

# Reading

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# Lecture 1

## Reading Strategies

- 1- Getting meaning from Context.
- 2- Identifying the main Idea.
- 3- Skimming for the Topic and Main Idea.
- 4- Understanding Pronoun Reference.

### 1- Getting Meaning from Context

-What is meant by context here?

Context refers to the other words in the sentence and the other sentences in the paragraph.

Here are three types of cues that will help you guess the meaning of new words in a sentence:

- 1- Punctuation.
- 2- a clue in another sentence.
- 3- Logic.

#### 1.Punctuation

Parentheses ( ), a dash ( \_ ) or a comma ( , ) can be used as cues for guessing the meaning of new words.

An Example with parentheses ( ) :

- A dangerous form of weather is **hail** (falling balls of ice) which has been known to get so big that it can break cars windshields.  
hail means falling balls of ice.

An example with a comma ( , ):

- Doctors usually have high **status**, or social position, in most countries.  
-status means social position.

An example with a dash( \_ ):

- Students need great **discipline**\_self-control\_ to give up sports...etc.

#### 2- A Clue in another sentence

e.g.: In Singapore, schools place their students in groups according to their needs. This is based on the belief that students **are not** born with **identical** ability. Because they **are not exactly the same**, some students will be bored, and others will have difficulty.

- **Identical** means exactly the same.

#### 3- Logic

e.g.:

Every three years, 18-year-old students in **secondary** schools across the world sit down to take the same exam.

Clue ? Age ? (mind cultural differences !)

#### Exercises

Some of the drawbacks, disadvantages, for working for big corporations include working for too long hours and exerting a lot of effort \_mental or physical work\_. Thus, the workers may experience exhaustion (extreme weakness).

**drawbacks:** disadvantages  
**Effort:** mental or physical work  
**Exhaustion:** extreme weakness

### **A- What is the topic of a paragraph?**

It is what the paragraph is about. The topic of a paragraph is not a sentence. It is just a word or a phrase.

### **B- What is the main idea of a paragraph/passage?**

The main idea of a paragraph is the “umbrella” that includes all of the more specific ideas and details. It is the author’s opinion about the topic.

**Before identifying the main idea  
, you should always ask yourself:**

**What is the overall message being made by the author about the topic of this paragraph/passage?**

### **-Steps for identifying the main idea:**

- 1- Read the title. Sometimes a paragraph might have a title that describes the main idea of the passage.
- 2- Read the first few sentences of the paragraph. The main idea is usually stated at the beginning of the paragraph/passage. It could also be found at the end.
- 3- Read the passage from beginning to end. If the main idea is not stated in the first sentence, it may be stated in the last sentence.

### **Exercise**

“On the one hand, it seems that education is not a “one-size-fits-all” situation. There isn’t one perfect educational system that is right for all countries. Each educational system is a mirror that reflects the values of its own culture. On the other hand, it seems clear that each country can improve. There is no magic solution, but in this global economy, no educational system is isolated from others, and each can learn from others.”

**Topic:** Educational systems and cultures.

**Main Idea:** The educational system is a mirror that reflects the culture.

### **3- Skimming for the Topic and main idea in passages**

**In skimming, you should:**

- 1- Ignore the details and look quickly for the main ideas.
- 2- Read the title and any subheadings.
- 3- Read the first and last two sentences of each paragraph.
- 3- Don’t read every single word.

### **Exercise**

“Problems with studies, money, and depression can make college “the worst of times.” However, college is also where most students learn about themselves and learn about the world. This is where they make friends for life. With careful organization, planning, and attention to relationships with others, students can achieve a balance that can make college “the best of times,” too.”

**The topic of the paragraph is:**

1- Relationships.      2- Depression.      3- College life.

**Main Idea:** College is the time in which most students learn about themselves and the world.

#### 4- Understanding Pronoun Reference

What is a pronoun?

A pronoun is a word used to stand for (or take the place of) a noun.

**The pronoun must agree with its antecedent in:**

- 1-Person.
- 2-Gender.
- 3- Number.

#### Person

E.g :Mary bought a car from my **brothers**. **They** are happy now !

#### Gender

Ali =He (masculine)      -      Layla = She (feminine)

] e.g.: **Layla** is a good student. **He/she** always comes to class prepared.

#### Number

Note that (anyone/someone/ a person/ everyone/each one) take singular feminine(she) + masculine (he) pronouns.

**anyone/someone/ everyone/ a person = She + He**

e.g: Everyone should take the responsibility for his or her own actions.

**More examples:**

- **Ali** is a good student. **He** never comes late to class.
- **Sara** is a smart girl because **she** scored 100 in Math.
- **Omar** and **Sami** are eating quickly because **they** are late for school.

#### Exercise

“in Finland, children do not start school until the age of seven. They don’t have to worry about grades because teachers don’t give grades until high school.”

**The pronoun:** they.

**The antecedent:** children.

## Lecture 2

### Reading Strategies:

- 1- Getting meaning from context.
- 2- Identifying the Main Idea.
- 3- Identifying Supporting Details.

#### 1- Getting Meaning from Context

Here are other three more cues that will help you understand the meaning of new words from context:

a- The words **for example, for instance, such as, and among them**:

e.g.:

- They exchange the trash for fresh **produce** such as potatoes or bananas.

**Meaning:** fruits and vegetables.

b- a word or a group of words in a different part of the sentence (or in another sentence) when it has the opposite meaning of the new vocabulary word:

e.g.:

In some cities, instead of **worsening**, urban life is actually getting much better.

**Meaning:** worsening is the opposite of getting better

c. A definition or an explanation follows the connecting words **that is** or **in other words**

**An example with 'in other words':**

-The downtown shopping area is now a **pedestrian zone** – in other words, an area for walkers only, not cars.

**Meaning:** A pedestrian zone is an area for walkers only

**An example with 'that is':**

-People spend hours in **gridlock** – that is, traffic so horrible that it simply doesn't move – when they go to work.

**Meaning:** traffic so horrible that it simply doesn't move.

### Exercise

-Under his leadership, city planners established **priorities** – in other words, a list of what was most important.

**Priorities:** a list of what was most important.

#### 1- Identifying The Main Idea (revision)

**-Steps for identifying the main idea:**

- 1- Read the title. Sometimes a paragraph might have a title that describes the main idea of the passage.
- 2- Read the first sentence of the paragraph. The main idea is usually stated at the beginning of the paragraph/passage. It could also be found at the end.
- 3- Read the passage from beginning to end. If the main idea is not stated in the first sentence, it may be stated in the last sentence.

#### 1- Identifying Supporting Details

Every paragraph has a main idea and supporting details (facts, ideas, and examples) that support and develop the main idea.

### For example:

To make the environment both cleaner and more beautiful, Curitiba has strict laws against polluters. But it also has low taxes for companies that have green areas, so several hundred major industries such as Pepsi and Volvo have offices in the city. Bringing natural beauty into the city is a priority. For this reason, Curitiba gave 1.5 million young trees to neighbourhoods to plant and take care of. And the downtown shopping area is now a pedestrian zone—in other words, for walkers only, no cars—and is lined with gardens.

**Main Idea:** Efforts in beautifying Curitiba

**Supporting Detail 1:** But it also has low taxes for companies that have green areas

**Supporting Detail 2:** Bringing natural beauty into the city is a priority

**Supporting Detail 3:** And the downtown shopping area is now a pedestrian zone

### Exercise

Being a celebrity is often difficult. 2 First of all, celebrities have to look almost perfect all the time. 3 There's always a photographer ready to take an unflattering picture of a famous person looking dumpy in old clothes. 4 Celebrities also sacrifice their private lives. 5 Their personal struggles, divorces, or family tragedies all end up as front-page news. 6 Last, and most frightening of all, celebrities are in constant danger of the wrong kind of attention. 7 Threatening letters and even physical attacks from crazy fans are things a celebrity must contend with.

**Main Idea:** Being a celebrity is often difficult

**Supporting Detail 1:** First of all, celebrities have to look almost perfect all the time

**Supporting Detail 2:** Celebrities also sacrifice their private lives

**Supporting Detail 3:** Last, and most frightening of all, celebrities are in constant danger of the wrong kind of attention

### Understanding Italics

Why we use italics?

Writers use Italics for two reasons:

1) For emphasis to indicate that the word is important.

For example:

- Overcrowding is a *huge* problem in that city.

2) For indicating a foreign word in an English sentence.

For example:

- In open areas in Seoul, *Kaenari* blooms everywhere in spring

### **Understanding Contrast**

Sometimes writers use contrast to express an idea. In other words, they begin with the opposite of the point that they want to make.

### **What is scanning?**

Scanning is looking *only* for *specific* information without reading everything.

**What are some of the possible specific information?**

a. Dates and numbers (1999- 2010- 2015).

b. Names or places (Mustafa – Layla – Riyadh- Dammam).

c. definitions

## Lecture 3

- 2 **Previewing Vocabulary** Read the words and phrases below. Listen to the pronunciation. Put a check mark (✓) next to the words that you know. You can come back to the words you don't know after you read.

### Nouns

- curriculum
- discipline
- drawback
- effort
- exhaustion
- rankings
- secondary school
- status
- values

### Verbs

- achieve
- compare
- determine
- reflect
- separate
- track

### Adjectives

- competitive
- entire
- global
- identical
- isolated
- universal

### Expressions

- in contrast to
- one-size-fits-all
- on the one hand
- on the other hand
- the best and the brightest

### Getting the meaning from context (Exercise) - Remember to use clues !!

#### Getting meaning from context

This exercise will help you with vocabulary that you will find in the first reading selection. Read the sentences. Figure out the meanings of the underlined words from the context and write them on the lines

1- On the one hand, there are many advantages to this system. On the other hand, there are also several disadvantages.

On the one hand = from one point of view

On the other hand = from another point of view

2- This is based on the belief that students are not born with identical ability. Because they are not exactly the same, some students will be bored, and others will have difficulty

Identical = exactly the same

3- Of course, one drawback, or disadvantage, is that students experience exhaustion and a great deal of stress.

