننا راح نتعلم كيف نستخرج الفكرة الرئيسية للقطعة أو المقال

Inferencing the main idea

وهالشي درسناه السمسمر الماضي

والمزيد من suffix and prefix

للتذكير الـ main idea هي الفكرة الرئيسية للقطعة يعني بالعامي عن أيش تتكلم القطعة هذي ؟

بعدها بدأ الدكتور في صفحة ١٦ بالكتاب My country

Situation: Imagine that you are a fairly wealthy professional and you want to do the actions below. How acceptable would they be in the U.S.? How acceptable would they be in another culture? Rate each action and write the letter on each continuum above.

Actions:

- a. Answering in short words like “Nope” or “Sure”
- b. Asking a person how old he or she is
- c. Asking someone how much money he makes
- d. Digging in your garden
- e. Driving your own car
- f. Hiking with a backpack
- g. Inviting a colleague over to your house
- h. Painting your fence by yourself
- i. Refusing to look at someone’s home
- j. Saying to someone: “Do you have any children?”
- k. Saying to someone: “What is your religion?”
- l. Shining your own shoes
- m. Speaking bluntly
- n. Saying to someone: “How much did you pay for your new car?”
- o. Washing your own clothes
- p. Wearing shorts or jeans and a t-shirt

Part 2 Reading Skills and Strategies

My Country

Before You Read

1 Getting the Meaning of Words from Context and Structure Working by yourself or with a partner, guess the meaning of the following italicized words or phrases and underline the correct definition for each. To help guess the meaning, determine if it has a suffix, if it’s a compound word, and if you can examine how it is used in context.

1. Berton says that to a stranger the land must seem *endless*. (line 1) *Endless* means (full of variety / stretching out in all directions).
2. It is the *vastness* of Canada that surprises people. (line 4) *Vastness* means (beauty / large size).
3. The *observant* visitor will note some differences. (line 8) This means the visitor who (looks around / talks a lot).

4. The national *makeup* (line 9) refers to the Canadian (economy / character).
5. Berton talks about the American *melting pot*. (line 10) This means a society of people who become very (similar / different).
6. In July and August, eastern Canadians suffer in the heat and *humidity*. (line 17) *Humidity* means (wetness / dryness).
7. A *newcomer* (line 10) is someone who (wants to arrive / has just arrived).
8. Canada did not have a civil war, but it did have some *uprisings*. (line 27) Uprisings are (big revolutions / small battles).
- *9. The *lawmen* (line 31) are (robbers and murderers / sheriffs and policemen).
10. The author says that Americans are more *outgoing* than Canadians. (line 48) This means they are not as (shy / loud) as Canadians.
11. The *French-style* cooking of Quebec (line 61) means food prepared (for French people / in the French way).

Read

في النقطة التاسعة به الدكتور إنه في كلمة مشابه لها وهي *lowmen* ومعناها *robbers and murderers* و لازم نتبه له النقطة

Strategy

Finding the Implied Main Idea of a Paragraph

Sometimes the main idea of a paragraph is not stated directly in one sentence. The main idea is *implied* (suggested by the facts, details, and ideas about the topic). A main idea brings together all or most of the different parts of the paragraph. It does not express just one part.

Introduction

The following excerpts are from a book by Pierre Berton, one of Canada's leading writers and a popular TV personality who wrote over 50 books before he passed away in 2004 at the age of 84. He was best known for his books on Canadian history. In this selection, Berton gives his personal reply to the question so often asked by visitors: "What is the difference between Canadians and Americans?"

- What do you know about Canadians?
- In what ways do you think they are different from Americans?

2 Reading an Article: Finding Implied Main Ideas Practice the skill of finding implied main ideas by analyzing the first five paragraphs of the following reading selection on pages 18–21. Most of its paragraphs do not have one sentence that describes the main idea. The main ideas are implied. Read each paragraph and the three phrases that follow it. Choose the phrase that best expresses the main idea.



▲ The North American continent consists of Canada, the United States and Mexico.



My Country (excerpts)

- A To a stranger, the land must seem endless. A herring gull, winging its way from St. John's, Newfoundland, to Victoria on the southern tip of Vancouver Island, will travel as far as the distance from London to Baghdad. It is the vastness that startles the imagination of all who visit my country.

these two words is the hent

الكلمتين التي تحتهم خط هم العلامة التي عرفنا منها الفكرة الرئيسية لأن المقطع مافيه توبيك سنتنر

1. What is the main idea of the paragraph above?

- (A) Canada is strange and surprising.
 (B) Canada is very, very big.
 (C) Canada is hard to know.

- B Contrary to common belief, we do not live in snow-covered cabins far from civilization. Most of us inhabit cities that do not seem to differ greatly from those to the south of us. The observant visitor, however, will note

some differences. The variety of our national makeup is, I believe, more pronounced than it is in the American melting pot. A newcomer in the United States quickly learns to cover up his or her origins and become an American. A newcomer to Canada manages to keep something of the culture and customs of his or her ethnic background. 10

2. What is the main idea of the paragraph above?

- (A) Canadians appear to others as simple people who inhabit snow-covered cabins in the woods.
- (B) Canadians live in almost exactly the same way as Americans live but really there are differences.
- (C) All Canadians seem alike but they have more variety in their customs and culture than Americans.

الدكتور يقول ان الاجابتين صحيحة بس الـ C هي الأقرب

c Traditionally, the stranger has thought of Canada as a mountainous, snow-swept land. Certainly it can get very cold in Canada. Few non-Canadians understand that it can also get very hot. The eastern cities suffer in the humidity of July and August, and people actually die each year from the heat. 15

3. What is the main idea of the paragraph above?

- (A) It can get very cold in Canada.
- (B) It can get very hot in Canada.
- (C) Eastern cities suffer more than western cities.

هنا بعد كل الأجابات صحيحة بس أفضلها الـ C

D Where temperature is concerned we are a country of extremes; and yet, as a people, we tend toward moderation and even conservatism. Non-Canadians think we are the same as our American neighbors, but we are not really like the Americans. Our temperament, our social attitudes, our environment, and our history make us a different kind of North American. 20

4. What is the main idea of the paragraph above?

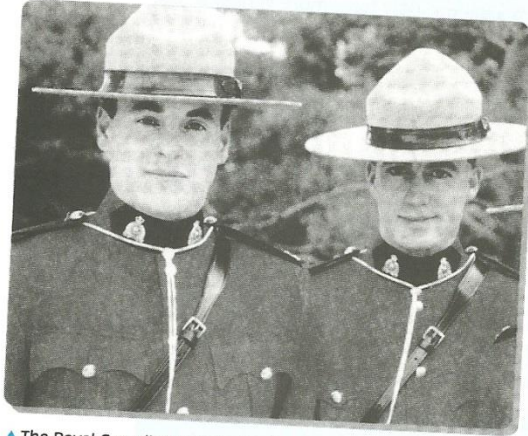
- (A) People think Canadians are like Americans, but Canadians are really more conservative and moderate.
- (B) Canada is a country of extremes, both in its temperatures and in the character of its people.
- (C) The Canadian temperament is like the American one because of social attitudes, environment, and history.

هنا بعد الدكتور يقول ان الاجابتين صحيحة بس الإجابة b هي الأصح وقال أنه مازاح يجب إجابات متقاربه مثل كذا

E First, there is the matter of our history. It has been called dull because it is not very bloody. We are, after all, the only people in all the Americas who did not separate violently from Europe. We have had three or four small uprisings but no revolution or civil war.

5. What is the main idea of the paragraph above?

- A Canadian history is dull.
- B Canadian history is bloody.
- C Canadian history is not violent.



▲ The Royal Canadian Mounted Police (RCMP) has been an important force in keeping order in Canada.

F We were slow to give up our colonial ties to England. While the Americans chose freedom, we chose order. Our lawmen are appointed from above, not elected from below. The idea of choosing town marshals and county sheriffs by vote to keep the peace with guns never fitted into the Canadian scheme of things. Instead, we invented the North West Mounted Police. The Canadian symbol of the Mountie, neat and clean in his scarlet coat, contrasts with the American symbol of the lawman in his open shirt and gun-belt. The two differing social attitudes persist to this day. In the United States, the settlers moved across the continent before law—hence the “wild” west. In Canada, the law came first; settlement followed.

G Outward displays of emotion are not part of the Canadian style. We are, after all, a northern people. The Americans are far more outgoing than we are. One reason for this, I think, is the very real presence of nature in our lives. Most of us live within a few hours’ drive of the wilderness. No Canadian city is far removed from those mysterious and silent places that can have such an effect on the human soul.

H There is another aspect of my country that makes it unique in the Americas, and that is our bilingual and multicultural¹ makeup. (Canada has

¹The original text said *bicultural*, but this has been changed to *multicultural* because in 1971, Canada’s official policy changed from biculturalism to multiculturalism, although it still kept its two official languages. Canada was the first country in the world to establish an official government policy that recognizes and celebrates the heritages of all its peoples. This policy is defined as “multiculturalism within a bilingual framework.”

two official languages, English and French, and in its largest province, a majority of the inhabitants speak French almost exclusively.) It gives us a



▲ The main languages of bilingual Canada are English and French.

picturesque quality, of course, and that certainly helps tourism: Visitors are attracted to the “foreignness” of Quebec City, with its twisting streets and its French-style cooking. But there is also a disturbing regional tension. Quebec has become a nation within a nation, and the separatist movement is powerful there.

Canadians are not anti-American. We watch American television programs. We tend to prefer American-made cars over the European and Asian products. We welcome hundreds of thousands of American tourists to our country every year and don't complain much when they tell us that we're exactly the same as they are.

Of course, we're not the same. But the visitor may be pardoned for thinking so when he or she first crosses the border. The buildings in our cities are designed in the international styles. The brand names in the supermarkets are all familiar. It is only after several days that the newcomer begins to sense a difference. He cannot put his finger on that difference, but then, neither can many of my fellow Canadians. The only thing we are really sure of is that we are not Americans.

Source: *My Country* (Pierre Berton)

After You Read

3 Checking your Comprehension Mark the following statements *T* (true) or *F* (false), according to Pierre Berton. Correct the false statements to make them true.

1. f Most Canadians live in snow-covered cabins far from civilization.
2. t In Canada, newcomers keep more of their original country's customs and culture than do newcomers in the United States.
3. f Canada is a very cold country, even in the summertime.

4. f The history of Canada is more bloody and violent than the history of the United States.
5. t Generally speaking, Canadians are more conservative than Americans.
6. f The "wild west," with its guns and sheriffs with open shirts, was an important part of American and Canadian history.
7. f Canadians express their emotions more openly than Americans do.
8. t The United States has only one official language, but Canada has two.
9. f In general, Canadians are anti-American, and Americans are anti-Canadian.
10. f Canadian buildings, food, and businesses look very different from those in the United States.

Strategy

Analyzing the Prefixes *Non-* and *Anti-*

A prefix is a group of letters at the beginning of a word that changes its meaning. Learning the meaning of some of the common prefixes, such as *non-* and *anti-*, can expand your vocabulary and reading comprehension.

- The prefix *non-* means "not." *معناها ليس*
- The prefix *anti-* means "against." *معناها ضد*

In the reading *My Country*, there are two words with hyphens that have the prefixes *non-* and *anti-* in them: *non-Canadians* and *anti-American*. (These prefixes are also used at times without hyphens.) So *non-Canadians* are "people who are not Canadians." Being *anti-American* means being "against Americans or things associated with Americans."

4 Analyzing the Prefixes *Non-* and *Anti-* Using the examples in the Strategy Box above as models, write definitions for the following words:

1. nonresidents not residing, don't live there
2. anti-American don't like American, against American
3. an antiwar protest againsts war protest, don't like war protest
4. a nonviolent group a group don't like violence
5. non-Germans not Germans
6. non-Mexicans not Mexicans
7. antisocial don't like social, you like to set alone
8. nonvoters don't vote
9. antimonopoly laws againsts monopoly laws
10. nonpayment didn't bay

5 Analyzing Four More Suffixes Here are more common suffixes to add to your knowledge of English words. Study them and fill in the second example for each one.

1. -ation

The suffix *-ation* means the “process or condition of some action or quality.” It makes nouns out of verbs. The process of being transported, involves *transportation*.

If you are in the process of *decorating*, you are involved in decoration.

2. -ful

The suffix *-ful* means “full of or characterized by a certain quality.” It makes adjectives out of nouns. Something full of beauty is *beautiful*.

Something that can cause a lot of *harm* is harmful.

3. -ment

The suffix *-ment* means “something that results from the action of a verb.” It makes nouns out of verbs. The things that people accomplish are *accomplishments*.

The group of people who *govern* are members of the government.

4. -ous

The suffix *-ous* means “having or being full of some quality.” It makes adjectives out of nouns. People who are full of fury become *furious*.

A moment that is full of *glory* is a glorious moment.

6 Making New Words by Adding Suffixes Form words used in the reading by adding suffixes from the previous activity. Check your answers by finding the words in the reading. Line numbers are given in parentheses.

1. Our surroundings are our *environs*. Everything that is around us is our environment. (line 23)
2. Some countries are hard to *imagine*. It is difficult to see them in our imagination. (line 4)
3. The head of that corporation has a lot of *power*, and he also has many powerful friends. (line 64)
4. Some people are *moderate*. They show moderation in their reactions. (line 20)
5. The place that *settlers* come to live is a settlement. (line 46)
6. Many of the people who want to separate from their nation are on the *move* and hope to build a strong separatist movement. (line 64)
7. North America is filled with *mountains*, and its mountainous regions attract many tourists. (line 14)
8. Certain natural spots seem full of *mystery* and their mysterious atmosphere can have a strong effect on the human soul. (line 51)

المحاضرة الرابعة

Extra reading strategies

• بدايةً تكلم الدكتور عن الـ Idioms

وش نعني بالـ idiom

هي بالعربي التعابير

مثال عليها

Raining cats and dogs

هل ممكن أن تمطر السماء قطط وكلاب ؟؟؟

مستحيل المغزى من هالتعبير إننا نوضح أن السماء تمطر بغزارة

• وبعدها تحدث الدكتور عن الـ terminology

اللي هي المصطلحات

• الآن بنروح للكتاب ونبدأ بصفحة ٣٠

Teamwork and Competition

In This Chapter

This chapter focuses on two important areas of world culture: sports and business. In sports and business, values that seem in some ways to be opposites—teamwork and competition—are in fact both crucial to success. In the first reading, the world-famous soccer player David Beckham describes the competition and teamwork that bring him success when he moves from England to join the Real Madrid soccer team in Spain. The second reading looks at how Kim Ssang Su, a talented Korean businessman, builds a globally competitive company by creating a sense of teamwork among his employees.

Idiom

“Two heads are better than one.”

—English proverb

Its means: two people working together is better than working alone

Part 1 Reading Skills and Strategies

Beckham: An Autobiography

Before You Read

Strategy

Figuring Out Idiomatic Expressions and Specialized Terms

An *idiomatic expression* is a group of words with a meaning that is different from the meaning of each individual word, such as *get the drift* of something, which means to *understand the general idea* of something. Learning expressions like these will help you to understand conversations and read informal writing in English.

Specialized terms are the words associated with a particular area of knowledge; for example, in this chapter, sports terms. Readings and discussions relating to sporting events include their own specialized vocabulary. For example, you might hear this in a soccer game: *go for goal*, which means to *try and kick the ball in the net and get a goal, or a point*.

Often you can figure out the meanings of these words from their context.

1 Getting the Meaning of Idiomatic Expressions from Context

In the first reading, David Beckham and his coauthor use a number of common idiomatic expressions. Read the sentences below from Beckham's autobiography and try to figure out the closest meaning for the underlined idiomatic expressions in each sentence. Use the hints below each sentence to help you.

1. I took a knock or two during my first year in Madrid.

Hint: Usually to *knock* means to hit something, or it refers to the noise made when you hit something hard, such as *knocking on a door*. So, for someone to *take a knock or two* means:

- (A) to leave quickly and with a lot of noise
- (B) to knock on many doors, asking for help
- (C) to have a hard time and to have problems
- (D) to hit back at all the people who attack you

2. With the standards set by the club, you could never say you were in a comfort zone at Manchester United (the name of the team Beckham had played with before).

Hint: A *zone* means a particular area or space. So, to be *in a comfort zone* means:

- (A) to feel safe and relaxed
- (B) to feel nervous and worried
- (C) be in the right part of the city
- (D) to be on the wrong side of the field

3. Now I'd been whisked off to a new club in a new country . . .
Hint: *Whisk* means to move rapidly in a brushing or whipping motion, as when you are cooking and you *whisk* the eggs with a special wire utensil. To be *whisked off* means:
- (A) to brush yourself off and get ready for something new
 - (B) to decide to leave everything behind and go far away
 - (C) to be told to accept a new position
 - (D) to be moved to a new place very quickly
4. Now I'd been whisked off and didn't really have a clue what was coming next.
Hint: When a detective tries to solve a crime, he looks for *clues* that will lead to a solution. To *not have a clue* means:
- (A) to feel positive about the future
 - (B) to not know what to do
 - (C) to understand that life is always a mystery
 - (D) to search hard for the answer to a question
5. I was bracing myself for the challenge . . .
Hint: A *brace* is a device for keeping something firmly in place, such as a metal frame used to hold the pieces of a chair together while it is being glued, or a device for someone with a back problem to hold his or her back straight. To *brace oneself* means:
- (A) to stop thinking about the future
 - (B) to stop thinking about the past
 - (C) to find a way to escape
 - (D) to prepare for something unknown or difficult
6. I'm confident in my own ability but, that summer morning at the training ground, there was a little twist in the pit of my stomach: it felt as though I'd arrived in Madrid with something to prove.
Hint: To *twist* means to turn or bend. So, a *twist* is something that has been turned or bent. The *pit* here means the deepest part. So, you may imagine from the context of the phrase above that to have a *twist in the pit of one's stomach* means:
- (A) to feel very sick after eating some bad food
 - (B) to be in good shape and have strong stomach muscles
 - (C) to feel very nervous and uncomfortable
 - (D) to be happy and feel confident
7. The next day, I didn't need to understand the articles to get the drift of the headlines.
Hint: To *drift* means to be moved in one direction by a current, as in a river or ocean, and *get* means to grab or catch. To *get the drift of* something, then, means:
- (A) to understand the general idea
 - (B) to understand completely
 - (C) to change the meaning of something
 - (D) to read a newspaper article

8. Almost from kick-off you could tell it was going to be our night.
Hint: Notice that the use of "our" in the expression implies *belonging*, meaning that the night will belong to *our team*. From the context, it was going to be *our night* means:
- (A) it was going to be late before the game would end
 (B) it was going to get dark very soon
 (C) we were going to lose that game
 (D) everything was going to go well for us
9. I celebrated with a new set of teammates who'd already done everything they could to make me feel at home . . .
Hint: Usually people feel relaxed and at ease in their own homes. So, to make someone *feel at home* means:
- (A) to cause someone to think about childhood
 (B) to help someone to feel comfortable
 (C) to force someone to think about returning home
 (D) to influence someone to be good

2 Getting the Meaning of Specialized Terms from Context Read the sentences and phrases from the reading in the column on the left. Match the underlined phrase with the correct definition in the column on the right.

