

Enjoy Reading

A General English Textbook

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Introduction

This book contains 14 units. Each unit is composed of 3 parts. The first and also the most important part is a Reading Passage. The passages in the body of the book are pedagogically arranged in such a way that as the book proceeds, they become longer and more difficult. After each passage, there are some relevant questions in various types.

The second part of each unit deals with one or two grammar points followed by a few grammatical questions. Different parts of speech of the words already used in the reading passage form another part of the grammar section of each unit.

The last part of each unit named “Let’s have a break” includes a funny story, a joke and some proverbs or idioms. The role of this part is both as refreshment and at the same time as a learning activity. Psychologically, students are usually attracted by the things they like. Funny parts draw their attention and motivate them to get the point. Consequently, the words mentioned in the passages may stick in their minds better, so the purpose behind this part is not mere fun but teaching English through fun.

Proverbs also teach students morality. They reflect the way of life, thinking, attitudes, culture, etc. So as a learning strategy, the learners here learn some valuable statements and at the same time they become familiar with the English vocabulary embedded within these statements.

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Table of Contents

Units	Page Number
Unit one: Reading.....	1
Unit Two: Money	8
Unit three: The World's Oldest University	15
Unit four: Plastic Surgery	22
Unit five: Which English Will We Speak?.....	29
Unit six: You Are Amazing; You Are Human!!!	36
Unit seven: Silver	44
Unit eight: Are You Getting Enough Sleep?.....	52
Unit nine: How Did Language Begin?.....	61
Unit ten: Europe	69
Unit eleven: Stupid Criminals	76
Unit twelve: The United Nations.....	84
Unit thirteen: Pollution.....	94
Unit fourteen: Satellites.....	104
Appendix: List of irregular verbs	115
References	118



Unit One Reading

Many people enjoy reading as a way to relax and **enrich** their minds. Reading is also one important skill to learn and to be successful at school, university and in the **professional** world. You can improve your reading skills in different ways:

1. *Start at a comfortable reading level.* Try not to read a text that is too difficult or **challenging**. At first choose easy texts then go to difficult ones. **Skim** the first few lines or pages. If you have trouble understanding what the **author** is trying to say, you may not enjoy the book.
2. *Expand your vocabulary.* Building a greater **vocabulary** will make reading easier. If you don't understand a word, first try to use context **clues** to guess what it means. Usually, the rest of the words in a sentence will give you information about what a **particular** word means. **Look up** the words that you do not know or understand in the dictionary. Then use them in your speech.
3. *Read materials that interest you.* If you are bored while reading, you are more likely to put the book down and do something else.

4. *Find a quiet place to read.* Avoid **distractions** like TV, radio, or other people talking. Make sure it is somewhere with good lighting. Hold the book about 15 inches away from your face.
5. *Practice, practice and practice.* People who practice and spend more time reading, develop a better vocabulary and greater reading comprehension. This improves their ability and knowledge.

As with anything else, developing reading skills takes work. Set aside time to read every day. **Experts** disagree about exactly how much time you should devote to reading. It **varies** according to age, skill level, and ability. A good rule to remember, however, is to practice and focus. Even while practicing, reading should be an enjoyable experience.

A: Reading comprehension

1. What is the passage mainly about?
 - a. expanding your vocabulary
 - b. practicing
 - c. starting at a comfortable level
 - d. improving reading skills
2. The passage tells us that if we don't understand a word, at first we should.....
 - a. look up its meaning in the dictionary.
 - b. put it aside.
 - c. use context clues to guess the meaning.
 - d. find a quiet place to read.
3. The time that we devote to reading varies according to
 - a. age
 - b. skill level
 - c. ability
 - d. all of them
4. According to the text, which sentence is **true**?
 - a. Experts agree about how much time we should spend reading.

- b. We should start reading with challenging texts.
- c. We should read boring texts.
- d. We should get rid of distractions.

B: Fill in the blanks with the appropriate words from the list.

skimmed	authors	distractions	enrich
expert	challenging	vocabulary	clues
attention	look up		

1. Farmers use fertilizers to..... the soil.
2. Teaching young children is a very..... job.
3. Jack picked up the newspaper and the headlines.
4. Charles Dickens is one of my favorite He has written many books.
5. Reading a lot and using word flash cards can help increase your
6. The police searched the surrounding area for further
7. You should pay particular..... to spelling.
8. the words in the dictionary if you want to know how they are used.
9. I study in the library as there are too many..... at home.
10. You should consult a / an to find out what is causing the problem.