Drawback = disadvantage

4- In some countries, teachers have high status, or social position.

Status = social position

5- In the United States, each state determines its own curriculum. The fifty states decide on their own curricula

Determine = decide

6- Each educational system is a mirror that reflects the values of its own culture.

Reflects = mirror

Activity : Read ‘ The secrets of success in school’. page 6

### The Secrets of Success in School

**(A)** What leads to success in school ? Every three years , 15-years-old students in **secondary schools** all across the world sit down to take the same exams in reading , mathematics , and science .The PISA (Programme for International Student Assessment) collects and studies the results from sixty-four to seventy countries . Countries that usually do the best on these are Finland , Korea , and Singapore. Because the **global** economy is becoming more **competitive** , educators and governments worldwide are paying close attention to these tests to find how their countries **compare**—and to learn how they can improve. What are these countries doing right? Should all countries follow their example? Is it possible to follow their example?

#### Tracking

**(B)** One frequent question is about the tracking of students. When schools **track** students, they place them in groups or classes according to their ability or needs. This occurs in Singapore, for example—one of the most successful countries on the PISA tests. Tracking is based on the belief that students are not born with **identical** ability. Because they are not exactly the same, the belief is that the best students will be bored, and weak students will have difficulty in the same class, with the same subjects. In Singapore, students in the 'Special' group will go on to attend university; \*Express" students may become clerical workers; and 'Normal" students may become sales people. However. in Finland, another of the most successful countries on the PISA test, educators do not **separate** students into different groups or schools. Instead, different types of learners study together. Students who do well and **achieve** success serve as good examples for other students who aren't doing so well. Clearly, tracking works well in some countries but not others.

#### Hard Work

**(C)** How much **effort** is necessary for success in school? How hard do students need to work? In Korea, typical high school students get up very early; spend all day in school, they then spend many hours after school in private institutes or at night doing homework. Korean students need great **discipline**—self-control—to give up sports, hobbies, and social life. They do this in order to be successful both in school and on the important college entrance exams. Their goal is to get into 'the right university." A common belief among Korean students is that they can enter college if they get four hours of sleep each night—but not if they sleep five or more. Of course ,one **drawback**. or disadvantage, is that Korean is



students experience **exhaustion** and a great deal of stress. From this example, it seems that students from countries with high PISA scores have to work very hard. On the other hand, in Finland, children do not start school until they are seven years old. They don't have to worry about grades because teachers don't give grades until high school. In high school, teachers give grades, but there are no lists with rankings of students from high to low. Perhaps the most interesting point is that students have very little homework and yet Finnish students still rank very high on the PISA exams. It appears that hard, competitive work is not the only road to success.

### Educators

**(D)** Is there anything that the top-ranking countries have in common? Is there no lesson we can learn from these countries? Well, actually, there is

The quality of teachers seems to be important to student success. In Singapore, Korea, and Finland, teachers have high **status**, or social position. For this reason, the teaching profession attracts **the best and the brightest**. In Korea, people call them "nation builders." In Finland, getting into a teacher-training program is very competitive; only 10% of Finnish college graduates are accepted into teacher-training programs. All teachers must have master's degrees, which also gives them status. This **is in contrast to** many countries, such as the United States, where teachers generally do not have high status. The United States is not among the top PISA countries

### Curriculum

**(E)** The PISA results also suggest the importance of **curriculum**. In countries such as Finland and Korea, there is a **universal** curriculum; students of the same age study the same subjects in the **entire** country. In the United States, each state **determines** its own curriculum. Perhaps because the fifty states decide on their own curricula, some U.S. states rank very high on the PISA exams, and some rank low. The word curriculum refers not only to the courses that students take but also to all of the topics in each course. In countries that do well on the PISA exam typical 8th grade course focuses on 10-15 topics. In the United States, an 8th grade course typically includes 35 topics. Perhaps this is too many.

### Conclusion

**(F)** **On the one hand**, it seems that education is not a **one-size-fits-all** situation. There isn't one perfect educational system that is right for all countries. Each educational system is a mirror that **reflects** the **value** of its own culture. **On the other hand**, it seems clear that each country can improve. There is no magic solution, but in this global economy, no educational system is **isolated** from others, and each can learn from others.

### Curricula plural of curriculum

### Checking your vocabulary

Check your understanding of vocabulary from the reading selection .Read the definitions below and write words and expressions that fit these definitions . The letters in parentheses refer to paragraphs in the reading.

- 1- a situation in which people or groups are trying to be more successful than others (A) **competitive**
- 2- are similar to or different from (A) **compare**
- 3- put students in groups or classes according to their ability or need (B) **track**
- 4- to cause people or things not to be together (B) **separate**
- 5-Work or energy (C) **effort**
- 6-lists of people or things in order of their ability or accomplishment (C ) **ranking**
- 7-people who are the most intelligent or who are the best at their profession (D) **the best and the brightest**
- 8-different from (D) **in contrast to**
- 9-done or experienced by everyone (E) **universal**
- 10-Whole (E) **entire**
- 11-Beliefs about what is right, what is important (F) **values**
- 12-Separate from others (F) **isolated**

**Now let's practice skimming for the topic and the main idea!**

**Reminder:**

**Topic:** a word or a noun phrase

**The main idea:** is in a sentence or two and can be found in the beginning, middle, or end of a paragraph.

### Challenges of the First Year of College

Charles Dickens once famously referred to a specific period of history as "the best of times" and "the worst of times." This can also describe the college years of many students. College is a time of transition between high school and working life, between childhood and adulthood, between dependence on family and independence. Like any period of growth, the college years can be both painful and exciting. Educators have some practical advice so that students can successfully deal with their problems and get the most out of their college experience.

**Topic:** College years

**Main idea:** \_\_\_\_\_

Many students who are beginning college—even students who were very successful in high school—find that the classes are suddenly much more challenging than in high school and that much more studying is required. [Educators usually agree on the solution to this problem of too much work: you need to get organized.](#) First, choose wisely the combination of classes you take in any one semester. Balance harder ones with easier ones. Also, limit the number of classes you take. Don't try to take more than a full-time load of credits in the first semester. Second, keep a careful calendar of dates for all exams and when all assignments are due. Professors will hand out a page with these dates on the first day of class; put them immediately on your master calendar and plan ahead. Third, schedule regular time and find a quiet place in which to study so that you won't have to suddenly cram the day before an important exam. You might pass a test by cramming for it, but you won't remember much afterward—and this isn't true learning. Fourth

form a study group with students in some of your classes, and meet with them once or twice a week. Also, take advantage of the resources on campus such as tutors or the writing center. Fifth, although this might seem obvious, it's important to go to class. Some students believe they can pass by simply doing the reading and taking exams, but this isn't true. Finally, it's essential to include breaks—short ones and longer ones—to balance study time with time for fun. This will keep your mind fresh and clear

**Topic:** College challenges — USE YOUR WORDS

**Main idea:** \_\_\_\_\_

## Lecture 4

### Skimming for the topic and the main idea - Continued

Money is a problem for many college students. Every year, students drop out because they simply can't afford to continue. Tuition costs are rising fast at many colleges, and these fees for classes are not the only expense that students have. There are also costs for housing (if the student lives away from home), books, food, transportation, clothes, and entertainment . The solution to the challenge of paving for a college education has several components. It begins in the year before starting college. If possible, students need to choose a college that's more affordable, even if it isn't their first choice. Then they should explore the possibilities at the Financial Aid Office. Are there scholarships? Are there student loans with a low rate of interest? Students might need to get a job—on campus or off—and take fewer classes, even if it means graduating later than they would like; this is often preferable to having huge debt after graduation. One last component to dealing with the challenge of money is to avoid credit cards. They are too easy to use, and they get too many students into troublesome debt

**Topic:** Students' financial problems

**Main idea:** \_\_\_\_\_

A problem for many college students is depression, usually as a result of either loneliness or the pressure of their studies. The healthiest way to deal with depression is to connect with other people on a regular basis. These can be roommates, classmates, professors, and academic advisors. It's important, too, to stay in touch with family and old friends. However, serious depression probably requires the attention of a professional counselor. Most campuses have free counseling services

**Topic:** Students and depression

**Main idea:** \_\_\_\_\_

Problems with studies, money, and depression can make college "the worst of times." However, college is also where most students learn about themselves and learn about the world. This is where they make friends for life. With careful organization, planning, and attention to relationships with others, students can achieve a balance that can make college "the best of times," too

**Topic:** College life

**Main idea:** \_\_\_\_\_

## Now let's practice 'pronoun reference!'

Many students who are beginning college—even students who were very successful in high school—find that the classes are suddenly much more challenging than in high school and that much more studying is required. Educators usually agree on the solution to this problem of too much work: you need to get organized. First, choose wisely the combination of classes you take in any one semester. Balance harder ones with easier ones. Also, limit the number of classes you take. Don't try to take more than a full-time load of credits in the first semester. Second, keep a careful calendar of dates for all exams and when all assignments are due. Professors will hand out a page with these **dates** on the first day of class; put **them** immediately on your master calendar and plan ahead. Third, schedule regular time and find a quiet place in which to study so that you won't have to suddenly cram the day before an important exam. You might pass **a test** by cramming for **it**, but you won't remember much afterward—and this isn't true learning. Fourth, form a study group with **students** in some of your classes, and meet with **them** once or twice a week. Also, take advantage of the resources on campus such as tutors or the writing center. Fifth, although **this** might seem obvious, it's **important to go to class**. Some students believe they can pass by simply

