

ملخص وحل تمارين من ٦-١٠

Non-finical prose

مادة النثر الإنجليزي

المحاضرة السادسة

More reading strategies

في بداية المحاضرة تحدث الدكتور عن هائلث أمور

Skimming

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

Scanning

Scan the passage for specific number or date or any thing

Reading a chart

If there any table you know how to read it

بعدها بدأ الدكتور بالكتاب unit 3

Relationships

In This Chapter

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

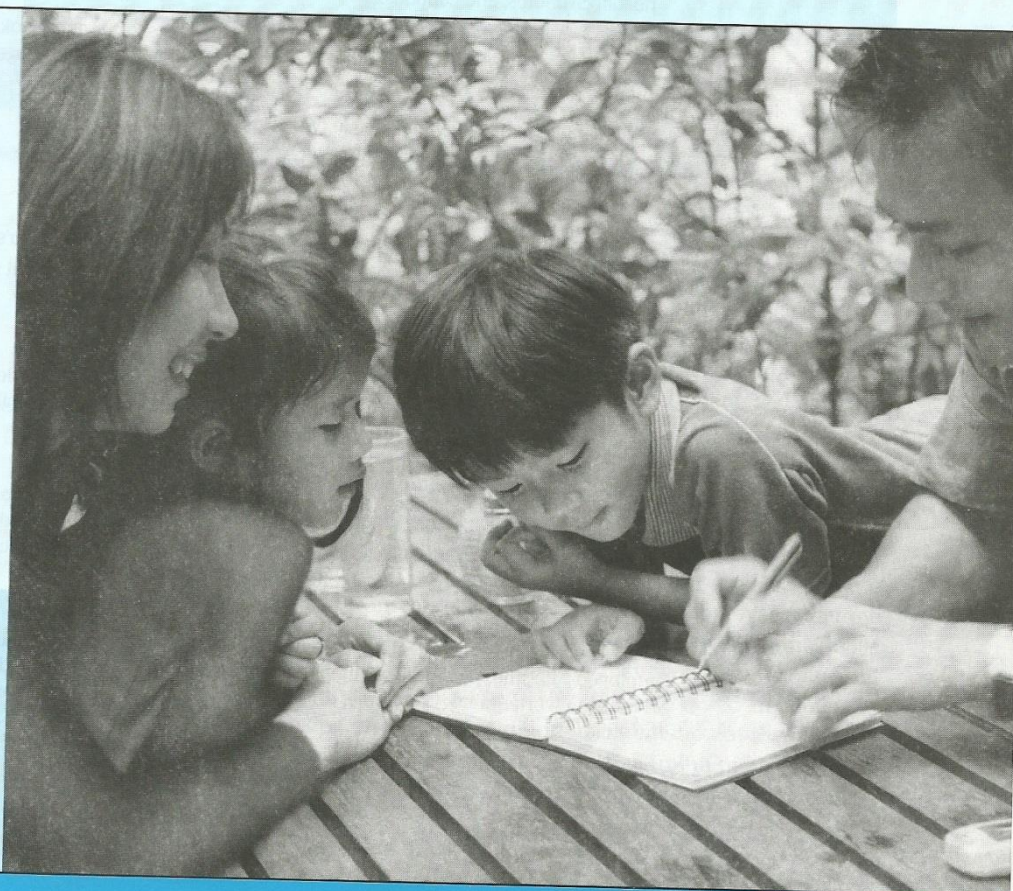
“In time of test, family is best.”

—Burmese Proverb



Connecting to the Topic

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



Part 1 Reading Skills and Strategies

Who's Taking Care of the Children?

Before You Read

Strategy

Skimming for the General Idea

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

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

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

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

Read

Introduction

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

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



Who's Taking Care of the Children?

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

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

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

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

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

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

I Another factor has recently been added to the child-care formula. The number of people who work from home nearly full time rose 23% from the last decade. Some are **self-employed** and some work for companies. The accessibility of technology—computers, faxes, teleconferencing—has made it easier for at-home workers to be constantly **in touch**. Of the 5.5 million "stay-at-home" parents in 2004, 5.4 million were moms and 98,000 were dads. Among these stay-at-home parents, 42 percent of mothers and 60 65