C: Match the words with synonyms or definitions.

- | | |
|-------------------------|---------------------------------------|
| 1. enrich (.....) | a. skilled |
| 2. professional (.....) | b. words |
| 3. challenging (.....) | c. specific |
| 4. skim (.....) | d. read quickly to find the main idea |
| 5. author(.....) | e. interference |

- | | |
|-------------------------|---|
| 6. vocabulary (.....) | f. differ |
| 7. clue (.....) | g. sign |
| 8. particular (.....) | h. difficult |
| 9. look up(.....) | i. specialist |
| 10. distraction (.....) | j. writer |
| 11. expert (.....) | k. find the meaning |
| 12. vary(.....) | l. improve quality of something by adding things to it. |

Grammar:

Part I: Simple Present Tense

Active structure: subject + verb (simple form) + object

They wash the dishes.

She washes the dishes.

Question form:

Do they wash the dishes?

Does she wash the dishes?

Negative form:

They don't wash the dishes.

She doesn't wash the dishes.

Passive structure: object + (am, is , are) + PP

The dishes are washed.

Change the sentences into passive.

1. They make lots of cars in Japan.

.....

2. He teaches physics on Mondays.

.....

3. Buses take the workers home every evening.

.....

4. They teach English here.

.....

5. We don't play football on Saturdays.

.....

**Part II: Choose the right word for each sentence below.
Make changes if necessary.**

1. success(n), succeed(v), successful(adj), successfully(adv)

- a) You will have to work hard if you want to in your life.
- b) They didn't have much.....in their lives.
- c) The company has had another.....year.
- d) He couldn't cope with the problem.....

2. differ(v), difference(n), different(adj), differently(adv)

- a) Ideas on child care may.....considerably between the parents.
- b) People often react in.....ways.
- c) There are no significant.....between the education systems of these two countries.
- d) Men and women may behave.....in different situations.

3. enjoy(v), enjoyment(n), enjoyable(adj)

- a) Sandra.....her job in the new company.
- b) Yesterday we had a veryevening.

c) Unfortunately a small minority of people want to spoil our.....

4. vary(v), variety(n), various(adj), variously(adv)

a) There are.....ways of explaining the children's behavior.

b) You can trust those products because their qualities never

c) The annual meeting attracted aof people.

d) He wasdescribed as a hero, genius and a fool.

5. importance(n), important(adj)

a) I agree about the.....of these proposals.

b) The accident taught him an.....lesson.



Let's have a break.

Once upon a time, when window was just a square hole in a room and application was something written on a piece of paper, when keyboard was a piano and mouse just an animal, when file was an important office material and hard drive just an uncomfortable road trip, when cut was done with knife and paste with glue, when web was a spider's home and virus was a cause of flu, when apple and blackberry were just fruits, that was when we had a lot of time for our family!!!

Teacher: What is the longest word in the English language?

Student: "Smiles", because there is a mile between the first and the last letters!"

Practice makes perfect.

You have to practice a skill a lot to become good at it.

A piece of cake

Something very easy

Don't worry, you will pass the exam; it's a piece of cake.

The pot calls the kettle black.

The person who accuses another of a fault has the same fault himself.

The lawyers complain that doctors' fees are too high, but it is a clear case of the pot calls the kettle black.



Unit Two

Money

Everyone uses money. We all want it, work for it and think about it. If you don't know what money is, you are not like most humans. However, the task of defining what money is, where it came from and how it developed belong to those who study **economics**. While the **creation** and **growth** of money is not so much clear, money is the way we get the things we need and want.

Nine thousand years ago, long before the invention of money, people used a **barter** system. It was a method of **exchange**. This system was used for centuries. People exchanged services and goods for other services and goods in return. They **traded** animals for the things they wanted. They traded **crops** for what they wanted. In China, in about 1200 B.C., people traded **shells** for the things they wanted. Chinese people also traded metal **tools** for the things they needed. For example, they traded metal knives and shovels for the things they **required**. But the barter system had a major **limitation**; it could work only when both buyer and seller were ready to exchange each other's goods.