Money is a problem for many college students. Every year, students drop out because they simply can't afford to continue. Tuition costs are rising fast at many colleges, and these fees for classes are not the only expense that students have. There are also costs for housing (if the student lives away from home), books, food, transportation, clothes, and entertainment. **The solution** to the challenge of paying for a college education has several components. **It** begins in the year before starting college. If possible, **students** need to choose a college that's more affordable, even if it isn't their first choice. Then **they** should explore the possibilities at the Financial Aid Office. Are there scholarships? Are there student loans with a low rate of interest? Students might need to get a job—on campus or off—and take fewer classes, even if it means graduating later than they would like; this is often preferable to having huge debt after graduation. One last component to dealing with the challenge of money is to avoid **credit cards**. **They** are too easy to use, and **they** get too many students into troublesome debt

A problem for many college students is depression, usually as a result of either loneliness or the pressure of their studies. The healthiest way to deal with depression is to connect with other **people** on a regular basis. **These** can be roommates, classmates, professors, and academic advisors. It's important, too, to stay in touch with family and old friends. However, serious depression probably requires the attention of a professional counselor. Most campuses have free counseling services

**Recognizing Word Meanings Match the words with their meanings. Write the letters on the lines. as in the example:**

Column A	Column B
1. <b>E.</b> global	a. work or energy
2. <b>J.</b> achieve	b. list of people or things in order
3. <b>H.</b> reflect	c. courses and topics that students study
4. <b>A.</b> effort	d. self-control
5. <b>K.</b> drawback	e. worldwide
6. <b>L.</b> status	f. whole
7. <b>D.</b> discipline	g. decide on
8. <b>C.</b> curriculum	h. think about
9. <b>B.</b> ranking	i. the same
10. <b>F.</b> entire	j. get or reach (something) by working hard
11. <b>i.</b> identical	k. disadvantage
12. <b>G.</b> determine	l. social position

## Lecture 5

A city that is doing something right

Paragraph A, Page 27:

There's good news and bad news about life in modern cities—first, the bad. People who study population growth predict a nightmare by the year 2050; the global population will be more than eight billion, and almost four billion of these people will be living in cities in **developing countries** such as India and Nigeria. Population growth is already causing unbelievable overcrowding. Due to this overcrowding, many cities have problems with air pollution, diseases, and crime. People spend hours in **gridlock**—that is, traffic so horrible that it simply doesn't move—when they **commute** daily from their homes to their work and back. There isn't enough water, transportation, or housing. Many people don't have access to health services or jobs. Now the good news: in some cities, instead of **worsening**, urban life is actually getting much better.

**What is the meaning of the following words:**

- **Developing Countries:** Countries which are developing (vs. developed countries)
- **commute:** Travel from home to work
- **Gridlock:** When traffic doesn't move
- **worsening:** opposite of getting better

Paragraph B:

A city and Its Mayor

It might not be a surprise to find that life in **affluent** cities is improving. But what about cities that **aren't rich**? The city of Curitiba, Brazil, proves that it's possible for even a city in a developing country to offer a good life to its residents. The former mayor of Curitiba for 25 years, Jaime Lerner is an architect and a very practical person. Under his leadership, the city planners established a list of **priorities**—in other words, **a list of what was important to work on**. They decided to focus on the environment and on the quality of life. With an average income of only about \$2,000 per person per year, Curitiba has the same **problems** as many cities. However, it also has some **creative** solutions.

**-What is the meaning of the following words:**

- **Affluent:** Rich
  - **Priorities:** A list of what was important to work on
  - **creative:** original/new
- What is the main idea of the paragraph?**

Paragraph C:

Garbage Collection

One creative solution is the method of garbage collection—cambio verde, or Green Exchange. This does far more than clean the streets of **trash**. In neighborhoods that garbage trucks can't reach, poor people bring bags of trash to special centers. At these centers, they exchange the trash for fresh **produce** such as potatoes and oranges. They receive one kilo of produce for every four kilos of trash they bring in. At a **recycling plant**, workers separate glass bottles, plastic, and cans from other trash. Two-thirds of Curitiba's

garbage is recycled, which is good for the environment. And the plant gives jobs to the poorest people, which improves their lives.

**-What is the meaning of the following words:**

**Trash:** Garbage

**Produce:** Fruits or vegetables

**recycling plant:** Where trash items are separated and recycled.

**- What is the main idea of this paragraph ?**

**Paragraph D:**

Due to careful planning, Curitiba does not have the same traffic problems that most cities have. The statistics are surprising. The population has grown—now *twice* the size it was in 1974—but traffic has actually *decreased* 30 percent. Curitiba needed **a mass-transit system** but couldn't afford an expensive subway. City planners began, instead, with an unusual system of buses in the center lanes of five wide major streets. At each bus stop, there is a forty-foot-long glass tube. Passengers pay before they enter the tube. Then they get on the bus "subway style" through wide doors. This allows people to get on and off the bus quickly and **efficiently**. People don't **crowd** onto the bus; loading and unloading takes only 30 seconds. This makes commuting more pleasant and also helps to **solve** the problem of air pollution.

**- what is the meaning of the following words:**

**A mass-transit system:** public transport

**crowd:** fill a space

**Efficiently:** working with high quality

**solve:** Deal with (end) the problem

**-What is the main idea of this paragraph?**

**Paragraph E:**

There is an **agricultural operation** just outside Curitiba that looks like other farms but actually helps to solve a social problem, in addition to growing crops. At ***Fazenda da Solidaridade*** ( Solidarity Farm), the workers are not experienced farmers. Instead, they are drug addicts who counter to spend up to nine months in a program called ***Verde Saude*** (Green Health). The program helps them in two ways. First , it gives them jobs. They **cultivate** medicinal plants and then process them into different types of herbal tea, syrups, and other products that are sold in health food stores. Second, it helps them to get off drugs and to turn their lives around. In exchange for their labor, they receive counselling, medical care, and job training.

**- what is the meaning of the following words:**

**Agricultural operation:** Farm

**Cultivate:** Grow

**-What is the main idea of this paragraph?**

**- Why are some words written in italics ?** Foreign words

**Paragraph F:**

To make the environment both cleaner and more beautiful, Curitiba has strict laws against polluters. But it also has low taxes for companies that have green areas, so several hundred major industries such as Pepsi and Volvo have offices in the city. Bringing natural beauty into the city is a priority. For this



reason, Curitiba gave 1.5 million young trees to neighbourhoods to plant and take care of. And the downtown shopping area is now **a pedestrian zone**—in other words, for walkers only, no cars—and is lined with gardens.

**- what is the meaning of the following expression:**

Pedestrian zone: an area for walkers only (no cars allowed).

**-What is the main idea of this paragraph?**

**Paragraph G:**

A symbol of the possible

Clearly, overcrowding in big cities worldwide is the cause of serious problems. However, the example of Curitiba provides hope that careful planning and creative thinking can lead to solutions to many of them. Curitiba is truly, as Lewis Mumford once said of cities in general, a "symbol of the possible".

**What is the main idea of this paragraph?**

**Practice identifying supporting materials (SM) !!**

## Lecture 6

### Paragraph A: Sick-Building Syndrome

Elizabeth Steinberg was a healthy sixteen-year-old student on the tennis team at St. Charles High School, west of Chicago, Illinois. But then she started to have strange health problems. The same thing happened to dozens of teachers and students at the school. They went to doctors for treatment of a number of symptoms such as sore throats, tiredness, headaches, and respiratory (breathing) difficulties. Doctors treated respiratory infections with antibiotics, but the condition didn't seem to improve, except—mysteriously—on weekends and over vacations, when the symptoms disappeared. Experts came to investigate and find the cause. They discovered that St. Charles High, like thousands of other schools and office buildings nationwide, is a "sick building"—in other words, a building that creates its own indoor air pollution.

**What is the topic of this paragraph?**

Sick-Building Syndrome

**What is the main idea of this paragraph?**

### Paragraph B:

People have worried about smog for many years, and the government has spent billions of dollars to try to clean up the air of big cities. But now we find that there is no escape from unhealthy air. Recent studies have shown that air inside many homes, office buildings, and schools is full of pollutants: chemicals, mold, bacteria, smoke, and gases. These pollutants are causing a group of unpleasant and dangerous symptoms that experts call "sick-building syndrome." First discovered in 1982, sick-building syndrome most often includes symptoms similar to the flu (watering eyes, headaches, and so on) and respiratory infections such as tonsillitis, bronchitis, and pneumonia.

**What is the topic of this paragraph?**

Indoor air pollution

**What is the main idea of this paragraph?**

### Paragraph C:

Although most common in office buildings and schools, the indoor pollution that causes sick-building syndrome can also occur in houses. Imagine a typical home.

The people who live there burn oil, wood, or gas for cooking and heating. They might smoke cigarettes, pipes, or cigars. They use chemicals for cleaning. They use hundreds of products made of plastic or particleboard—that is, an inexpensive kind of board made of very small pieces of wood held together with a chemical. These products give off chemicals that we can't see, but we do breathe them in. In some homes, carbon monoxide from cars in the garage can enter the house. And in many areas, the ground under the building might send a dangerous gas called radon into the home. The people in the house are breathing in a "chemical soup."

**What is the topic of this paragraph?**

## Sick-building syndrome in houses

What is the main idea of this paragraph?

### Paragraph D:

Then what causes sick-building syndrome in an office building or school where people don't smoke or burn oil, wood, or gas? Experts have discovered several sources of sick-building syndrome; among these are mold and bacteria, synthetic products, and lack of ventilation- or the movement of fresh air into and out of the building. In many buildings, rain has leaked in and causes water damage to walls and carpets. This allows mold and bacteria to grow. Air conditioning systems are another place where mold and bacteria can grow. Synthetic (that is, man-made) products such as paint, carpeting, and furniture can be found in all offices and schools. These products release toxic (poisonous) chemicals into the air. Perhaps the most common cause of sick-building syndrome, however, is lack of ventilation. Most modern office buildings are tightly sealed; in other words, the windows don't open, so fresh air doesn't enter the building. In a building with mold, bacteria, or toxic chemicals, lack of ventilation makes the situation more serious.

What is the topic of this paragraph?

causes of sick-building syndrome

What is the main idea of this paragraph?