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

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

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

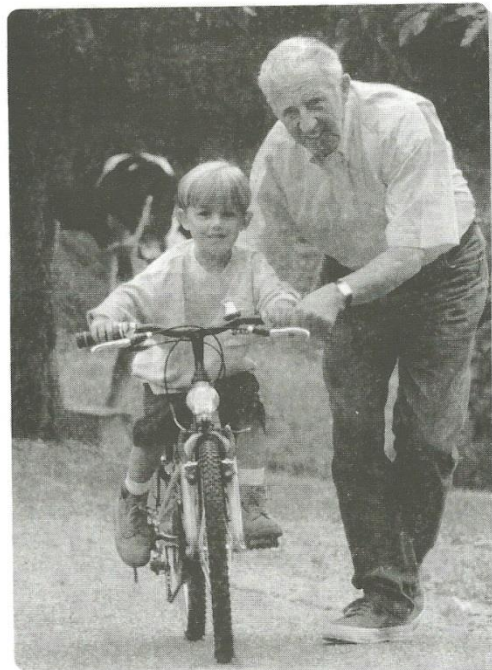
After You Read

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

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

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

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



▲ A grandfather playing with his grandson.

Strategy

Reading a Chart for Information

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

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



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

Children in the United States Living with Nonparents

Years of Age				
Children under 18 years of age, March 2002. Numbers in thousands (000)				
Living Arrangement	Under 6	6-11	12-17	Under 18
with grandparent	635	462	476	1,573
with other relative	192	224	386	802
in foster home	62	81	92	235
with other nonrelative	137	171	268	576

Source: U.S. Census Bureau, 2002

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



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

Step 1. Decide whether you agree or disagree with each rule, and give reasons.

Step 2. Find common ground with your partner, which means to come to an agreement about each rule. Mark the rules that you find common ground on and those that you don't find common ground on.

Step 3. Then join with another pair of students and compare your opinions.

Step 4. Have each set of partners in turn present their opinions. What do you think of the opinions of the other two? What do they think of your opinions? Are they exactly the same?

Rules for a Successful Marriage

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

Part 2 Reading Skills and Strategies

70 Brides for 7 Foreigners

Before You Read

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

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

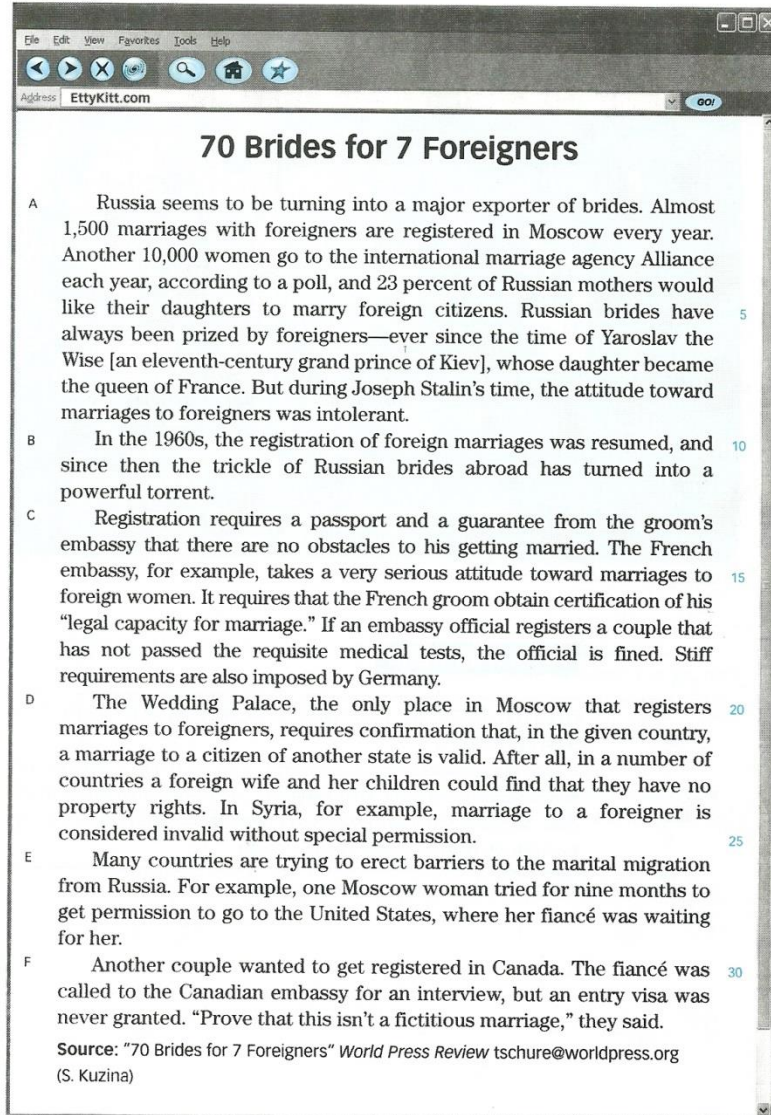
Read

قال الدكتور استخراج الاجابات سهل وطلعوها لحالكم

Introduction

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

- Why do you think they want to do that?



