



Reading Comprehension 1+2





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Reading Comprehension 1+2

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Department of Translation

First Year 1st & 2nd Terms

Damascus University

1444 -1445

2022-2023



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Punctuation

Punctuation can make an enormous difference in the meaning of whatever it is you are writing. The basic rules of punctuation can strengthen your sentences with the punctuation they deserve, so that the quality of your ideas is communicated with precision and clarity. Use of wrong mark of punctuation or even wrong placement of mark of punctuation can change the meaning of the sentence completely and sometimes even convert the sentence to complete nonsense. Accurate use of punctuation primarily helps to indicate clarity, the pauses, and the emphasis on certain ideas or thoughts as well as strengthen arguments that are made in the text.

1. Full Stop ■

➤ A full stop, also known as a period in American English, is one of the most commonly used punctuation marks in the English language. A full stop is mostly used at the end of a declarative sentence, or a statement that is considered to be complete.

Example: *There is no place like home.*

Your writing is hard to read.

- Another use for full stops is with abbreviations and acronyms.

Example: *Etcetera* → *etc.*

April → *Apr.*

2. Comma ,

- Commas are used to separate three or more words, phrases, or clauses (sentence parts) in a series.

Example: *The recipe includes flour, milk, eggs, oil and baking powder.*

- Commas also separate introductory elements in a sentence.

Example: *As the day drew to a close, the workers commuted home.*

- Commas are used between independent clauses (complete sentences) joined by a coordinating conjunction: *for, and, nor, but, or, yet, so.*

Example: *The boys wanted to stay up until midnight, but they grew tired and fell asleep.*

- Before dialogue (After a verb that introduces a quotation)

Example: *Mark said, "Good morning!"*

She gasped, "We haven't a moment to lose!"

- Separating adverbial or introductory phrases from the main clause.

Example: *However, the...*

As a result, participants...

- Before and after nonessential information (phrases that can be removed without changing the sentence's overall meaning) or appositives (words or phrases that rename a noun).

Example: *My father, a computer programmer, works late at night.*

The girl, who is wearing a pink shirt, is my sister.

3. Question Mark ?

- A question mark is used after a direct question.

Example: *Will you go with me?*

A question mark is not used after an indirect question.

Example: *I'm asking if you will go with me?* X

4. Exclamation Mark !

- An exclamation mark is used to signal the expression of a strong emotions

Example: *I can't wait!*

- An exclamation mark is used in commands

Example: *Help me!*

- Exclamation marks are also used to add emphasis to sentences:

Example: *The students included three pieces of writing in their portfolios: a narrative, an argument, and a documented paper.*

➤ A colon is also used after an independent clause to introduce an explanation or elaboration.

Example: *The author has performed a remarkable feat: she has maintained suspense to the last page*

Note: Never use a colon after a verb that directly introduces a list or after such as.

Example: *The things on my mind are: papers, grades, and finals. X*

The things on my mind are papers, grades, and finals. ✓

The things on my mind are the following: papers, grades, and finals. ✓

They packed many different items for the picnic, such as: salsa, pita bread and egg rolls. X

7. Semi Colon ;

➤ A semi colon is used to join two independent but related clauses or sentences where there is no conjunction (such as “and” or “but”), and where using only a comma would be ungrammatical.

Example: *She is a good writer; she has published several books.*

➤ It can also separate clauses of conjunctive adverbs such as *however, therefore, moreover*.

Example: *We shouldn't go to the fair; however, I do hear that they have good funnel cakes*

➤ A semi colon is used to separate items in a list containing internal commas.

Example: *When I cleaned out the refrigerator, I found chocolate cake, half-eaten; some canned tomato paste, which had a blue fungus growing on the top; and some edible meat loaf.*

“ ”

8. Quotation Marks

➤ Quotation marks enclose the exact words of a person.

Example: *Sia said, "I'm gonna swing from the chandelier."*

Note:

▪ Capitalise the first letter of a direct quote when the quoted material is a complete sentence.

Example: *Mr. Johnson, who was working in his field, said, "The alien spaceship appeared right before my own two eyes."*

- Do not use a capital letter when the quoted material is a fragment or only a piece of the original material's complete sentence.

Example: *Although Mr. Johnson has seen odd happenings on the farm, he stated that the spaceship "certainly takes the cake" when it comes to unexplainable activity.*

- If a direct quotation is interrupted midsentence, do not capitalise the second part of the quotation.

Example: *"I didn't see an actual alien being," Mr. Johnson said, "but I sure wish I had."*

- Quotation marks can also be used to indicate titles of books, songs, poems etc.

Example: *"The Long Journey of Poppie Nongena," one of Joubert's best-sellers, was Mandela's favourite.*

9. Parentheses ()

- Parentheses or brackets are often used to include extra or additional information into a sentence.

Example: *The library (which was built in the seventeenth century) needs to be repaired.*

- Parentheses give additional, but non-essential information in a sentence.

Example: *France, America, and Spanish (but not Chinese) may be studied here.*

10. Ellipsis . . .

➤ An ellipsis is used when a word, phrase, line, paragraph, or more from a quoted passage is omitted.

Example: *Hamlet asked whether it was “nobler . . . to suffer the slings and arrows of outrageous fortune or to take arms against a sea of troubles.”*

SOME COMMON MISTAKES AND DON'TS

1. Avoid using exclamation marks (!) in academic writing.
2. Never combine a question mark and an exclamation mark (?!) or use multiple signs (!!!/ ???)
3. Avoid using ellipses (...) at the end of your sentences. Only use this to indicate omission in quoting.
4. Do not use apostrophes to make plurals, for example the 1920's.

✚ The importance of punctuation marks lie not only in correct use, but also in correct placement. Consider this through studying the following examples:

Woman, without her man, is nothing.

Woman! Without her, man is nothing

The inspector said, “The teacher is a fool.”

“The inspector,” said the teacher “is a fool.”

The criminal, says the judge, should be hanged.

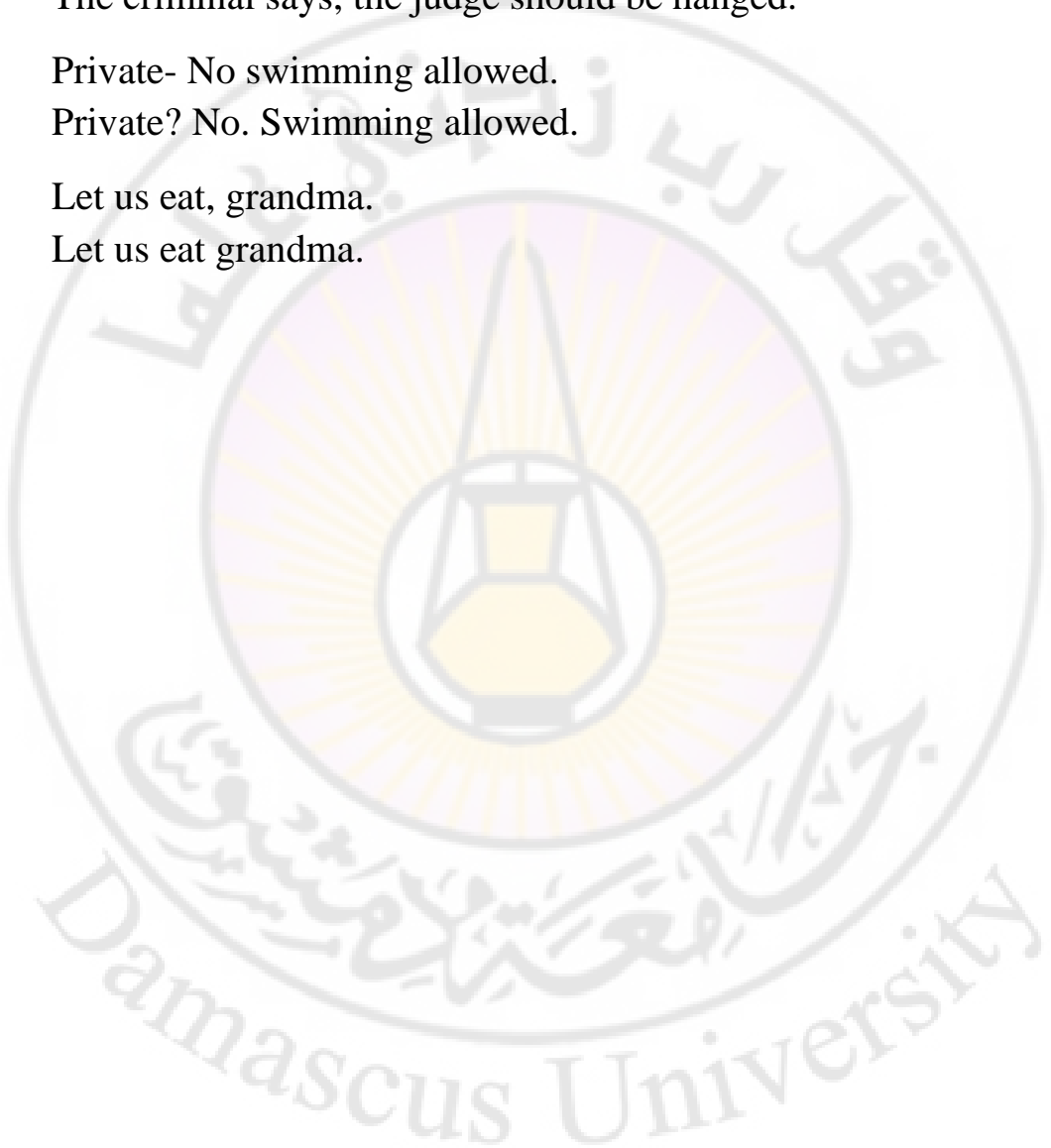
The criminal says, the judge should be hanged.

Private- No swimming allowed.

Private? No. Swimming allowed.

Let us eat, grandma.

Let us eat grandma.





Benefits of University Education

Preparing to read:

1. Why do students go to schools and universities?

2. Do you think students are aware of the reason(s) for going to school or university?

3. Can you think of some reasons why people learn and study hard to get a degree? Who is your ideal person or figure? And why did you choose him or her?

4. Do you believe that education has benefits? If so, what are, in your opinion, these benefits?

5. Do you think education can improve your future income?

6. Some people argue that learning a profession can earn them more money than the career attained from education, what do you say to them?