In about 700 B.C., people made the first round, flat, metal **coins**. The coins were made of gold and **silver**. They looked very similar to the coins we use today. These coins came from Lydia. Lydia was **located** where the country called Turkey is located today. After people made

coins in Lydia, people in Rome, Iran, and Greece also began making coins. Coins were very **durable** – they were strong and could **last** a long time without becoming **damaged**.

Later in China, people made paper money. In about 100 B.C., the Chinese made money of animal skin. The first paper money was made from white colored **deer** skin.

Money changes with time. No matter what it looks like, money is an idea. It is the **thought** that people can trade something they have for something they want. Money makes trading easier.

A: Reading comprehension

1. The system by which people exchanged services and goods for other services and goods in return is known as.....
 - a. money
 - b. barter
 - c. invention
 - d. silver
2. Before people had money, they traded.....
 - a. crops for what they wanted.
 - b. animals for what they needed.
 - c. metal tools for what they required.
 - d. all of the above
3. What was the first paper money made of?
 - a. Metal
 - b. Tree leaves
 - c. Animal skin
 - d. White shells
4. The first metal coins came from.....
 - a. Iran
 - b. Lydia
 - c. Rome
 - d. Greece
5. What are coins?
 - a. Round, flat, metal pieces of money
 - b. White shells
 - c. Bank notes
 - d. Metal knives

6. If something is durable, it.....
- a. is strong and can last a long time.
 - b. is easily damaged.
 - c. can be used as money.
 - d. None of the above.

B: Fill in the blanks with the appropriate words from the list.

locate	shells	crops	barter	durable
thought	damage	exchange	growth	limitations

- 1. Writing a good essay requires a lot of and effort.
- 2. These dangerous chemicals cause a lot of environmental
- 3. The barter system of trading was good but it had its own.....
- 4. The.....of prisoners took place on a bridge near the border.
- 5. After the war, Europe achieved remarkable economic
- 6. Long ago, trading was carried out through a..... system.
- 7. The main..... in this area are wheat and barley.
- 8. The children were collecting beautiful.....on the beach.
- 9. We couldn't..... the source of radio signals.
- 10. Bronze is harder and more.....than tin.

C: Match the words with synonyms or definitions.

- | | |
|-----------------------|---|
| 1. economics(.....) | a. harm |
| 2. creation (.....) | b. restriction |
| 3. growth(.....) | c. device, instrument |
| 4. trade (.....) | d. development |
| 5. tool (.....) | e. construction, making |
| 6. limitation (.....) | f. to find the position of sth |
| 7. locate (.....) | g. science of financial matters |
| 8. damage (.....) | h. idea |
| 9. thought (.....) | i. act of buying , selling or exchanging goods. |

Grammar

Part I: Simple Past Tense

Active structure: subject + past form of the verb + object

They washed the dishes.

He wrote a letter.

Question form:

Did they wash the dishes?

Did he write a letter?

Negative form:

They didn't wash the dishes.

He didn't write a letter.

Passive structure: object + (was , were) + PP

The dishes were washed.

A letter was written.

Change the sentences into passive.

1. Someone left a key on the table.

.....

2. We told him to go home.

.....

3. A friend gave her that new handbag.

a).

b).

4. We found these envelopes under the desk.

.....

5. They didn't invite me to the party.

.....

**Part II: Choose the right word for each sentence below.
Make changes if necessary.**

1. develop(v), development(n), developing(adj)

- a) It is hard to believe that a tree can.....from a small seed.
b) Poverty and hunger in thecountries can be controlled.
c) We need an economic.in our country.

**2. create(v), creation(n), creature(n), creator(n)
creative(adj), creatively(adv),**

- a) The government plans to.....more jobs for young people.
b) A living.....needs something to survive.
c) Economic conditions may be responsible for the.....of social unrest.
d) It is themen and women who push civilization forward.
e) Each lecture was delivered.....
f) God is theof the whole universe.