- | | |
|---|--|
| 1. <u>e</u> Carlos took me off ten minutes into the second half. | a. hit the ball with my chest |
| 2. <u>j</u> Almost from kick-off you could tell it was going to be our night. | b. hit, when the player connects with the ball in any way |
| 3. <u>g</u> Ronaldo got away down the <u>left wing</u> . . . | c. kick the ball across the field |
| 4. <u>c</u> I was thinking: he'll not cross it here. | d. move in front of other players |
| 5. <u>d</u> He's bound to <u>cut in</u> . . . | e. removed me from the game |
| 6. <u>l</u> and <u>go for goal</u> . | f. the center of the playing field |
| 7. <u>k</u> He swung it over, though, and I could tell it was going to <u>miss out</u> Guti . . . | g. the left side of the field when facing the other team's net |
| 8. <u>i</u> at the <u>near post</u> . | h. the player in charge of defending the net |
| 9. <u>h</u> I could see the <u>goalkeeper</u> coming to challenge . . . | i. the side of the net nearest to the player |
| 10. <u>b</u> My first <u>touch</u> of the game, . . . | j. the start of the game |
| 11. <u>a</u> I <u>chested</u> the ball off . . . | k. to not reach |
| 12. <u>f</u> to someone in <u>midfield</u> . . . | l. to try to put the ball in the net |

وبكذا نكون تكلمنا عن أهم ما ذكر في المحاضرة الرابعة وطينا تمارينها

المحاضرة الخامسة

Extra reading strategies

- في البداية تحدث الدكتور عن الـ Metaphors

اللي هي المجاز الألفاظ المجازية وعطانا مثال سهل عشان نفهم المعنى

You slept like a baby

هنا لم يقصد المتحدث أنك طفل ولكنه يقصد أن من كثر ما هو مرتاح ومستغرق بالنوم نام كأنه طفل

- أما الشيء الآخر اللي راح ندرسه من الاستراتيجيات فهو **Figuring out the meaning of words from context**

وهو معرفة معنى الكلمة من سياق الكلام

- وبعدها بدأ الدكتور بالكتاب
- ملاحظه : (صحح الدكتور في المحاضرة السابقة تمارين كان مخطي فيها في هالمحاضرة وأنا بدوري صححتها)



7 What Do You Think? Read the paragraph and discuss the questions that follow.

The Olympics



▲ The Olympic Games are based on an ancient ritual that started in Greece.

The Olympic games are based on an ancient ritual started in Greece some time in the ninth Century B.C.E. (Before Common Era, referring to the year 1.) The modern Olympic games began again in 1896 and, except for one cancellation during WWII, have continued every four years until the present time. Winter Olympics are two years behind Summer Olympics and also repeat in a four-year cycle. From all over the world, the best athletes come to compete to establish the champion of champions. Everyone seems to have a wonderful time. Yet the Olympics are not without controversy.

1. In what country did the Olympic games begin?
2. How long have the modern Olympic games been going on, and how often are they held?
3. Why do you think many countries want to host these games? In your opinion, are they good or bad for the world community? Explain.
4. Should professional (paid) athletes be allowed to compete, or should the games be limited to amateurs?

Part 2 Reading Skills and Strategies

Outward Bound

Language Tip

Learning the specialized terms related to business can help you when you read or have discussions about business.

Before You Read

- 1 Using the Context to Infer the Meanings of Words** Guess the meanings of the words in the sentences on pages 41–42 from their context or from clues within the words themselves. Choose the correct answer.

1. Kim Ssang Su is CEO of LG Electronics, Inc.
 - (A) the owner
 - (B) an outstanding employee
 - (C) the chief executive officer
 - (D) an assistant accountant
2. The managers seem happy that Kim has spent the day lecturing and rallying them.
 - (A) organizing and encouraging
 - (B) insulting and blaming
 - (C) boring
 - (D) complaining about
3. Kim Young Kee is a V.P. of LG Electronics.
 - (A) coordinator of prices
 - (B) Very important Person
 - (C) admirer
 - (D) Vice President
4. LG's revenues jumped 18% last year, to \$17 billion, and net profits rose 33%, to \$556 million.
 - (A) their debts
 - (B) earnings before expenses and taxes are deducted
 - (C) earnings after expenses and taxes are deducted
 - (D) salaries for employees
5. LG's revenues jumped 18% last year, to \$17 billion, and net profits rose 33%, to \$556 million.
 - (A) their debts
 - (B) earnings before expenses and taxes are deducted
 - (C) earnings after expenses and taxes are deducted
 - (D) salaries for employees
6. Kim wants to lift LG up to the level of the biggest companies that have global brands.
 - (A) huge buildings and equipment
 - (B) more than 10,000 employees on their payroll
 - (C) names and symbols known around the world
 - (D) giant computer networks
7. The advanced Korean market provides a testing ground for new technologies.
 - (A) a large amount of soil for planting
 - (B) a group of skilled scientists and technicians
 - (C) a laboratory for creating new inventions
 - (D) a place to try out the latest products

8. Kim grew up on a farm and admits to being more comfortable visiting factories than in his spacious office in Seoul.

- (A) manufacturing plants where products are built
- (B) places where products are stored
- (D) centers where ad campaigns are planned
- (D) administration offices

Strategy

Scanning

Scanning is reading quickly to find particular bits of information. When you read for business, numbers are important. You can pick up information about business by scanning for numbers and seeing what they mean.

To scan, follow these steps:

- Think of what you are looking for.
- Move your eyes quickly through the text until you find it. Do not pay attention to anything else.
- Stop and record the information.

2 Scanning for Numbers Scan the reading on pages 43–45 for the numbers needed to fill in the blanks below.

1. Kim Ssang Su is 59 years old.
2. He began his career 35 years ago.
3. LG Electronics' revenues for last year were 17 billion dollars, and its net profits were 556 million dollars.
4. Samsung Electronics, LG's biggest competitor, had revenues of 36.4 billion dollars.
5. In Korea, 84 % of households using the Internet have high-speed access.
6. Kim took over LG's appliance business in the year 1996.
7. Under his guidance, sales in LG's appliance business reached 4.7 billion dollars last year.
8. Kim likes to hold breakfast meetings for top executives at 7 A.M. every morning.

Read

Introduction

Just like sports, the world of business also runs on teamwork and competition. The following selection tells the story of a Korean businessman who uses some very unusual methods to inspire his team of workers and create a strongly competitive company. You may be surprised to find where he comes from and interested to learn how he and his company are moving outwards and expanding toward global success.

- What methods can you think of to inspire people to work together?
- For you, personally, what inspires you to work with others?



Outward Bound *Call Kim Ssang Su a Man of the People*

- A **O**n a chilly night in the mountains south of Seoul, Kim, CEO of LG Electronics, Inc., holds a paper cup. Surrounding him are a dozen of the 300 LG suppliers' managers whom Kim has spent the day lecturing and rallying. They have also been hiking up a snow-covered mountainside—necessary training, he says, for the grand plans he has for South Korea's second largest electronics firm. At the end of the day, he treats a group of employees to an outdoor barbecue. "Great people! Great company!" he barks. "Great company! Great company!" they chant back. 5
- B The tireless Kim, 59, cavorts near a stage. Later he ascends the stage himself, microphone in hand. "We love our CEO," says Kim Young Kee, an LG executive V.P. "He shows us a good time." 10
- C CEOs rarely stoop to carouse with the common man in an Asia dominated by secretive business clans. But Kim is no ordinary Asian boss. He began his career 35 years ago as a nondescript engineer at an LG refrigeration factory, climbed the ranks and claimed the CEO post in 15

October. Now he aims to duplicate the same feat with LG—lifting a company little known outside Asia into the stratosphere of global brands

with Sony, Panasonic, and Samsung. “I want to go down in LG history,” says Kim. “After death, a tiger leaves its skin. A man leaves his name.”



▲ Kim Ssang Su lecturing and inspiring his employees.

D LG seems well on its way. Revenues jumped 18% last year, to \$17 billion, and net profits rose 33%, to \$556 million. Last year, LG was the world's largest seller of mobile phones operating on the CDMA standard, which allows more people to use a network at the same time. It makes dazzling flat-screen TVs and other leading-edge gadgets.

E LG faces plenty of competition. Its biggest rival at home and abroad, Samsung Electronics, whose revenues of \$36.4 billion are two times as large as LG's, has already hit the U.S.—and scored big successes. Samsung is also ahead of LG in developing a truly global brand.

F In this new digital world, LG has a distinct advantage in its ultra-wired South Korean home base. The demanding Korean market, where an amazing 84% of households using the Internet have high-speed access, propels LG to develop more advanced products and provides a testing ground for new technologies. LG has outpaced Nokia and Motorola in cramming the hottest new features into its mobile phones. Its latest model, the SC8000, combines a PDA, an MP3 player, a digital camera, and a camcorder.

G It may seem odd that LG has turned over its top job to a farm boy from a tiny village in eastern South Korea. Kim Ssang Su spent his childhood knee-deep in the family's rice paddies. He admits to being more comfortable visiting factory floors than in his spacious office overlooking Seoul's Han River.

H It would be wrong, though, to underestimate Kim, who has become near legend in Seoul for the turnaround he engineered at LG's appliance business. When he took over in 1996, LG was making washing machines and refrigerators for low-cost Chinese companies. Kim sliced costs by moving production of low-end products to China. He proved there is room for innovation, introducing, for example, appliances like air conditioners that can be controlled from the Internet. The result: sales reached \$4.7

billion last year, more than twice the number when Kim took control.

Kim is infusing LG's other businesses with the same vigor. Called a "commander in the field" by executives, he storms about LG's factories and offices poring over details, issuing commands and spurring on the staff by giving them what he terms "stretch goals." Awake at 5:30 each morning for a brisk walk, he openly prefers "morning people" and holds 7 A.M. breakfast meetings with top executives. "I don't like the expression 'nice,'" Kim says, "I don't want LG to be perceived as nice. None of the great companies in the world are nice."

Source: "Outward Bound" *Time Magazine* (Michael Schuman)
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After You Read

Reading Tip

Main Idea
Remember that the main idea of a piece of writing (a paragraph, an article, a book) brings together all or most of the different parts of that piece of writing. It does not express the idea of just one part.

3 Selecting the Main Idea Circle the number of the statement below that you think best expresses the main idea of "Outward Bound." Why is it better than the other two?

1. LG Electronics is South Korea's second largest electronics firm and now seems to be increasing its revenues at a rate that is much faster than that of its competitors.
2. Kim Ssang Su rose from being a farm boy in a tiny village to CEO of LG Electronics, and his unique character and skills are mainly responsible for this company's growing success.
3. Kim Ssang Su provided a great inspiration for the managers of his 300 suppliers at the rally and barbecue he organized for them.

Strategy

Understanding Metaphors

Another aspect of readings that presents a challenge in a second language is the metaphor. A metaphor is an implied (suggested) comparison made by using a word or phrase associated with one thing to describe something completely different. For example, in the reading, it says that "Kim is infusing LG's other businesses with the same vigor." The word *infuse* means to pour a liquid into something. Vigor, which means active physical or mental strength and energy, is not a liquid that you can pour. By using the word *infuse*, vigor is being compared to a liquid. This means that Kim is actively, both physically and mentally, involved in his businesses and encourages his staff to work hard.

Another metaphor in the reading says that Kim visits the factories, "spurring on his staff." A *spur* is a sharp round metal object which is worn on the boot of a rider. The rider kicks the spur into the horse's side to encourage it to run faster. In the reading, Kim is being compared to a rider who is encouraging his staff to work faster and harder.

Personification, presenting a thing with the qualities of a person, is another type of metaphor. In general, metaphors add interest and sometimes humor to writing.

4 Understanding Metaphors Metaphors are often implied (suggested) through the verb in a sentence. Below are examples of sentences showing the common usage of certain verbs. These verbs are also used as metaphors in the reading selection. Work alone or with a partner and find the examples from the reading selection using this same verb as a metaphor. Look for the meaning in the surrounding sentences. Then explain what is being compared to what. The first one is done as an example.

1. common usage of *barks*: The dog: *barks* as people pass the yard.
Usage in the article: "*Great people! Great company!*" *he barks*. (see line 8)
metaphor: *The way Kim shouts* is being compared to *the barking of a dog*.
2. common usage of *jumped*: The horse *jumped* over the fence.
usage in the article: *Revenues jumped* § 18 *last year*. (see line 23)
metaphor: *the way the revenues increase* is being compared to *the jumping of horses*.

المحاضرة السادسة

More reading strategies

في بداية المحاضرة تحدث الدكتور عن هاتلاث أمور

Skimming

You don't read the whole thing but you try to get the general idea then you got the information that you want

Scanning

Scan the passage for specific number or date or any thing

Reading a chart

If there any table you know how to read it

بعدها بدأ الدكتور بالكتاب unit 3

Relationships

In This Chapter

In many parts of the world, the last half of the 20th century led to dramatic changes in families and personal relationships in general. The consequences of these changes have spilled over into the new millennium. The first selection addresses one of the biggest social concerns of our times, the care of children in families with two working parents. It discusses how people are coping with the problem in the United States. This is followed by statistical charts with information on the changing makeup of what we call a family. The second selection talks about Russian brides who marry foreigners.

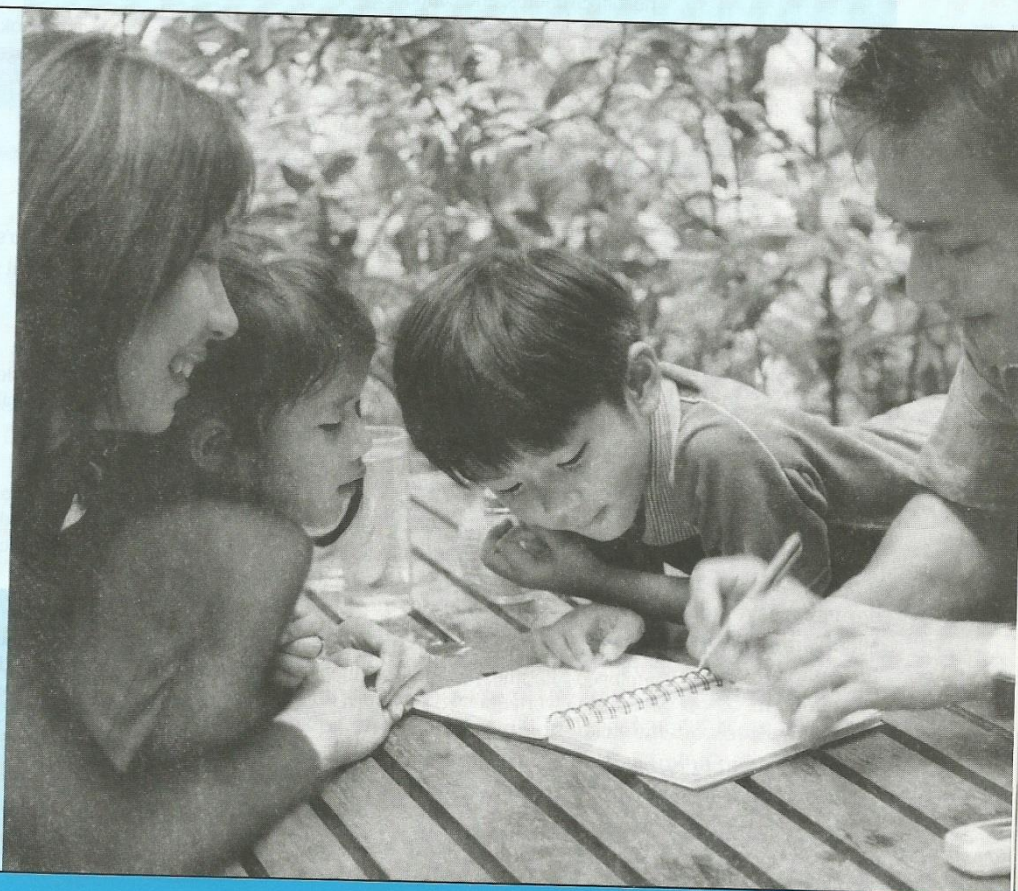
“In time of test, family is best.”

—Burmese Proverb



Connecting to the Topic

- 1 Look at the family in the photo. What do you think they are doing?
- 2 This chapter examines some of the changes in families since the middle of the 20th century. How have families changed during this time?
- 3 In your country, do grandparents also help with taking care of the children?



Part 1 Reading Skills and Strategies

Who's Taking Care of the Children?

Before You Read

Strategy

Skimming for the General Idea

You can find the general idea of a reading selection by *skimming*. Follow these steps to find the general idea of a reading selection quickly.