Think about the following:

1. Is lack of access to higher education something dangerous?

2. What is the effect of higher education on society?

3. Does higher education participate in lowering crimes?

4. How does education affect your personal fulfillment?

As you read, try to look for the following information:

1. Can you list some of the benefits of higher education?

2. What is the meaning of digital education in paragraph 4?

3. What kind of skills acquired from education?

4. What is the relation between degree holders and unemployment rate?

5. Discuss the type of skills acquired by higher education?





Benefits of Higher Education

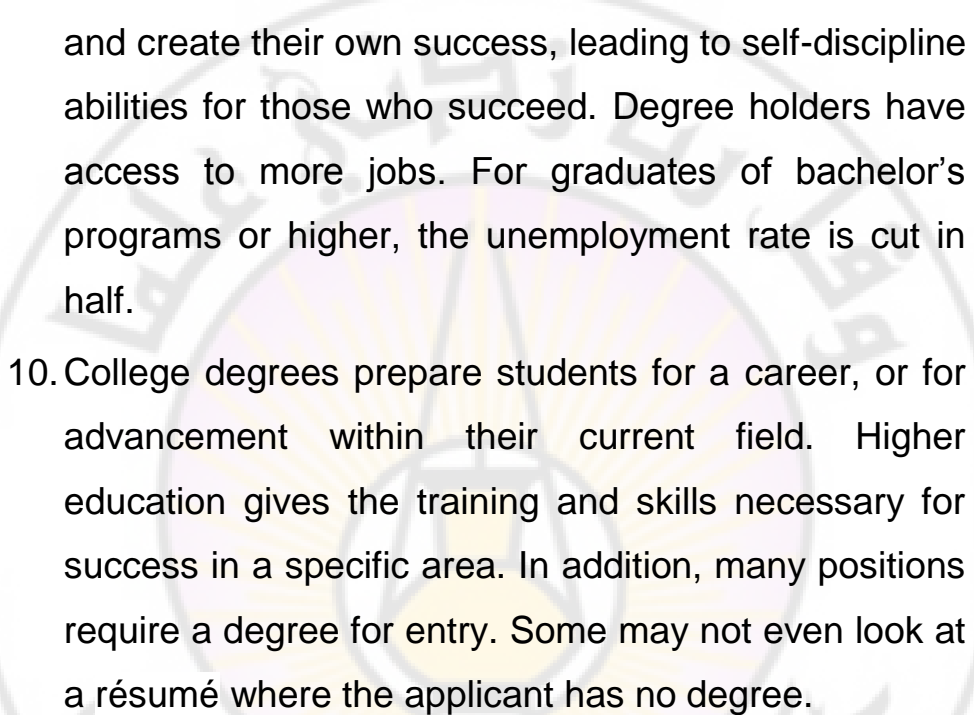
1. The benefits of higher education are many. Not only will you personally benefit from receiving an education when it comes to income, career advancement, skill development, and employment opportunities, but your society and community receive benefits of higher education as well. Societies with higher rates of degree completion and levels of education tend to be healthier, have higher rates of economic stability, lower crime, and greater equality. On the other hand, lack of access to higher education is considered the root of poverty; access to higher education, however, can mean getting out of poverty's cycle.
2. People with better education tend to live longer and have healthier lifestyles. According to research, people with higher education have a one-third lower risk of heart disease. Degree holders are also less likely to smoke and more likely to get regular exercise.
3. A personal benefit to getting an education is the opportunity to grow as an individual, experiment with what you are passionate about, and realize yourself.

You will be exposed to a diverse set of people and ideas which expand the mind.

4. The new world of digital education is helping those who get an education to connect across the globe with people from other cultures. Students can collaborate together across borders, increasing cultural awareness and worldliness of the individuals. Higher education provides students with the space and the opportunities to meet like-minded individuals, either on a peer or mentor basis.
5. When you feel passionate about something, you want to immerse yourself in that topic. Higher education gives you the space to do so. In addition, you may find new passions, or new areas of interest within your field of study. Finishing any degree is an accomplishment. Graduating gives students a huge sense of accomplishment and gives them the confidence needed to go out into the world and make something of themselves.
6. Students are required to go through many types of assignments, discussions, courses, and more during their time in education. Therefore, they end up with a

wonderful skill set that translates into the workforce. In addition, from extracurriculars, students learn arts, sports, and more that help them personally in life and to connect with others. Those with an education have had *more on their plate*, and succeeded through it. They know how to manage their time and talents and be productive. After graduation, students can carry that productive energy into the workforce.

7. Students are required to turn in written assignments, work in groups, participate in discussions, or present in front of others. This leads to excellent written communication, speaking skills, and group communication. People with an education can think, and think well. They are taught to ask questions, reflect, and analyze — all critical skills for later success.
8. Some have skills that they haven't yet discovered, and haven't had the opportunity to expand upon. Higher Education stretches the mind, exposes students to new topics, and pushes students to do better. As a result, students may find skills they didn't even know they had.

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- A large, faint watermark of the Damascus University seal is centered in the background. The seal is circular, featuring a sunburst in the center, Arabic calligraphy around the perimeter, and the words "Damascus University" at the bottom.
9. Students are given increasing amounts of responsibility with each year of education they complete. It is the student's job to manage their time and create their own success, leading to self-discipline abilities for those who succeed. Degree holders have access to more jobs. For graduates of bachelor's programs or higher, the unemployment rate is cut in half.
10. College degrees prepare students for a career, or for advancement within their current field. Higher education gives the training and skills necessary for success in a specific area. In addition, many positions require a degree for entry. Some may not even look at a résumé where the applicant has no degree.

A. Decide if the following statements are True, False or Not Stated:

1. Poverty is often caused by lack of education.
2. Higher education gives the training and skills necessary for success.
3. Self-discipline abilities is something that can be handled by students.
4. Those who have high degrees tend to eat less.
5. College degrees does not necessarily prepare students for a career.

B. Circle the right choice to complete the following statements

1. Societies with higher rates of degree completion and levels of education tend to be _____.
 - a. stronger
 - b. healthier
 - c. completed
 - d. advanced
2. A personal benefit to getting an education is the opportunity to _____ as an individual.
 - a. become
 - b. discover
 - c. grow
 - d. look
3. You will be exposed to a diverse set of people and ideas which _____ the mind.

- a. expand
- b. blacken
- 4. Higher education provides students with the space and the opportunities to meet _____ individuals.
- a. Healthier
- b. Stronger
- c. enlarge
- d. manage
- c. powerful
- d. like-minded

C. Find the words or expressions in the passage which mean the following:

1. In paragraph 1: a means of approaching or entering a place
2. In paragraph 2: the way in which a person or group lives
3. In paragraph 3: showing or caused by strong feelings or a strong belief
4. In paragraph 4: knowledge or perception of a situation or fact
5. In paragraph 5: belief that one can rely on someone or something
6. In paragraph 6: the people engaged in or available for work
7. In paragraph 7: discover or reveal (something) through detailed examination
8. In paragraph 8: capable of being made longer or wider
9. In paragraph 9: the number or proportion of unemployed people
10. In paragraph 10: a brief account of a person's education, qualifications, and previous experience, typically sent with a job application.

The Myth of Prometheus

Preparing to read:

1. Do you know what the word “mythology” refers to?

2. Have you ever heard of Prometheus and his myth?

3. Do you believe that myths have a meaning in our lives?

4. Do you think myths can help us understand our existence and the purpose of living?

5. Do you think myths establish moral guidelines for living?

6. Do myths tell of rewards and punishments for the behaviours or choices of certain characters?

Think about the following:

1. How did man begin to use fire?

2. Is fire man's or God's invention?

3. What is the function of myths and legends?

4. Is there a difference between myth and legend?

As you read, try to look for the following information:

6. Why would the writer say that Prometheus is "friend of man"?

7. Can you think of a title for paragraph 6?

8. How did Prometheus feel towards humans?

9. What did Prometheus teach man, besides the secret of fire?

10. What is Prometheus' punishment? Do think it is fair?





The Myth of Prometheus

1. In Greek mythology, the Titan Prometheus, friend of man, had a reputation as being something of a clever trickster and he famously gave the human race the gift of fire and the skill of metalwork, an action for which he was punished by Zeus, who ensured every day that an eagle ate the liver of the Titan as he was helplessly chained to a rock.
2. Prometheus (meaning "Forethought") was one of the ringleaders of the battle between the Titans and the Olympian gods led by Zeus to gain control of the heavens, a struggle which was said to have lasted ten years. Prometheus did, however, switch sides and support the victorious Olympians when the Titans would not follow his advice to use trickery in the battle.
3. In some traditions, Prometheus made the first man from clay, whilst in others, the gods made all creatures on Earth, and Prometheus was given the task of endowing them with gifts so that they might survive and prosper.
4. Feeling sorry for man's weak and naked state, Prometheus raided the workshop of Hephaistos and

Athena on Mt. Olympus and stole fire, and by hiding it in a hollow fennel-stalk, he gave the valuable gift to man which would help him in life's struggle. The Titan also taught man how to use their gift and so the skill of metalwork began; he also came to be associated with science and culture.

5. In a slightly different version of the story, mankind already had fire, and when Prometheus tried to trick Zeus into eating bones and fat instead of the best meat during a meal at Mt. Olympus, Zeus, in anger, took away fire so that man would have to eat his meat raw. Prometheus then stole the fire as in the alternative version. This also explained why, in animal sacrifices, the Greeks always dedicated the bones and fat to the gods and ate the meat themselves.
6. Zeus was outraged by Prometheus' theft of fire and so punished the Titan by having him taken far to the east, perhaps the Caucasus. Here Prometheus was chained to a rock (or pillar) and Zeus sent an eagle to eat the Titan's liver. Even worse, the liver re-grew every night and the eagle returned each day to perpetually torment Prometheus. Fortunately for man's benefactor, but only after many years, the hero Hercules, when

passing one day during his celebrated labours, killed the eagle with one of his arrows. In Hesiod's *Works & Days*, we are told that Zeus punished man for receiving the fire by instructing Hephaistos to create the first woman, Pandora, from clay and through her all the negative aspects of life would befall the human race – toil, illness, war, and death – and definitively separate mankind from the gods.

7. Prometheus was worshipped in Athens, particularly by potters (who, of course, needed fire in their kilns) and there was an annual torch race held in the god's honour. Prometheus first appears in Greek art in a 7th century BCE ivory from Sparta and on Greek pottery from c. 600 BCE, usually being punished. The myth of Prometheus and his terrible punishment by Zeus was the theme of tragic poet Aeschylus' *Prometheus Bound*.

A. Decide if the following statements are True, False or Not Stated:

1. Myths provide meaning and truth to people's lives.
2. Prometheus was a titan punished by the god Zeus for giving man the secret of fire.

3. The hero Hercules, after many years, was killed by the same eagle, which ate the liver of Prometheus.
4. When the Greeks sacrificed animals, they always dedicated the bones and fat to the gods and ate the meat themselves.
5. The first appearance of Prometheus occurs in Greek art in the 6th century BCE ivory from Sparta.