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70 Brides for 7 Foreigners

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

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

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

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

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

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

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

IDENTIFYING ANTONYMS *is the opposite*

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

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

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

المحاضرة السابعة

More reading strategies

في بداية المحاضرة تحدث الدكتور عن أمور أخذناها قبل

• Using Headings

- استخدام العنواين

• Inferencing words meaning from context

- معرفة معنى الكلمة من السياق

• Synonyms

- المرادفات

ثم أنتقلنا للكتاب

Chapter

4

Health and Leisure

In This Chapter

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

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

—Irish proverb

Part 1 Reading Skills and Strategies

Eat Like a Peasant, Feel Like a King

Before You Read

Strategy

Using Headings to Preview

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

طالب منا الهدىق اللي في الباسج وكانت مكتوب بالخط البولـد (العريض)

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

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

Introduction

Early Diets: Nuts and Plants

Olive Oil

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

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

very simple person who work in farm

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

2. Notice the context: "Eat simple foods, not elite treats." The word *not* tells you that *elite treats* are the opposite of *simple foods*. *Elite* is also used in line 2 to describe a group of people. Look at this context too; then in your own words, explain the meaning of *elite*.

upper class people

3. Look at the second word of the second paragraph: *eclectic*. It describes the menu that makes up the entire first paragraph. Read that paragraph and think about what is special and unusual about the grouping of foods described here. Then explain the meaning of the word *eclectic*.

something made of combination of defferent things

4. Scan the first two sections of the essay for the noun *affluence* and its related adjective *affluent*, which are used four times. From the contexts, guess its meaning and write it here. Can you also find a synonym for affluence in the fifth paragraph, beginning with the letter *p*?

wealth or have alot of mony

5. The word *cuisine* is used three times in the essay. Scan for it and, using the contexts, explain what you think it means.

style of cooking

Read

Introduction

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

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

Eat Like a Peasant, *Feel* Like a King

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

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

5

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

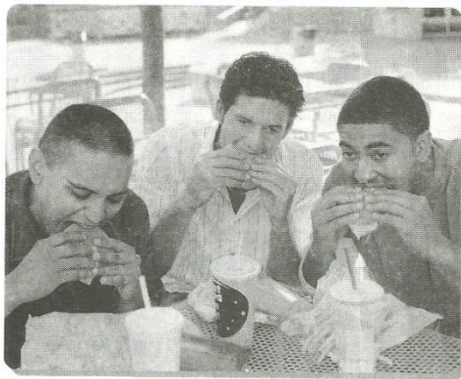


▲ A healthy meal has lots of vegetables

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

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

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



▲ A "fast food" meal is often unhealthy.

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

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

Early Diets: Nuts and Plants

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



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

world's most primitive diets—and one of the healthiest ones—back him up. In southern Africa's Kalahari Desert, some tribes still eat as early humans did, hunting and gathering. 60
H "Hunting and gathering may not have been such a bad way of life," says Richard Lee, an anthropologist at the University of Toronto who has studied the !Kung tribe since the 1960s. "The main element of the !Kung diet is the mongongo, an abundant nut eaten in large quantities. They routinely collect and eat more than 105 edible plant species. Meat is secondary." 65

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

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

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

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

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

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

Olive Oil

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



▲ Olive oil is healthy for you.

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

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

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

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

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

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

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

After You Read

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

Food

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

Description

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

هذه طلب نحلها في منتديات الحوار إجاباتها موجودة في الباسج

Strategy

Paraphrasing Main Ideas

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

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

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

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

Strategy

Recognizing Synonyms

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

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

Vocabulary Word

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

Synonym

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

Strategy

Organizing Information Using a Continuum

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



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

beans (legumes)
beef
butter
cheese
chicken

crackers
eggs
fish
fruit
guacamole

noodles
nuts
olive oil
pizza
rice

المحاضرة الثامنة

Extra reading strategies

في هالمحاضرته بدأ الدكتور بالكتاب على طول من صفحة ٩٠

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

Part 2 Reading Skills and Strategies

Here Come the Tourists!

Before You Read

Strategy

Understanding Point of View

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

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

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



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

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

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

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

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

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

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

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

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

What does it mean to *annoy* someone?

