

Develop Your Reading Skills

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سرشناسه : مشیدی، مسعود، ۱۳۵۳ -

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عنوان و نام پدیدآور : Develop your reading skills[Book] / Masoud Moshayedi ; [editor Shahab Moradi].

مشخصات نشر : قم : انتشارات ارم، ۱۴۰۴ = ۲۰۲۵ م

(مشخصات ظاهری : ۱۱۸ص. : مصور(رنگی

شابک : 4-56-7781-622-978

وضعیت فهرست نویسی : فیا

یادداشت : زبان: انگلیسی

یادداشت : کتابنامه:ص.۱۱۷

...آوانویسی عنوان : دولاپ

موضوع : زبان انگلیسی - راهنمای آموزشی - فارسی‌زبانان

موضوع : English language -- Study and teaching -- Persian speakers

موضوع : خواندن -- استنباط

موضوع : Reading comprehension

PE۱۱۲۸ رده بندی کنگره :

رده بندی دیویی : ۴۲۸/۲۴ فا

شماره کتابشناسی ملی : ۱۰۱۷۸۵۸۸

Preface

This book contains 10 units. Each unit is composed of 4 parts. The first and also the most important part is a Reading Passage. In each passage, some new words are marked to be practiced in the exercises. After each passage, some relevant questions in various types are provided to check learner's comprehension. 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.

The second part deals with a reading strategy in which, firstly, one important technique to improve learner's reading skill is practiced and secondly, to enrich learner's vocabulary, 10 similar words in English and Persian along with a set of exercises are provided and practiced.

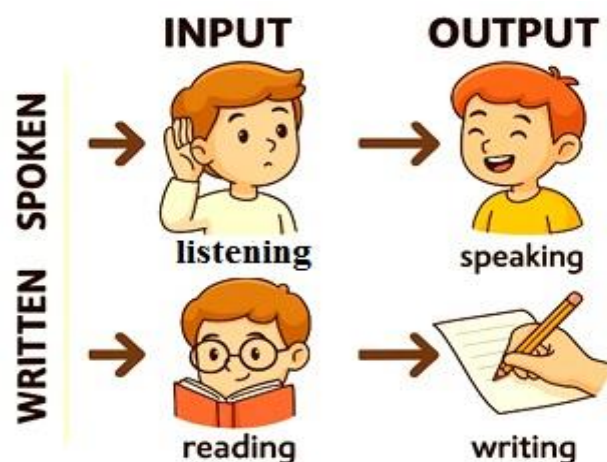
The third part focuses on grammar in two different sub-divisions; at first, one grammatical point and its related questions are reviewed and then, different parts of speech of the words already used in the reading passage will be practiced.

The last part of each unit named “Let’s have a break” includes a funny story, a joke or some proverbs and idioms. The role of this part is both as refreshment and at the same time as a learning activity. Psychologically, learners are usually attracted by the things they like. Funny parts draw their attention towards the subject and motivate them to understand better. Consequently, the words mentioned in this part 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. Thus, as a learning strategy, the learners here acquire some valuable statements and at the same time they become familiar with the English vocabulary embedded within these statements.

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Summer 2025

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Unit One Language and Language Skills

Language is one of the most important methods of human communication. Generally speaking, a language **consists of** a set of words which are used in a structured way to **convey** meaning. People use language to communicate with each other in a society. They **exchange** knowledge, beliefs, wishes, and feelings through it. Every language is an amazing means of communication that **meets the needs** of its own speakers. Most languages have written and spoken forms.

Languages **vary** greatly from region to region. Sometimes the **diversity** is so great that a person may not understand the language of someone from another region, country or **continent**. It is not **surprising** to hear that today about 7000 languages exist in the world. The **native** speakers of these languages range in number from very

large, with hundreds of millions of speakers, to very small, with fewer than 100 speakers. Among these languages, Chinese has the greatest number of native speakers. More than one billion people in the world speak it. Interestingly, English has fewer native speakers than Chinese, but it is the language of international **communication**, so there are about one billion learners of English all around the world trying to learn it as a **foreign** language. English is the language of business, science, politics and research in the modern world. A lot of university **textbooks** and scientific **journals** are in English. Because of its importance as an international language, people try to learn it.