### Paragraph E:

There are several solutions to the problem of sick-building syndrome; the most important of these is cleaning the building. First, of course, experts must determine the specific cause in any one building. Then workers probably need to take out carpets, wallpaper, and ceiling tiles in order to remove mold and bacteria. Also, they need to clean out the air conditioning system and completely rebuild the system of ventilation. They should remove synthetic products and bring in natural products, instead, if they are available.

What is the topic of this paragraph?

solutions to sick-building syndrome

What is the main idea of this paragraph?

### Paragraph F:

All of this sounds difficult and expensive. But there is another possible solution that is simple and inexpensive. NASA (the National Aeronautics and Space Administration) was trying to find ways to clean the air in space stations. One scientist with NASA discovered that houseplants actually remove pollutants from the air. Certain plants seem to do this better than others. Spider plants, for example, appear to do the best job. Even defoliated plants (without leaves) worked well ! In another study, scientists found that the chemical interaction among soil, roots, and leaves works to remove pollutants.

What is the topic of this paragraph?

- the role of houseplants.

What is the main idea of this paragraph?

## Why is 'houseplants' written in italics ?

For emphasis

### Now let's practice pronoun reference !

#### Paragraph A:

##### **Sick-Building Syndrome**

Elizabeth Steinberg was a healthy sixteen-year-old student on the tennis team at St. Charles High School, west of Chicago, Illinois. But then she started to have strange health problems. The same thing happened to dozens of **teachers and students** at the school. **They** went to doctors for treatment of a number of symptoms such as sore throats, tiredness, headaches, and respiratory (breathing) difficulties. Doctors treated respiratory infections with antibiotics, but the condition didn't seem to improve, except—mysteriously—on weekends and over vacations, when the symptoms disappeared. Experts came to investigate and find the cause. They discovered that St. Charles High, like thousands of other schools and office buildings nationwide, is a "sick building"—in other words, a building that creates its own indoor air pollution.

They :

#### Paragraph C:

Although most common in office buildings and schools, the indoor pollution that causes sick-building syndrome can also occur in houses. Imagine a typical home.

**The people** who live there burn oil, wood, or gas for cooking and heating. **They** might smoke cigarettes, pipes, or cigars. They use chemicals for cleaning. They use hundreds of products made of plastic or particleboard—that is, an inexpensive kind of board made of very small pieces of wood held together with a chemical. These products give off **chemicals** that we can't see, but that we do breathe **them** in. In some homes, carbon monoxide from cars in the garage can enter the house. And in many areas, the ground under the building might send a dangerous gas called radon into the home. The people in the house are breathing in a "chemical soup."

They :

Them :

#### Paragraph D:

Then what causes sick-building syndrome in an office building or school where people don't smoke or burn oil, wood, or gas? Experts have discovered several sources of sick-building syndrome; among these are mold and bacteria, synthetic products, and lack of ventilation - or the movement of fresh air into and out of the building. In many buildings, rain has leaked in and causes water damage to walls and carpets. This allows mold and bacteria to grow. Air conditioning systems are another place where mold and bacteria can grow. Synthetic (that is, man-made) products such as paint, carpeting, and furniture can be found in all offices and schools. These products release toxic (poisonous) chemicals into the air. Perhaps the most common cause of sick-building syndrome, however, is lack of ventilation. Most modern office buildings are tightly sealed; in other words, the windows don't open, so fresh air doesn't enter the building. In a building with mold, bacteria, or toxic chemicals, lack of ventilation makes the situation more serious.

These :

**Paragraph E:**

There are several solutions to the problem of sick-building syndrome; the most important of these is cleaning the building. First, of course, experts must determine the specific cause in any one building. Then workers probably need to take out carpets, wallpaper, and ceiling tiles in order to remove mold and bacteria. Also, they need to clean out the air conditioning system and completely rebuild the system of ventilation. They should remove synthetic products and bring in natural products, instead, if they are available.

These:

They:

**Now let's practice getting the meaning from context !**

**Paragraph A:**

**Sick-Building Syndrome**

Elizabeth Steinberg was a healthy sixteen-year-old student on the tennis team at St. Charles High School, west of Chicago, Illinois. But then she started to have strange health problems. The same thing happened to dozens of teachers and students at the school. They went to doctors for treatment of a number of symptoms such as sore throats, tiredness, headaches, and **respiratory** (breathing) difficulties. Doctors treated respiratory infections with antibiotics, but the condition didn't seem to improve, except—mysteriously—on weekends and over vacations, when the symptoms disappeared. Experts came to investigate and find the cause. They discovered that St. Charles High, like thousands of other schools and office buildings nationwide, is a "**sick building**"—in other words, a building that creates its own indoor air pollution.

**Respiratory: (breathing) difficulties**

**Sick building: a building that creates its own indoor air pollution**

**Paragraph B:**

People have worried about smog for many years, and the government has spent billions of dollars to try to clean up the air of big cities. But now we find that there is no escape from unhealthy air. Recent studies have shown that air inside many homes, office buildings, and schools is full of **pollutants**: chemicals, mold, bacteria, smoke, and gases. These pollutants are causing a group of unpleasant and dangerous symptoms that experts call "sick-building syndrome." First discovered in 1982, sick-building syndrome most often includes symptoms similar to the flu (watering eyes, headaches, and so on) and respiratory infections such as tonsillitis, bronchitis, and pneumonia.

**Pollutants: chemicals, mold, bacteria, smoke, and gases**

**Paragraph C:**

Although most common in office buildings and schools, the indoor pollution that causes sick-building syndrome can also occur in houses. Imagine a typical home.

The people who live there burn oil, wood, or gas for cooking and heating. They might smoke cigarettes, pipes, or cigars. They use chemicals for cleaning. They use hundreds of products made of plastic or **particleboard**—that is, an inexpensive kind of board made of very small pieces of wood held together with a chemical. These products give off chemicals that we can't see, but we do breathe them in. In some homes, carbon monoxide from cars in the garage can enter the house. And in many areas, the ground under the building might send a dangerous gas called radon into the home. The people in the house are breathing in a "chemical soup."

**Particleboard:** an inexpensive kind of board made of very small pieces of wood held together with a chemical

#### **Paragraph D:**

Then what causes sick-building syndrome in an office building or school where people don't smoke or burn oil, wood, or gas? Experts have discovered several sources of sick-building syndrome; among these are mold and bacteria, synthetic products, and lack of **ventilation** - or the movement of fresh air into and out of the building. In many buildings, rain has leaked in and causes water damage to walls and carpets. This allows mold and bacteria to grow. Air conditioning systems are another place where mold and bacteria can grow. **Synthetic** (that is, man-made) products such as paint, carpeting, and furniture can be found in all offices and schools. These products release **toxic** -poisonous- chemicals into the air. Perhaps the most common cause of sick-building syndrome, however, is lack of ventilation. Most modern office buildings are tightly **sealed**; in other words, the windows don't open, so fresh air doesn't enter the building. In a building with mold, bacteria, or toxic chemicals, lack of ventilation makes the situation more serious.

**Ventilation:** the movement of fresh air into and out of the building

**Synthetic:** man-made

**toxic:** poisonous

**sealed:** the windows don't open

#### **Paragraph F:**

All of this sounds difficult and expensive. But there is another possible solution that is simple and inexpensive. NASA (the National Aeronautics and Space Administration) was trying to find ways to clean the air in space stations. One scientist with NASA discovered that houseplants actually remove pollutants from the air. Certain plants seem to do this better than others. Spider plants, for example, appear to do the best job. Even **defoliated** plants (without leaves) worked well ! In another study, scientists found that the chemical interaction among soil, roots, and leaves works to remove pollutants.

**Defoliated:** without leaves

### Strategy: Understanding parts of speech (page 40)

To figure out the meaning of a new word from the context, you may find it useful to know its part of speech (e.g. noun, verb, adjective, or an adverb).

Noun (n)	Verb (v)	Adjective (Adj)	Adverb (Adv)
Beauty, beautification	Beautify	Beautiful	Beautifully
Creation	Create	Creative	Creatively
Crowd	crowd	Crowded	-
Difference	Differentiate	Different	Differently
Difficulty	-	Difficult	-
Efficiency	-	Efficient	Efficiently
Pollution, pollutant	Pollute	-	-
Prediction	Predict	Predictable	Predictably
Safety	Save	Savable – safe	Safely
Solution	Solve	Solvable	-
-	Worsen	worse	Worse

✚ Next complete each sentence below with words from the preceding chart. Use the correct form of the base word and write the part of speech in the parentheses after each blank – (n) for noun, (v) for verb, (adj) for adjective, and (adv) for adverb:

#### .1Solve

They are trying to find a **solution** (n). To the problem of overcrowding, but this is a difficult problem to **solve**(v) .(

#### .2Pollute

Most people know about air **pollution** (n) in big cities, but they're just beginning to learn about the many **pollutants** (n) that we have inside buildings .

#### .3Crowd

There are **crowds** (n) of people everywhere; the mass-transit system is especially **crowded**( adj.(

#### .4Save

The city is not **safe** (adj) because of crime. People can't leave their homes **safely** (adv) at night, and the police can't provide for their **safety**( n.(

#### .5Beautify

Many people brings plants into their homes because the plants are **beautiful** (adj). However, it's possible that these plants not only **beautify** (v) the environment but also clean the air .

#### .6Predict, worsen

Some people **predict** (v) that urban life will get **worse** (adj); according to their **prediction** (n), conditions will **worsen** (v) every year.

#### .7Differ

The causes of indoor air pollution **differ** (v)from area to area. One reason for the **difference**(n) is that people heat their homes **differently** (adv). People in some areas burn wood for heat; in other areas they use something **different** (adj.(

#### .8Efficient

The mass-transit system in our city is not very **efficient** (adj), so we need to replace it with one that runs more **efficiently** (adv.(

## Lecture 7

### Content of the lecture:

- 1- Getting meaning from context
- 2- Recognising Similar Meaning but Different Parts of Speech.
- 3- using parts of speech to understand vocabulary.
- 4- Suffixes.
- 5- Paying attention to phrases.