1. Move your eyes rapidly over the whole piece, taking note of the title, headings, photos, and captions.
2. Read the first and last line of the long paragraphs. In the shorter ones, look at just a few key words in each line, the ones that seem to carry the message, then go on.
3. Try to summarize the general idea in two or three sentences.

1 Skimming for the General Idea Skim the following article, "Who's Taking Care of the Children?" Then circle the number of the summary below that best expresses what the whole reading is about. Why is it better than the other two?

1. In the United States, most women want to be professionals and work as doctors, lawyers, executives, engineers, or in sales or education. They depend on their families to help them with child care as they try to break through the "glass ceiling." The husband is no longer the only breadwinner.
2. In the United States, most mothers need day-care centers, or nannies to watch their children while they work outside of the home. Times have changed, and the definition of *family* has expanded. The increased role of fathers in child care and the option of working from home are new trends.
3. In the United States, most couples are influenced by monetary factors and are employed full time, part time, or in job-sharing positions. Many husbands and wives both work outside the home, do household chores, and stay at home with the children.

Read

Introduction

The following article discusses the big changes that have occurred in the family life and personal relationships of people in the United States in the last several decades. Today, young men and women work, socialize, and raise their children in ways that often seem surprising to their parents and grandparents.

- In your opinion, how is the life style of young people today in your culture different from that of your parents and grandparents?
- What changes have occurred in family life and personal relationships?
- What changes do you think will be described in the article?



Who's Taking Care of the Children?

- A **A**round the world, more and more women are working outside the home. In the United States, around 70 percent of women with children under 18 have another job besides that of mother and homemaker. Most are employed in traditional fields for females, such as clerical, sales, education, and service. However, a growing number choose a career that necessitates spending many hours away from home. These women are engineers, politicians, doctors, lawyers, and scientists, and a few have begun to occupy executive positions in business, government, and banking, breaking through the so-called **glass ceiling**. 5
- B Monetary factors influence women to work. Some are employed full time, some part time, and some seek creative solutions such as **flex-time** work schedules and **job sharing**. But in most cases, one income in the household is simply not enough, so both parents must work to support the family. 10
- C A backward glance from this side of the new millennium reveals that the role of married women in the U.S. has changed **radically** since the 1950s and 1960s, when it was taken for granted that they would stay home and raise the children. This is still the image so often **portrayed** in American movies and advertising. In fact, the traditional combination of the husband as exclusive **breadwinner** and the wife as a **stay-at-home** mom caring for one or two children today accounts for only ten percent of the population in the United States. 15 20
- D Who, then, is taking care of the children?

E When **extended families**—children, parents, grandparents, aunts, and uncles—lived in the same town and sometimes in the same house, a relative of the working parents took care of the children. But beginning with the Industrial Revolution, people moved away from farms and small towns to find better job opportunities in larger cities. Now, most often, the family is just the **immediate family**—mother, father, and children. 25

F So who watches the children while the parents work? Answers to this question are varied. 30

- Some parents put children in day-care facilities.
- Some parents put children in informal day-care centers in private homes.
- Companies and hospitals are realizing that providing day care at the workplace makes for happier and more productive employees. 35
- Individuals or couples that are wealthy enough have a **nanny**, a woman who comes to care for the children in their own home. Many of these child-care workers are from other countries, e.g., South America, Eastern Europe, the Caribbean, and the Philippines. 40

G A **trend** that has emerged recently is the sharing of child-care responsibilities between husband and wife. Young couples will try to arrange their work schedules so that they work opposite hours or shifts in order that one parent is always home with the children. Since child care is expensive, this saves money for the young couple trying to establish themselves and provide a secure environment for the family. Husband and wife may also share household chores. Some fathers are just as capable as mothers at cooking dinner, changing and bathing the baby, and doing the laundry. 45

H In some cases, the woman's salary is for family expenses. These cases are still fairly rare. One positive trend, however, is that fathers seem to be spending more time with their children. In a recent survey, 41% of the children sampled said they spend equal time with their mothers and fathers. "This is one of our most significant cultural changes," says Dr. Leon Hoffman, who co-directs the Parent Child Center at the New York Psychoanalytic Society. In practice for over 30 years, Hoffman has found a "very dramatic difference in the involvement of the father—in everything from care taking to general decision making around kids' lives." 50 55

I Another factor has recently been added to the child-care formula. The number of people who work from home nearly full time rose 23% from the last decade. Some are **self-employed** and some work for companies. The accessibility of technology—computers, faxes, teleconferencing—has made it easier for at-home workers to be constantly **in touch**. Of the 5.5 million "stay-at-home" parents in 2004, 5.4 million were moms and 98,000 were dads. Among these stay-at-home parents, 42 percent of mothers and 65



• A father working at home while caring for his child.

29 percent of fathers had their own children under three living with them. Thirty-nine percent of mothers and 30% of fathers were under the age of 35. Will this new flexibility in the workforce bring a positive change for the well-being of children? Only time will tell. 70

Source: "Who's Taking Care of the Children?" (Miki Knezevic)

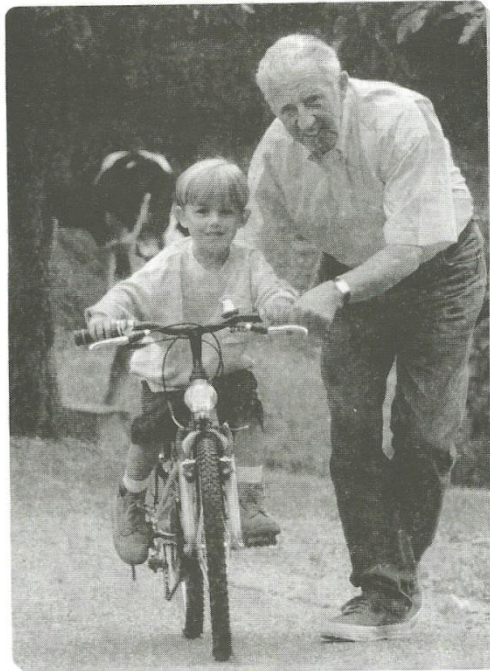
After You Read

2 Matching Words to Their Definitions Match each word on the left with the correct definition on the right. For a word you are not sure about, scan the reading for it, and use the context to infer its meaning.

- | | |
|------------------------------|---|
| 1. <u>c</u> glass ceiling | a. person who cares for children in their home |
| 2. <u>h</u> flex-time | b. person who earns the money for a family |
| 3. <u>d</u> job sharing | c. invisible barrier to promotion |
| 4. <u>f</u> radically | d. two people who each work part time at one job |
| 5. <u>l</u> in touch | e. tendency or movement in the course of events |
| 6. <u>g</u> portrayed | f. to a great degree, completely |
| 7. <u>b</u> breadwinner | g. shown or represented in a pictorial way |
| 8. <u>i</u> extended family | h. varying arrival and departure times at work |
| 9. <u>j</u> immediate family | i. children, parents, grandparents, and other relatives |
| 10. <u>e</u> trend | j. children and parent(s) |
| 11. <u>a</u> nanny | k. working for yourself |
| 12. <u>k</u> self-employed | l. able to contact each other |

3 Recalling Information Underline the correct word or phrase in parentheses to complete the following sentences about the article.

1. About (30 / 50 / 70) percent of American mothers with children under 18 work outside of the home.
2. In the 1950s and 1960s, it was taken for granted that a woman would be a (child-care worker / breadwinner / stay-at-home mom).
3. In the United States today, children most often live with their (immediate / nanny' s / extended) family.
4. Beginning with the Industrial Revolution, many people moved to (farms / small towns / larger cities) far away from their relatives.
5. A recent trend is that American fathers seem to be spending (more / less) time with their children.
6. Another new factor is the number of people who work without leaving their homes rose approximately (10% / 20% / 30%).
7. Of the millions of "stay-at-home" parents in the U.S. in 2004, (most / many / some) were dads.



▲ A grandfather playing with his grandson.

Strategy

Reading a Chart for Information

A chart presents information to us in a clear and compact way. Often, it contains much more information than we need. This can make it hard to understand. When reading a chart for information, follow these three steps.

1. Skim for a general idea of what the chart shows.
2. Focus clearly on each question you want to answer.
3. Scan the chart for the specific information you want, moving your eyes quickly until you find it and then write it down. Ignore information that doesn't answer the question you're working on.



4 Reading a Chart for Information The chart below shows the living arrangements for children in the United States who do not live with their own parents. Work with a partner to follow the steps in the Strategy Box above and to find the answers to the questions on page 64.

Children in the United States Living with Nonparents

Living Arrangement	Years of Age			
	Under 6	6-11	12-17	Under 18
with grandparent	635	462	476	1,573
with other relative	192	224	386	802
in foster home	62	81	92	235
with other nonrelative	137	171	268	576

Source: U.S. Census Bureau, 2002

1. With whom do most children live when they do not live with their parents?
ether with grandparents or other relative or in foster home or with other nonrelative
2. Do more children live in foster homes or with "other nonrelatives"? (A foster home is a home where a child who is an orphan or whose parents cannot take care of them is placed by a government agency.)
nonrelative is bigger than foster home
3. In what age group are there the most children who live with their grandparents? Can you guess why this might be the case for this age group?
under
4. What age group has the largest number of children living with an "other relative" (a family member who is not the parent)? Which "other relatives" would you guess those children might be living with?
5. Why do you think that children in the U.S. are living with people who are not their parents? Make a list of as many reasons as you can think of.
6. How do you think the categories in the chart compare with children in a country you know well? Do you think the numbers living in different arrangements would be similar or different? Explain.



5 Guided Academic Conversation: Presenting Your Ideas Read the *Rules for a Successful Marriage* in the box below, and discuss each of the five items with a partner, following these steps:

- Step 1.** Decide whether you agree or disagree with each rule, and give reasons.
- Step 2.** Find common ground with your partner, which means to come to an agreement about each rule. Mark the rules that you find common ground on and those that you don't find common ground on.
- Step 3.** Then join with another pair of students and compare your opinions.
- Step 4.** Have each set of partners in turn present their opinions. What do you think of the opinions of the other two? What do they think of your opinions? Are they exactly the same?

Rules for a Successful Marriage

- a. A wife must be younger than her husband.
- b. A husband needs to earn more money than his wife.
- c. People say, "When you marry someone, you marry their whole family." So, if the families of the two people don't get along well with each other, there can be no marriage.
- d. A couple should be financially independent before starting a family.
- e. Once there is a child, the mother should stay at home.

Part 2 Reading Skills and Strategies

70 Brides for 7 Foreigners

Before You Read

1 Scanning for Facts Scan for the following information in the article "70 Brides for 7 Foreigners," and write the answers on the lines. (If needed, review the rules for scanning given on page 42.) Items are listed in order of their appearance. The first one is done as an example.

1. The percentage of Russian mothers wanting their daughters to marry foreigners: 23
2. The name of the Russian prince whose daughter became queen of France: Yaroslav the wise
3. The decade when registration of foreign marriages was resumed in Russia: _____
4. The name of the only place in Moscow that registers marriages to foreigners: _____
5. The length of time one woman tried to get permission to join her fiancé in the United States: _____
6. The name of the country that refused to grant an entry visa to a fiancé: _____

قال الدكتور استخراج الاجابات سهل وطلعوها لحالكم

Read

Introduction

Many years ago, there was a popular American production called *Seven Brides for Seven Brothers*. The title of the following article contains an "echo" of that earlier title, but the numbers are different. The article is about Russian women who marry foreign men.

- Why do you think they want to do that?

70 Brides for 7 Foreigners

A Russia seems to be turning into a major exporter of brides. Almost 1,500 marriages with foreigners are registered in Moscow every year. Another 10,000 women go to the international marriage agency Alliance each year, according to a poll, and 23 percent of Russian mothers would like their daughters to marry foreign citizens. Russian brides have always been prized by foreigners—ever since the time of Yaroslav the Wise [an eleventh-century grand prince of Kiev], whose daughter became the queen of France. But during Joseph Stalin's time, the attitude toward marriages to foreigners was intolerant. 5

B In the 1960s, the registration of foreign marriages was resumed, and since then the trickle of Russian brides abroad has turned into a powerful torrent. 10

C Registration requires a passport and a guarantee from the groom's embassy that there are no obstacles to his getting married. The French embassy, for example, takes a very serious attitude toward marriages to foreign women. It requires that the French groom obtain certification of his "legal capacity for marriage." If an embassy official registers a couple that has not passed the requisite medical tests, the official is fined. Stiff requirements are also imposed by Germany. 15

D The Wedding Palace, the only place in Moscow that registers marriages to foreigners, requires confirmation that, in the given country, a marriage to a citizen of another state is valid. After all, in a number of countries a foreign wife and her children could find that they have no property rights. In Syria, for example, marriage to a foreigner is considered invalid without special permission. 20

E Many countries are trying to erect barriers to the marital migration from Russia. For example, one Moscow woman tried for nine months to get permission to go to the United States, where her fiancé was waiting for her. 25

F Another couple wanted to get registered in Canada. The fiancé was called to the Canadian embassy for an interview, but an entry visa was never granted. "Prove that this isn't a fictitious marriage," they said. 30

Source: "70 Brides for 7 Foreigners" *World Press Review* tschure@worldpress.org (S. Kuzina)

IDENTIFYING ANTONYMS *is the opposite*

Antonyms are words with the opposite meaning from another word; for example, *night* and *day*, or *good* and *bad*. Some people can remember a word better when they learn it with its antonym.

4 Recalling Antonyms Try to recall the word from the article that is an antonym for each of the words in italics. If you can't remember, scan the article for it.

1. A person who brings products into a country is an *importer*; a person who sends products out of a country is an exporter. (Hint: Here you need to change the prefix.)
2. Sometimes we hear a *true* story, but other times we hear one that is not true. We hear a fictitious story. (Hint: One antonym of true is false, but there is a different one in the article, and it also begins with f.)
3. An activity that is not permitted by law is an *illegal* activity; an activity that is permitted by law is a legal activity. (Hint: Drop the prefix.)
4. When Stalin was the head of state in Russia, the attitude toward marriage with a foreigner was not *tolerant*. It was intolerant. (Hint: Add the right prefix.)
5. When lots of water rushes into a container very fast, it is a *torrent*. When a little bit of water comes into a container slowly, it is a tickle. (Hint: This antonym begins with a t.)
6. A document that is authentic and official is a *valid* document. One that is a fake or has expired is an invalid document. (Hint: Add the right prefix.)

المحاضرة السابعة

More reading strategies

في بداية المحاضرة تحدث الدكتور عن أمور أخذناها قبل

Using Headings •

• استخدام العنوانين

Inferencing words meaning from context •

• معرفة معنى الكلمة من السياق

Synonyms •

• المرادفات

ثم أنتقلنا للكتاب

Chapter

4

Health and Leisure

In This Chapter

People the world over are becoming increasingly interested in health and travel. Many spend their free time in gyms, on the tennis courts, in martial arts classes, and in health food stores in an effort to build up their bodies. Both young and old are journeying more and farther than ever before. The first reading selection in this chapter discusses the foods we eat and what effects they have on us. The second takes a look at some of the surprising effects that tourists have on the places they visit.

“ A good laugh and a long sleep are the best cures in the doctor’s book.”

—Irish proverb

Part 1 Reading Skills and Strategies

Eat Like a Peasant, Feel Like a King

Before You Read

Strategy

Using Headings to Preview

Picking out the headings in an article is one form of previewing. It improves comprehension by helping you see the organization and major ideas. Headings are usually of two kinds: they present or illustrate the main idea of a section, or they give a small detail to catch the reader's interest. The ones that tell the main idea are the most helpful.

طالب منا الهدنق اللي في الباسج وكانت مكتوب بالخط البولذ (العريض)

1 Using Headings to Preview The article on pages 81–84 begins by introducing its subject. Answer the questions about headings.

1. After the introduction, there are two headings. List them below.

Introduction

Early Diets: Nuts and Plants

Olive Oil

2. In this story, which heading tells the main idea of the section?
3. Judging from the headings, what do you think you will read about in Sections 2 and 3?

2 Getting Meaning from Context Guess the meaning of words from their context by following these instructions.

very simple person who work in farm

1. The only uncommon word in the title is *peasant*. To infer its meaning, notice how it is in a parallel construction with the word *king*: "Eat Like a _____, Feel Like a _____." A parallel construction is used either for comparison or for contrast. So *peasant* means either something very similar to *king* or something very different. With this clue in mind, read the sentence on lines 44 to 48, and tell what you think is meant by a *peasant diet*. How does this relate to the title?

2. Notice the context: "Eat simple foods, not elite treats." The word *not* tells you that *elite treats* are the opposite of *simple foods*. *Elite* is also used in line 2 to describe a group of people. Look at this context too; then in your own words, explain the meaning of *elite*.
upper class people
3. Look at the second word of the second paragraph: *eclectic*. It describes the menu that makes up the entire first paragraph. Read that paragraph and think about what is special and unusual about the grouping of foods described here. Then explain the meaning of the word *eclectic*.
something made of combination of defferent things
4. Scan the first two sections of the essay for the noun *affluence* and its related adjective *affluent*, which are used four times. From the contexts, guess its meaning and write it here. Can you also find a synonym for *affluence* in the fifth paragraph, beginning with the letter *p*?
wealth or have alot of mony
5. The word *cuisine* is used three times in the essay. Scan for it and, using the contexts, explain what you think it means.
style of cooking

Read

Introduction

"You are what you eat" is a popular American saying, and what you eat can contribute to improving or destroying your health. According to modern research, certain cultures have healthier diets than others. The following article from *American Health* magazine talks about the foods that can help to keep you healthy. Try to guess the answers to these questions which are discussed in the article:

- Which cultures have traditional diets that are good for our health?
- What foods should you choose in order to avoid cancer, hypertension, and heart disease?



Eat Like a Peasant, *Feel Like a King*

Research around the globe points to a recipe for well-being: Eat simple foods, not *elite treats*.