B.Circle the right choice to complete the following statements

1. The Titan Prometheus, friend of man, had a reputation as being something of a clever _____.
a. god
b. myth-maker
c. demon
d. trickster
2. Prometheus was given the task of _____ creatures with gifts so that they might survive and prosper.
a. granting
b. advancing
c. endowing
d. looking for
3. Prometheus did switch sides and _____ the victorious Olympians when the Titans would not follow his advice to use trickery in the battle.
a. worship
b. destroy
c. support
d. agree with

4. The Titan also taught man how to use their gift and so the skill of _____.

a. art

c. metalwork

b. stealing fire

d. cooking

C. Find the words or expressions in the passage which mean the following:

1. In paragraph 1: a person who deceives people

2. In paragraph 2: a person who initiates or leads an illicit or illegal activity

3. In paragraph 2: the practice of deception

4. In paragraph 3: provide with a quality, ability, or asset.

5. In paragraph 4: conduct a attack on

6. In paragraph 5: available as another possibility

7. In paragraph 6: arouse fierce anger, shock, or indignation

8. In paragraph 6: fasten or secure with a chain

9. In paragraph 6: happen to someone

10. In paragraph 7: pots, dishes, and other articles made of earthenware or baked clay

Consequences of Sleep Deprivation

Preparing to read:

1. Are you familiar with the expression “sleep deprivation”?
What does it mean?

2. Can you think of some of the consequences of sleep deprivation?

3. How many hours should an adult person sleep? What about children?

4. How does lack of sleep affect thinking and working?

5. What are the effects of sleep deprivation on the health?

Think about the following:

1. In what way do you think sleep loss is related to memory?

2. What, do you think, is the cause of the nuclear meltdown at Chernobyl in 1986?

3. What, do you think, does the writer mean by “chronic sleep loss”?

4. Do you think that lack of sleep can cause depression?

As you read, try to look for the following information:

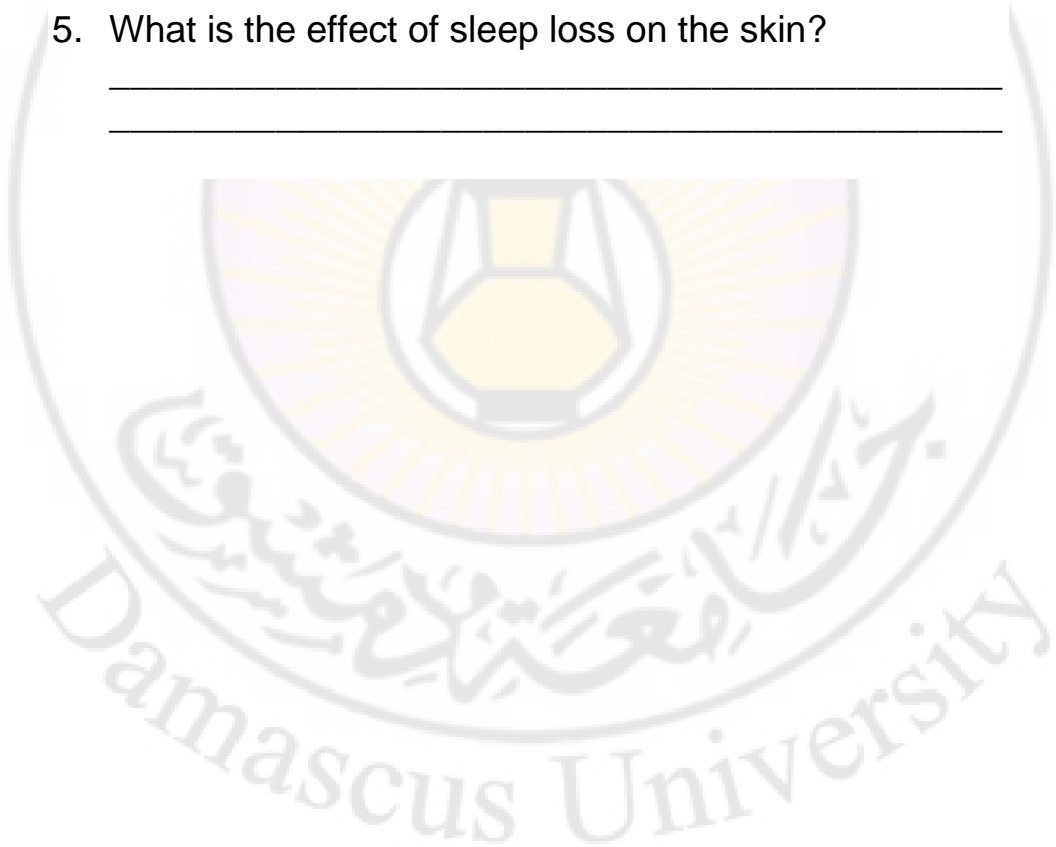
1. What are the disasters mentioned in the beginning of the text, which are caused by sleep loss?

2. Can you think of a title for paragraph 6?

3. What is the effect of sleep on thinking, as mentioned in paragraph 3?

4. What does insomnia mean? What is its relation to depression?

5. What is the effect of sleep loss on the skin?



Consequences of Sleep Deprivation

1. Sleep deprivation is a factor in some of the biggest disasters in recent history: the 1979 nuclear accident at Three Mile Island, the massive Exxon Valdez oil spill, the 1986 nuclear meltdown at Chernobyl, and others. But sleep loss is also a big public safety hazard every day on the road. Drowsiness can slow reaction time as much as driving drunk. The National Highway Traffic Safety Administration estimates that fatigue is a cause in 100,000 auto crashes and 1,550 crash-related deaths a year in the U.S. The problem is greatest among people under 25 years old.
2. Studies show that sleep loss and poor-quality sleep also lead to accidents and injuries on the job. In one study, workers who complained about excessive daytime sleepiness had significantly more work accidents, particularly repeated work accidents. They also had more sick days per accident.
3. Sleep plays a critical role in thinking and learning. Lack of sleep hurts these cognitive processes in many ways. First, it impairs attention, alertness, concentration, reasoning, and problem solving. This

makes it more difficult to learn efficiently. Second, during the night, various sleep cycles play a role in “consolidating” memories in the mind. If you don’t get enough sleep, you won’t be able to remember what you learned and experienced during the day.

4. Over time, lack of sleep and sleep disorders can contribute to the symptoms of depression. In a 2005 Sleep in America poll, people who were diagnosed with depression or anxiety were more likely to sleep less than six hours at night. The most common sleep disorder, insomnia, has the strongest link to depression. In a 2007 study of 10,000 people, those with insomnia were five times as likely to develop depression as those without. In fact, insomnia is often one of the first symptoms of depression.
5. Insomnia and depression feed on each other. Sleep loss often aggravates the symptoms of depression, and depression can make it more difficult to fall asleep. On the positive side, treating sleep problems can help depression and its symptoms, and vice versa.
6. Most people have experienced sallow skin and puffy eyes after a few nights of missed sleep. But it turns

out that chronic sleep loss can lead to lackluster skin, fine lines, and dark circles under the eyes. When you don't get enough sleep, your body releases more of the stress hormone cortisol. In excess amounts, cortisol can break down skin collagen, the protein that keeps skin smooth and elastic. Sleep loss also causes the body to release too little human growth hormone. When we're young, human growth hormone promotes growth. As we age, it helps increase muscle mass, thicken skin, and strengthen bones.

7. When it comes to body weight, it may be that if you snooze, you lose. Lack of sleep seems to be related to an increase in hunger and appetite, and possibly to obesity. According to a 2004 study, people who sleep less than six hours a day were almost 30 percent more likely to become obese than those who slept seven to nine hours. Not only does sleep loss appear to stimulate appetite. It also stimulates cravings for high-fat, high-carbohydrate foods. Ongoing studies are considering whether adequate sleep should be a standard part of weight loss programs.

A. Decide if the following statements are True, False or Not Stated:

1. The National Highway Traffic Safety Administration estimates that fatigue is a cause in 3,000 deaths every year.
2. British researchers looked at how sleep patterns affected the mortality of more than 10,000 British civil servants over two decades.
3. People who suffer from depression or anxiety were more likely to sleep less than six hours at night.
4. There is no obvious relation between sleep and depression.
5. The dark circles under the eyes could be the result of sleep deprivation.

A. Circle the right choice to complete the following statements

1. Sleep _____ is a factor in some of the biggest disasters in recent history.
 - a. loss
 - b. deprivation
 - c. effect
 - d. tiredness
2. Workers who complained about _____ daytime sleepiness had significantly more work accidents

- a. enough
- b. more

- c. excessive
- d. repeated

3. If you don't get enough sleep, you won't be able to _____ what you learned and experienced during the day.

- a. fulfill
- b. accomplish

- c. write down
- d. remember

4. Insomnia is often one of the first symptoms of _____.

- a. depression
- b. hunger

- c. deprivation
- d. mortality

5. As we _____, it helps increase muscle mass, thicken skin, and strengthen bones.

- a. become tired
- b. understand

- c. age
- d. remember

B. Find the words or expressions in the passage which mean the following:

1. In paragraph 1: the state of being kept from possessing, enjoying, or using something

2. In paragraph 1: any source of potential damage or harm

3. In paragraph 2: express dissatisfaction or annoyance about something
4. In paragraph 3: weaken or damage something
5. In paragraph 4: habitual sleeplessness or inability to sleep
6. In paragraph 5: make a problem worse or more serious
7. In paragraph 6: unusually swollen and soft
8. In paragraph 6: thin
9. In paragraph 7: the condition of being grossly fat or overweight
10. In paragraph 7: a powerful desire for something

Smoking and Health

Preparing to read:

Why do some people smoke?

1. Are there serious and dangerous effects to smoking?
What are they?

2. How do you encourage someone to quit smoking?

3. Since smoking affects people's health badly, why do they go on smoking?

4. What are the effects of smoking on non-smokers?

Think about the following:

1. Are the effects of smoking on the health immediate or remote?

2. Can smoking be related to other health issues, (pregnancy problems, for example)? How so?

3. Do you think smokers do not realize the dangerous effects of smoking?

4. How can we help someone quit smoking?

5. Have you heard of the term “secondhand smoke exposure”? What does it mean?

As you read, try to look for the following information:

1. What are some of the diseases caused by smoking according to the first paragraph?

2. What are the substances found in cigarettes and tobacco, according to paragraph 3?

3. What is the mortality rate of smokers compared to those who never smoked?

4. How does nicotine affect the smoker's mood?

5. What is the effect of smoking on children and infants? How many deaths occur every year because of smoking during pregnancy?

Smoking and Health

1. Smoking leads to disease and disability, and harms nearly every organ of the body. More than 16 million Americans are living with a disease caused by smoking. For every person who dies because of smoking, at least 30 people live with a serious smoking-related illness. Smoking causes cancer, heart disease, stroke, lung diseases, diabetes, and chronic obstructive pulmonary disease (COPD), which includes emphysema and chronic bronchitis. Smoking also increases risk for tuberculosis, certain eye diseases, and problems of the immune system, including rheumatoid arthritis.
2. Secondhand smoke exposure contributes to approximately 41,000 deaths among nonsmoking adults and 400 deaths in infants each year. Secondhand smoke causes stroke, lung cancer, and coronary heart disease in adults. Children who are exposed to secondhand smoke are at increased risk for sudden infant death syndrome, acute respiratory infections, middle ear disease, more severe asthma, respiratory symptoms, and slowed lung growth.