### 1- Getting Meaning from Context

Sometimes certain abbreviations (shortened forms of words) help you understand a new word or phrase:

1: e.g. = for example

-The Global Fund for women helps find solutions to social ills- e.g., violence and lack of education.

**What are some examples of social ills?.**

Answer: violence and lack of education.

2: i.e. = that is ; in other word.

-This is a group of entrepreneurs-i.e., people who own and run their own small business.

**What does 'entrepreneurs' mean ?**

people who own and run their own small business.

i.e. = that is ; in other words

-Instead of collateral, there is peer pressure; i.e., group members make sure that each person pays back his or her loan.

**What does 'peer pressure' mean ?**

pressure from other members of the group OR group members make sure...etc

### 2- Recognizing Similar Meaning but Different Parts of Speech

Sometimes the context of a sentence has an explanation of the new word, but in order to think of a synonym, you need to change the part of speech.

**For example:**

For many people, there seems to be no escape from poverty; in other words they are poor, and they have no hope that this will change.

**Poverty means:** the condition of being poor

**Exercise**

-There may be social ills when many people in a society have no money to buy necessities.

**-What is the Part of speech of social?** adjective

**-Possible meaning:** an adjective referring to societies.

### 3- using parts of speech to understand vocabulary

**If there are no cues in the context of a sentence for the new word, then do the following:**

- 1- Figure out the part of speech of the new word;



2- then, think what other words might be logical in that place.

For example:

-Everyone in the group must approve the loan of every other group member, or Grameen Bank won't lend the money.

- **What is the part of speech of approve?** verb

-**Possible meaning in this context:** agree to; say OK about.

Exercise

- The primary goal of Grameen Bank and other similar programs is the eradication of poverty.

-**what is the part of speech of eradication?** Noun

-**Possible meaning:** ending

Exercise

- A poor woman has an idea to lift herself and her family out of poverty.

-**what is the part of speech of lift?** Verb

-**Possible meanings:** raise to a higher level / move to a higher economic level /

#### 4-Suffixes

What is a suffix?

A suffix is a morpheme (word ending) a group of letters you can add to the end of a root word.

For example:

-**helpful**

**root is: help**

**suffix is: ful**

Here are some common suffixes, listed by the parts of speech that they usually indicate:

Nouns		Adjectives	
-er/ or	-ee	-ive	-ful
-ist	-(i)ty	-able/-ible	-ant/-ent
-sion/-tion	-ance/-ence	)-u)al	-ous
-ment	-ure	-ic(al)	-ar(y)
-acy		-ate	

#### Suffixes

:Nouns

- **consumer** - **Trainee** – **specialist** – **poverty** – **Requirement** - **Eradication**

:Adjectives

**Anonymous** – **Subsidiary** - **universal** - **Violent** - **expensive** - **Public**

### **-Paying Attention to Phrases**

**A phrase** is a small group of words that stand together as a single unit without having a subject

#### **Types of phrases:**

- \*a noun phrase
- \*a verb phrase
- \*prepositional phrase
- \*infinitive phrase

#### **Noun phrases:**

**A noun phrase** can include adjectives and other words before or after a noun

##### **For example**

greater access

Access to information.....etc

The good player....etc

You are MY BEST FRIEND

#### **verb phrases:**

**A verb phrase** may include noun objects or adverbs

##### **For example**

Spend money-

Educate people to spend wisely-

The students ARE STUDYING hard

He IS READING a novel

You SHOULD STUDY hard

#### **infinitive phrases:**

**An infinitive phrase** begins with an infinitive and includes an object after the verb.

##### **For example:**

to save money.

to eat something.

- I love to spend time with you.

- The best way to learn is to practice.

#### **Prepositional phrases:**

**A prepositional phrase** is phrase that begins with a preposition.

##### **For example:**

in a similar way.

with exciting lives.

PLEASE SEARCH AND READ ABOUT PREPOSITIONS (e.g. before, after, near, under, amid, around, for, from, in, at,...etc.)

## Lecture 8

### Vocabulary

Nouns		Adjectives	Expressions
■ access	■ microlending	■ anonymous	■ peer pressure
■ capacity	■ poverty	■ social	■ took (take)
■ character	■ requirement	■ subsidiary	the initiative
■ collateral		■ worthless	
■ eradication	<b>Verbs</b>		
■ fund	■ funding		
■ grants	■ invest		
■ literacy	■ lift		

### Banking on Poor Women

#### Paragraph A

For many people, there seems to be no escape from poverty; in other words, they are poor, and they have no hope that this will ever change. In addition, they have the social problems of poverty—among them, low social status, violence, poor health, and lack of education

the word poverty means:

The state of being poor

social problems of poverty:

low social status, violence, poor health, and lack of education

#### Paragraph B

Imagine this situation: a poor woman has an idea for a small business to lift herself and her family out of poverty. She needs a little money to begin this business. She goes to a bank to borrow the money, and the banker interviews her. At this bank, as at most banks, the borrower must meet three necessary conditions: character, capacity, and collateral. That is, if this woman wants to borrow money from the bank, she must show that she is honest (has character), is able to run her business (has capacity), and owns a house, land, or something valuable (has collateral) for the bank to take if she can't pay back the money

the word character means

she is honest

the word capacity means

is able to run her business (ability)

the word collateral means

and owns a house, land, or something valuable

the word banker means

a person who works in a bank

### Paragraph C

One possible solution these days is microlending. This is a system of special banks and programs that are loaning money to “the poorest of the poor.” The idea began in Bangladesh, with a man named Mohammad Yunus, who founded Grameen Bank. The bank lends small amounts of money to people who want to go into business

These are people who could never receive a loan from a “regular” bank. To receive a loan through Grameen Bank, people still must have character and capacity, but collateral

is not necessary any longer. There is a different requirement: each borrower must join a “borrowing group.” This small group meets regularly, follows a list of rules from the bank, and offers advice and support to members. Instead of collateral, there is peer pressure; i.e., group members make sure that each person pays back his or her loan. They want to keep their “good name” and continue doing business with the bank

The noun phrase peer pressure means-

group members make sure that each person pays back his or her loan

The word borrower means -

A person who borrows money from the bank

The word lend means -

Give but ask for return

### Paragraph D:

Grameen Bank has had many successes and only a few failures. In a developing country such as Bangladesh, a person can buy a cow or a sewing machine and begin a small business with only \$20 to \$50. Today, there are 8.35 million borrowers in 81,379 villages in Bangladesh. The bank makes over \$123 million in loans in a typical month, and the repayment rate is an amazing 96.67 percent.

At first, the bank lent half of the money to men and half to women. Unfortunately, most of the Bangladeshi men spent the money on themselves, not the business. Now, 96 percent of the borrowers are women.

In Bangladesh—and other countries that started similar microlending programs—the bankers soon learned that urban programs were not as successful as rural ones. Borrowers in cities did not always repay the loans. Because of the importance of peer pressure, microlending is more effective in small villages, where everyone knows and depends on everyone else, than in urban areas (where it’s possible to be anonymous—unknown).

The word anonymous means:

unknown

A developing country means:

still developing (not developed country )

### Paragraph E

The primary goal of this and other similar programs is the eradication of poverty. However, as poverty has decreased, there have been some surprising secondary effects of microlending programs. Perhaps the main subsidiary

effect has been a change in the social status of women. Traditionally, in some societies people thought of women as worthless. But when a woman has access to money and is able to demonstrate her capacity for business, she often receives more respect than before from the male members of her family and from the entire village

The word subsidiary is

- a) Adjective
- b) Adverb
- c) Noun
- d) verb

The word subsidiary means:  
secondary

### Exercise

-With careful planning and cooperation, most people use the money well and then plow both money and knowledge back into their communities

The word plow is a/an:

- a) Adjective.
- b) Adverb.
- c) Noun.
- d) verb.

The word plow means: put back / reinvest

### Exercise

A poor woman has an idea to lift her and her family out of poverty

The word lift is

- a) Adjective
- b) Adverb
- c) Noun
- d) verb

The word lift means : move to a higher position

### Exercise

Unlike micro lending programs, this fund gives grants, not loans. The money is given, not lent

'What is the meaning of 'grants

The money is given to people and they don't have to return it

### Exercise

For many people there seems to be no escape from poverty

The underlined words form a/an

- a) Prepositional phrase
- b) Noun phrase
- c) Verb phrase
- d) Infinitive phrase

**Exercise**

There seems to be no way for this woman to break the cycle of poverty

The underlined words form a/an

- a) Noun phrase
- b) Prepositional phrase
- c) Infinitive phrase
- d) Verb phrase

**Exercise**

"The bank won't lend her the money because she doesn't have collateral"

The underlined words form a/an

- a) Noun phrase
- b) Prepositional phrase
- c) Infinitive phrase
- d) Verb phrase

**Exercise**

A poor woman has an idea for a small business"

The underlined words form a/an

- a) Noun phrase
- b) Prepositional phrase
- c) Infinitive phrase
- d) Verb phrase

Please read the passage and try to identify verb phrases, noun phrases, infinitive phrases, and prepositional phrases from the text

Please try to ask yourself some comprehension questions after reading (Look at the questions in the book)

## Lecture 9

### Paragraph A: Consumerism and the human brain

We are all consumers. We all buy and use products and services; that is we consume. The word comes from the Latin *consumere*, which means, "to use up, to waste or destroy". Most of us don't think of ourselves as wasteful or destructive, but the world economy is based on consumerism. Today people worldwide have greater access than ever before to huge variety of products and, often, to dozens of brands of the same product. **What makes us decide to buy brand A instead of Brand B, when the two items are really identical? Why do we buy things that we don't actually need? The answer lies in marketing \_ the advertising and selling of products.** **Successful marketers** use **their** knowledge of psychology and increasingly of recent studies of the human (8) brain to persuade us to consume more and more