A Start with miso soup, a classically simple Japanese recipe. For an appetizer, try a small plate of pasta al pesto. On to the main course: grilled chinook salmon, with steamed Chinese cabbage on the side. End

with a Greek salad, sprinkled with olive oil, and a New Zealand kiwi fruit for dessert.

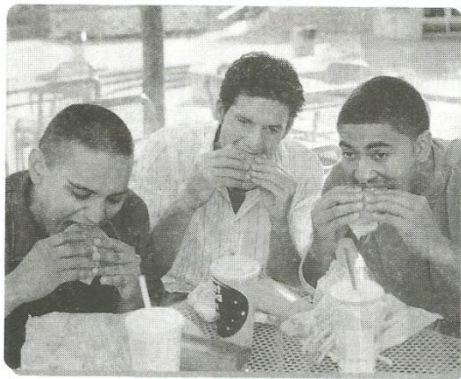


▲ A healthy meal has lots of vegetables

8 An **eclectic** menu, to be sure. But it could contain some of the world's healthiest dishes. Miso soup, according to recent Japanese research, may help **prevent cancer**, as may cabbage. Salmon, olive oil, and the garlic in pesto can all help fight **heart disease**. Even kiwi is rich in **fiber**, potassium, and vitamin C. In the last few years, nutritionists have been studying such international superfoods—dishes from around the globe that may hold the key to healthy eating. They're building on research that began in the '40s and '50s, when researchers first realized that a country's **diet** is intimately connected to the health of its people.

c Since then, an explosion of medical studies has produced a flood of information on diverse human diets—from the Inuit of the Arctic to the Bushmen of Africa's Kalahari Desert. But the globe-trotting researchers have done more than discover the best features of each country's **cuisine**. They've also demonstrated broad nutritional principles that apply to people all over the world.

d In many countries, they've found, the healthiest diet is simple, inexpensive, traditional fare—precisely the diet that people abandon as they move into **affluence**. Japanese immigrating from the high-carbohydrate Pacific to high-fat America have a greater risk of heart disease the more westernized their diet becomes. The same pattern holds for developing nations that emerge from poverty into **prosperity**. Poor people who can't get enough to eat are at risk, of course, whatever their diet. But as a country's food becomes richer, the scourges of poverty (infectious disease and malnutrition) are replaced by the "diseases of civilization" (arteriosclerosis, certain cancers, obesity).



▲ A "fast food" meal is often unhealthy.

e The simple, ideal diet—often called the "**peasant diet**"—is the traditional cuisine of the relatively poor, agrarian countries. It's usually based on a **grain** (rice, wheat, corn), fruits and vegetables, small amounts of meat, fish, eggs or dairy products, and a legume.

F The advantages are obvious: low fat and high fiber, with most calories coming in the grains and **legumes**. “A low-fat, high-fiber diet is a preventive diet for heart disease, certain cancers, hypertension, adult-onset diabetes, obesity,” says Dr. Wayne Peters, director of the Lipid Consultation Service of Massachusetts General Hospital. 50

Early Diets: Nuts and Plants

G According to Peters, “We evolved eating a low-fat diet, and that’s what our genetic composition is really designed to handle.” Studies of one of the 55



• The !Kung people eat mongongo, an abundant nut.

world’s most primitive diets—and one of the healthiest ones—back him up. In southern Africa’s Kalahari Desert, some tribes still eat as early humans did, hunting and gathering. 60

H “Hunting and gathering may not have been such a bad way of life,” says Richard Lee, an anthropologist at the University of Toronto who has studied the !Kung tribe since the 1960s. “The main element of the !Kung diet is the mongongo, an abundant nut eaten in large quantities. They routinely collect and eat more than 105 edible plant species. Meat is secondary.” 65

I Another student of the !Kung, Steward Truswell, a professor of human nutrition at 70

Australia’s University of Sydney, says their eating schedule is really continual “snacking” (the gathering) punctuated by occasional feasts after a successful hunt. They are nutritionally healthy, the only shortfall being fairly low caloric intake.

J Few people, though, would choose a !Kung diet—or even a simple peasant diet from western Europe (which is now much less common there). In an **affluent** society, it takes willpower to keep fat intake down to the recommended maximum: 30% of total calories. (The average American gets more than 40% of his or her calories from fat.) When a country reaches a certain level of affluence, as the U.S. and Japan, grain and beans give way to beef and butter. 80

K In India, for example, many middle-income people are now gaining weight on a rich diet—even though the poor half of the population still can’t afford enough to eat. As the middle class has become more affluent, they’ve been able to indulge, and Indian doctors are reportedly seeing more obesity, hypertension, and heart disease. Very recently, though, Indians have gone for the diets and aerobics classes that are popular among the rest of the world’s elite. 85

L If it’s just too difficult to stay with a really low-fat “peasant” diet, the alternative is to rehabilitate high-calorie dishes. Cut down on overall fat

intake and substitute, in the words of one researcher, “nice fats for nasty fats.” Americans have already been following this advice. In the past 20 years, the consumption of “nasty” saturated fats has declined, while we’ve taken in more of the polyunsaturated fats, such as corn and safflower oils, that can help lower blood cholesterol. This change may help explain the simultaneous 20% to 30% drop in heart disease in the U.S.

Olive Oil

M An even better strategy for changing our fat intake may come from studying diets in the Mediterranean—Spain, Greece, and southern Italy.



▲ Olive oil is healthy for you.

With some regional variation, people in these cultures eat small amounts of meat and dairy products and get almost all of their fat in the form of olive oil, says physiologist Ancel Keys, professor emeritus at the University of Minnesota School of Public Health and leader in international dietary studies.

N Keys has noted that farmers sometimes quaff a glass of oil before leaving for the fields in the morning. Elsewhere in the Mediterranean, bread is dipped in olive oil. Salads are tossed with it. Everything’s cooked in it.

O Though people in some of these countries eat nearly as much total fat as

Americans, they are singularly healthy, with very little heart disease. Now laboratory studies of olive oil help explain why. Unlike most other vegetable oils common in the West, olive oil consists mainly of “monounsaturated” fats. Recent research indicates that **monounsaturates** do a better job of preventing heart disease than the more widely touted polyunsaturates.

P As Americans become ever more concerned with healthy eating, we’re likely to pay more and more attention to world cuisines. The polyglot among nations, we’ve started to seek out ethnic flavors from everywhere. “Foreign” ingredients, from seaweed and bean curd to tortillas and salsa, are now readily available in large supermarkets. And Mexican and Asian restaurants have become more widespread than any other eateries except ice cream parlors, hamburger stands, and pizzerias, according to the National Restaurant Association.

Q But the trick to finding healthy food, wherever it comes from, is to look carefully at each dish. No single cuisine is all good or all bad. Each has something to teach us.

Source: “Eat Like a Peasant, Feel Like a King” *American Health Magazine* (Andrew Revkin)

After You Read

3 Recalling Information Based on what you have read, match the food on the left to its description on the right.

Food

1. a grain, a legume, fruits, vegetables and a bit of meat, eggs or fish
2. garlic and salmon
3. olive oil
4. miso soup and cabbage
5. kiwi fruit

Description

- a. a monounsaturate that seems to prevent heart disease
- b. rich in fiber, potassium, and vitamin C
- c. may help prevent cancer
- d. the simple "peasant diet" that is good for you
- e. can help fight heart disease

هذي طلب نحلها في منتديات الحوار إجاباتها موجودة في الباسج

Strategy

Paraphrasing Main Ideas

Learn to express the main ideas from readings in your own words, simply and clearly. This is sometimes called *paraphrasing*. You can use words or short phrases taken directly from the author but not long phrases or sentences.

4 Paraphrasing Main Ideas Read and respond to the items below. Use your own words.

1. The main idea of the article is given in simple terms in the title and the italicized sentence that follows it. In your own words, what is the main idea?

2. Another key idea is the relationship between affluence, diet, and health. The article illustrates this by referring to several different societies. Explain how affluence changes diet and health, and refer to at least two cultures that illustrate it.

Strategy

Recognizing Synonyms

Synonyms are words with similar meanings like *fast* and *quick*. You can enrich your vocabulary by learning and using synonyms. This will also add variety and interest to your speech and writing.

5 Recognizing Synonyms Match each vocabulary word from the reading to its *synonym* or definition in the right column. Can you use these words in a good English sentence?

Vocabulary Word

1. c affluent
2. f cuisine
3. a eclectic
4. e elite
5. b peasant (adjective)
6. d prosperity

Synonym

- a. combining different influences
- b. simple, from a farm
- c. rich
- d. wealth
- e. upper class
- f. style of cooking

Strategy

Organizing Information Using a Continuum

As you learned in Chapter 1, one way of organizing information is to rank it by showing the relationship of different items on a continuum.



6 Ranking Foods on a Continuum Work with a partner to rank the food items below from most healthy to least healthy. Write them on the continuum. Then compare your work with that of the rest of the class.

beans (legumes)	crackers	noodles
beef	eggs	nuts
butter	fish	olive oil
cheese	fruit	pizza
chicken	guacamole	rice

المحاضرة الثامنة

Extra reading strategies

في هالمحاضره بدأ الدكتور بالكتاب على طول من صفحة ٩٠

1. What, according to this chart, are the benefits of quitting smoking? Can you think of other benefits that are not in the chart?
2. In your opinion, which three of the benefits from quitting smoking are the most important? Why?
3. Which benefits might be most likely to motivate people to stop smoking?

Part 2 Reading Skills and Strategies

Here Come the Tourists!

Before You Read

Strategy

Understanding Point of View

A piece of writing presents ideas about a certain subject. It may also present a certain attitude or point of view about the subject. The point of view may be positive, in favor of the person, place, or thing being talked about. On the other hand, it may be negative, against it. The third possibility is a point of view that is somewhere in between and shows both positive and negative aspects of the subject.

1 Skimming for the Point of View It is obvious from the title that the following reading deals with tourism. But what point of view does it express about it? Skim the reading to identify its point of view. Then put a check in front of the statement below that best expresses the point of view of the article.

1. _____ Tourism has a good effect on the places visited.
2. _____ Tourism has a bad effect on the places visited.
3. _____ Tourism has both good and bad effects on the places visited.



2 Analyzing the Point of View Answer the questions about the point of view in the reading with a partner.

1. What do you think of this point of view?
2. Is it similar to your own attitude toward tourism?
3. Does the photo on page 93 illustrate the point of view of the selection? Explain.

3 Getting the Meaning of Words from Context Read the analysis following each of these sentences from the reading to learn some new words and methods of figuring out meanings. Then fill in the the best response.

1. It was hard to believe that the community began its ecotourism project in 1992 in order to protect natural resources. (lines 2-4)

The word *ecotourism* has only been in use for about the last 25 years. The first part, *eco-*, is taken from the word *ecology*, which means “the relationship between people and their natural surroundings or environment.” In recent years, concern for a healthy ecology has become an important theme.

Judging from this, what kind of tourism do you think *ecotourism* is?

- (A) tourism that does not cost much
- (B) tourism for the very rich
- (C) tourism that does not harm the environment
- (D) tourism that uses the environment for adventure

2. Their repeated “requests” annoyed tourists. (lines 7–8)

Quotation marks are sometimes used to show that a word does not have its usual meaning. Usually, a *request* is the action of asking for something politely. Here, an example of a typical “request” made to tourists is given in the first sentence. This gives you a clue about the meaning of *annoyed*.

What does it mean to *annoy* someone?

- (A) to make someone happy
- (B) to make someone sad
- (C) to make someone confused
- (D) to make someone angry

3. Some locals were more skilled and playful in their requests, others up-front and demanding. (lines 8–10)

Adjectives in English can often be used as nouns if a word like *the* or *some* is put in front of them. The word *local* is used that way here, and then made plural with an *s*. Scan the second paragraph and you will see it used in three other sentences.

What does the word *locals* mean?

- (A) people from nearby
- (B) people from far away
- (C) beggars
- (D) workers

The adjective *up-front* is a compound word, so the two short words that make it up can give you some clue to its meaning. Also, it is paired with *demanding* and both words are put in contrast with *skilled* and *playful*. That means they mean something very different from *skilled* and *playful*.

What does *up-front* mean?

- (A) tall
- (B) direct
- (C) smart
- (D) funny

4. Indigenous people in the Andes demand compensation for having their photographs taken. . . . (lines 28–29)

The word *indigenous* is followed by the word *people*. This gives you a clue about its meaning. These people live in the Andes mountains, and that gives you another clue.

What does *indigenous* mean?

- (A) rude
- (B) courteous
- (C) foreign
- (D) native

5. These young vacationers like to distinguish themselves as “travelers” not “tourists.” (lines 53–54)

In this sentence, two words are put in quotation marks because they are direct quotes of what people say and also because they are used in a special way. The first is said to distinguish people from the second.

What does *distinguish* mean?

- A make similar C go far away
 B make different D come closer

6. But in “frontiers” like Kathmandu, Goa, and Bangkok, where a backpacking subculture has existed since it became part of the routes in the 1960s . . . (lines 55–57)

Once again, we have a word in quotation marks because it is used with a special meaning that is not the usual one. The word *frontier* has two usual meanings: a place near the border of another country, or a new, unexplored area of the world or of knowledge.

What do you think the word *frontiers* means here?

- A very popular places for tourists
 B places where no tourists ever go
 C places where only adventurous tourists go
 D places where tourists may go in the future

The prefix *sub-* means “under” as in the word *submarine* (a vehicle that goes under the water) or “lesser in importance.”

What does *subculture* mean in the phrase “a backpacking subculture”?

- A a group of people who are all very different
 B a group of people with similar customs
 C a group of people who are very wealthy
 D a small group of people with an excellent education

7. . . . such travelers have a reputation for *stinginess* and rude, hard *bargaining*. (lines 57–58)

The suffix *-ness* tells us this is a noun, the quality of being stingy. For clues to the meaning of *stingy* and *stinginess*, look at the examples of how the young vacationers and backpackers act in the sentences before and after this one.

What does *stinginess* mean?

- A practice of insulting people for no reason
 B attitude of kindness and humility
 C custom of not spending or giving money
 D habit of spending and giving money freely

Related to the word *stinginess* is the word *bargaining*. This is the gerund (*-ing* form) of the verb *to bargain*, which is used in line 58.

What do you think the verb *to bargain* means?

- A to look at something carefully before buying it
 B to try to make the price of something lower
 C to give away one thing in exchange for another
 D to sell something for very little money

Read

Introduction

This selection is an excerpt taken from a book by Deborah McLaren called *Rethinking Tourism and Ecotravel*. The author is a journalist and director of the Rethinking Tourism Project, a nonprofit group that supports networking and indigenous self-development. She has lived and worked in various parts of Asia and the Americas and has her residence in Washington, D.C.

- What do you think tourists bring to the places they visit?
- What do they take away?
- Do you expect to learn something new about travel in this article? Why or why not?



Here Come the Tourists!

A “Give me the t-shirt,” the woman said to the tourist. The small village in the Amazon was almost filled with beggars. It was hard to believe that the community began its ecotourism project in 1992 in order to protect natural resources.



▲ Tourists visiting the Amazon

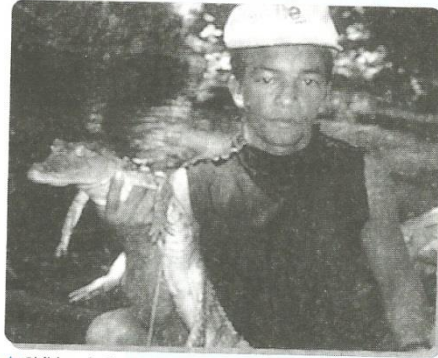
The villagers had lost interest in the land and became enchanted by the things the tourists had. Their repeated “requests” annoyed tourists. Some locals were more skilled and playful in their requests, others up-front and demanding. “They have money and many things,” said the woman asking for the t-shirt. “It’s no problem for tourists.”

B It is easy for the locals to perceive tourists as incredibly wealthy. The entire tourist experience revolves around money and purchases. The community itself is being purchased. Tourists are superconsumers who

bring their foreign languages and communications, strange and inappropriate clothing, and cameras into the community. In the context of a brief visit, sometimes an overnight, few real friendships are formed between tourists and locals. Tourists are eager for adventure, or at least the perfect photo opportunity. If the tourist becomes upset in the midst of the excitement, the local usually pays the price. But these strange people sometimes give away token gifts to locals, even money. This results in begging, which becomes

increasingly widespread as locals begin to see themselves as “poor” and tourists as “rich.” The psychological pressure of viewing oneself as poor or backward can manifest itself in crimes not previously common in a community.

c Indigenous people in the Andes demand compensation for having their photographs taken, saying it’s intrusive. A woman in Otavalo, Ecuador, explained to me, “We see ourselves and our children on postcards and in



▲ Children in the Amazon endanger wild animals by capturing them to show to tourists.

books. We do not benefit from having our photos taken. A foreigner does. We demand part of the profits.” In some indigenous communities, photography is believed to cause physical and spiritual harm to the person who is photographed. In India, young children have had limbs torn from their bodies to make them more pathetic and hence “better” beggars. Adults who commit this violence often have several children who work for them. Other forms of begging, sometimes found amusing by tourists, offend many locals. An indigenous leader from Panama told me, “It breaks my heart to see the young boys swimming after the coins the tourists throw in the water. We spent years

acquiring our rights to these lands. Now with tourism, the people here do not care about the land anymore. They just want tourist dollars.”

d While tourists believe they can contribute to destination communities, locals don’t always agree. Money spent by budget travelers—especially backpackers—may go into the local economy. They tend to stay in cheaper hotels and eat in cheaper restaurants owned by locals and so get closer to the local culture. These young vacationers like to distinguish themselves as “travelers” not “tourists.” They live by budget travel guides and often flock to the same inexpensive areas of villages and cities. But in “frontiers” like Kathmandu, Goa, and Bangkok, where a backpacking subculture has existed since it became part of the routes in the 1960s, such travelers have a reputation for stinginess and rude, hard bargaining. In Indonesia, I met a British bicyclist who was cycling around the world. He was proud that he had spent virtually no money on his trip. He lived with families that took him in every night from the road and ate what was offered to him by people he met along his way. He had not worked in any of the places he had visited. He was extremely happy that he had just bargained a local merchant down from the equivalent of ten cents to a penny for four pieces of bread. I thought it was rather odd that he was taking advantage of everyone he met and wouldn’t even pay a fair price to a poor baker.