In learning English, like any other language, four **major** skills should be **acquired**. They are listening, speaking, reading and writing. To learn a language completely and **efficiently**, one has to **gain mastery** of all these skills. In the following, they are **briefly** explained:

1. Listening: It refers to understanding and analyzing the speaker's message in spoken form.
2. Speaking: This skill gives us the ability to **convey** information **verbally** and in a way that the listener can understand.
3. Reading: It is a skill in which the learners look at written symbols (letters, words, etc.) and try to understand the meaning of them.
4. Writing: In this skill, the learners use written symbols (letters, words and **punctuation** marks) to communicate **thoughts** and ideas in a readable form.

Each one of these four skills has its **specific** strategies. Therefore, the learners should pay **particular** attention to them while learning. Knowing about them can help learners improve their communication in both written and spoken forms.

A: Reading comprehension

1. The word "**vary**" in line 9 is closest in meaning to
a. communicate b. expand c. differ d. be similar
2. A person may not understand the language of someone from another country because languages may be
a. different b. difficult
c. amazing d. international
3. According to the text, which sentence is **true**?
a. Chinese is the international language.
b. All scientific journals are in English.
c. In reading, we understand the meaning of the written words.
d. English has the greatest number of native speakers.
4. Which language skill gives us the ability to convey information verbally and in a way that the listener can understand?
a. listening b. speaking c. reading d. writing

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

verbal	diversity	communicate
conveys	efficient	acquire
mastery	attention	thought
native		

1. In our country, teaching methods are quite different at schools, so a..... of methods can be seen here.
2. Do you think this poem..... a message about society?

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3. It took him a long time to.....the skills he needed to become a professional artist.
4. During the talk, he demonstrated his of the issues.
5. We didn't have a written contract but we had a agreement.
6. You should pay particular.....to spelling while writing.
7. The.....that I might not have a job next year is a bit troubling.
8. By the age of two, most children begin to..... verbally.
9. We must meet our members' needs in the most..... and effective ways.
10. Picasso was aof Spain, although he had spent much of his life in France.

C: Match the words with synonyms or definitions. (One item on the right is extra.)

- | | |
|------------------------|--------------------------------------|
| 1. consist of (.....) | a. gain |
| 2. major (.....) | b. not native |
| 3. acquire (.....) | c. specific |
| 4. thought (.....) | d. idea |
| 5. foreign (.....) | e. without wasting time, money, etc. |
| 6. efficiently (.....) | f. differ |
| 7. convey (.....) | g. include |
| 8. particular (.....) | h. the most important |
| 9. vary (.....) | i. punctuation |
| 10. briefly (.....) | j. transfer |
| | k. shortly |

Reading Strategy

Part I. Similar words in the two languages (English and Persian) can help learners extend their vocabulary. Similar words are commonly of two types:

1. Loan words (words taken from English. e.g.: *computer, taxi, telephone*, etc.)
2. Cognates (words from two or more languages having the same origin. e.g.: "brother, mother and father" in English and Persian)

The underlined words in the following text are all similar words in English and Persian.

Last summer, my brother and I went on an exciting trip to a jungle with a group of students. We traveled in a van and stayed near a river in a very good location. One day, while we were eating omelet, soup and salad for lunch, we saw a beautiful flamingo and a pelican by the water. Later, our guide told us about the ecosystem, energy, and how fossil fuels are changing the planet. Suddenly, dark clouds came, and we heard loud thunder. A typhoon was coming! It was so terrible that we could not see each other. We were lost for a short while. Then a helicopter arrived. It dropped some packets of food and some bottles of water with a balloon to us. We took the items and wrote our names and address on a piece of paper and tied it to the balloon. At night when everything was calm and quiet, we had a party with music and games. The next day, while we were coming back, we

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even saw a **gorilla** and a **gazelle** deep in the forest. It was a trip full of adventure and exciting experiences.

Part II. Vocabulary development (Words you can easily learn)

Choose a word for each of the following statements.

zip – radar – vaccine – wheelchair – tunnel – derby –
parliament – pedal – flask – theater

1. A piece of equipment that uses radio waves to find the position of things and watch their movement. (.....)
2. A special type of bottle that you use to keep liquids either hot or cold. (.....)
3. A substance which contains a weak form of the bacteria or virus that causes a disease and is used to protect people from that disease. (.....)
4. The group of people who are elected to make a country's laws and discuss important national affairs. (.....)
5. A part in a car or on a machine that you press with your foot to control it or one of the two parts of a bicycle that you push round with your feet to make the bicycle go forward. (.....)
6. A chair with wheels, used by people who cannot walk. (.....)