**What is the topic of the paragraph?** Consumerism - **their** refers to- **Successful marketers**

#### **What is the main idea-**

What makes us decide to buy brand A instead of Brand B, when the two items are really identical? Why do we buy things that we don't actually need? The answer lies in marketing \_ the advertising and selling of products

**What does the word marketing mean -** the advertising and selling of products

### Paragraph B

A good understanding of human weakness is essential if a company wants to sell a product. One way that advertisers persuade us to buy a product is by targeting our dissatisfaction with ourselves, our fears. Consider for a moment a typical fear- of being offensive to other people. Advertisers persuade us, for example, that if we don't buy their mouthwash, we'll have bad breath and offend other people. **Dentists** tell us that mouthwash is actually unnecessary; **they** explain that we need only simple **dental hygiene\_ regular correct use of a soft toothbrush and of dental floss.** But we continue to spend money on mouthwash, breath freshener, and breath mints. Our fear of offending people outweighs our dentists' logic

**What is the topic of the paragraph?** Marketing and human weaknesses - **they** refers to- **Dentists**

#### **What is the main idea-**

A good understanding of human weakness is essential if a company wants to sell a product

**What does the noun phrase dental hygiene mean -** regular correct use of a soft toothbrush and of dental floss

### Paragraph C

With so many different (but almost identical) brands of the same product, what causes us to choose one brand instead of another? According to Dr. Alan Hirsch, our sense of smell actually influences our opinion of a product and our decision to buy it. A scientist at the Smell and Taste Treatment and Research Foundation in Chicago, Hirsch ran a careful, well-organized study. There were two identical rooms with an identical pair of Nike sneakers in each room. There was only one difference: he sprayed one of the rooms with a scent of flowers. Volunteers entered each room and answered questions about the sneakers. The result was that 84 percent of the people preferred the sneakers in the room with the floral smell even though they were exactly the same as the ones in the other room

**What is the topic of the paragraph?** - it (line 20) refers to- product

Smell and marketing

he (line 23) refers To -

**What is the main idea**

our sense of smell actually influences our opinion of a product and our decision to buy it

### Paragraph D

There is also the effect of self-fulfilling prophecies. A self-fulfilling prophecy is a situation in which people cause a prediction to come true. (For example, a teacher tells a class that they are especially intelligent, and that semester the class does especially well on exams). In marketing, a successful advertisement persuades consumers that a product works well; their belief causes them to use the product in such a way that it does work well. For example, the ads for Brand X of a diet pill say, "take this and you will lose weight because you won't be hungry" so people buy Brand X. Because they believe it will cause weight loss, they begin to eat less. They establish a new habit of eating less. The result? They lose weight. Is this because of the pill or because they are eating less

**What is the topic of the paragraph-**

Self-fulfilling prophecies

**What is the main idea-**

When we buy products we believe what advertisers say about their influence, and it comes true

### Paragraph E

Most of us like to think that we are reasonable, independent thinkers. We like to believe that we have a good reason for our choices. We don't want to buy products because of some strange compulsion\_ some irrational desire that we can't control. The truth is, however, that with their increasing knowledge of what goes on in the human brain, marketers might have more power over us than we realize

**What is the topic of the paragraph-**



## Making choices

### What is the main idea-

when buying, marketers might have more power over us than we realize

### Exercise

Match the words with their meanings.

- |                         |                    |
|-------------------------|--------------------|
| 1. <u>d</u> literacy    | a. being poor      |
| 2. <u>a</u> poverty     | b. necessity       |
| 3. <u>b</u> requirement | c. not valuable    |
| 4. <u>e</u> anonymous   | d. ability to read |
| 5. <u>c</u> worthless   | e. unknown         |

### Exercise

”Advertisers persuade us to buy a product by targeting our fears“

The underlined words form a/an

a) Noun phrase

b) Prepositional phrase

c) Infinitive phrase

d) Verb phrase

### Exercise

Are the following words nouns (n) or adjectives? The suffixes will tell you. On the lines write (n) or (adj)

- |                            |                          |                         |
|----------------------------|--------------------------|-------------------------|
| 1. <u>adj</u> sucessful    | 12. <u>n</u> violence    | 21. <u>n</u> pleasure   |
| 2. <u>n</u> marketer       | 13. <u>n</u> computer    | 22. <u>adj</u> enormous |
| 3. <u>n</u> psychologist   | 14. <u>n</u> pressure    | 23. <u>n</u> scientist  |
| 4. <u>n</u> literacy       | 15. <u>n</u> society     | 24. <u>adj</u> basic    |
| 5. <u>adj</u> identical    | 16. <u>n</u> addition    | 25. <u>n</u> failure    |
| 6. <u>adj</u> violent      | 17. <u>adj</u> expensi   | 26. <u>adj</u> special  |
| 7. <u>n</u> influence      | 18. <u>adj</u> different | 27. <u>n</u> consumer   |
| 8. <u>n</u> information    | 19. <u>n</u> poverty     | 28. <u>adj</u> public   |
| 9. <u>adj</u> offensive    | 20. <u>n</u> requirement | 29. <u>adj</u> floral   |
| 10. <u>adj</u> influencial |                          | 30. <u>adj</u> logical  |
| 11. <u>n</u> compulsion    |                          | 31. <u>n</u> culture    |

## **Lecture 10**

### Looking for Work in the 21st Century

(Reading Passage Page 101)

#### **Paragraph A**

Not very long ago, when **people** needed to find a job, there were several possible steps, **they** might begin with a look through the classified ads in the newspaper. They could go to the personnel office at various companies and fill out an application, or they could go to an employment agency. They could even find out about a job opening through word-mouth-from another person who had heard about it

**What is the topic of the paragraph?** - they refers to **people**

Finding a Job in the past

**What is the main idea-**

In the past, there were several possible steps to finding a job

#### **Paragraph B**

These days, job hunting is more complicated. The first step is to determine what kind of job you want(which sounds easier than it is) and make sure that you have the right education for it. Rapid changes in technology and science are creating many **professions** that never existed until recently. It is important to learn about **them** because one might be the perfect profession for you. The fastest-growing areas for new jobs are in computer technology and health services. Jobs in these fields usually require specific skills, but you need to find out exactly which skills and which degrees are necessary. For example, it may be surprising to learn that in the sciences, an M.S. is more marketable than a Ph.D.! In other words, there are more jobs available for people with a Master of Science degree than for people with a doctorate. (However, people who want to do research still need a Ph.D

**What is the topic of the paragraph?** - them refers to **professions**

Current Difficulties of Job hunting

**What is the main idea-**

The first step is to determine what kind of job you want(which sounds easier than it is) and make sure that you have the right education for it

#### **Paragraph C**

How do people learn about “hot“ new professions? How do they discover their “dream job“? Many people these days go to a career counselor. In some countries, job hopping has become so common that career counseling is now “big business.“ People sometimes spend large amounts of money for this advice. In Canada and the United States, high school and college students often have access to free vocational counseling services on campus. There is even a career organization, the Five O’Clock Club, which helps members to set goals. Members

focus on this question: what sort of person do you want to be years from now? The members then plan their careers around that goal. All career counselors—private or public—agree on one basic point: it is important for people to find a career that they love. Everyone should be able to think, “I’m having such a good time. I can’t believe they’re paying me to do this

**What is the topic of the paragraph-**

Career Counselors

**What is the main idea-**

People go to career counselors who help them discover their dream job

**Paragraph D**

After people have determined what their **dream job** is, they need to find **it**. The biggest change in job-hunting these days is the use of the Internet. More and more employers are advertising job openings on their computer websites. More and more job hunters are applying for jobs online. There are also several thousand **job boards**, among **them** HotJobs.com, Jobjobsjobs.com, and Monster.com, Some people think that online job hunting is only for people in technology fields, but this isn't true. Over 65 percent of online job seekers are from nontechnical fields. Even truck drivers now find jobs on the Internet

**What is the topic of the paragraph?**

Job Hunting on the Internet

- it refers to **dream job**

- they refers to **job boards**

**What is the main idea-**

The biggest change in job-hunting these days is the use of the Internet

**Paragraph E**

So how does this work? A job seeker can reply to a "Help Wanted" notice on a company's website. This person can also post his resume (page with information about education and work experience) on one-or many-of the online job boards. If a company is interested, the person still has to take the next step the old-fashioned way—actually go to the job interview and perhaps take a skills test. However, even this might soon change. In the near future, companies will be able to give the person a skills test and check his or her background (job history and education) online. But what about the interview? Companies will soon be able to interview the person by video link, so people can interview for jobs in other cities-.or even other countries-without leaving home  
Clearly, job hunting is not what it used to be

**What is the topic of the paragraph-**

steps in job hunting online

**What is the main idea-**

Job hunting is not what it used to be

### -Using the Prefix Over

The prefix **over-** can appear as part of a noun, verb or adjective. It indicates that there is too much of something or that someone is doing too much of a certain action

For example

some people **overwork** and don't enjoy their work-

**Overwork** = work too much

### Exercise

Read the definitions below. Write the words being defined. They begin with over-

\*a place with too many people or things; a crowded place (adjective)=

overcrowded

\*give an estimate that is too high (verb)= overestimate

\*when the population is too high; too many people in one area (noun) =

overpopulation

### Understanding Adjective and Noun phrases

Some words often appear together in phrases. In some phrases, there is a (-) hyphen

Example: Many people have to accept part-time jobs

The last word of a phrase is usually a noun or an adjective. The first word may be a noun, an adjective, or an adverb

Examples

City life (noun+ noun )

Social studies (adj + noun )

Especially interesting (adv + adj )

**3 Creating Adjective and Noun Phrases** Match a word on the right to create a new phrase.

1. old-  d

2. dream  a

3. cell  h

4. technology  e

5. job  b

6. career  g

7. employment  c

8. self-  f

a. job  
b. opening  
c. agency  
d. fashioned  
e. field  
f. confidence  
g. counseling  
h. phone