3. invent(v), inventor(n), invention(n)

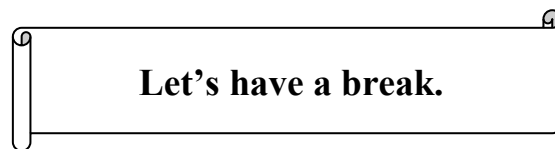
- a) Alexander Graham Bellthe telephone in 1876.
b) The dishwasher is a wonderful.....
c) The.....of this device is not known.

4. grow(v), growth(n), growing(adj)

- a) Anumber of people are becoming vegetarian these days.
- b) A good diet is very important for children's.....
- c) The company profits.....by 5% every year.

5. locate(v), location(n)

- a) Rescue planes are trying to..... the missing sailors.
- b) What is the exact..... of the ship?



Father: "I want you to marry a girl of my choice."

Son: "I will choose my own bride!"

Father: "But the girl is Bill Gates's daughter."

Son: "Well, in that case... Ok."

Next, father approaches Bill Gates.

Father: "I have a husband for your daughter."

Bill Gates: "But my daughter is too young to marry!"

Father: "But this young man is a vice-president of the World Bank."

Bill Gates: "Ah, in that case... Ok."

Finally father goes to see the president of the World Bank.

Father: "I have a young man to be recommended as a vice-president."

President: "But I already have more vice- presidents than I need!"

Father: "But this young man is Bill Gates's son-in-law."

President: "Ah, in that case... Ok."

(This is how business is done!!!)

A man is talking to God.

The man: "God, how long is a million years to you?"

God: "To me, it's about a minute."

The man: "God, how much is a million dollars?"

God: "To me it's a penny."

The man: "God, may I have a penny?"

God: "Oh, wait a minute."

Money doesn't grow on trees.

Money is usually earned through hard work, and doesn't grow back after you spend it. Once you spend it, it is gone.

Spend money like water.

If someone spends money like water, they spend too much.

John spends money like water, no wonder he is broke.

It takes money to make money.

In order to make money, you must first have some money to invest.

I've read a lot of books about how to become wealthy, and they all make it clear that it takes money to make money.



Unit Three The World's Oldest University

Attending a university is an important part of a person's life. Today, many people go to a university to study and **train** for a future job in subjects like law, **medicine**, or education. But, the university is not a modern invention. An important one started in Egypt over one thousand years ago.

The world's oldest surviving university, Al-Azhar, is in Cairo, Egypt. It was first built as a mosque in A.D. 972 in **honor** of the daughter of the Holy Prophet Muhammad. A few years later, learners and teachers began meeting in the mosque in "**tutoring** circles." They read and talked about the subjects of **religion** and law. Around the year 988, leaders in the city of Cairo decided to create a school for higher learning and soon after that, Al-Azhar University was started.

Because a university was a new idea, the teachers at Al-Azhar needed to think about what **courses** to teach and how to teach them. The earliest courses were in law and religion. In a course, students read and studied with the teacher, but there was also free **discussion**. Often, students and teachers had interesting discussions, and there was no correct answer. In the years that followed, the new university **attracted** scholars from around the world who came to teach and do research. At Al-Azhar, people studied the past, but it was also a place for sharing new ideas.

Over a thousand years later, Al-Azhar is still an important university in the world. Its library **contains** many of the world's oldest and most **valuable** books. Today, many of the world's most important universities such as Oxford and Harvard still follow the same **traditions** as they do at Al-Azhar.

A: Comprehension: True / False / Not Enough Information

1. Today many people go to university to train for a future job. (.....)
2. Tutoring circles included only teachers. (.....)
3. At first, studying at Al- Azhar was expensive. (.....)
4. Al- Azhar's library only includes all of the new books. (.....)

B: Choose the best answer to complete each statement below.

1. Al-Azhar mosque was built in honor of
 - a. the daughter of the Holy Prophet Muhammad
 - b. teachers, learners, and scholars
 - c. Cairo, Egypt
2. "Tutoring circles" were.....
 - a. groups of people who played music
 - b. large spaces for students to use
 - c. groups of teachers and students
3. The earliest courses at Al-Azhar were in.....
 - a. medicine and education
 - b. law and religion
 - c. Oxford and Harvard
4. Today, Al-Azhar University is.....
 - a. not a very important university
 - b. only important because of its library
 - c. still an important university in the world