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7. Two lines of small metal or plastic pieces that slide together to fasten a piece of clothing. (.....)
8. A passage that has been dug under the ground for cars, trains, etc. to go through. (.....)
9. A sport match between two teams from the same area or city. (.....)
10. A building or place with a stage where plays and shows are performed. (.....)

Grammar:
Reviewing the basics
Part I. Pronouns

	Subject pronouns	Object pronouns	Possessive Adjectives	Possessive pronouns	Self-pronouns
Singular	I	me	my	mine	myself
	you	you	your	yours	yourself
	he	him	his	his	himself
	she	her	her	hers	herself
	it	it	its	its	itself
Plural	we	us	our	ours	ourselves
	you	you	your	yours	yourselves
	they	them	their	theirs	themselves

Read the following sentences and think about the ways in which the pronouns have been used.

Ali saw Reza. = He saw him.

The teachers talked to Ali and Reza. = They talked to them.

That is my car. = That car is mine. That is mine.

This is his car. = This car is his. This is his.

I myself bought a car. = I bought a car myself.

I bought myself a car. = I bought a car for myself.

You yourself should study. You yourselves should study.

Choose the correct answer.

1. My name is Ali. love my family.
a. Me b. My c. Mine d. I
2. She is a good painter. This painting is.....
a. her b. she c. hers d. his
3. I met Ali yesterday. gave me a book.
a. Him b. His c. He d. Himself
4. I told..... to be here at three o'clock.
a. him b. his c. he d. himself
5. My brother and I have a bike. It isbike.
a. our b. ours c. we d. us
6. My grandparents live in Tehran. visit us every Friday.
a. They b. Them c. Their d. Themselves

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7. He has a key. That key is.....
a. he b. him c. his d. himself
8. Reza did the homework.....
a. he b. him c. himself d. his
9. Amirreza and Atrin collected the stamps.....
a. them b. their c. they d. themselves
10. Sara has a car. That car is
a. her b. she c. his d. hers
11. Rose and Ronak, if you want more cake, help.....
a. yourself b. yourselves c. your d. yours
12. Hamid, do you always travel by?
a. yourself b. yourselves c. your d. yours

Part II: Parts of speech:

A part of speech refers to the grammatical role that a word plays in a sentence. Every word in English can be classified as one of the major parts of speech like Verb, Noun, Adjective, Adverb, etc. In the following sentences, the words in **bold** belong to different parts of speech.

1. Children usually **differ** from each other in a class.
2. Children are usually **different** from each other in a class.
3. Children sometimes know the **difference** between right and wrong.
4. Children may experience the world **differently**.

Unit One:**Language and Language Skills**

Choose the right word for each sentence below. Make changes if necessary.

1. importance(n), important(adj)

- a) I agree about the.....of this plan.
- b) They know that it is an.....lesson.

2. surprise(n), surprise(v), surprising(adj), surprised(adj)

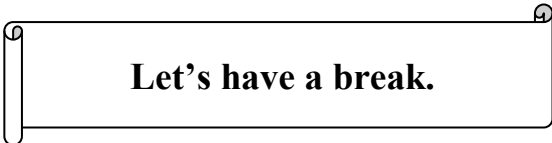
- a) I want to give him a.....for his birthday.
- b) His strange questionsme whenever he talks.
- c) In such a small town, it was.....to find a lot of good restaurants.
- d) She was.....that no one was there to greet her.

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

- a) Sandra.....her job in the new company.
- b) Yesterday, we had a very.....evening.
- c) Unfortunately a small minority of people want to spoil our

4. communicate (v), communication (n), communicator (n), communicative (adj)

- a) Some people are morethan others.
- b) Teachers should be good..... .
- c) We can now.....instantly with people on the other side of the world.
- d) TV is an important means of..... .



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 letter!"

Some practical proverbs and idioms:

Practice makes perfect.

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

I asked how she could speak English so fluently, and she simply replied "Practice makes perfect."

a piece of cake

something very easy

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

to learn by heart

to memorize something completely

Suzy has a very good memory. She has learned lots of poems by heart.

**Unit Two**
Emojis

Emojis are small pictures or **icons** which are used in digital communication to **express emotions**, ideas, or **concepts** quickly. They've become an essential part of how people text and chat online. You can find emojis on your smartphone or computer, and people use them in messages, social media posts, and even emails. They make conversations funny and more **expressive**.