- ☐ A to make someone happy
- ☐ B to make someone sad
- ☐ C to make someone confused
- ☒ D to make someone angry

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

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

What does the word *locals* mean?

- ☒ A people from nearby
- ☐ B people from far away
- ☐ C beggars
- ☐ D workers

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

What does *up-front* mean?

- ☐ A tall
- ☒ B direct
- ☐ C smart
- ☐ D funny

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

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

What does *indigenous* mean?

- ☐ A rude
- ☐ B courteous
- ☐ C foreign
- ☒ D native

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

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

What does *distinguish* mean?

- ☐ (A) make similar
- ☒ (B) make different
- ☐ (C) go far away
- ☐ (D) come closer

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

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

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

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

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

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

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

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

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

What does *stinginess* mean?

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

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

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

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

Read

Introduction

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

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



Here Come the Tourists!

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



▲ Tourists visiting the Amazon

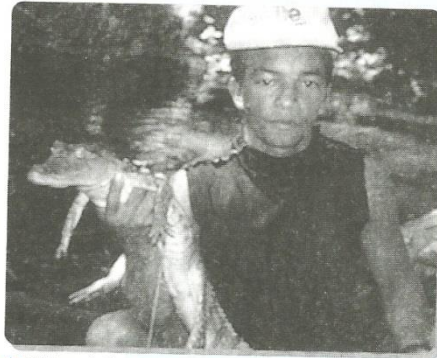
1992 in order to protect natural resources. The villagers had lost interest in the land and became enchanted by the things the tourists had. Their repeated “requests” annoyed tourists. Some locals were more skilled and playful in their requests, others up-front and demanding. “They have money and many things,” said the woman asking for the t-shirt. “It’s no problem for tourists.”

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

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

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

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



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

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

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

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

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

After You Read

Strategy

Distinguishing Between Fact and Opinion

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

4 Distinguishing Between Fact and Opinion Which of the following statements from the reading do you think are facts and which ones are opinions? Why? Write *F* in front of the facts and *O* in front of the opinions. Compare your answers with those of your classmates. Line numbers are given so you can examine the contexts.

1. *F* The community began its ecotourism project in 1992. (lines 2–4)
2. *F* The villagers lost interest in the land. (line 5)
3. *O* The entire tourist experience revolves around money and purchases. (lines 14–16)
4. *O* Few real friendships are formed between tourists and locals. (lines 20–21)
5. *O* If the tourist becomes upset, the local usually pays the price. (lines 22–23)
6. *F* Indigenous people in the Andes demand compensation for having their photographs taken. (lines 28–29)
7. _____ In some communities, photography is believed to cause harm. (lines 33–35)
8. _____ Tourists believe they can contribute to destination communities. (line 49)
9. _____ Budget travelers tend to stay in cheaper hotels and eat in cheaper restaurants. (lines 51–53)
10. _____ In Kathmandu, Goa, and Bangkok, a backpacking subculture has existed since the 1960s. (lines 55–57)