Source: “Here Come the Tourists!” Excerpt from *Rethinking Tourism and Ecotourism* (Deborah McLaren)

After You Read

Strategy

Distinguishing Between Fact and Opinion

The distinction between fact and opinion often is not clear. Events taken to be common knowledge (the Earth revolves around the sun), statements supported by scientific evidence (many studies show that vitamin C is good for our health), or statements about something that can be confirmed (Bangkok is the capital of Thailand) are generally taken to be facts. Beliefs expressed by only one person are usually considered opinions, unless the person is judged to be an expert or authority on the matter. (Hamburgers are delicious.)

- 4 Distinguishing Between Fact and Opinion** Which of the following statements from the reading do you think are facts and which ones are opinions? Why? Write *F* in front of the facts and *O* in front of the opinions. Compare your answers with those of your classmates. Line numbers are given so you can examine the contexts.
1. *f* The community began its ecotourism project in 1992. (lines 2–4)
 2. *f* The villagers lost interest in the land. (line 5)
 3. *O* The entire tourist experience revolves around money and purchases. (lines 14–16)
 4. *O* Few real friendships are formed between tourists and locals. (lines 20–21)
 5. *O* If the tourist becomes upset, the local usually pays the price. (lines 22–23)
 6. *f* Indigenous people in the Andes demand compensation for having their photographs taken. (lines 28–29)
 7. _____ In some communities, photography is believed to cause harm. (lines 33–35)
 8. _____ Tourists believe they can contribute to destination communities. (line 49)
 9. _____ Budget travelers tend to stay in cheaper hotels and eat in cheaper restaurants. (lines 51–53)
 10. _____ In Kathmandu, Goa, and Bangkok, a backpacking subculture has existed since the 1960s. (lines 55–57)

- 5 Scanning for Vocabulary** Find the following words in the article, using your scanning skills and the clues given here. Words are asked for in order of their appearance in the selection. (If necessary, review instructions for scanning, page 42).

1. A two-word phrase meaning *things that a country has and can use to its benefit, such as coal and petroleum*: *natural* *resources*

قال أنه سهل نستخرج الحل والمفروض نعمله بأنفسنا للتدريب

2. An adjective that starts with *e* and means *delighted, pleased as if by magic*:
e _____
3. An adjective starting with the prefix *in-* and meaning *not correct for the occasion*: *in* _____
4. A synonym for *getting or obtaining*: *a* _____
5. A verb that means *to move together in a group* (like birds): *f* _____
6. An adjective starting with the prefix *in-* and meaning *not costing very much*:
in _____
7. An adverb that means *almost completely, for the most part*: *v* _____
8. A verb starting with *b* that means *to negotiate and come to an agreement about something, particularly the price of something*: *b* _____

6 Focusing on Words from the Academic Word List Use the most appropriate word from the box to fill in each of the blanks below in the paragraph taken from Part 2. Do NOT look back at the reading right away; instead, first see if you can now remember the vocabulary. Check your answers on page 94.

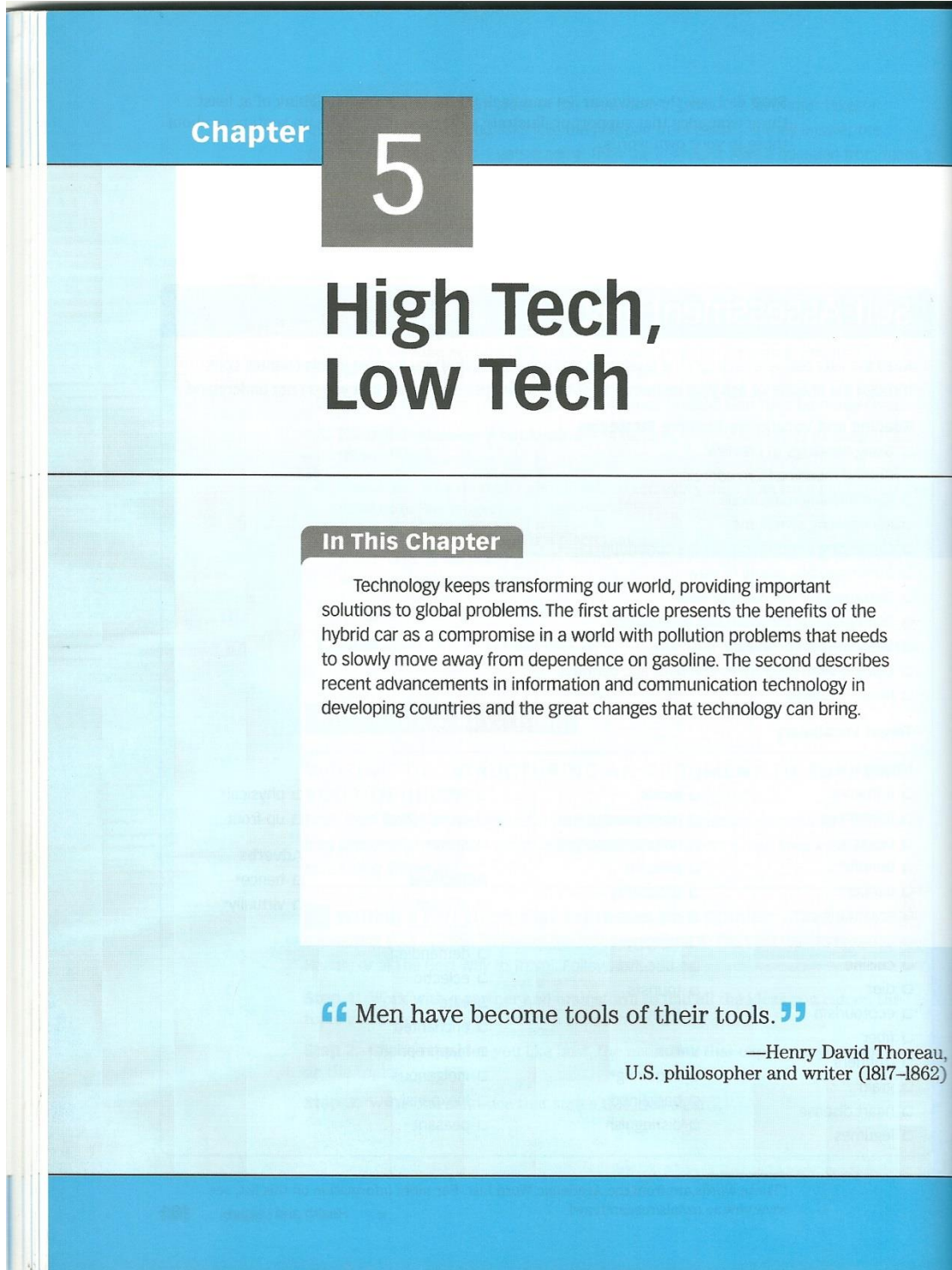
acquiring	communities	found	physical
benefit	compensation	hence	

c Indigenous peoples in the Andes demand _____¹ for having their photographs taken, saying it's intrusive. A woman in Otavalo, Ecuador, explained to me, "We see ourselves and our children on postcards and in books. "We do not _____² from having our photos taken. A foreigner does. We demand part of the profits." In some indigenous _____³, photography is believed to cause _____⁴ and spiritual harm to the person who is photographed. In India, young children have had limbs torn from their bodies to make them more pathetic and _____⁵ "better" beggars. Adults who commit this violence often have several children who work for them. Other forms of begging, sometimes _____⁶ amusing by tourists, offend many locals. An indigenous leader from

المحاضرة التاسعة

Extra reading strategies

بدأ الدكتور بالكتاب صفحة ١٠٢





Connecting to the Topic

- 1 Look at the photo below. Where is this man? What is he doing?
- 2 Today's technology allows people to be in contact from almost anywhere all of the time. What are the advantages and disadvantages of this?
- 3 In your opinion, what are our biggest global problems? How do you think technology is solving, or could help solve these problems?



Part 1 Reading Skills and Strategies

How Hybrid Cars Work

Reading Tip

Use what you learned about skimming in Chapter 3, page 58 to find the general idea of the reading. This will give you a context to help you understand the new vocabulary.

Before You Read

1 Skimming for the General Idea Skim the article on pages 108–110 (without looking up any words) by quickly reading the title, the first two paragraphs, the headings, the picture captions, and the first sentence of each of the remaining paragraphs. Then circle the letter of the most appropriate ending to the following statement:

This article focuses on _____.

- the new types of cars on the market, including gasoline-powered, electric, and hybrid cars by different car companies.
- the hybrid car itself, how it combines features of gasoline-powered and electric cars, and the reasons for it being produced.
- the various ways to get better mileage from your car and how fuel tanks and batteries can be used to store energy.

Strategy

Scanning for Definitions of Key Terms

When you see a word near the beginning of an article or in its title and you're not completely sure of the definition, scan the article to see if the definition is included. Then when you read, you will understand the meaning better.

2 Scanning for Definitions of Key Terms Scan this article to find the following definitions.

- What makes a vehicle a *hybrid*? Any vehicle is a hybrid when it combines two or more sources of power.
- What is a *gasoline-electric hybrid car*? it is just that across between a gasoline powered and an electric car.

Strategy

Inferring Meaning

In Chapters 1 and 2, you practiced the skill of inferring the meaning of words from their context. Now, extend that skill by inferring the meaning of expressions, groups of words that have a special meaning when used together. Remember that an inference can also be called an “educated guess.” You guess what something means based on what you know about the general idea or context behind it.

3 Inferring the Meaning of Expressions from Context and

Vocabulary Now that you know the general idea of the article, read the statements below and try to infer (make an inference about) the meaning of the phrases or expressions in these questions. Use the hints to help you.

1. Have you pulled your car up to the gas pump lately and been *shocked* by the high price of gasoline?
(**Hint:** Literally, a *shock* is what you might get if you put a metal object into an electrical socket, but the word can also mean any reaction a person has that would be similar to receiving this type of electrical current jolt.) In this sentence, *being shocked* means _____.
 (A) injuring oneself seriously
 (B) being forced to pay more money than you expected
 (C) feeling completely surprised and upset
2. Have you pulled your car up to the *gas pump* lately?
(**Hint:** *Gas* is short for “gasoline” and a *pump* is what is used to move liquid from one area to another.) So *gas pump* here means _____.
 (A) the device used to put gasoline in your car at the gas station
 (B) part of the car’s engine, not on an electric car
 (C) the place where they remove the gasoline from the ground
3. Maybe you thought about trading in that SUV (short for *sport utility vehicle*—any small multi-use truck that is not a pickup or minivan) for something that gets *better mileage*.
(**Hint:** *Mileage* comes from the word “mile,” the unit of measure still used in some countries instead of kilometers.) *Better mileage* here means _____.
 (A) it can move more quickly or for many miles
 (B) more attention from consumers
 (C) more distance for each liter or gallon of gasoline
4. Or maybe you’re worried that your car is contributing to *the greenhouse effect*.
(**Hint:** A *greenhouse* is a warm building that traps the heat of the sun where plants are kept.) So *the greenhouse effect* is _____.
 (A) an increase in the earth’s temperature due to pollution that traps the sun’s rays
 (B) the process of growing more plants to replace those used for food
 (C) the negative effect of too much traffic on people’s minds

هنا الدكتور قال ان هذي أقرب اجابه
ولكن لاتوجد اجابه واقعیه هنا

5. Or maybe you just want to have *the coolest car on the block*.
(**Hint:** While *cool* can mean “not too warm,” the common expression *that person is so cool!* does not mean that she or he is feeling cold.) As in the case of the *cool* person, instead, *the coolest car on the block* means

- A a car that is cold and never overheats
- B the car everyone admires
- C the car with the best air-conditioning system

6. The gasoline engine turns a generator, and the generator can *charge* the batteries.
(**Hint:** The word *charge* can have many meanings, such as *to accuse—or charge someone with murder; to pay with credit or to charge it to a credit card; or to supply, fill, or load something.*) In this sentence, *charge* means

- A to fill with energy
- B to accuse
- C to pay for the batteries with credit

7. The reason behind making an electric car is *twofold*: to reduce tailpipe emissions and to improve mileage.
(**Hint:** *Twofold* is a compound word.) Here *twofold* means

- A a tailpipe is folded in two parts
- B there are two reasons
- C it's two times more important

8. The reason behind making an electric car is *twofold*: to reduce *tailpipe emissions* and to improve mileage.
(**Hint:** *Tailpipe* is a compound word that describes well the part of the car it represents, and *emissions* comes from the verb “emit,” which means “to give off” or “to release.”) In this sentence, *to reduce tailpipe emissions* means

- A to increase the size of the pipe in back of the car
- B to decrease the pollution given off by the car
- C to send out a more pleasant mixture of chemicals

9. These goals are actually tightly *interwoven*.
(**Hint:** *Interwoven* is a compound word combining *woven* (the past participle of the verb “to weave,” meaning to “knit or sew”) with *inter*, meaning “together” or “with each other.” *These goals are tightly interwoven* means that they

- A are closely related to each other, as though sewn together
- B involve an activity that resembles knitting or sewing
- C need to use a system that is tightly closed so pollution does not escape

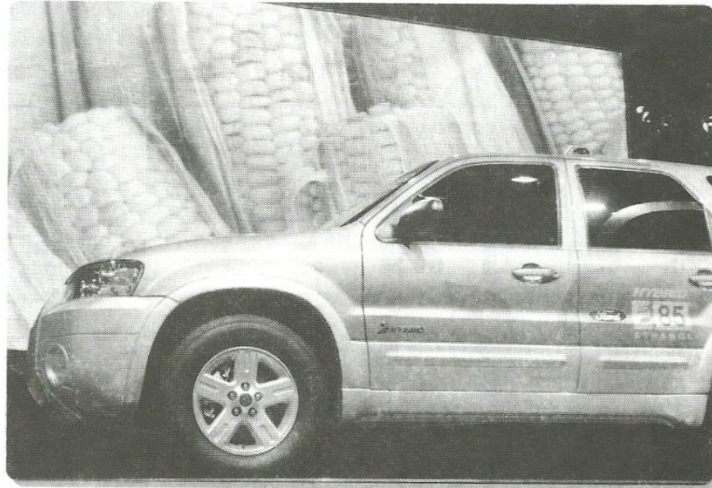
Read

Introduction

Air pollution (air contaminated by smoke, waste, or chemicals) has become a growing concern in the global community, with agreements such as the Kyoto Protocol¹ aimed at reducing its devastating effect on the world. With more and more people driving all the time, the automotive industry has become one of the big targets of measures to reduce pollution.

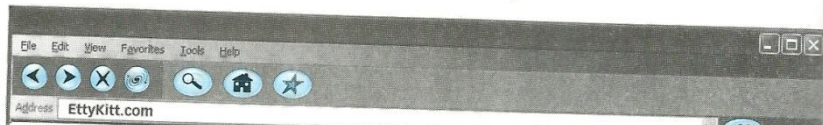
The following selection presents one result of this effort to revolutionize the automotive industry: the hybrid car. In this selection, you will learn terminology in English relating to the technology of automobiles, and you will also get to practice discussing the important issue of climate control.

- What do you think about air pollution? Is it a problem in the place where you live?
- In your opinion, what would the perfect car be like?



▲ A hybrid car is more fuel efficient. Although most hybrid cars use diesel or gas, alternative fuels such as ethanol are also used sometimes. In the U.S. corn is the primary stock used for making ethanol. Source: wikipedia.org

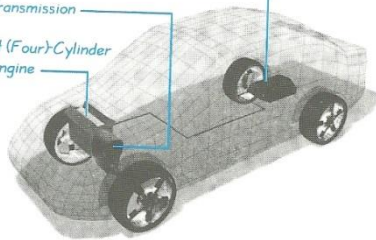
¹The Kyoto Protocol is an agreement of over 150 countries to reduce emissions of greenhouse gases between the years 2008 and 2012 by at least 5% from 1990 levels. It was adopted by the United Nations Framework Convention on Climate Change in 1997.



How Hybrid Cars Work

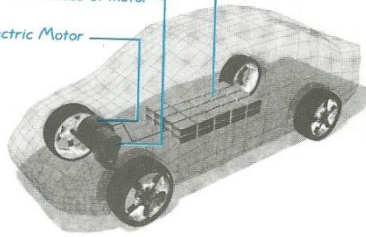
A Have you pulled your car up to the **gas pump** lately and been **shocked** by the high price of gasoline? As the pump clicked past \$20 or \$30, maybe you thought about trading in that SUV for something that gets better **mileage**. Or maybe you're worried that your car is contributing to the

- 1) Fuel Tank: stores energy, gives car a range of 300 miles or more
- 2) Transmission
- 3) 4 (Four) Cylinder Engine



▲ Figure 1 shows a gas-powered car. It has a fuel tank, which supplies gasoline to its **four-cylinder engine**. Gas car engines can operate at **speeds** of up to 8,000 **rpm**.

- 1) Batteries: store energy
- 2) Transmission: only 1 gear needed because of motor
- 3) Electric Motor



▲ Figure 2 shows an electric car, which has a set of batteries that provides electricity to an electric motor. Batteries give the car a range of about 50–100 miles.

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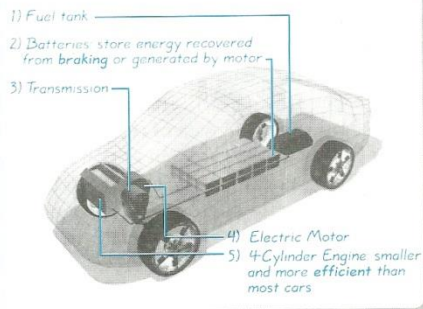
contributing to the **greenhouse effect**. Or maybe you just want to have the coolest car **on the block**.