Emojis started in Japan in the late 1990s. They were created to add emotions to electronic messages. The common example is the smiley face symbol (: which is still used in digital communication. Now, they are used all over the world, and everyone **recognizes** them. They're like a **universal** language, allowing people from different cultures to understand each other better. There are thousands of emojis **available** today. You can find faces with different expressions, animals, food items, and even places like airports or cities. Some emojis **represent** ideas, like love or friendship, while others can show activities, like playing basketball or taking a walk.

Using emojis can help make communication clearer. For example, if you are joking about something, adding a smiling or laughing emoji can show that you mean it in a funny way. This helps avoid **misunderstanding**, especially in text messages, where **tone** of voice isn't clear. A heart emoji can show love or **affection** and a thumbs-up emoji can show **approval** or agreement, so emojis make it easy to add emotions to your words.

However, it's important to use emojis carefully. Sometimes, people of various backgrounds might **interpret** them in different ways. What seems like a friendly emoji to one person might seem strange or **confusing** to another. It's also possible to use too many emojis in a message but it's a good idea to think about who you're talking to and what they might understand before adding too many emojis. If you fill a text with lots of emojis, it can become difficult to read or understand. Think about using them like **spices** in cooking—just enough to make it interesting but not so much that it **overpowers** the main message.

In recent years, new emojis have been added to represent more **diverse** people and situations. This helps everyone feel relaxed when using them. Next time when you send a message, try adding some emojis to express how you feel. It's an easy way to add a little extra meaning without using more words.

A: Reading comprehension

1. Where did emojis originally come from?

- | | |
|-------------------------|-----------------------|
| a. United States | b. South Korea |
| c. Japan | d. China |

- 2. Why are emojis used in digital communication?**
 - a. To replace written language entirely
 - b. To decorate messages with random symbols
 - c. To express emotions, ideas, or concepts quickly
 - d. To confuse people from other cultures
- 3. What is one benefit of using emojis in text messages?**
 - a. They make messages longer.
 - b. They remove the need for grammar.
 - c. They help show tone and emotion.
 - d. They always make the message formal.
- 4. What is a possible problem with using too many emojis?**
 - a. They can crash your phone.
 - b. They make messages hard to read.
 - c. They are only popular in Japan.
 - d. They can make the tone of the voice unclear.
- 5. When using emojis in messages, the passage suggests.....**
 - a. using as many emojis as possible for fun.
 - b. only using animal emojis.
 - c. thinking about the receiver and using emojis moderately.
 - d. avoiding them in social media.

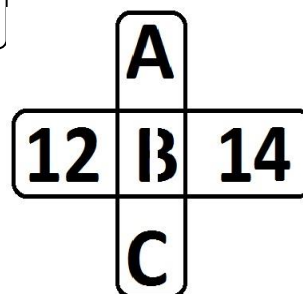
B: Fill in the blank with the correct word.

confusing	communication	diverse	approval
spice	emotions	recognize	universal
interpreting	affection		

1. You will them by the white ribbon they will wear on the left arm.
2. People from different countries can usually understand emojis. So they can be considered as alanguage.
3. Without knowing the context of the sentence,the meaning of an unknown word is sometimes difficult.
4. A feeling of love which makes you want to be kind to someone and show them that you love them is called.....
5. Different users might have different needs, so it is hard to design a program that meets the.....needs of all users.
6. A thumbs-up emoji often means or agreement.
7. One English proverb says, " Variety is the.....of life."
8. Emojis help express feelings or.....that words alone might not fully show.
9. Clear is important to avoid misunderstandings in digital messages.
10. Using a lot of complicated sentences can make a message look, so it will be hard to understand.

C: Match the synonyms. (One item on the right is extra.)

- | | |
|---------------------|---|
| 1. express (....) | a. to know someone or something |
| 2. emotion (....) | b. in a long period of time |
| 3. recognize (....) | c. worldwide |
| 4. universal (....) | d. to tell or show something |
| 5. available (....) | e. a feeling of liking or love |
| 6. affection(....) | f. very different |
| 7. approval (....) | g. to take the control of sb or sth |
| 8. spice (....) | h. feeling |
| 9. overpower (....) | i. agreement |
| 10. diverse (....) | j. accessible |
| | k. something that you put in your food to give it a special taste |

Reading Strategy
Part I. Looking for the right meaning of a word

The same words might have different meanings in different sentences, so try to use context clues to choose the right meaning. You surely know the meanings of the following words:

book, fine, well, table, sentence, good