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

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

قال أنه سهل نستخرج الحل والمفروض نعمله بأنفسنا للتدريب

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

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

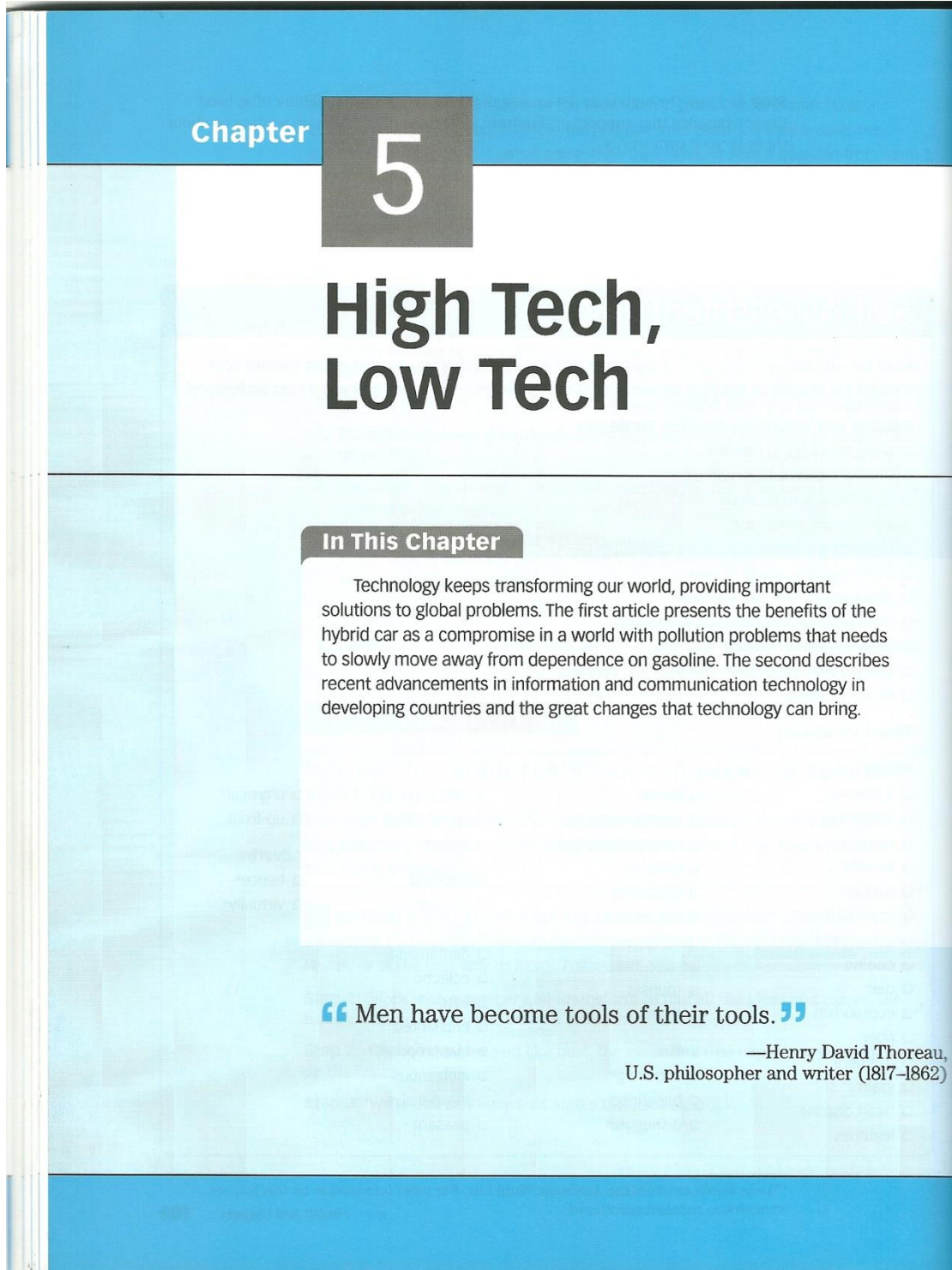
acquiring	communities	found	physical
benefit	compensation	hence	

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

المحاضرة التاسعة

Extra reading strategies

بدأ الدكتور بالكتاب صفحة ١٠٢





Connecting to the Topic

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



Part 1 Reading Skills and Strategies

How Hybrid Cars Work

Reading Tip

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

Before You Read

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

This article focuses on _____.

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

Strategy

Scanning for Definitions of Key Terms

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

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

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

Strategy

Inferring Meaning

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

3 Inferring the Meaning of Expressions from Context and

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

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

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

5. Or maybe you just want to have *the coolest car on the block*.
(**Hint:** While *cool* can mean “not too warm,” the common expression *that person is so cool!* does not mean that she or he is feeling cold.) As in the case of the *cool* person, instead, *the coolest car on the block* means _____.
- (A) a car that is cold and never overheats
 - (B) the car everyone admires
 - (C) the car with the best air-conditioning system
6. The gasoline engine turns a generator, and the generator can *charge* the batteries.
(**Hint:** The word *charge* can have many meanings, such as *to accuse*—or *charge someone with murder*; *to pay with credit* or *to charge it to a credit card*; or *to supply, fill, or load something*.) In this sentence, *charge* means _____.
- (A) to fill with energy
 - (B) to accuse
 - (C) to pay for the batteries with credit
7. The reason behind making an electric car is *twofold*: to reduce tailpipe emissions and to improve mileage.
(**Hint:** *Twofold* is a compound word.) Here *twofold* means _____.
- (A) a tailpipe is folded in two parts
 - (B) there are two reasons
 - (C) it's two times more important
8. The reason behind making an electric car is *twofold*: to reduce *tailpipe emissions* and to improve mileage.
(**Hint:** *Tailpipe* is a compound word that describes well the part of the car it represents, and *emissions* comes from the verb “emit,” which means “to give off” or “to release.”) In this sentence, *to reduce tailpipe emissions* means _____.
- (A) to increase the size of the pipe in back of the car
 - (B) to decrease the pollution given off by the car
 - (C) to send out a more pleasant mixture of chemicals
9. These goals are actually tightly *interwoven*.
(**Hint:** *Interwoven* is a compound word combining *woven* (the past participle of the verb “to weave,” meaning to “knit or sew”) with *inter*, meaning “together” or “with each other.” *These goals are tightly interwoven* means that they _____.
- (A) are closely related to each other, as though sewn together
 - (B) involve an activity that resembles knitting or sewing
 - (C) need to use a system that is tightly closed so pollution does not escape