B The auto industry now has the technology that might answer all of these needs. It's the **hybrid car**.

What Makes it a "Hybrid"?

C Any vehicle is a hybrid when it combines two or more sources of power. For example, a *moped* (a motorized pedal bike) is a type of hybrid because it combines the power of a gasoline engine with the pedal power of its rider.

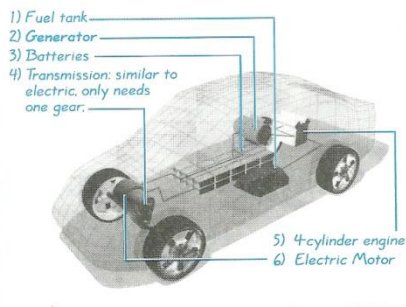
Hybrid vehicles are all around us. Most of the **locomotives** we see pulling trains are *diesel-electric hybrids*. Cities like Seattle have *diesel-electric buses*—these can draw electric power from overhead wires or run on diesel when they are away



▲ **Figure 3** shows a typical parallel hybrid. You'll notice that the fuel tank and gas engine connect to the transmission. Its engine is smaller than that of most cars, but it is **efficient**. The batteries and electric motor also connect to the transmission independently. As a result, in a parallel hybrid, both the electric motor and the gas engine can provide propulsion power.

found in a hybrid car in different ways. One way, known as a **parallel hybrid**, has a **fuel tank**, which supplies gasoline to the engine. But it also has a set of **batteries** that supplies power to an electric motor. Both the engine and the electric motor can turn the **transmission** at the same time, and the transmission then turns the wheels.

By contrast, in a **series hybrid** (Figure 4 below), the gasoline engine turns a **generator**, and the generator can either **charge** the batteries or power an electric motor that drives the transmission. Thus, the gasoline engine never directly powers the vehicle. Take a look at the diagram of the series hybrid,



▲ **Figure 4** Shows a series hybrid car that works with a generator. The generator can either charge the batteries or power the electric motor that drives the transmission. The batteries store the energy recovered from **braking**

from the wires. Any vehicle that combines two or more sources of power that can directly or indirectly provide **propulsion power** is a hybrid.

The **gasoline-electric hybrid car** is just that—a cross between a gasoline-powered car and an electric car. Let's start with a few diagrams to explain the differences.

Hybrid Structure

You can combine the two power sources

found in a hybrid car in different ways. One way, known as a **parallel hybrid**, has a **fuel tank**, which supplies gasoline to the engine. But it also has a set of **batteries** that supplies power to an electric motor. Both the engine and the electric motor can turn the **transmission** at the same time, and the transmission then turns the wheels.

Why Build Such a Complex Car?

You might wonder why anyone would build such a complicated machine when most people are perfectly happy with their gasoline-powered cars.

The reason is **twofold**: to *reduce tailpipe emissions* and to *improve mileage*. These goals are actually tightly **interwoven**.

California emissions standards dictate how much of each type of pollution a car is allowed to emit in California. The amount is usually specified in grams per mile (g/mi). For example, the low emissions vehicle (*LEV*) standard allows 3.4 g/mi of carbon monoxide.

The key thing here is that the amount of pollution allowed does not depend on the mileage your car gets. But a car that burns twice as much gas to go a mile will generate approximately twice as much pollution. That pollution will have to be removed by the emissions control equipment on the car. So decreasing the fuel consumption of the car is one of the surest ways to decrease emissions.

Carbon dioxide (CO₂) is another type of pollution a car produces. The U.S. government does not regulate it, but scientists suspect that it contributes to **global warming**. Since it is not regulated, a car has no devices for removing CO₂ from the **exhaust**, so a car that burns twice as much gas adds twice as much CO₂ to the atmosphere.

Automakers in the U.S. have another strong incentive to improve mileage. They are required by law to meet *Corporate Average Fuel Economy* (CAFE) standards. The current standards require that the average mileage of all the new cars sold by an automaker should be 27.5 mpg (8.55 liters per 100 km). This means that if an automaker sells one hybrid car that gets 60 mpg (3.92 liters per 100 km), it can then sell four big, expensive luxury cars that only get 20 mpg (11.76 liters per 100 km)!

Source: "How Hybrid Cars Work" (Karim Nice) as appeared on HowStuffWorks.com website. Courtesy of HowStuffWorks.com

After You Read

Strategy

Learning Specialized Terms

Learning specialized terms about a topic can help you understand the reading. Specialized terms in the article "How Hybrids Work" are words that you might use when talking about automobiles.

4 Inferring the Meaning of Specialized Terms Match each term on the left to the correct synonym or definition on the right. For a term you are not sure about, scan the article or diagrams for it, and use the context to infer its meaning.

- | | |
|---|---|
| 1. <u>d</u> locomotives [line 27] | a. rotations per minute (how fast something turns) |
| 2. <u>n</u> transmission [line 56] | b. the slowing down of the car |
| 3. <u>g</u> fuel tank [line 54] | c. the greenhouse effect causes it |
| 4. <u>i</u> four-cylinder engine [Figure 1] | d. engine cars that pull trains |
| 5. <u>h</u> parallel [line 53] | e. a machine that converts mechanical into electrical energy |
| 6. <u>t</u> components [line 65] | f. how fast something moves |
| 7. <u>m</u> propulsion power [line 41] | g. storage place in car for gasoline |
| 8. <u>b</u> braking [Figure 4] | h. two parts having a similar function or functioning interchangeably |
| 9. <u>j</u> efficient [Figure 3] | i. a motor with four chambers in which pistons move |
| 10. <u>e</u> generator [line 59] | j. producing results with minimum effort |
| 11. <u>a</u> rpm [Figure 1] | k. waste gases released from an engine |
| 12. <u>c</u> global warming [line 90] | l. parts that make up a whole |
| 13. <u>k</u> exhaust [line 91] | m. the force to move something |
| 14. <u>f</u> speeds [Figure 1] | n. vehicle part transmitting power from the engine to the wheels |

Definitions

Strategy

Using a Graphic Organizer Chart for Comparison

Creating a chart can often help you clearly see the similarities and differences between different objects or concepts. First, make a list of important factors or qualities on the left. Then put columns across the top with the name of the different objects or concepts, and fill in the specific numbers or descriptions for each. See the chart in Activity 5 for an example.



5 Filling Out a Chart for Comparison Look at the diagrams for the gasoline-powered car, the electric car, the parallel hybrid, and the series hybrid to try to understand the similarities and differences between these types of cars. Work together to fill in the chart on page 112, putting a check mark (✓) to indicate the cars that have the qualities described in the column on the left.

المحاضرة العاشرة

Excercises

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Step 4: Scan the selection for the words and phrases that are in boldface and try to use them in your sentences.

Step 5: Check over what you have written to catch and correct any mistakes.

Step 6: Think of a clever, funny, or interesting title and write it at the top of the page.

TOEFL® iBT

Focus on Testing

General Testing Practice

Many standardized tests include multiple choice questions. There are strategies you can use when taking a multiple choice test.

1. Read the answers first.
2. Look for an answer that seems right and completes the question smoothly. If the question asks why something happened, then the answer must indicate a cause.
3. Try to eliminate any answers that are clearly wrong.
4. Notice the wording of questions. Look for qualifying phrases such as "which of the answers below is not true."
5. Statistically, the least likely correct answer on a multiple-choice question is the first choice.
6. When in doubt, pick the longer of two answers.
7. Always choose an answer, even if you're not sure which one is correct.

The following sample includes two sections from a test on reading comprehension. They are similar to sections on standardized exams given at many universities. You may find this test tricky. Most people can improve their scores on this kind of exam through practice.

After finishing, correct your work. Try to understand why you made the mistakes that you did.

Practice Section 1 (Questions 1–7) The questions in this part are based on two paragraphs about historical events. Choose the one best answer, and fill in the correct oval. Answer all questions according to what is stated directly or implied in the paragraph.

***Paragraph 1:**

Gregor Mendel was the first person to make precise observations about the biological mechanism of inheritance. This happened a little over 100 years ago in Austria, where Mendel spent his leisure hours performing experiments with pea plants of different types. He crossed them carefully and took notes about the appearance of various traits,

or characteristics, in succeeding generations. From his observations, Mendel formed a set of rules, now known as the Mendelian Laws of Inheritance, which were found to apply not only to plants but to animals and human beings as well. This was the beginning of the modern science of *genetics*.

1. The importance of Gregor Mendel is that he was the first person to _____.
 A imagine that there existed a precise mechanism for inheritance
 B approach the problem of inheritance scientifically
 C think about why animals and plants inherit certain characteristics
 D invent the word genetics
2. When did Mendel perform his experiments?
 A in ancient times
 B in the 1680s
 C in the 1860s
 D at the beginning of last century
3. Why did Mendel do this work?
 A He formed a set of rules.
 B He enjoyed it.
 C He lived in Austria.
 D He was paid for it.
4. The Mendelian Laws of Inheritance describe the transmission of biological traits in _____.
 A plants
 B animals
 C human beings
 D all of the above

*Paragraph 2:

The magnificent warship *Wasa*, which sank after its first "voyage" of some 1,500 yards, was salvaged and restored, after lying at the bottom of Stockholm's harbor for over 330 years. The ship now rests in the National Maritime Museum of that city.

5. The *Wasa* sank around the year _____.
 A 1330
 B 1500
 C 1650
 D 1960
6. Which of the following statements about the *Wasa* is probably not true?
 A It met with a catastrophe shortly after being built.
 B It carried many soldiers and cannons.
 C It was a veteran of many hard-fought battles.
 D It was raised by modern salvaging techniques.
7. The *Wasa* ship appears to be _____.
 A Swedish
 B Dutch
 C American
 D British

1. Look at the two wedding photos on page 68 and page 72. What are some similarities between the two photos? What are some of the differences? Based on the similarities and differences you see, how do you think wedding traditions in the U.S. have changed?
2. In your culture, is there anything that is considered lucky or unlucky on a wedding day?
3. What do you know about your parents' and/or grandparents' weddings? Are you married? If so, describe your wedding day. What did you wear? Where did you get married?

TOEFL iBT

Focus on Testing

Answering Vocabulary Questions on Tests

Vocabulary questions in the reading section of the TOEFL® Internet-Based Test (iBT) are multiple-choice. You are given four possible answers and asked to choose the best one. The four possible answers often include:

- one item that is completely wrong and may even be the opposite of the target vocabulary item
- one item that is a "decoy"; it is similar in form to the target item but different in meaning
- one item that is close in meaning to the target item but not quite right
- one item that is correct

Vocabulary questions on the iBT come in two basic formats:

1. Which of the following is closest in meaning to X, as it is used in Paragraph Y?
2. In Paragraph Y, X is closest in meaning to _____.

("X" is a vocabulary item. "Y" is a paragraph number.)

Practice Look again at the reading "70 Brides for 7 Foreigners." Then answer the following questions.

- * 1. Which of the following is closest in meaning to *registered*, as it is used in Paragraph A?
- (A) officially recorded
 - (B) clearly shown
 - (C) happily celebrated
 - (D) absolutely forbidden

2. In Paragraph A, *poll* is closest in meaning to

- A count
- B statistic
- C information
- D survey

قال الدكتور مافي إجابته صحيحه
بس هذي أقرب إجابته

3. Which of the following is closest in meaning to *trickle*, as it is used in Paragraph B?

- A current
- B light flow
- C heavy flow
- D drops

4. In Paragraph B, *torrent* is closest in meaning to

- A current
- B light flow
- C heavy flow
- D rain

5. Which of the following is closest in meaning to *serious*, as it is used in Paragraph C?

- A strict
- B negative
- C hopeful
- D clear

6. In Paragraph C, *fined* is closest in meaning to

- A rewarded by a boss
- B removed from a job
- C discovered at a workplace
- D charged money as a penalty

7. Which of the following is closest in meaning to *barriers*, as it is used in Paragraph E?

- A structures
- B obstacles
- C islands
- D systems

Focus on Testing

Analyzing Compound Words

As we saw in Chapter 1 (page 11), many English words are made up of two shorter words. These are called compound words, and they are usually adjectives or nouns. Some compound words are written with a hyphen between them, such as *low-fat*; others such as *seaweed*, are written as one word. Breaking apart compound words can help you understand their meaning. For example, look at the word *well-being* in the introductory quote in the reading selection "Eat Like a Peasant, *Feel* Like a King." What do you think it means?

When taking vocabulary tests, try breaking apart the compound words to help understand their meaning.

Practice Choose the word or phrase that best explains the meaning of the underlined word or phrase. Refer back to the selection "Eat Like a Peasant, *Feel* Like a King" if necessary.

- globe-trotting researchers (line 25)
 - professors and students of geography
 - investigators who travel around the world
 - people who study the movement of the Earth
 - experts in the benefits of exercise
- shortfall (line 73)
 - unusual action
 - change in the way of thinking
 - shift from bad to good
 - absence of something needed
- intake (lines 74, 90)
 - interference
 - planning for (the future)
 - entering into (the body)
 - disease
- middle-income (line 82)
 - rich
 - overweight
 - arriving early
 - average salary
- seaweed (line 121)
 - plants that need sun
 - ethnic food
 - plants in the ocean
 - plants in the desert
- widespread (line 123)
 - large in size
 - open to the public
 - present in many locations
 - complicated by different rules

2. What do you think an *agricultural economy* is? What is an *information economy*?
3. Even before you read the article, do you know (or can you guess) what type of economy usually comes between an agricultural and an information economy that is being skipped over in these “leapfrogging” countries?

UNDERSTANDING COMPOUND WORDS

A number of words in this article, like the words *leapfrog* or *schoolchildren* in the second sentence are actually compound words. (See Chapter 1 page 11 to review what compound words are and how to guess their meaning.)

4 Understanding Compound Words Figure out the meaning of the compound words in the following sentences by breaking them up into parts or by looking at the context. Circle the letter of the phrase that best expresses the meaning of each underlined compound word.

1. Schoolchildren are seeing their country's most famous landmarks for the first time.
 A a monument, building, or other object that serves as a typical marker on the land
 B a plot of land marked out for a house to be put up
 C an important person, like a politician or police officer
2. The village economy is taking off, fueled by the sale of its handmade silk scarves on the global market.
 A kept close at hand
 B made with a pattern of handprints
 C made by hand, not by a machine
3. Each motorcycle has a transmitter that allows it to upload and download email and data.
 A to move the computer mouse up and down while riding in a vehicle
 B to move information up [from vehicle to computer or server] and to move information back down [from server to vehicle]
 C to package and unpackage the computer before and after loading it in a vehicle that carries information to places that need it
4. Farm economies made room for craftsmen and artisans, who gave way to industrial production.
 A people who are sneaky and crafty
 B people who make crafts with their hands
 C workers in large industrialized factories
5. Widespread industrial development would still leave much of Africa, Asia, or Latin America a generation behind Europe and North America.
 A extending all over the globe
 B circulation in limited areas
 C widely recognized by many people

6. The Internet kiosks [booths or stands] that access a global marketplace can also be used to access political information or organize grassroots campaigns in emerging democracies.
- (A) a covered building used for trading food and clothing
(B) meeting of representatives from different countries for the purpose of providing aid.
(C) place where ideas, as well as goods, are bought and sold
7. The Internet kiosks [booths or stands] . . . can also be used to access political information or organize grassroots campaigns in emerging democracies.
- (A) based on (rooted in) the needs of ordinary people.
(B) natural and friendly to the environment
(C) occurring in areas that are full of grass, like fields
8. Pondicherry, India's information and communications technology development strategy traces back to a 1998 project that brought Internet-linked telecentres to the region's villages. (Note: Also spelled *telecenters*)
- (A) televisions for viewing programs and movies
(B) meeting places for community activities, like team sports, shows, or political rallies
(C) locations for long-distance communication by computer, telephone, telegraph, television, etc.

Read

Introduction

In the world today, there are many countries whose development and quality of life still lag behind that of the countries traditionally known as "first world." Moving from an agrarian economy to an industrialized economy and then to an information economy took many decades in Europe, Japan, the United States, and Canada. However, at the present time, some developing countries are bypassing the long route to development. They are "leapfrogging" into the information age by using combinations of high-tech and low-tech technology in creative ways. Read the following article to find out more about this new path to development.

- Have you ever seen a frog leap? What does it look like?
- Why are some developing countries now called "leapfroggers"?
- What technologies do you think you will read about in this article?

المحاضرة ١١

Unit 5 part2

بدأ الدكتور بصفحة ١١٣

Find out everything you can about this gadget. What can it do? Why is it fun (or not fun) to have? How much does it cost? Where can you get it? You can talk about your own experience with the gadget, look it up on the Internet, or go to a store where the gadget is sold.

Take notes on your findings and come to class prepared to talk about it either to the whole class or in a small group. You may even want to bring your gadget if you already own one!

Part 2 Reading Skills and Strategies

يقفز فجوه Leapfrogging the Technology Gap

Before You Read

Strategy

Identifying the Pattern of Organization in a Reading

All professional writing has some set structure. Professional writers are careful in where they put their main points and how they organize their specific details. Understanding the logic behind this structure helps you understand better what is being communicated and also helps you improve your own ability to write well.

1 Identifying the Pattern of Organization Look at the title, illustrations, and instructions of the article on pages 117–118. What problem is being discussed? What solution is being offered?

Now that you know the topic, try to identify the way the article is organized. This can help you to read it more easily. First, look quickly at the following three common patterns. Then take a couple of minutes to skim the article. After you finish, read the three patterns with more care and tell which pattern best describes the article's organization.