## Lecture 11

### Understanding Compound words

Some words belong together in “compounds” (long words that consist of smaller words)

#### For example

# I talked to a **salesclerk** at the supermarket

The word **supermarket** consists of two words

**Super + market**

# She always prides herself on her academic background

The word **background** consists of two words

**back + ground**

#### Exercise

# There is a sharp increase in the nation's workforce

The word workforce consists of two words

### Match the following words with their definitions

Overseas. <b>h</b>	<b>a.</b> terrible traffic jam
Drawback. <b>e</b>	<b>b.</b> given too much work
Overcrowding. <b>j</b>	<b>c.</b> People who are working .
Gridlock. <b>a</b>	<b>d.</b> using the internet
Worldwide. <b>i</b>	<b>e.</b> disadvantage
Overworked. <b>b</b>	<b>f.</b> improve
Workforce . <b>c</b>	<b>g.</b> one`s experience and education
Upgrade. <b>f</b>	<b>h.</b> in another country across an ocean
Online . <b>d</b>	<b>i.</b> everywhere in the world
Background . <b>g</b>	<b>j.</b> too many people in one place

### Happiness and the Home (Reading Passage Page 101)

#### Paragraph A

Most people would agree that true happiness usually includes a good home. Various Languages have proverbs that support this. A **home** is both a **physical space** and all that we associate with **it**. It is family, security, comfort, beauty, food and family history. Our **personal identity** the qualities that make each person or group different from others ,begins in the family home. Our well-being depends on our ability to return home. Today, many people live in modern apartments that are nearly identical, from Singapore to Stockholm. Does this mean that people in various cultures have the same concept of home? What exactly comes to mind when we think of home

**What is the topic of the paragraph?** - it refers to-physical space

Home

**What is the main idea-**

A home is both a physical place and all that we associate with it

### Paragraph B

Our idea of home comes partly from geography because the land determines the building materials and the design

In the forested areas of Europe and North America, traditional houses are built of wood. In central Africa, Pygmies build lobeme from plant materials. These temporary structures are appropriate for **nomadic people**, who frequently move from place to place. In Mongolia, which has few trees, the traditional house is gher\_ wooden poles covered with skins and textiles. **Mongols**, too, are nomadic and need portable houses, but their gher must also protect them from the harsh winter weather. The white color of the gher is important to the people because in their language, tsagaan means both "white" and "happy". In southern Greece, too, traditional village houses are always white but built of stone. When Greeks move to cities or other countries, into modern apartment buildings, their idea of "home" is often the traditional village of their grandparents, which they might visit only at holiday time

**What is the topic of the paragraph?** - their refers to- **Mongols**

Home Design

**What is the main idea-**

Home design and building materials are influenced by the geography of the land the environment

### Paragraph C

There is an almost universal association of home with the **hearth**\_ the fireplace or area in front of the fireplace. Fire is essential in all cultures; it brings security and comfort and allows us to cook our food

On a cold winter night in Japan, a family in a traditional house gathers around the kotatsu, a heater under a low table. There is a blanket over the table, and the family sits with the blanket over their legs. Here, they talk, drink tea, read, do homework and keep warm. However, even in Central Africa, where the weather is not so cold, the **Pygmy people** see fire as essential to their survival. Although they have a deep knowledge of the forest around them, they have a terrible fear of elephants and believe that fire keep these animals away. In all cultures, though, people associate the hearth with food, and this usually means the kitchen. This room is often seen as the emotional centre of the house. Is this why, at a gathering in a New York apartment, people begin in the living room but often end up in the kitchen? Clearly, a hearth is more than it might seem, interestingly, in English, the word hearth, has an additional meaning "home

**What is the topic of the paragraph-**

Hearth

- them (line 22 ) refers to **Pygmy people**

**What is the main idea-**

There is an almost universal association of home with the hearth\_ the fireplace or area in front of the fireplace. Fire is essential in all cultures; it brings security and comfort and allows us to cook our food

### **Paragraph D**

Home can also be an expression of personal identity. The choice of colors, furniture, art, photos, carpets, and **chotchkies** \_those small items many of us collect\_ is unique to each person. These days, the idea of home can even include spaces on the Internet, where people can create a "home" online. This is expanding the concept, making home not only a physical and emotional place but also a virtual one. Wherever it is, whatever it is, home is the place where many people are the most secure, comfortable, relaxed and, possibly, the happiest

### **What is the main idea-**

Home is an expression of personal identity; whether this home is physical or virtual

## **Lecture 12**

### **Prefixes**

#### **What is a prefix?**

A prefix (morpheme) is a letter or group of letters ,attached to the beginning of a word, that partly indicates its meaning

#### **For example**

**Replay**      **Root is: play**      **Prefix is: re**

**#We've discovered many unusual and interesting houses in our travels**

**discovered:**      **root is: cover**      **prefix is: dis**

**unusual:**      **root is: usual**      **prefix is: un**

**#Some prefixes create a word with an opposite meaning**

**"The following prefixes can have the meaning "no" or "not**

**un- = unpopular      in- = inconvenient**

**im- = impossible      ir- = irresponsible      dis = disrespect**

### **Exercise**

Use the suitable prefix to change each of word into its **opposite**

**unhappy**

**disagree**

**inability**

**untraditional**

**inSecure**

**unable**

**unimportant**

**infrequent**

**uncomfortable**

**dissatisfaction**

**impossible**

**uninteresting**

### **More prefixes**

Here are some other prefixes and their usual meanings

**Com- /con- = with, together**

**Ex- /E- = out of , from**

**Inter- = between, among**

### **Prefixes**

**mis- = wrong**

**trans- = across**

**pre- = first, before**

**uni- = one**

**sur- = over, above**



### Exercise

Write the part of speech for each word: n. for nouns, v. for verbs, adj. for adjectives and adv. for adverbs. In some cases two answers are correct

Universal (adj)	apartment (n)	security (n)	exactly (adv)
expression (n)	additional(adj)	balance(v,n)	enthusiastically(adv)
expensive (adj)	associate(n,v)	traditional(adj)	summarize(v)
frequently(adv)	satisfaction(n)	physical(adj)	environment (n)
ability (n)	organization (n)	actually(adv)	solidarity (n)
essence (n)	reasonable(adj)	central (adj)	

### Exercise

The words on the left include prefixes that you've learned. Use your understanding of the meaning of prefixes to match each word with its definition. Write the letters of the definitions on the lines.

e__reflect	a. among other countries
i__survive	b. get knowledge from life (not books)
j__expand	c. a meeting where people come together
c__conference	d. stop something before it happens
a__international	e. throw back; give back an image of
b__experience	f. joining together of two or more things
h__component	g. special; one of a kind
d__prevent	h. one of several parts of something bigger
f__combination	i. continue to live or exist
g__unique	j. become or make larger; move outward

## Lecture 13

### Analyzing suffixes

#### verbs

**-ize / -ise** = cause , become , make-

e.g. category = categor**ize** / organisation =organ**ize**

**-ate** = to make something have a particular quality

e.g. activ**ate** / captiv**ate** / abbrevi**ate**

#### adverbs

**-ly / -lly**= beautiful = beautifully      great = greatly

Nouns	Verbs	Adverb
benefit	contribute	approximately
consumer	shift	
extinction		Expression
fuel	Adjectives	in turn
livestock	endangered	
nutrients	processed	
obstacle		
priority		
shift		
staples		

### Globalization and Food

We often hear about the world's "changing diet," and we think of this as a modern concept, but in a sense, the human diet has *always* been changing. The banana, for example, whose origins appear to be in the region that today is Malaysia, traveled to India, where Alexander the Great first tasted it and his soldiers brought it back to Greece in about 350 B.C.E\* The potato had been grown in South America for thousands of years before the Spanish brought it back to Europe in 1570 C.E. Increasing travel and trade, **in turn**, took both the banana and the potato to all corners of the world. It is true, however, that globalization is changing our diet faster than ever before

#### Our Diet Today

**(B) In several ways, our modern diet differs from that of our great-great grandparents.** (1) Today, we have access to more kinds of foods from other countries. (The favorite food of many people worldwide? Pizza.) (2) These days, we also have more fast foods and more take-out foods than in the past. More people are moving to urban areas, where they spend a lot of past. (3) More people are moving to urban areas, where they spend a lot of time both working and commuting to work, so there is less time to cook. Buying fast food and take-out food saves **consumers** time, and it also saves the cost of cooking **fuel**. Another change in the modern diet is a **shift** from traditional **staples** (basic, important foods) to more **processed** foods, which have chemicals or colorings added to preserve them, improve the taste, or make them look attractive. In many countries, foods that were staples in the past, such as tubers and root

vegetables, are often replaced by rice—and rice, in turn, is replaced by wheat products, like ready-made bread, which doesn't have as many **nutrients** as the traditional tubers

**Favorites Cuisines:** Italian-Chinese-Arab- Indian -Mexican

**Top Food Worldwide Commodities :**Rice-Wheat-Maize(corn)-Bananas

**What is the main idea of this paragraph?\_\_\_\_\_**

**What are some supporting details? (1) (2) (3)**

### Loss of Variety

**(C)** Visit an international food court in almost any country, and it might seem that we have a greater variety of foods than in the past. You'll find foods from Mexico, Thailand, Japan, Italy, India, Korea, China, the United States, and so on. Our great-great grandparents did not have access to so many cuisines. Surprisingly, though, there are far fewer varieties of many foods than in the past.(1) Imagine—our great-great grandparents may have tasted types of rice, corn, potatoes or bananas that we will never experience. For example, (2) according to primalseeds.org, there were 8,000 traditional varieties of rice in China in 1949. By 1970, there were only 50. (3) In the Philippines, too, thousands of kinds of rice have been lost. (4) Mexico has lost approximately 80% of its varieties of maize. (5) There are also thousands of other food crops—fruits, vegetables, nuts, and honey—and varieties of **livestock** (such as sheep and chickens) that are on the path to **extinction**. Unlike our ancestors, we might never have the opportunity to taste Melipona bee honey from Argentina, a Masakari pumpkin from Japan, a Ribera vanilla orange from Italy, or Dominique chicken from the United States. As a well known agricultural anthropologist, Dr. Jeff Bentley, says, "Our generation" is killing ancient crops "which fed the Incas, the Mayans, the Sumerians, and the Tang dynasty"