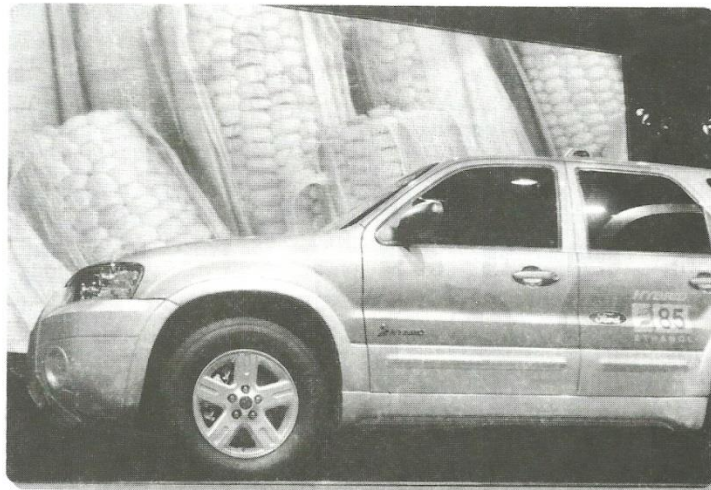
Read

Introduction

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

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

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



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

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



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How Hybrid Cars Work

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

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

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

What Makes it a "Hybrid"?

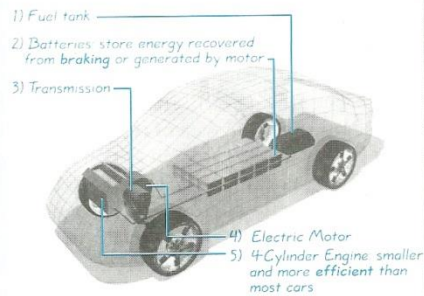
C Any vehicle is a hybrid when it combines two or more sources of power. For example, a **moped** (a motorized pedal bike) is a type of hybrid because it combines the power of a gasoline engine with the pedal power of its rider.

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

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

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

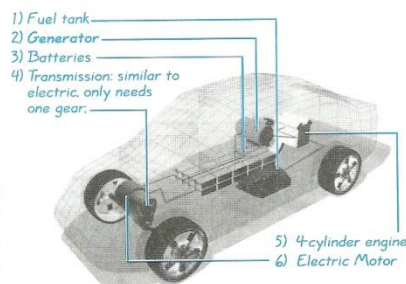
▲ Figure 2 shows an electric car, which has a set of batteries that provides electricity to an electric motor. Batteries give the car a range of about 50–100 miles.



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

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

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



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

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

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

Hybrid Structure

You can combine the two power sources

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

Why Build Such a Complex Car?

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

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

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

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

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

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

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

After You Read

Strategy

Learning Specialized Terms

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

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

Definitions

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

Strategy

Using a Graphic Organizer Chart for Comparison

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



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

المحاضرة العاشرة

Excercises

في هالمحاضرة أختار الدكتور أنه يحل بعض التمارين اللي راح تكون مشابهه لأسئلة الإختبار
بإذن الله

• الصفحات 52,73,88,115

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

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

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

TOEFL® iBT

Focus on Testing

General Testing Practice

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

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

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

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

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

***Paragraph 1:**

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

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

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

***Paragraph 2:**

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

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

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

TOEFL® iBT

Focus on Testing

Answering Vocabulary Questions on Tests

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

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

Vocabulary questions on the iBT come in two basic formats:

1. Which of the following is closest in meaning to *X*, as it is used in Paragraph *Y*?
 2. In Paragraph *Y*, *X* is closest in meaning to _____.
- ("X" is a vocabulary item. "Y" is a paragraph number.)

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

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

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

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

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بس هذي أقرب إجابة

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

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

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

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

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

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

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

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

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

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

Focus on Testing

Analyzing Compound Words

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

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

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

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

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

UNDERSTANDING COMPOUND WORDS

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

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

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

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

Read

Introduction

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

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

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