3. No matter how you smoke it, tobacco is dangerous to your health. There are no safe substances in any tobacco products, from acetone and tar to nicotine and carbon monoxide. The substances you inhale do not just affect your lungs. They can affect your entire body. Cigarettes contain about 600 ingredients, many of which can also be found in cigars. When these ingredients burn, they generate more than 7,000 chemicals, according to the American Lung Association. Many of those chemicals are poisonous and at least 69 of them are linked to cancer.
4. In the United States, the mortality rate for smokers is three times that of people who never smoked. In fact, the Centers for Disease Control and Prevention (CDC) says that smoking is the most common “preventable cause of death” in the United States. While the effects of smoking may not be immediate, the complications and damage can last for years. The good news is that quitting smoking can reverse many effects.
5. One of the ingredients in tobacco is a mood-altering drug called nicotine. Nicotine reaches your brain in

mere seconds and makes you feel more energized for a while. But as that effect wears off, you feel tired and crave more. Nicotine is extremely habit-forming, which is why people find smoking so difficult to quit. Physical withdrawal from nicotine can impair your cognitive functioning and make you feel anxious, irritated, and depressed. Withdrawal can also cause headaches and sleep problems.

6. When you inhale smoke, you are taking in substances that can damage your lungs. Over time, this damage leads to a variety of problems. Along with increased infections, people who smoke are at higher risk for chronic nonreversible lung conditions such as: emphysema (the destruction of the air sacs in your lungs), chronic bronchitis (permanent inflammation that affects the lining of the breathing tubes of the lungs), and lung cancer.
7. Withdrawal from tobacco products can cause temporary congestion and respiratory discomfort as your lungs and airways begin to heal. Increased mucus production right after quitting smoking is a positive sign that your respiratory system is recovering.

8. Children whose parents smoke are more prone to coughing, wheezing, and asthma attacks than children whose parents do not. They also tend to have higher rates of pneumonia and bronchitis. Secondhand smoke causes numerous health problems in infants and children, including more frequent and severe asthma attacks, respiratory infections, ear infections, and sudden infant death syndrome (SIDS). Smoking during pregnancy results in more than 1,000 infant deaths annually.



A. Decide if the following statements are True, False or Not Stated:

1. A smoker can quit smoking by using an electronic cigarette, which is a battery-operated device.
2. Severe asthma attacks, respiratory infections, ear infections are often caused by secondhand smoke in infants and children.
3. When you inhale smoke, you are taking in substances but these do not always damage your lungs.
4. Secondhand smoke exposure contributes to approximately 80,000 deaths among nonsmoking adults and 300 deaths in infants each year.
5. More than 16 million Americans are suffering from cardiovascular diseases because of smoking electronic cigarettes.

B. Circle the right choice to complete the following statements

1. Smoking also increases risk for tuberculosis, certain eye diseases, and problems of the _____ system.
 - a. respiratory
 - b. metabolic
 - c. immune
 - d. cardiovascular

2. While the effects of smoking may not be _____, the complications and damage can last for years.
- a. absolute
 - b. immediate
 - c. excessive
 - d. huge
3. Secondhand smoke exposure _____ to approximately 41,000 deaths among nonsmoking adults and 400 deaths in infants each year
- a. contributes
 - b. raises
 - c. rates
 - d. adds
4. But as that effect _____, you feel tired and crave more.
- a. releases
 - b. is reduced
 - c. is directed
 - d. wears off
5. _____ smoke causes numerous health problems in infants and children, including more frequent and severe asthma attacks.
- a. Dangerous
 - b. Destructive
 - c. Secondhand
 - d. Tobacco

C. Find the words or expressions in the passage which mean the following:

1. In paragraph 1: a disease when blood glucose is too high
2. In paragraph 2: the state of being exposed to contact with something
3. In paragraph 3: breathe in
4. In paragraph 4: a circumstance that complicates something; a difficulty.
5. In paragraph 5: give vitality and enthusiasm to
6. In paragraph 6: persisting for a long time or constantly recurring.
7. In paragraph 7: a state of unease, worry, or embarrassment.
8. In paragraph 8: regularly or frequently behave in a particular way



Cosmetic Plastic Surgery

Preparing to read:

1. Have you ever heard of plastic surgery? What does it mean?

2. What is the difference between cosmetic surgery and plastic surgery?

3. Can you think of some reasons why people resort to plastic surgery?

4. Do you believe that plastic surgery is costly? Why?

5. Are you satisfied about you overall appearance? If not, what you change in your body if you have enough money?

6. Do you think plastic surgery can be performed on everyone? Does it have any consequences?

Think about the following:

7. Is cosmetic plastic surgery something necessary in our lives? Why?

8. What are the procedures of cosmetic surgery?

9. Does health insurance cover plastic and cosmetic surgery? Why?

10. What does the word “plastic” mean?

As you read, try to look for the following information:

11. What is the aim of reconstructive surgery?

12. What are the areas of the body that can be targeted by plastic surgery?

13. Who is the father of modern plastic surgery? Who were his first patients?

14. What are the statistics of 2018 in relation to breast reduction?

15. How many Americans performed cosmetic surgery in 2014?





Cosmetic Plastic Surgery

1. Cosmetic plastic surgery is performed to change people's appearance. For some, it may mean redesigning the body's contour and shape, smoothing wrinkles, or eliminating balding areas. Others may choose varicose vein treatment or breast augmentation. There is a number of cosmetic surgery procedures that men and women can choose from to create an image that makes them feel more confident and comfortable with their appearance.
2. Although health insurance rarely covers the cost of cosmetic procedures, the number of people deciding to have cosmetic plastic surgery continues to grow. The top cosmetic surgeries are breast augmentation, liposuction, nose reshaping, eyelid surgery, tummy tuck, and facelift.
3. On the other hand, the term "plastic surgery" is a surgical specialty involving the restoration, reconstruction, or alteration of the human body. The word "plastic" means "reshaping" and comes from the Greek "the art of modelling" the flesh. This type of surgery can be divided into two main categories:

reconstructive surgery and cosmetic surgery. Reconstructive surgery includes craniofacial surgery, hand surgery, microsurgery, and the treatment of burns. While reconstructive surgery aims to reconstruct a part of the body or improve its functioning, cosmetic (or aesthetic) surgery aims at improving the appearance of it.

4. Sir Harold Gillies is considered the father of modern plastic surgery. A New Zealand otolaryngologist working in London, he developed many of the techniques of modern facial surgery in caring for soldiers suffering from disfiguring facial injuries during the First World War.
5. Aesthetic surgery is a central component of plastic surgery, and includes facial and body aesthetic surgery. Plastic surgeons use cosmetic surgical principles in all reconstructive surgical procedures as well as isolated operations to improve overall appearance.
6. Reconstructive plastic surgery, on the other hand, is performed to correct functional impairments caused by burns; traumatic injuries, such as facial bone fractures and breaks; congenital abnormalities, such

as cleft palates or cleft lips; developmental abnormalities; infection and disease; and cancer or tumors. The goal of reconstructive plastic surgery is to restore both form and function.

7. The most common reconstructive procedures are tumor removal, laceration repair, maxillofacial surgery, scar revision, hand surgery and breast reduction. According to the American Society of Plastic Surgeons, the number of reconstructive breast reductions for women decreased in 2018 by 4 percent from the year before. Breast reduction in men decreased in 2018 by 8 percent. In 2018, there were 57,535 performed.
8. Some other common reconstructive surgical procedures include breast reconstruction after a mastectomy for the treatment of cancer, cleft lip and palate surgery, contracture surgery for burn survivors, and creating a new outer ear when one is congenitally absent.
9. Plastic surgeons use microsurgery to transfer tissue for coverage of a defect when no local tissue is available. Free flaps of skin, muscle, bone, fat, or a combination may be removed from the body, moved

to another site on the body, and reconnected to a blood supply by suturing arteries and veins as small as 1 to 2 millimeters in diameter.

10. Cosmetic surgery is a voluntary or elective surgery that is performed on normal parts of the body with the only purpose of improving a person's appearance and/or removing signs of aging. In 2014, nearly 16 million cosmetic procedures were performed in the United States alone. The number of cosmetic procedures performed in the United States has almost doubled since the start of the century. 92% of cosmetic procedures were performed on women in 2014, up from 88% in 2001. The American Society of Plastic Surgeons (ASPS) estimates that more than 333,000 cosmetic procedures were performed on patients 18 years of age or younger in the US in 2005 compared to approx. 14,000 in 1996. This is significant because it encourages younger people to continue these procedures later in life.

A. Decide if the following statements are True, False or Not Stated:

1. Sir Harold Gillies is a New Zealand otolaryngologist who developed many of the techniques of modern facial surgery.
2. 92% of cosmetic procedures were performed on men and women in 2014.
3. Sir Harold Gillies was unable to perform surgery on himself.
4. The number of cosmetic procedures performed in the United States has almost doubled since the start of the century.
5. Reconstructive surgery aims to reconstruct a part of the body or improve its functioning.

B. Circle the right choice to complete the following statements

6. Cosmetic plastic surgery is _____ to change people's appearance.
- a. doubled c. performed
b. developed d. redesigned
7. Aesthetic surgery is a central _____ of plastic surgery.

- a. component
- b. part

- c. factor
- d. element

8. While reconstructive surgery aims to reconstruct a part of the body or improve its functioning, cosmetic (or aesthetic) surgery _____ improving the appearance of it.