**The main idea?\_\_\_\_\_**

**supporting details? (1) (2) (3) (4) (5)**

### Causes of Disappearing Varieties

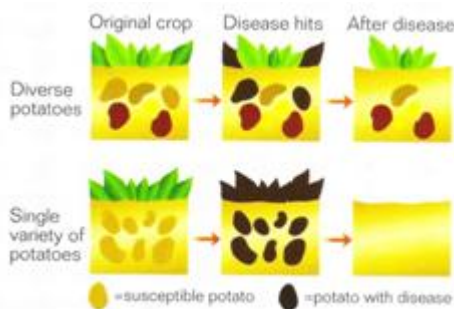
**(D)** Why are varieties of so many foods disappearing worldwide?(1) The key reason is that farmers are replacing traditional varieties with modern ones—partly because these modern varieties are popular and partly because they are easy to ship to distant countries. (2) Big industrial agriculture contributes to the problem: huge international companies are buying small family farms and shifting to newer—and fewer—crops but in great quantities. According to the Rainforest Conservation Fund, in the past, agriculture in different regions of the world was "independent and local. Now, however, much of it has become part of the global

exchange economy." (3) The seed industry contributes to the problem, too. Much of the seed that farmers plant is now produced by only three huge companies, and they sell only a few varieties. The difficulty of finding a variety of seeds is an **obstacle** to farmers who want to plant traditional crops

**What are some causes of disappearing varieties? (1) (2) (3)\_\_\_\_\_**

### The Story of Two Crops

(E) Why should we be concerned? Two crops—the potato and the banana—illustrate the root of the problem. In the 19th century, much of Europe\_\_\_\_\_ especially poor people—became dependent on potatoes as their main food source. However, only a few of the thousands of varieties of potato in the Americas had been introduced in Europe. When a terrible plant disease swept through western Ireland in 1845, the potato crop failed. There was no other, healthy variety to replace it. Over the next seven years, **approximately** one million people died of starvation. Hunger drove over one million more to emigrate from Ireland. Today, industrial agriculture might be causing a similar problem with the banana. There are about 300 varieties of banana, but in much of the world, people have access to exactly one—the Cavendish. If disease sweeps through the Cavendish crop, people in many countries will no longer have bananas on their breakfast table



### Localization—The Solution

(F) It's not too late, however, to save some of these **endangered** crops. The "Buy Local" movement is encouraging people to support farmers near their home. These are farmers who often grow less common varieties of food. An additional **benefit** for consumers at farmers' markets is that the food is fresh and full of nutrients because it hasn't been shipped around the world. Also, a **priority** of several organizations, such as the Slow Food Foundation, is to collect seeds of endangered varieties and encourage local farmers to plant them. If they are successful, we have hope that one day we will be able to taste "forgotten flavors" such as a Shalakh apricot or a Saskatoon berry

**According to the paragraph, what solutions are suggested? \_\_\_\_\_**

Strategy: Understanding the literal and figurative meaning

Many words with one basic literal meaning have other figurative meanings  
e.g. The woman with the sad face is worried about how to face the future

### Understanding the Literal and Figurative Meanings of Words

The underlined words in the sentences below are used figuratively. For each sentence, choose the appropriate meaning for the underlined word in that context

1-The Spanish brought the potato to Europe. Travel and trade, in turn, took it to all corners of the world

A-points where two walls meet

B-points where two roads meet

**C-distant places**

D-difficult positions from which there is no escape

E-edges

2-Thousands of food crops are on the path to extinction

A-track that people walk or run on

B-area in front of a moving thing or person

C-field in which a farmer grows plants

**D-way**

E-line that something (e.g. an arrow) moves along

3-This is the key reason that varieties of many foods are disappearing.

A-metal instrument that opens a door

**B-main**

C-something that helps to find an answer

D-part of a computer

E-list of answers to exercises in a textbook

4-Two crops illustrate why we should worry

A-decorate with pictures

B-color a drawing

C-are photographs

**D-are examples of**

E-make diagrams or drawings

5-The possibility of crop failure is the root of the problem

A-part of a plant that grows in the soil

**B-cause or source**

C-solution

D-feeling of belonging to one place

E-part of a tooth or hair that holds it to the rest of the body

6-A terrible plant disease swept through Ireland in 1845

A-removed dirt or dust with a broom

**B-became suddenly popular**

C-pushed or carried with great force or power

D-was felt suddenly

E-moved or passed quickly

7-Hunger drove one million people to emigrate from Ireland

**A-caused**

B-took (someone) in a car

C-made (something) work

D-directed the movement of a car, truck, bus, etc

E-owned and used a car, truck, bus, etc

**Checking Vocabulary Find the words and expressions in the reading selection "Globalization and Food" that have the following meanings and write the words on the lines**

1-advantage = **benefit**

2-change = **shift**

3-helps to cause something to happen = **contribute**

4-something that produces heat or power = **fuel**

5-after that = **in turn**

6-something that prevents success = **obstacle**

7-people who buy things = **consumers**

8-substances (such as vitamins) in foods = **nutrients**

9-the situation when something such as a plant or animal dies out completely = **extinction**

10-something that is more important than other things = **priority**

11-animals used for food = **livestock**

## **Lecture 14**

### **Elements of the lecture**

- 1-Getting meaning from context
- 2-Identifying the topic of a paragraph
- 3-Identifying the main idea of a paragraph
- 4-Understanding pronoun reference
- 5-Skimming and Scanning
- 6-Understanding parts of speech
- Etc...

### **Getting meaning from context**

The downtown shopping area is now a **pedestrian zone** – in other words, an area for walkers only, not cars  
logic, punctuation, in another sentence, i.e. , that is, in other words, and e.g  
**pedestrian zone:** , an area for walkers only, not cars

Each educational system is a mirror that reflects the values of its own culture." "

The underlined word means

- a) mirror
- b) values
- c) culture
- d) system

### **Identifying the main idea of a paragraph (vs. supporting materials)**

**A- What is the topic of a paragraph?**

It is what the paragraph is about. The topic of a paragraph is not a sentence. It is just a word or a phrase

**B- What is the main idea of a paragraph/passage?**

The main idea of a paragraph is the “umbrella” that includes all of the more specific ideas and details. It is the author’s opinion about the topic

### **Identifying the main idea of a paragraph (vs. supporting materials).**

**Being a celebrity is often difficult.** First of all, celebrities have to look almost perfect all the time. There’s always a photographer ready to take an unflattering picture of a famous person looking dumpy in old clothes. Celebrities also sacrifice their private lives. Their personal struggles, divorces, or family tragedies all end up as front-page news. Last, and most frightening of all, celebrities are in constant danger of the wrong kind of attention. Threatening letters and even physical attacks from crazy fans are things a celebrity must contend with

**The main Idea of the paragraph is**

**a) Being a celebrity is often difficult**

- b) Celebrities also sacrifice their private lives
- c) Celebrities are in constant danger of the wrong kind of attention
- d) celebrities have to look almost perfect all the time

### Identifying the topic of a paragraph

There are several solutions to the problem of sick-building syndrome; the most important of these is cleaning the building. First, of course, experts must determine the specific cause in any one building. Then workers probably need to take out carpets, wallpaper, and ceiling tiles in order to remove mold and bacteria. Also, they need to clean out the air conditioning system and completely rebuild the system of ventilation. They should remove synthetic products and bring in natural products, instead, if they are available

**The topic of this paragraph is:**

- a) The system of ventilation.
- b) Solutions to sick-building syndrome.**
- c) Natural products.
- d) synthetic products.

**- they (line 4) refers to**

- a) experts
- b)carpets
- c) workers**
- d)products

### Understanding Phrases

For many people there seems to be no escape from poverty”. The underlined “ words form a/an

- a) noun phrase
- b) prepositional phrase**
- c) infinitive phrase
- d) verb phrase

### Understanding Parts of Speech

The word failure is a/an

- a) noun**
- b) adverb
- c) adjective
- d) verb

What morpheme is used to create (noun, verbs, adjectives..etc 1,2,3,4)

### Skimming

**In skimming, you should**

- \*Ignore the details and look quickly for the main ideas
- \*Read the title and any subheadings
- \*Read the first and last two sentences of each paragraph
- \*Don't read every single word

### **What is scanning?**

Scanning is looking only for a specific fact or piece of information without reading everything

### Italics

1-for emphasis

2-to indicate a foreign word



### Comprehension questions

There are several solutions to the problem of sick-building syndrome; the most important of these is cleaning the building. First, of course, experts must determine the specific cause in any one building. Then workers probably need to take out carpets, wallpaper, and ceiling tiles in order to remove mold and bacteria. Also, they need to clean out the air conditioning system and completely rebuild the system of ventilation. They should remove synthetic products and .bring in natural products, instead, if they are available

**According to the paragraph, what is the most important solution to sick-building syndrome?**

**-cleaning the building**

- determine the specific cause
- take out carpets, wallpaper, and ceiling tiles
- remove synthetic products

### Suffixes and prefixes

Understand their meanings + part of speech -

### Phrase types

A phrase is a small group of words that stand together as a single unit without having a subject

### Types of phrases

- 1-a noun phrase
- 2-a verb phrase
- 3-prepositional phrase
- 4-infinitive phrase

**Form adjective/noun phrases using the following words - lecture 10**

e.g. cell- (job - fashioned- **phone**) ..etc

### Understanding compound words

e.g. supermarket - workforce ...etc

### literal and figurative meanings

e.g. Planning is **key** for development

**Please revise the exercises that we have answered in class (e.g. matching words with meanings)**