من الحديث بشكل عام الى التحديد **Pattern 1: From General to Specific**

- Description of a problem
- Description of the solution(s)
- History of why the problem exists
- Examples to illustrate the problem and solution

من التحديد إلى العام **Pattern 2: From Specific to General**

- Description of a number of specific examples of a larger problem
- Explanation of the problem and its history
- Solution(s)

2. What do you think an *agricultural economy* is? What is an *information economy*?
3. Even before you read the article, do you know (or can you guess) what type of economy usually comes between an agricultural and an information economy that is being skipped over in these “leapfrogging” countries?

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1. Schoolchildren are seeing their country’s most famous landmarks for the first time.

معالم

(A) a monument, building, or other object that serves as a typical marker on the land

(B) a plot of land marked out for a house to be put up

(C) an important person, like a politician or police officer
2. The village economy is taking off, fueled by the sale of its handmade silk scarves on the global market.

مصنوع يدوياً

(A) kept close at hand

(B) made with a pattern of handprints

(C) made by hand, not by a machine
3. Each motorcycle has a transmitter that allows it to upload and download email and data.

رفع تنزيل

(A) to move the computer mouse up and down while riding in a vehicle

(B) to move information up [from vehicle to computer or server] and to move information back down [from server to vehicle]

(C) to package and unpackage the computer before and after loading it in a vehicle that carries information to places that need it
4. Farm economies made room for craftsmen and artisans, who gave way to industrial production.

الحرفي

(A) people who are sneaky and crafty

(B) people who make crafts with their hands

(C) workers in large industrialized factories
5. Widespread industrial development would still leave much of Africa, Asia, or Latin America a generation behind Europe and North America.

واسع الانتشار

(A) extending all over the globe

(B) circulation in limited areas

(C) widely recognized by many people

6. The Internet kiosks [booths or stands] that access a global marketplace can **السوق** also be used to access political information or organize grassroots campaigns in emerging democracies.
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8. Pondicherry, India's information and communications technology development strategy traces back to a 1998 project that brought Internet-linked telecentres to the region's villages. (Note: Also spelled *telecenters*) **مركز الاتصالات**
- (A) televisions for viewing programs and movies
 - (B) meeting places for community activities, like team sports, shows, or political rallies
 - (C) locations for long-distance communication by computer, telephone, telegraph, television, etc.

Read

Introduction

In the world today, there are many countries whose development and quality of life still lag behind that of the countries traditionally known as "first world." Moving from an agrarian economy to an industrialized economy and then to an information economy took many decades in Europe, Japan, the United States, and Canada. However, at the present time, some developing countries are bypassing the long route to development. They are "leapfrogging" into the information age by using combinations of high-tech and low-tech technology in creative ways. Read the following article to find out more about this new path to development.

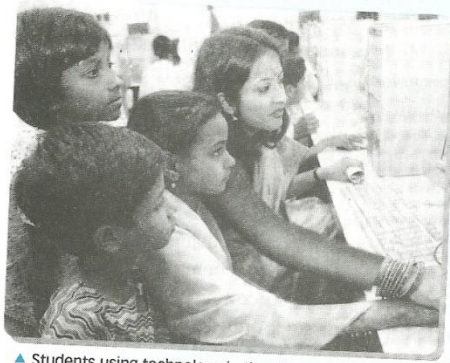
- Have you ever seen a frog leap? What does it look like?
- Why are some developing countries now called "leapfroggers"?
- What technologies do you think you will read about in this article?



Leapfrogging the Technology Gap

- A In Robib, Cambodia, villagers are getting medical advice from the world's best doctors. Schoolchildren are seeing their country's most famous landmarks for the first time. And the village economy is taking off, fueled by the sale of its handmade silk scarves on the global market.
- B All these benefits are coming via motorcycle—Internet-enabled motorcycles. A wireless network links computers in the village to computer chips on each of the five motorcycles. Each vehicle has a transmitter that allows it to upload and download email and data as it passes by village computers. At the end of the day, the bikes return to a hub where they upload the information received. The next morning, they download email and data from the hub and take it out to the villages for transmission. 5
- C Villages like Robib have been described as “leapfroggers:” communities or even whole countries in the developing world that are using information and communication technologies to leapfrog directly from being an agricultural to an information economy. It's a phenomenon that combines technology high and low in innovative ways, and is generating not only economic benefits but a new world of education, social, and political opportunities. 10
- D In highly developed countries, the information economy has emerged from a long evolution—farm economies made room for craftsmen and artisans, who gave way to industrial production, and manufacturing has yielded to the rise of an information and service-based economy. 15
- E Economists and development experts wonder whether the developing world can—or should—follow the same path. Widespread industrial development would still leave much of Africa, Asia, or Latin America a generation behind Europe and North America. 20
- F Of greater concern is the potential environmental impact of widespread industrialization: large-scale factory production in the developing world could greatly increase global energy consumption and pollution levels, particularly if factories use cheaper and dirtier production methods. 25
- G Information and communication technologies provide an alternative to this environmental and economic nightmare. The hardware, software, and networks that have propelled developed economies out of the industrial era and into the information age are now promising to take the developing world directly from agrarian to post-industrial development. 30
- H The same satellite networks that link remote villages to urban markets can bring classroom education to communities too small or poor to support secondary schools. The cell phone systems that power community businesses can connect patients or doctors, or disparate family members. The Internet kiosks that access a global marketplace can also be used to access political information or organize grassroots campaigns in emerging democracies. 35 40

Societies that place a high value on education, like Vietnam, are at an advantage, because a highly educated population is ready for work in a knowledge-based economy. Bangalore, India, is the best-case scenario. Recognized as the Silicon Valley of the developing world, Bangalore has parlayed India's wealth of well-educated, tech-savvy, English-speaking programmers into a massive hive of interlocking programming shops, call centres, and tech companies.



▲ Students using technology in the classroom.

While Bangalore's technological, education, and linguistic advantages have given it a head start on leapfrogging, regions that lack those advantages stand to gain even more from the creative use of technology. Indeed, the countries that stand to benefit most from a leapfrogging strategy are those with limited infrastructure, limited education access, and limited literacy rates.

In Bolivia, a rural radio station uses the Internet to answer questions from listeners—like the farmer who wanted help dealing with a worm that was devouring his crops.

Working online, the station found a Swedish expert who identified the worm and broadcast the information on pest control to the entire community.

"The development community has placed a great emphasis on being able to meet basic development objectives," says Richard Simpson, the Director of E-Commerce for Industry Canada. "It is not about rich countries getting richer. It's not even about emerging economies. It's about countries at every stage of development using technology in a way that is appropriate to their needs." Needs like those of Nallavadu, a village in Pondicherry, India. A region in which many people live on incomes of less than one dollar a day, Pondicherry's information and communications technology development strategy traces back to a 1998 project that brought Internet-linked telecentres to the region's villages. Today, villagers routinely use the Internet to access information that helps them sell their crops at the latest commodity prices, obtain medical advice, and track regional weather and transport.

How does that kind of technology affect daily life? Just look at what happened in the village of Nallavadu. Vijayakumar Gunasekaran, the son of a Nallavadu fisherman, learned of December's earthquake and tsunami [2004] from his current home in Singapore. When Gunasekaran called home to warn his family, they passed along the warning to fellow villagers—who used the village's telecentre to broadcast a community alarm. Thanks to that alarm, the village was evacuated, ensuring that all 3,600 villagers survived.

Source: "Leapfrogging the Technology Gap" from pipermail.org (Alexandra Samuel)

UNDERSTANDING COMPOUND ADJECTIVES

Often when two or more words come before a noun and function together as an adjective (word that describes something), they are linked together by a hyphen (-).

6 Analyzing Compound Adjectives with Hyphens Analyze the meanings of the words in italics by looking at the shorter words that are connected by the hyphen and at the context. Write explanations in the blanks.

1. All these benefits are coming via motorcycle—*Internet-enabled motorcycles*
motorcycles that can access the Internet

2. Farm economies made room for craftsmen and artisans, who gave way to industrial production, and manufacturing has yielded to the rise of an information and *service-based economy*. [Hint: *service* here relates to jobs in which employees provide something nontangible rather than producing goods.]
economy that's based on service

3. *Large-scale factory production* in the developing world could greatly increase global energy consumption and pollution levels.
factory that's produce alot of things

4. Societies that place a high value on education, like Vietnam, are at an advantage, because a highly educated population is ready for work in a *knowledge-based economy*.

economy that's baesed on information or knoledge

5. Bangalore, India, is the *best-case scenario*. [Hint: *scenario* here means a course of action that could happen]

trying to see the best option that's going to happen

6. Recognized as the Silicon Valley of the developing world, Bangalore has successfully parlayed India's wealth of *well-educated, tech-savvy, English-speaking* programmers into a massive hive of interlocking programming shops, call centers, and tech companies.

a. *well-educated programmers* are the person who has very good education and be programer

b. *tech-savvy programmers* are [Hint: "savvy" comes from the Spanish word *sabe* which means "know."] the person who knows very well the teqnology

7. Therefore, *well-educated, tech-savvy, English-speaking* programmers are

8. Pondicherry's information and communications technology development strategy traces back to a 1998 project that brought *Internet-linked telecentres* to the region's villages.

التمارين الأخيرة ما حست إجابات الدكتور فيها واضحة وماركز انه يعطي جواب واضح لها
عشان كذا تركتها والتي بيها يرجع للمحاضرة المسجلة رقم ١١ على آخرها

Chapter

6

Money Matters

In This Chapter

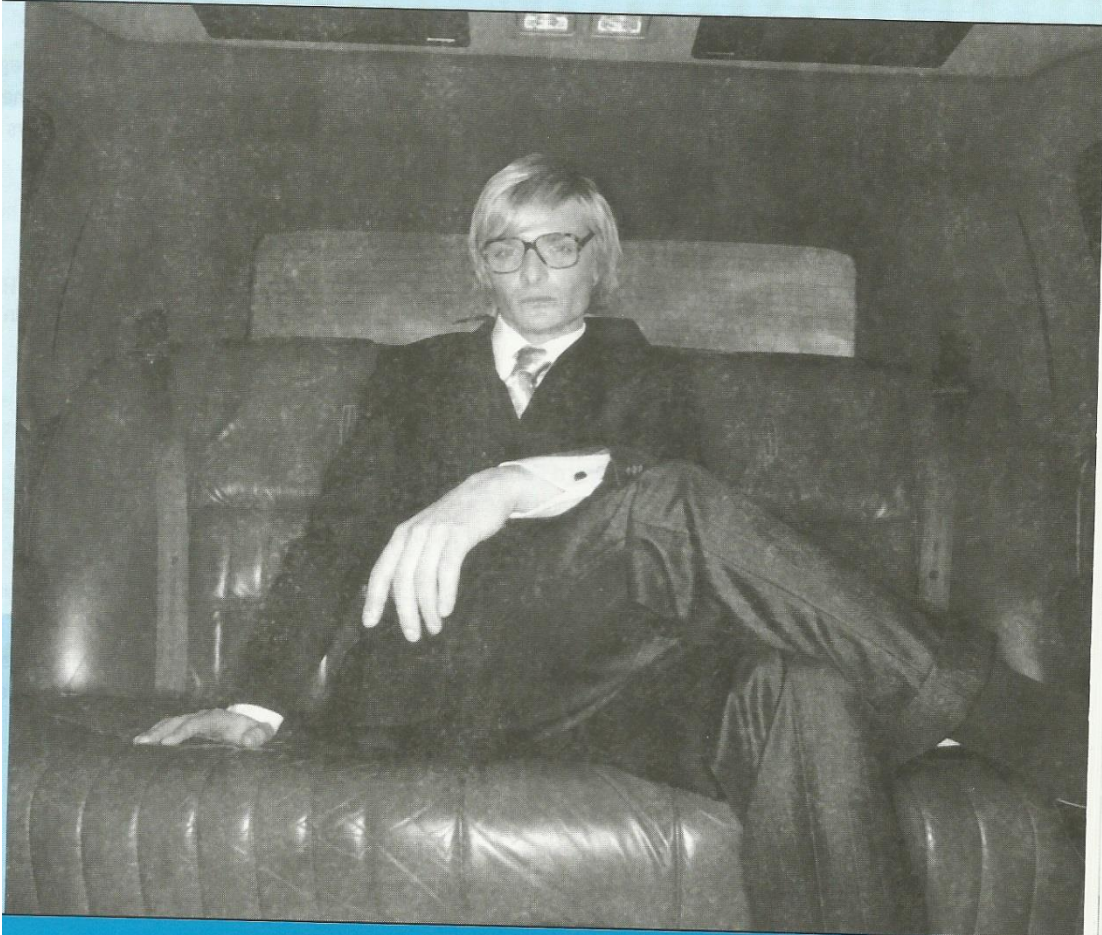
"Money makes the world go 'round," according to an old English saying, and being able to talk about money matters is important in all cultures. The first selection describes the success story of a business that started in Spain with a small idea and grew to make money and create jobs across many borders. The second selection, written by one of the greatest short story writers of the English language, William Somerset Maugham, focuses on a more personal aspect of the financial question: the embarrassment and difficulties that a lack of money can cause in a social situation.

“One coin in an empty moneybox makes more noise than when it is full.”

—Arabic proverb

Connecting to the Topic

- 1 Look at the photo. How would you describe this man? Do you think he is careful with money? Why or why not?
- 2 What things do you consider to be a waste of money? What things do you like to splurge (spend a lot of money) on, i.e. nice clothes, eating in fancy restaurants, travel, the latest technology?
- 3 What difficulties can money cause among friends?



Part 1 Reading Skills and Strategies

Executive Takes Chance on Pizza, Transforms Spain

Before You Read

Strategy

Previewing a Reading

Get a general idea of what an article is about before fully reading it. Often, the title presents key points that can help your comprehension.

1 Scanning for Specific Information Look at the title of the article on page 132. Then read the questions below about the title and take one minute to scan the article for the information needed to answer the questions. Compare your answers with those of your classmates.

1. Who is the *executive* (*business manager*) mentioned in the title?
2. What does it mean to say he “takes a chance on pizza”?
3. To *transform* something means to change it, and not just in a small way. How does this man “transform Spain”? Do you think this title uses exaggeration?

Strategy

Recognizing Word Families

A good way to expand vocabulary is through recognizing word families—groups of words related in form and meaning, such as *combine*, *combined*, and *combination*.

2 Recognizing Word Families Scan the reading selection for words related to the given words in column one and write them in the second column. Read the meaning in the third column. The words are in the order of their appearance in the article.

	Related Word in Reading	Meaning of Related Word
1. global	<i>globalization</i>	A noun meaning <i>the growth of something worldwide</i>
2. pizza	<i>pizzeria</i>	A noun meaning <i>a place that produces or sells pizza</i>
3. convenient	<i>convenience</i>	A noun meaning <i>quality of being convenient, easy, or suitable</i>
4. modern	<i>modernizing</i>	A verb meaning <i>becoming modern</i>
5. manage	<i>management</i>	A noun meaning <i>the act or manner of managing</i>
6. prosperous	<i>prospered</i>	A verb meaning <i>did well or became prosperous (wealthy)</i>
7. special	<i>specialties</i>	A noun meaning <i>types of food, or other products that are special</i>
8. afford	<i>affordable</i>	An adjective meaning <i>can be afforded by a person's financial means, not too expensive</i>
9. mental	<i>mentality</i>	A noun meaning <i>mental outlook, way of thinking</i>
10. mature	<i>maturing</i>	A present participle (-ing word) meaning <i>growing older and wiser, becoming more mature</i>

الدكتور حل أول مثالين بس وأنا أكملت الباقي لأننا سهله مرره تدور الكلمه المرتبطه فيها في القطعة

Read

Introduction

The following article gives us some examples of **globalization**: a term used to describe how business, travel, communications, and other institutions spread quickly throughout the globe, without being stopped by borders, distance, language, and regulations the way they were in the past. Leopoldo Fernandez was born in one country, grew up in another, and then went to work in a third country. The article discusses how he starts a business that has an impact on many other countries.

- Why do people move from one country to another? Is this always their choice?
- Have you ever lived in a different country? Would you like to do that some day?



Executive Takes Chance on Pizza, Transforms Spain

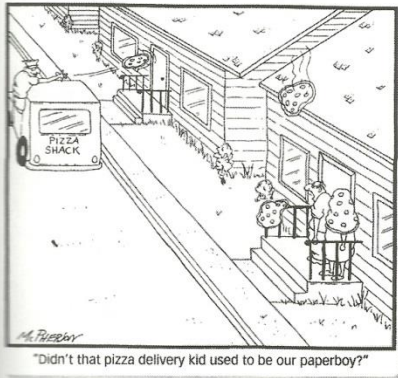
- A MADRID, Spain—Leopoldo Fernandez was earning \$150,000 a year as an **executive** in Spain with Johnson & Johnson when he decided to open a **pizzeria** on the side.
- B “Keep in mind, I knew nothing about pizza. My job was about selling heart valves, heart monitors, surgical instruments,” said the 47-year-old Cuban American, a former **marketing** director for the U.S. medical supply company.
- C Six years later, Fernandez is the president of TelePizza, a **multinational** company with **projected sales** of \$120 million this year. By year’s end, the Madrid-based pizza businessman’s name will adorn more than 200 **outlets** in ten countries. The company, one of the first to answer a need for **convenience** goods in **modernizing** Spain, may even be the world’s fastest growing pizza **chain**, according to a recent issue of the trade magazine *Pizza Today* and research by TelePizza.
- D “I thought I’d just open five little stores and keep my job at Johnson & Johnson,” recalled Fernandez in an interview as he puffed a \$5 Cuban cigar. Two small Cuban flags are placed on his desk top.
- E Success came “so quickly my biggest problem has been keeping on top of the growth-money management, people **management**, training. Most new businesses grow at 10–20 percent yearly. We’ve grown at 10 percent a month since we opened,” Fernandez said.
- F After his first shop **prospered** in Madrid, Fernandez left his job, sold his house and stocks, and cobbled together \$300,000 to put into the business. From then on, new pizzerias opened rapidly, first in Spain and then abroad.
- G At the time TelePizza began in the late 1980s, pizzas were available in Spain only in Italian restaurants, and home delivery of any food was rare. But with more women in the workplace and Spain still modernizing, there was a growing need for convenience foods. TelePizza’s success is widely credited with setting off a **boom** in home-delivered fast food in Spain.
- H Hundreds of motorbikes now ply Madrid’s streets delivering everything from pizza to traditional **specialties** like Spanish tortillas (egg and potato omelettes) and paella.
- I Like the Domino’s chain of U.S. fame, TelePizza’s pies come fast—the company guarantees that pizzas will arrive in under 30 minutes, depending on where customers live. They are fairly **affordable**, with a pie for up to four people costing \$13, compared with \$6 for a McDonald’s quarter pounder, fries, and Coke, undelivered.
- J Some say Spain’s growing appetite for fast food is undermining the country’s healthy Mediterranean diet. “There’s a saying, when we were poor we made better eating choices than we do now,” said Consuelo Lopez

Nomdedeu, a nutritionist with the government-run National College of Health. But Fernandez dismissed such complaints. "The key is variety in the diet," he said. "I wouldn't eat pizza daily or hamburgers (nor would I eat) Spanish dishes like lentils or garbanzos."