- a. contributes
- b. raises

- c. goal
- d. aims at

9. Plastic surgeons use _____ to transfer tissue for coverage of a defect when no local tissue is available.

- a. reconstruction
- b. microsurgery

- c. mastectomy
- d. treatment

10. The number of reconstructive breast reductions for women _____ in 2018 by 4 percent from the year before

- a. doubled
- b. has raised

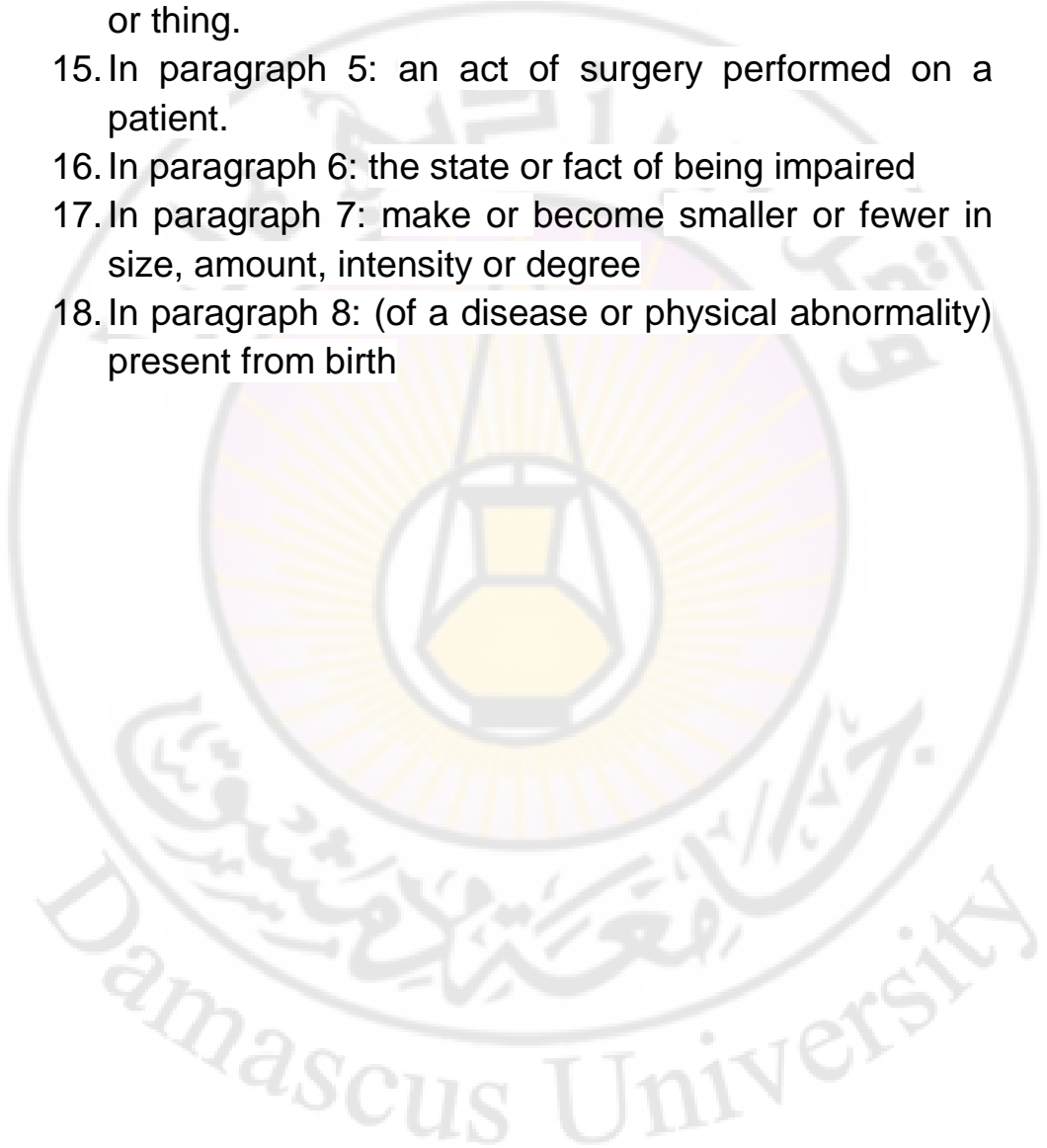
- c. decreased
- d. increased

C. Find the words or expressions in the passage which mean the following:

11. In paragraph 1: completely remove or get rid of (something).

12. In paragraph 2: the process of making or becoming greater in size

13. In paragraph 3: intricate surgery performed using miniaturized instruments and a microscope
14. In paragraph 4: spoiling the appearance of a person or thing.
15. In paragraph 5: an act of surgery performed on a patient.
16. In paragraph 6: the state or fact of being impaired
17. In paragraph 7: make or become smaller or fewer in size, amount, intensity or degree
18. In paragraph 8: (of a disease or physical abnormality) present from birth





Food and Obesity

Preparing to read:

1. What does obesity mean?

2. In your opinion, what are the causes of obesity?

3. Do you think that obesity is a serious health problem?
Why?

4. What would obesity lead to if remained untreated?

Can you think of some of the diseases that
accompany obesity?

What is the best solution to obesity?

Think about the following:

5. Do you think obese people are satisfied with their bodies?

6. Does obesity affect people psychologically?

7. Does obesity require from us to be aware of food calories? In what way?

8. If you are an obese person, what are the measures that should be taken to solve this problem?

As you read, try to look for the following information:

9. What are some of the diseases accompanied by obesity?

Do you know the abbreviation (NHANES)?

10. Which country or countries have the highest rate of obesity?

11. How does calorie intake contribute to obesity?

12. Does obesity affect children or adults more?



Food and Obesity

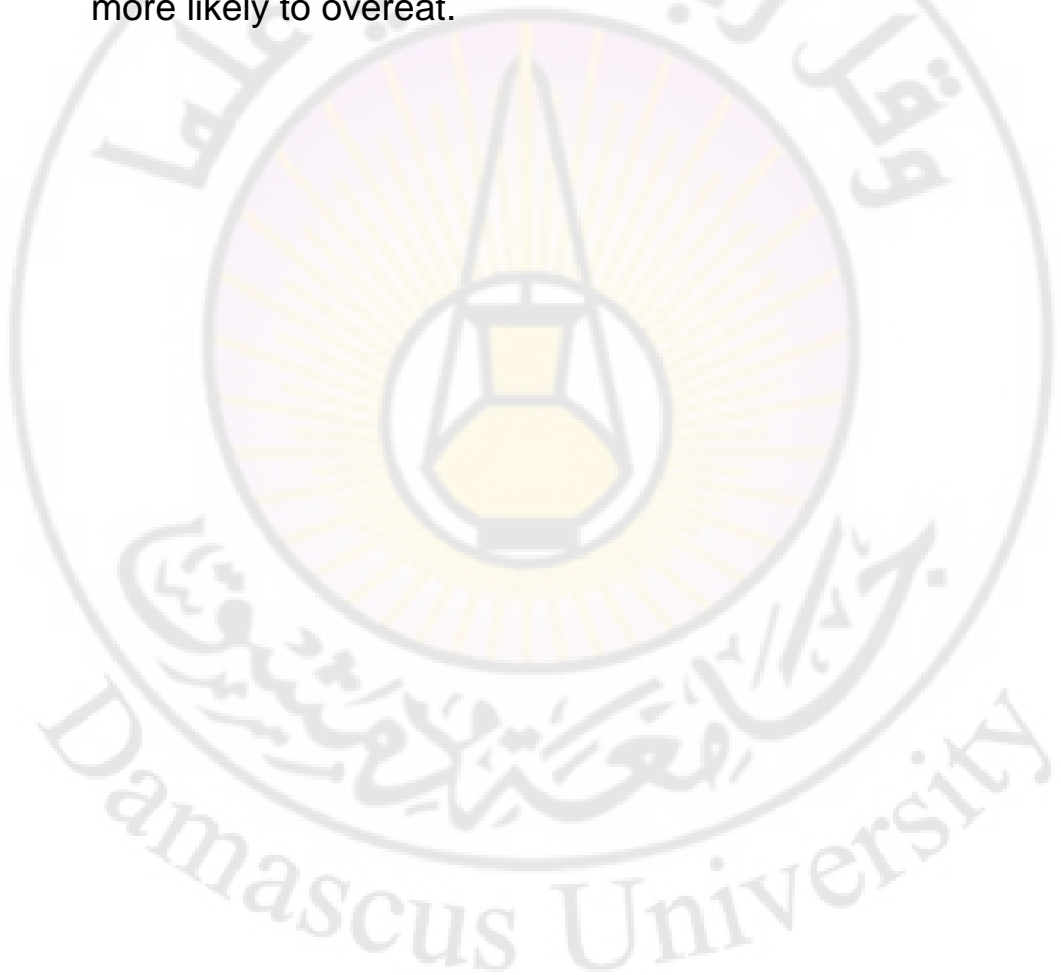
1. There has been an exponential rise in the number of obese individuals especially in developed nations like the United States and United Kingdom. Now obesity has become a public health problem in most nations. Obesity is linked to several long-term health conditions, premature death and illness including diabetes, heart disease, stroke, gall bladder disease, fatty liver, arthritis and joint disorders and some cancers.
2. Studies have shown that this rise of obesity among the world population could be attributed to an increase in calorie intake coupled with lack of adequate physical activity. Moreover, results from the analysis of data from the National Health and Nutrition Examination Survey (NHANES) indicate increases in quantity and energy density of foods consumed in the United States from 1976 through 1980.
3. Studies have shown that in the US per capita calorie intake increased by more than 300 kilocalories (kcal) among the entire population from 1985 through 2002. The numbers have only risen over the past decade. The food choices affect energy intake and this interacts

with the genetic and metabolic factors to finally determine the body weight and composition.

4. Most health specialists assert that obesity results from an imbalance between the amount of energy taken in, through eating and drinking, and the amount of energy spent on metabolism and physical activity. In children, the energy is also spent in large parts in growth and development.
5. Studies have also shown that over the past four decades, consumption of food eaten away from home has also risen alarmingly. It is well known that eating out may lead to excess calorie intake and increases the risk of obesity because of large portion sizes and increased energy density of foods.
6. Fast food is associated with higher body mass index, less successful weight-loss maintenance and weight gain. Fast foods reduce the quality of diet and provide unhealthy choices especially among children and adolescents raising their risk of obesity. Fast-food consumption costs were nearly \$164.8 billion in 2010. This was a 3% rise from 2009.

7. Fast foods affect children and youth often worse than adults. This is because most of the fast foods are targeted towards children and there is a sustained pattern of eating fast foods and eating out. Children with a sustained excess energy imbalance intake of approximately 2% result in the development of obesity over time. A 2% imbalance could mean an excess of only about 30 kilocalories per day. This corresponds to two-thirds of a chocolate cookie, fewer than two French fries or one-fourth of a can of soda.
8. Eating out is another major contributor to childhood obesity. Studies show that calorie content of out-of-home meals that children consumed was 55% higher than that of in-home meals.
9. There is ample research on foods and diet patterns that protect against heart disease, stroke, diabetes, and other chronic conditions. The good news is that many of the foods that help prevent disease also seem to help with weight control – foods like whole grains, vegetables, fruits, and nuts. Many of the foods that increase disease risk, such as sugary drinks, are also factors in weight gain. Conventional wisdom says that

since a calorie is a calorie, regardless of its source, the best advice for weight control is simply to eat less and exercise more. Yet emerging research suggests that some foods and eating patterns may make it easier to keep calories in check, while others may make people more likely to overeat.



A. Decide if the following statements are True, False or Not Stated:

1. Diabetes and heart disease are among the problems associated with obesity.
2. Studies have shown that in the US per capita calorie intake decreased by more than 300 kilocalories.
3. Most health specialists assert that obesity results from an unknown source.
4. It is well known that eating out may lead to less calorie intake and therefore decreases the risk of obesity
5. A 3% imbalance could mean an excess of only about 40 kilocalories per day.

B. Circle the right choice to complete the following statements

6. Obesity is _____ to several long-term health conditions, premature death and illness
 - a. according
 - b. developed
 - c. responsible
 - d. linked
7. Studies have shown that this rise of obesity among the world population could be _____ to an increase in calorie intake
 - a. related
 - b. risen
 - c. attributed
 - d. created

8. Fast foods _____ children and youth often worse than adults.
- | | |
|---------------|--------------|
| a. contribute | c. result in |
| b. affect | d. impacts |
9. Eating out is another major _____ to childhood obesity.
- | | |
|----------------|--------------|
| a. contributor | c. element |
| b. factor | d. treatment |
10. Many of the foods that increase disease risk, such as sugary drinks, are also factors in weight _____.
- | | |
|----------|---------------|
| a. loss | c. gain |
| b. raise | d. reduction. |

C. Find the words or expressions in the passage which mean the following:

11. In paragraph 1: a very rapid increase
12. In paragraph 2: regard something as being caused by something else
13. In paragraph 3: an amount of food, air, or another substance taken into the body
14. In paragraph 4: the chemical processes that occur within a living organism in order to maintain life.
15. In paragraph 5: a part of a whole.
16. In paragraph 6: (of a young person) in the process of developing from a child into an adult.
17. In paragraph 7: have a close similarity; match or agree almost exactly.
18. In paragraph 9: under control

Isaac Newton and Gravity

Preparing to read:

1. Have you ever heard of Isaac Newton? Who is Newton?

2. What does gravity mean? Do you believe that gravity is only on earth?

3. How did Newton discover the existence of gravity?

4. Do you think that objects falling on earth do so with the same speed and impact?

5. Is gravity on Earth similar to gravity on the Moon?

6. What did Newton say about the apple that fell from a tree?

Think about the following:

7. What would happen if there is no gravity?

8. What is the relation between gravity and weight?

9. What is the relation between force, gravity, and the movement of objects?

10. What did Aristotle argue about gravity?

As you read, try to look for the following information:

11. What is Newton's idea about force?

12. Aristotle and Kepler also had theories about gravity. How do they intersect with Newton's theory?

13. What is the definition of gravity?

14. How is gravity measured?

15. How does Aristotelian concepts contribute to Newton's theory of gravity?



Isaac Newton and Gravity

1. Isaac Newton is an English mathematician, physicist, astronomer, theologian, and author who is widely recognized as one of the most influential scientists of all time and as a key figure in the scientific revolution. Newton discovered the relationship between the motion of the Moon and the motion of a body falling freely on Earth. By his dynamical and gravitational theories, he explained Kepler's laws and established the modern quantitative science of gravitation.
2. Newton assumed the existence of an attractive force between all massive bodies, one that does not require bodily contact and that acts at a distance. By invoking his law of inertia (bodies not acted upon by a force move at constant speed in a straight line), Newton concluded that a force exerted by Earth on the Moon is needed to keep it in a circular motion about Earth rather than moving in a straight line. He realized that this force could be, at long range, the same as the force with which Earth pulls objects on its surface downward. When Newton discovered that the acceleration of the Moon is

1/3,600 smaller than the acceleration at the surface of Earth, he related the number 3,600 to the square of the radius of Earth.

3. Gravity, also called gravitation, in mechanics, is the universal force of attraction acting between all matter. It is by far the weakest known force in nature and thus plays no role in determining the internal properties of everyday matter. On the other hand, through its long reach and universal action, it controls the trajectories of bodies in the solar system and elsewhere in the universe and the structures and evolution of stars, galaxies, and the whole cosmos. On Earth, all bodies have a weight, or downward force of gravity, proportional to their mass, which Earth's mass exerts on them. Gravity is measured by the acceleration that it gives to freely falling objects. At Earth's surface, the acceleration of gravity is about 9.8 metres (32 feet) per second. Thus, for every second an object is in free fall, its speed increases by about 9.8 metres per second. At the surface of the Moon, the acceleration of a freely falling body is about 1.6 metres per second.

4. Newton argued that the movements of celestial bodies and the free fall of objects on Earth are determined by the same force. The classical Greek philosophers, on the other hand, did not consider the celestial bodies to be affected by gravity, because the bodies were observed to follow perpetually repeating nondescending trajectories in the sky. Thus, Aristotle considered that each heavenly body followed a particular “natural” motion, unaffected by external causes or agents. Aristotle also believed that massive earthly objects possess a natural tendency to move toward Earth’s centre.
5. Those Aristotelian concepts prevailed for centuries along with two others: that a body moving at constant speed requires a continuous force acting on it and that force must be applied by contact rather than interaction at a distance. These ideas were generally held until the 16th and early 17th centuries, thereby impeding an understanding of the true principles of motion and precluding the development of ideas about universal gravitation. This impasse began to change with several scientific contributions to the

problem of earthly and celestial motion, which in turn set the stage for Newton's later gravitational theory.

A. Decide if the following statements are True, False or Not Stated:

1. The relationship between the motion of the Moon and the motion of a body falling freely on Earth was discovered by Kepler.
2. Newton established the modern quantitative science of gravitation.
3. The acceleration of the Moon is $1/3,600$ smaller than the acceleration at the surface of Earth.
4. Gravity, also called gravitation, in mechanics, is the universal force of attraction acting between all matter.
5. Aristotle also believed that massive earthly objects float in the solar system and the cosmos.

B. Circle the right choice to complete the following statements

6. Newton is widely recognized as one of the most _____ scientists of all time and as a key figure in the scientific revolution.
 - a. creative
 - b. influential
 - c. responsible
 - d. respectable

7. Gravity is by far the _____ known force in nature and thus plays no role in determining the internal properties of everyday matter

a. strongest

c. weakest

b. most

d. greatest

8. Gravity is _____ by the acceleration that it gives to freely falling objects.

a. measured

c. read

b. calculated

d. understood

9. Newton argued that the movements of celestial bodies and the free fall of objects on Earth are determined by the same _____.

a. power

c. relationship

b. gravity

d. force

10. These ideas were generally held until the 16th and early 17th centuries, thereby _____ an understanding of the true principles of motion.

a. empowering

c. making better

b. impeding

d. augmenting

C. Find the words or expressions in the passage which mean the following:

11. In paragraph 1: the action or process of moving or being moved.

12. In paragraph 2: a tendency to do nothing or to remain unchanged.
13. In paragraph 3: an object's capacity to gain speed within a short time.
14. In paragraph 4: the path followed by an object moving under the action of given forces.
15. In paragraph 4: an inclination toward a particular characteristic or type of behavior.
16. In paragraph 5: a situation in which no progress is possible; a deadlock
17. In paragraph 5: delay or prevent; hinder
18. In paragraph 5: be widespread in a particular area at a particular time

Dreams – what do they mean?

Preparing to read:

1. What is the nature of dreams? What do you know about them?

2. Do you dream often? Do they come true?

3. Do you think dreams have a relation to reality? How?

4. Do you believe that dream can tell us about our day-to-day life?

5. Do you think animals can dream?

6. Can you tell us about your latest dream and what it means?

Think about the following:

7. What is the difference between dreaming and day-dreaming?

8. Why do think we forget about dreams the moment we wake up?

9. Have you ever watched someone dreaming? Have you noticed eye movement or any other behaviour?

10. What can dreams tell us about our real lives?

As you read, try to look for the following information:

11. What do you think is the meaning of the dream?

12. What are the external factors that trigger dreams?

13. What is the relation between dreams and physical discomfort?

14. What did Freud say about dreams?

15. How do dreams tell the future?

Dreams – what do they mean?

1. Dreams have always held a universal fascination.

Some primitive societies believe that the soul leaves the body and visits the scene of the dream. Generally, however, dreams are accepted to be illusions, having much in common with day-dreams - the fantasies of our waking life. When dreaming, however, one tends to believe fully in the reality of the dream world, however inconsistent, illogical and odd it may be.

2. Although most dreams apparently happen spontaneously, dream activity may be provoked by external influences. 'Suffocation' dreams are connected with the breathing difficulties of a heavy cold, for instance. Internal disorders such as indigestion can cause vivid dreams, and dreams of racing fire-engines may be caused by the ringing of an alarm bell.

3. Experiments have been carried out to investigate the connection between deliberately inflicted pain and dreaming. For example, a sleeper pricked with a pin perhaps dreams of fighting a battle and receiving a severe sword wound. Although the dream is stimulated

by the physical discomfort, the actual events of the dream depend on the associations of the discomfort in the mind of the sleeper.

4. A dreamer's eyes often move rapidly from side to side.

Since people born blind do not dream visually and do not manifest this eye activity, it is thought that the dreamer may be scanning the scene depicted in his dream. A certain amount of dreaming seems to be a human requirement if a sleeper is roused every time his eyes begin to move fast, effectively depriving him of his dreams, he will make more eye movements the following night.

5. People differ greatly in their claims to dreaming. Some say they dream every night, others only very occasionally. Individual differences probably exist, but some people immediately forget dreams and others have good recall.

6. Superstition and magical practices thrive on the supposed power of dreams to foretell the future. Instances of dreams which have later turned out to be prophetic have often been recorded, some by men of the highest intellectual integrity. Although it is better to

keep an open mind on the subject, it is true that the alleged power of dreams to predict future events still remains unproved.

7. Everyone knows that a sleeping dog often behaves as though he were dreaming, but it is impossible to tell what his whines and twitches really mean. By analogy with human experience, however, it is reasonable to suppose that at least the higher animals are capable of dreaming.
8. Of the many theories of dreams, Freud's is probably the best known. According to Freud, we revert in our dreams to the modes of thought characteristic of early childhood. Our thinking becomes concrete, pictorial and non-logical, and expresses ideas and wishes we are no longer conscious of. Dreams are absurd and unaccountable because our conscious mind, not willing to acknowledge our subconscious ideas, disguises them. Some of Freud's interpretations are extremely fanciful, but there is almost certainly some truth in his view that dreams express the subconscious mind.

A. Decide if the following statements are True, False or Not Stated:

1. Dreams while we are asleep are quite different from day-dreams.
2. Dreams may be caused by an upset stomach.
3. If do not eat before you sleep you may have sweet dreams.
4. There is plenty of proof available that dreams foretell the future.
5. Everyone knows that dogs dream just like human beings.
6. Dreams are not easy to interpret because the original thoughts and ideas are disguised.

B. Circle the right choice to complete the following statements

7. _____ dreams are connected with the breathing difficulties of a heavy cold, for instance.
 - a. Sweet
 - b. Healthy
 - c. 'Suffocation'
 - d. Creative
8. A sleeper _____ with a pin perhaps dreams of fighting a battle and receiving a severe sword wound.
 - a. related
 - b. risen
 - c. pricked
 - d. created

9. Superstition and magical practices _____ on the supposed power of dreams to foretell the future.

- a. disbelieve
- b. try

- c. three times
- d. thrive

10. _____ of dreams which have later turned out to be prophetic have often been recorded, some by men of the highest intellectual integrity.

- a. Instances
- b. Accidents

- c. Parts
- d. Moments

11. Dreams are absurd and _____ because our conscious mind, not willing to acknowledge our subconscious ideas, disguises them.

- a. funny
- b. unaccountable

- c. vivid
- d. recognizable

C.Find the words or expressions in the passage which mean the following:

- 12. In paragraph 1: not staying the same throughout.
- 13. In paragraph 2: without apparent cause
- 14. In paragraph 2: choking
- 15. In paragraph 3: perform a task
- 16. In paragraph 4: look at all parts of (something) carefully in order to detect some feature.
- 17. In paragraph 5: at infrequent or irregular intervals; now and then.