▲ Making a delivery on two wheels

CLOSE TO HOME JOHN MCPHERSON



▲ Close to Home © John McPherson, Reprinted with permission of Universal Press Syndicate. All rights reserved.

Source: "Executive Takes Chance on Pizza, Transforms Spain" *Wisconsin State Journal* (Stephen Wade)

K Along with crediting the **untapped** Spanish **market** for his success, Fernandez noted that growing up as an immigrant in the United States probably also helped. Like many other refugees fleeing the Castro revolution, Fernandez moved to Florida from Cuba in 1960 with his parents.

L "An immigrant has to find ways to succeed because he's on the bottom," said Fernandez, who also has worked for Procter & Gamble Co., the leading U.S. consumer products company.

M "Here, my advantage is that I understand Spanish **mentality** better than Americans do, and I understand Americans better than Spaniards do," Fernandez said.

N So far, his recipe for success is working. Fernandez said TelePizza outsells its three biggest rivals in Spain—Domino's, Pizza Hut, and Pizza World—combined. The company has a fleet of more than 2,000 motorbikes in Spain and sells 25,000 pizzas daily in the Spanish market.

O About two-thirds of TelePizza outlets in Spain are **franchises** while 90 percent of the 40 stores abroad are company-owned. In addition to Spain, there are TelePizza outlets located in Mexico, Colombia, Chile, Portugal, Belgium, Greece, and Poland—with stores in France and Brazil set to open before year's end.

P "We plan to go into the U.S. in due time," Fernandez said. "For now we are **maturing** and learning from **growth markets**."

After You Read

3 Getting the Meaning of Words from Context Use the context and the clues to explain the following business terms.

- marketing* (line 6) A market is a place where products are bought and sold. So, *marketing* is promoting the buying and selling of products.
- multinational* (line 8) Break the word apart to find its meaning. to many national
- projected sales* (line 8) Think about projecting something such as fireworks into the sky. Then think about the time frame it refers to. presented sales
- outlets* (line 10) Break the word apart and remember we are talking about a product that is being marketed. center of shops that's buy things in one place
- chain* (line 12) Imagine a picture of a chain, made up of separate parts called links. more than one store in deffernt places
- boom* (line 28) The meaning can be inferred partly from the sound of this word (which is used to describe the sound of an explosion). spreading out in deffernt places
- untapped market* (line 44) *To tap* something means "to open or start," as in tapping an oil well. Then consider how the prefix *un-* affects the meaning. some thing new that's nobody try to do it befour
- franchises* (line 67) Notice these stores are contrasted with others that are company owned. licensed
- growth markets* (line 75) Take a guess from the words themselves. market that's grow from very low to high

4 Checking Your Comprehension Choose the most appropriate answer related to the reading.

- Before starting a pizza business, Fernandez worked for a company that sold _____.
 A Cuban cigars
 B surgical instruments
 C restaurant supplies
- Telepizza grew very fast in the 1980s because at that time in Spain _____ was very rare.
 A Italian food
 B good restaurants
 C home delivery

قال لا تخشون من الكلمات
مجرد أنها تعطيك معلومات عن مصطلحات تجارية
بس أنا ماأضمن هالحكي وراح أذاكرها

3. Another factor that helped the business is that there were more _____ in the workplace than before.
- A women
 B engineers
 C young people
4. According to Consuelo Lopez Nomdedeu, fast food like pizza is not good for Spain because it is _____.
- A very expensive
 B too foreign
 C not healthy
5. Fernandez feels that being an immigrant in the U.S. _____.
- A caused many problems for him and his family
 B was an advantage to him in business
 C did not affect him in any way
6. Telepizza has many outlets in Spain and in different countries and these are _____.
- A franchises
 B company owned
 C both franchises and company owned



5 Guided Academic Conversation: Globalization and How It Affects Us

In small groups, discuss the following issues. Then compare your answers with those of another group. After Leopoldo Fernandez opened his first TelePizza, the company quickly expanded to hundreds of outlets in many countries, including Spain, Germany, Sweden, Chile, Mexico, Morocco, Poland, and Portugal. Obviously, globalization was good for Mr. Fernandez, but is it good for everyone?

- 1. Chain Stores** Make a list of the chain stores, restaurants, or businesses that are popular in the place where you live. Note if they are nationally owned or foreign. Do you know the difference? What is more important: the product or the ownership, or both? Do foreign-owned businesses hurt or help the local economy? What is your group's favorite chain? Why?
- 2. Owning Your Own Business** Would you like to have your own business some day, or do you prefer to work for someone else? Explain your choice. What chain stores, restaurants, or businesses from your country have outlets in other countries? Would you consider working for one of them? Would you work for a chain from a different nation? Why or why not?
- 3. Fast Food: Bad or Good?** Does fast food mean bad food? What are its advantages? There must be a reason that it is so much in demand. Pretend that your group has been given money to set up a new international fast-food chain in foreign markets. What foods would you choose to export from your culture? How would you set up the atmosphere of the outlets? What name would you give to your business?

المحاضرة ١٣

Unit 6 part 2

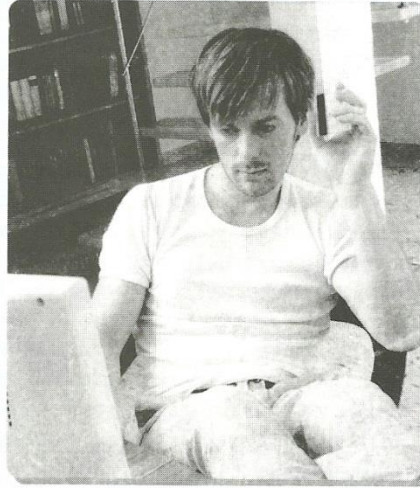
بدأ الدكتور بصفحة ١٣٨ في المحاضرة قصة قصيره



7 What Do You Think? Read the paragraph below and discuss the questions that follow.

Buying on the Internet

People love to shop, and more and more of them are shopping on the Internet. Some are pleased with the variety of goods offered and the ease of shopping in the comfort of their own homes. Yet some are worried about the quality of goods they'll receive or the safety of their credit card numbers.



▲ Do you like to shop on the Internet?

1. Have you ever shopped on the Internet? If so, what products have you bought?
2. Do you prefer to shop online, use a catalog, or go to a store in person? Why?
3. Some consumers think it's not safe to shop on the Internet. Do you agree or not? What precautions would you take before completing a transaction on the Internet?
4. Have you ever heard of "identity theft"? What is it? Do you think it could happen if you buy products on the Internet? Explain.

Part 2 Reading Skills and Strategies

The Luncheon

Before You Read

خصائص القصة القصيرة

Strategy

Identifying the Setting, Characters, and Conflict in a Narrative

Reading a story is easier if you first identify the key elements that every story must have. These are called the *narrative elements*.

- **setting:** the time and place
- **characters:** the main people who are in the story
- **plot:** the action that starts with a **conflict**, develops into a complication, and ends with a resolution (a solution of the conflict)

1 Identifying the Setting, Characters, and Conflict Find the setting by looking at the illustration and skimming the first few paragraphs.

1. When does the story take place (more or less)? years ago ٢٠ Where?

Paris

2. Who are the main characters? There is of course the *narrator* (the one speaking) since the story is written in the first person (using *I* and *me*). The other character is a woman whose name we are never told. What do we know about this woman?

Characters: The narrator- the women

About the woman: _____

3. We cannot identify in advance the whole plot, but we can find out where it begins. The action always starts with a conflict (a problem or difficulty) because if everything were fine, there would be no story. Read quickly up to line 22 and find the conflict. Explain it here.

You will have to read the story to see how this conflict gets complicated, rises to a climax (the most difficult and intense moment of the action), and then ends in the resolution.

2 Getting the Meaning of Words from Context The author uses exact adjectives and adverbs to describe the feelings of the characters and the appearance of their surroundings. Look for clues in the context and choose the word or phrase closest to the meaning of the word in italics.

1. But I was *flattered* by her praise of my book. (lines 18-19)
 - A worried about the future
 - B pleased by the kind words
 - C confused about what to doNotice the clue in line 19
2. I was *startled* when the bill of fare was brought, for the prices were a great deal higher than I had anticipated. (lines 30-31)
 - A depressed by sad memories
 - B scared by a sudden surprise
 - C filled with hope
3. It would be *mortifying* to find myself ten francs short and be obliged to borrow from my guest. (lines 76-77)
 - A embarrassing
 - B boring
 - C tiring
4. The asparagus appeared. They were enormous, *succulent*, and appetizing. (lines 84-85)
 - A too ripe
 - B dry
 - C juicy
5. I knew—a little later, for my guest, going on with her conversation, *absentmindedly* took one. (lines 107-108)
 - A with an intention
 - B without thinking
 - C in a careful way
6. The bill came and when I paid it I found that I had only enough for a quite *inadequate* tip. (lines 113-114)
 - A generous
 - B small
 - C exact

Read

Strategy

Predicting Events in a Narrative

It is helpful while reading a narrative to think ahead of the action. You don't have to understand every word, just try to follow the action, understand what is happening, and think about what might happen next.

3 Predicting Events in a Narrative As you read the next selection, try to predict what is going to happen next. The story will be interrupted at a few points and you will be asked some questions to guide you. Do not worry about understanding every word. Just try to follow the action and understand what is happening.

Introduction



▲ William Somerset Maugham

The following selection is a narrative (a story) by one of the master short story writers of the English language, William Somerset Maugham (1874–1965). Born in Paris and educated in England, he worked as a secret agent for the British government in World War I and then spent the rest of his life writing and traveling throughout many parts of the world. In “The Luncheon,” the narrator starts out by describing how he went to the park and met a cousin he had not seen in 20 years. This brings to his mind the memory of that time long ago, and so he tells the story of that earlier meeting.

Have you ever had the experience of meeting someone you once knew and had not seen in years? How did the experience turn out?

- In what ways do people change over the years?



The Luncheon

I caught sight of her at the park and in answer to her beckoning I went over and sat down beside her. It was long since I had last seen her and if someone had not mentioned her name I hardly think I would have recognized her. She addressed me brightly.

"Well, it's many years since we last met. How time does fly! We're none of us getting any younger. Do you remember the last time I saw you? You asked me to luncheon."

Did I remember?

It was twenty years ago and I was living in Paris. I had a tiny apartment in the Latin Quarter and I was earning barely enough money to keep body and soul together. She had read a book of mine and had written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but her time was limited and the only free moment she had was on the following Thursday: she was spending the morning at the Luxembourg and would I give her a little luncheon at Foyot's afterwards? Foyot's is a restaurant at which the French senators eat and it was so far beyond my means that I had never even thought of going there. But I was flattered by her praise of my book and she was, after all, my father's niece. I had eighty francs (gold francs) to last me the rest of the month and a modest luncheon should not cost more than fifteen. If I cut out coffee for the next two weeks I could manage well enough.

What do you think of the request that the cousin has made of the main character? Why do you think that he accepted it? Do you think he is going to get into trouble? Why or why not?

I answered that I would meet my cousin-by-correspondence at Foyot's on Thursday at half past twelve. She was not so young as I expected and in appearance imposing. She was in fact a woman of forty, and she gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose. She was talkative, but since she seemed inclined to talk about the family, whom I hadn't seen in some years, I was prepared to be an attentive listener.

I was startled when the bill of fare was brought, for the prices were a great deal higher than I had anticipated. But she reassured me.

"I never eat anything for luncheon," she said.

"Oh, don't say that!" I answered generously.

"I never eat more than one thing. I think people eat far too much

nowadays. A little fish, perhaps. I wonder if they have any salmon.”

35

Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in—it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

What did the man notice about his cousin's appearance? Does it perhaps give a clue to her character? From what she has said so far, do you expect her to order any more food? Why?

“No,” she answered. “I never eat more than one thing. Unless you had a little caviar. I never mind caviar.”

40

My heart sank a little. I knew I could not afford caviar, but I could not very well tell her that. I told the waiter by all means to bring caviar. For myself I chose the cheapest dish on the menu and that was a mutton chop.

“I think you're unwise to eat meat,” she said. “I don't know how you can expect to work after eating heavy things like chops. I don't believe in overloading my stomach.”

45

What do you think his cousin is going to do next? And the man? Why?

She ate the caviar and she ate the salmon. She talked incessantly of the prosperity and successes of her family. But I wondered what the bill would come to. When my mutton chop arrived she took me quite seriously to task.

50

“I see that you're in the habit of eating a heavy luncheon. I'm sure it's a mistake. Why don't you follow my example and eat just one thing? I'm sure you'd feel ever so much better for it.”

“I am only going to eat one thing,” I said, as the waiter came again with the bill of fare.

55

The waiter has come once again. What will happen next?

She waved him aside with an airy gesture.

“No, no, I never eat anything for luncheon. Just a bite, I never want more than that, and I eat that more as an excuse for conversation than anything else. I couldn't possibly eat anything more—unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them.”

60

“Madame wants to know if you have any of those giant asparagus,” I asked the waiter.

I tried with all my might to will him to say no. A happy smile spread

over his broad face, and he assured me that they had some so large, so splendid, so tender, that it was a marvel.

"I'm not in the least hungry," my guest sighed, "but if you insist, I don't mind having some asparagus."

I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

"I know there are people who don't like them. The fact is, you ruin your palate by all the meat you eat."

Something is ironic when it is the opposite of what is true or expected. What is ironic about what his cousin keeps saying? How do you think the man feels about this? Do you think the man or his cousin will order more food?

We waited for the asparagus to be cooked. Panic seized me. It was not a question now of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill. It would be mortifying to find myself ten francs short and be obliged to borrow from my guest. I could not bring myself to do that. I knew exactly how much I had and if the bill came to more I had made up my mind that I would put my hand in my pocket and with a dramatic cry start up and say it had been picked. Of course it would be awkward if she had not money enough either to pay the bill. Then the only thing would be to leave my watch and say I would come back and pay later.

The asparagus appeared. They were enormous, succulent, and appetizing. The smell of the melted butter tickled my nostrils. I watched her thrust them down her throat in large voluptuous mouthfuls and in my polite way I discoursed on the condition of the drama in the Balkans. At last, she finished.

"Coffee?" I asked.

"Yes, just an ice cream and coffee," she answered.

I was past caring now, so I ordered coffee for myself and an ice cream and coffee for her.

"You know, there's one thing I thoroughly believe in," she said, as she ate the ice cream. "One should always get up from a meal feeling one could eat a little more."

"Are you still hungry?" I asked faintly.

"Oh, no. I'm not hungry; you see, I don't eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you."

"Oh, I see!"

Then a terrible thing happened. While we were waiting for the coffee,



▲ A fancy restaurant in Paris in the 1930s.

the head waiter, with an ingratiating smile on his false face, came up to us bearing a large basket full of peaches. They had the rich tone of an Italian landscape. But surely peaches were not in season then? Who knew what they cost? I knew—a little later, for my guest, going on with her conversation, absentmindedly took one. 105

“You see, you’ve filled your stomach with a lot of meat”—my one miserable little chop—“and you can’t eat any more. But I’ve just had a snack and I shall enjoy a peach.” 110

The bill came and when I paid it I found that I had only enough for a quite inadequate

tip. Her eyes rested for an instant on the three francs I left for the waiter and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket. 115

So far the luncheon has gone badly for the man. Somerset Maugham is known for his irony and surprise endings. Can you think of some way he might turn the situation around?

“Follow my example,” she said as we said farewell, “and never eat more than one thing for luncheon.”

“I’ll do better than that,” I retorted. “I’ll eat nothing for dinner tonight.” 120

“Humorist!” she cried, jumping into a cab. “You’re quite a humorist!”

But I dare say she may not appreciate my humor now, as I try to contain a chuckle. Today she weighs twenty-one stone.*

Source: “The Luncheon” *Cosmopolitans* (W. Somerset Maugham)

*The stone is a British unit of measurement. One stone equals fourteen pounds, or 6.35 kilos.

المحاضرة ١٤

الاختبار

- ١- قال في هالمحاضرة ان الاختبار راح يكون ٧٠ سؤال وهالشى تغير طبعاً لأن الأسئلة ٥٠ سؤال
- ٢- وقال أنه راح تكون في قطعتين من اللي درسناهم
- ٣- وفيه قطعه خارجية
- ٤- وقال أن الستة وحدات والأسئلة اللي حليناها هي اللي معنا بس

وبكذا نكون انتهينا وأبقى أنا بشر نقلت لكم وحاولت أحل كل اللي قاله الدكتور فإن أصبت فمن الله وإن أخطأت فمن نفسي والشيطان وفي النهاية كل اللي أبيه دعوه في ظهر الغيب

وفالكم

A+

أختكم جُ حُنُونُ