18. In paragraph 6: predicting what will happen in the future
19. In paragraph 7: a long, high-pitched complaining cry
20. In paragraph 8: of or expressed in pictures; illustrated.





Etiquette

Preparing to read:

1. Have you ever heard of the word “etiquette”? What does it mean?

2. Who judges usually if you are behaving the right way?

3. Can you think of some of the behaviours that express etiquette?

4. Can you think of how people used to behave with emperors and kings?

5. Is etiquette something emperors require or people like to show?

6. Which nation is interested in etiquette, in your opinion?

Think about the following:

7. What is the relationship between respect and etiquette?

8. How should people behave towards kings and emperors?

9. Have rules of etiquette changed throughout time? In what way?

10. Is etiquette connected to social classes? How?

As you read, try to look for the following information:

11. What is the origin of etiquette?

12. How did Louis XIV of France set an example of etiquette?

13. How does Napoleon contribute to rules of etiquette?

14. How do rules of etiquette affect disputes and embarrassments?

15. In English weddings, where would the mother of the bridegroom sit?

Etiquette

1. The origins of etiquette 'the conventional rules of behaviour and ceremonies observed in the polite society' are complex. One of them is respect for authority. From the most primitive times, subjects showed respect for their ruler by bowing, prostrating themselves on the ground, not speaking until spoken to, and never turning their backs to the throne. Some rulers developed rules to stress even further the respect due to them. The emperors of Byzantium expected their subjects to kiss their feet. When an ambassador from abroad was introduced, he had to touch the ground before the throne with his forehead. Meanwhile the throne itself was raised in the air so that, on looking up, the ambassador saw the ruler far above him, haughty and remote.
2. Absolute rulers have, as a rule, made etiquette more complicated rather than simpler. The purpose is not only to make the ruler seem almost godlike, but also to protect him from familiarity, for without some such protection his life, lived inevitably in the public eye, would be intolerable. The court of Louis XIV of France

provided an excellent example of a very highly developed system of etiquette. Because the king and his family were considered to belong to France, they were almost continually on show among their courtiers. They woke, prayed, washed and dressed before crowds of courtiers. Even large crowds watched them eat their meals, and access to their palace was free to all their subjects.

3. Yet this public life was organized so carefully, with such a refinement of ceremonial, that the authority of the King and the respect in which he was held grew steadily throughout his lifetime. A crowd watched him dress, but only the Duke who was his first valet de chamber was allowed to hold out the right sleeve of his shirt, only the Prince who was his Grand Chamberlain could relieve him of his dressing gown, and only the Master of the Wardrobe might help him pull up his trousers. These were not familiarities, nor merely duties, but highly desired privileges. Napoleon recognized the value of ceremony to a ruler. When he became Emperor, he discarded the revolutionary custom of calling everyone "citizen", restored much of the Court ceremonial that the Revolution had

destroyed, and recalled members of the nobility to instruct his new court in the old formal manners.

4. Rules of etiquette may prevent embarrassment and even serious disputes. The general rule of social precedence is that people of greater importance precede those of lesser importance. Before the rules of diplomatic precedence were worked out in the early sixteenth century, rival ambassadors often fought for the most honourable seating position at a ceremony. Before the principle was established that ambassadors of various countries should sign treaties in order of seniority, disputes arose as to who should sign first. The establishment of rules for such matters prevented uncertainty and disagreement, as to rules for less important occasions. For example, at an English wedding, the mother of the bridegroom should sit in the first pew on the right-hand side of the church. The result is dignity and order.
5. Outside palace circles, the main concern of etiquette has been to make harmonious the behaviour of equals, but sometimes social classes have used etiquette as a weapon against intruders, refining their

manners in order to mark themselves off from the lower classes

.

A. Decide if the following statements are True, False or Not Stated:

1. The origins of etiquette are based simply on respect for authority.
2. The emperors of Byzantium went to considerable lengths to stress the respect due to them.
3. Every code etiquette contains basic moral duties and practical rules which promote efficiency.
4. The first European society to regulate behaviour in private life in accordance with a complicated code of etiquette was twelfth-century Provence, in France.
5. It was difficult for ordinary people to catch glimpse of Louis XIV of France.
6. Embarrassment and even serious disputes may be caused by want of etiquette.
7. Before the sixteenth century, fights between ambassadors over precedence were not uncommon.

B. Circle the right choice to complete the following statements

8. From the most primitive times, _____ showed respect for their ruler by bowing, prostrating themselves on the ground, not speaking until spoken to, and never turning their backs to the throne.
- a. topics
 - b. controls
 - c. subjects
 - d. people
9. Some rulers developed rules to _____ even further the respect due to them.
- a. stress
 - b. strain
 - c. indicate
 - d. suffer
10. Because the king and his family were considered to belong to France, they were almost continually _____ among their courtiers.
- a. created
 - b. raised on a platform
 - c. at the theatre
 - d. on show
11. Even large crowds watched them eat their meals, and _____ their palace was free to all their subject
- a. reach
 - b. access to
 - c. find
 - d. entrance to
12. Before the rules of diplomatic precedence were _____ in the early sixteenth century, rival

ambassadors often fought for the most honourable seating position at a ceremony.

- a. indicated
- b. drawn up
- c. worked out
- d. ceased to be useful

C. Find the words or expressions in the passage which mean the following:

- 13. In paragraph 1: arrogantly superior and disdainful
- 14. In paragraph 1: lay oneself flat on the ground face downward
- 15. In paragraph 2: a person who attends a royal court as a companion or adviser to the king or queen.
- 16. In paragraph 3: cause (pain, distress, or difficulty) to become less severe or serious.
- 17. In paragraph 3: get rid of something no longer useful
- 18. In paragraph 4: come before (something) in time.
- 19. In paragraph 4: a long bench with a back
- 20. In paragraph 5: tuneful; not discordant.
- 21. In paragraph 5: a person who trespasses

Bringing up Children

Preparing to read:

1. How should children be brought up?

2. What does upbringing mean to you?

3. Do people differ in bringing up their children?

4. What is the ideal way of bringing up children, in your opinion?

5. Should parents learn how to bring up children or should they depend on how they were brought up themselves?

6. Can you say something about your own childhood upbringing?

Think about the following:

7. What is the relationship between bringing up children and their later experiences in life?

8. What determines a child's personality?

9. Why there are differences (i.e. intelligence, temperament, etc.) in children of the same family?

10. Which factors affect upbringing at home?

As you read, try to look for the following information:

11. What are the ideals and practices of upbringing in different cultures?

12. What factors determine parents' outlook on upbringing?

13. What are some of the problems related to upbringing?

14. How do parents solve problems of freedom and discipline?

15. How does society interfere in the upbringing of children? How does the west differ in its views on upbringing from the east?

Bringing up Children

1. It is generally accepted that the experiences of the child in his first years largely determine his character and later personality. Every experience teaches the child something and the effects are cumulative. 'Upbringing' is normally used to refer to the treatment and training of the child within the home. This is closely related to the treatment and training of the child in school, which is usually distinguished by the term 'education'. In a society such as ours, both parents and teachers are responsible for the opportunities provided for the development of the child, so that upbringing and education are interdependent.
2. The ideals and practices of child rearing vary from culture to culture. In general, the more rural the community, the more uniform are the customs of child upbringing. In more technologically developed societies, the period of childhood and adolescence tends to be extended over a long time, resulting in more opportunity for education and greater variety in character development.

3. Early upbringing in the home is naturally affected both by the cultural pattern of the community and by the parents' capabilities and their aims and depends not only on upbringing and education but also on the innate abilities of the child. Wide differences of innate intelligence and temperament exist even in children of the same family.
4. Parents can ascertain what is normal in physical, mental and social development, by referring to some of the many books based on scientific knowledge in these areas, or, less reliably, since the sample is smaller, by comparing notes with friends and relatives who have children.
5. Intelligent parents, however, realize that the particular setting of each family is unique, and there can be no rigid general rules. They use general information only as a guide in making decisions and solving problems. For example, they will need specific suggestions for problems such as speech defects or backwardness in learning to walk or control of bodily functions. In the more general sense, though, problems of upbringing are recognized to be problems of relationships within the individual family, the first necessity being a secure

emotional background with parents who are unite din their attitude to their children.

6. All parents have to solve the problems of freedom and discipline. The younger the child, the more readily the mother gives in to his demands to avoid disappointing him. She knows that if his energies are not given an outlet, her child's continuing development may be warped. An example of this is the young child's need to play with mud and sand and water. A child must be allowed to enjoy this 'messy' but tactile stage of discovery before he is ready to go on to the less physical pleasures of toys and books. Similarly, throughout life, each stage depends on the satisfactory completion of the one before.

A. Decide if the following statements are True, False or Not Stated:

1. An adult's character is in a great measure decided by his childhood experiences.
2. Where one stage of child development has been left out, or not sufficiently experienced, the child may have to go back and capture the experience of it.

3. Every parent watches eagerly the child's acquisition of each new skill.
4. Upbringing and education are merely two different words for the same process.
5. Children in more technologically developed societies have stronger characters than those from rural communities.
6. Regarding relationships within the family, the first necessity is a secure emotional background.

B. Circle the right choice to complete the following statements

7. It is generally accepted that the experiences of the child in his first years largely _____ his character and later personality.
 - a. be positive
 - b. be determined
 - c. determine
 - d. make up one's mind
8. In general, the more rural the community, the more _____ are the customs of child upbringing.
 - a. uniform
 - b. accurate
 - c. distinct
 - d. intelligent
9. Parents can _____ what is normal in physical, mental and social development

- a. bring about
- b. assert

- c. assure
- d. ascertain

10. Wide differences of _____ intelligence and tempera-ment exist even in children of the same family.

- a. childhood
- b. ideal

- c. innate
- d. interdependent

11. She knows that if his energies are not given an outlet, her child's continuing development may be _____.

- a. creative
- b. warped

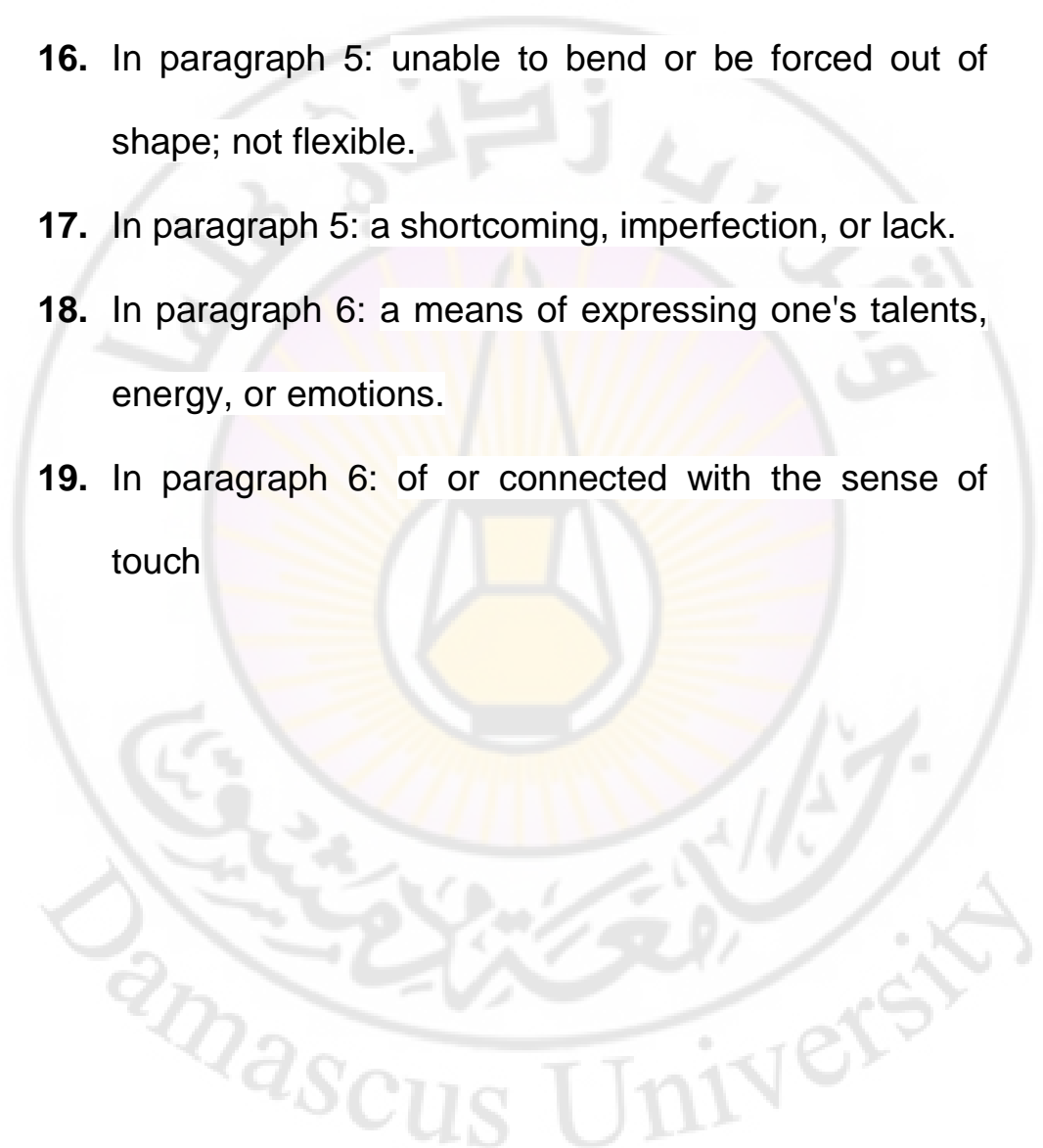
- c. accelerating
- d. disappointing

C. Find the words or expressions in the passage which mean the following:

12. In paragraph 1: increasing or increased in quantity, degree, or force by successive additions.

13. In paragraph 2: differ in size, amount, degree, or nature

14. In paragraph 3: the treatment and instruction received by a child from its parents throughout its childhood.

- 
- The background of the page features a large, faint watermark of the Damascus University logo. The logo is circular, with a central emblem depicting a stylized building or monument. The emblem is surrounded by a ring of Arabic calligraphy. Below the emblem, the words "Damascus University" are written in a serif font.
- 15.** In paragraph 4: in a consistently good or accurate way.
- 16.** In paragraph 5: unable to bend or be forced out of shape; not flexible.
- 17.** In paragraph 5: a shortcoming, imperfection, or lack.
- 18.** In paragraph 6: a means of expressing one's talents, energy, or emotions.
- 19.** In paragraph 6: of or connected with the sense of touch

The logo of Damascus University is a circular emblem. It features a central yellow lamp with a flame, set against a purple background with radiating lines. The lamp is encircled by a white ring. Above the lamp, the Arabic text "مَدِينَةُ الْعِلْمِ" (City of Knowledge) is written in a semi-circle. Below the lamp, the Arabic text "الجامعة الدامقية" (Damascus University) is written in a semi-circle. The entire emblem is surrounded by a white border.

Reading Comprehension

Book 2 2nd Term



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Unit 1

Déjà Vu

Preparing to read:

1. Do you believe in everything you feel? How so?

2. Do you believe in having a sixth sense?

3. Do you have it? Do you follow it all the time? Why?
Why not?

4. Have you ever felt that something is going to happen to you or to others and it actually did?

5. What was it? How did you predict what will happen?

6. Have you ever been doing something and, suddenly, you get a weird feeling that you've seen it before?

7. Do you tell other people when you get this feeling or do you just let it pass?

8. Do you think there is a name for this phenomenon?

9. Do you sometimes feel strange and totally new in places you know very well?

10. Do you think there is a name for this phenomenon, too?

Think about the following:

1. What does déjà vu mean?

2. Why do people experience déjà vu?

3. Is memory related to déjà vu? Why? Why not?

4. Can anyone experience déjà vu or only a certain type of people?

5. Should a person consult a doctor if he/she experiences déjà vu a lot?

As you read, try to look for the following information:

1. What was strange about what Nathaniel Hawthorne felt in the house he visited?

2. When did scientists find a name for what Hawthorne was feeling?

3. Who were the other poets or novelists that wrote about their experiences of déjà vu?

4. Why is déjà vu a difficult phenomenon to study?

5. What is different about the other phenomenon discussed in this text?

1. In the summer of 1856, Nathaniel Hawthorne visited an old English manor house known as Stanton Harcourt, not far from Oxford. He was struck by the huge kitchen, which occupied the bottom of a 70-foot tower. Hawthorne wrote that as he stood in that kitchen, he was taken by a strange feeling: "I was haunted and confused by an idea that somewhere or other I had seen just this strange view before."
2. He was sure that he had never actually seen this room or anything like it. Yet for a moment, he was caught in what he described as "that odd state of mind wherein we remember some previous scene or incident, of which the one now passing appears to be but the echo and repetition."
3. When Hawthorne wrote that passage there was no common term for such an experience. But by the end of the 19th century, scholars had settled on a French term: "déjà vu," or "already seen." It is used to describe the feeling you get when you're sure that you've already experienced a current situation, even though you can't quite remember the previous experience and may only be imagining it. Experiencing déjà vu involves a strong sense of

familiarity combined with an equally strong strange or eerie feeling.

4. The passing melancholy and enthusiasm associated with déjà vu have attracted the interest of many poets and novelists. St. Augustine, Sir Walter Scott, Dickens, and Tolstoy all wrote detailed accounts of such experiences. Most academic psychologists, however, have ignored the topic since around 1890, when there was a brief burst of interest.
5. The phenomenon seems at once too rare and too momentary to capture in a laboratory. And even if it were as common as sneezing, déjà vu would still be difficult to study because it produces no measurable outward behaviours. During the past two decades, however, a few have reopened the scientific study of déjà vu. They hope to find a believable elucidation of the phenomenon, as well as shed light on some essential elements of memory and perception.
6. The brain is also suspected to be the cause of a couple of related phenomena that also have French names. Jamais vu ("never seen") is a term psychologists use to describe the weird or

strange feeling a person gets when he or she goes through a familiar situation that yet feels unfamiliar.

7. Jamais vu is sometimes called the opposite of déjà vu. Unlike déjà vu, jamais vu involves people feeling like they've never experienced a situation before, even though they logically understand that they've certainly experienced the situation previously. Jamais vu is sometimes associated with amnesia, because a person, for example, might temporarily not remember a person or place that they definitely know well.

A. Decide if the following statements are True, False or Not Stated

1. The house that Nathaniel Hawthorne visited was within close range of Oxford.
2. Nathaniel Hawthorne invented the term 'déjà vu'.
3. Much research was carried out on elements of memory and perception in the last two decades.
4. Jamais vu is a French term that means already seen.
5. Jamais vu is somehow related to memory loss.

B. Circle the right choice to complete the following statements

1. He was _____ by the loud noise he heard.
a. crashed b. struck c. missed d. neglected
2. Experiencing déjà vu involves a strong sense of _____
a. knowledge b. fluency c. confidence d. familiarity
3. Jamais vu is when you feel like you've never _____ a particular situation before.
a. skilled b. experienced c. been d. practiced
4. When Hawthorne experienced déjà vu, there was no _____ term for it yet.
a. common b. strange c. already d. famous
5. Around 1890, there was a brief _____ of interest.
a. cry b. shout c. discussion d. burst

C. Find the words or expressions in the passage that mean the following

11. In paragraph 1: being used by someone or something.
12. In paragraph 2: a close recurrence of an idea, feeling, or event.
13. In paragraph 3: strange and frightening.
14. In paragraph 4: a feeling of sadness with no clear cause.
15. In paragraph 5: can be quantified.
16. In paragraph 6: experts in the human mind and its functions.
17. In paragraph 7: for a limited period of time.



Unit 2 Sleeplessness

Preparing to read:

1. What is your favourite part of the day?

2. Do you usually sleep during the day?

3. What time do you usually go to bed?

4. How many hours at night do you usually sleep?

5. Do you manage to sleep as much as you need? If not, why not?

6. How do you feel when you wake up in the morning?

7. How often do you feel sleepy during the day?

8. Do you usually suffer from the inability to sleep?

9. Are you a light sleeper or a heavy sleeper?

10. What keeps you awake at night?

Think about the following:

1. What is the maximum number of hours you have slept before?

2. How did that affect your next day?

3. What is the minimum number of hours you have slept before?

4. How did that affect your next day?

5. What do you think are the short-term effects of not having enough sleep?

6. What do you think are the long-term effects of not having enough sleep?

7. What do you think is the maximum number of hours that a human can stay awake with no sleep?

8. What are some special methods that can help someone get to sleep?

As you read, try to look for the following information:

1. Why did Randy do his experiment?

2. How long did Randy stay awake?

3. What happened to Randy in the first three days with no sleep?

4. What happened to Randy on the rest of his days with no sleep?

5. How many hours did Randy sleep before he was back to his normal sleep schedule?

6. What happened to the rats when they stayed long with no sleep?

7. How many hours does a person spend sleeping during their lifetime?

8. What are the five stages of sleep?

1. What happens if you don't get enough sleep? Randy Gardner, a high school student in the United States, wanted to inspect. He designed an experiment on the effects of sleeplessness for a school science project. With Dr. William C. Dement from Stanford University and two friends watching him minutely, Gardner stayed awake for 264 hours and 12 minutes. That's eleven days and nights without sleep.

2. After 24 hours without sleep, Gardner started having trouble reading and watching television. The words and pictures were too blurry. By the third day, he was having trouble doing things with his hands. By the fourth day, Gardner was hallucinating. For example, when he saw a street sign, he thought it was a person. He also envisaged he was a famed football player.
3. Over the next few days, Gardner's speech became so slurred that people couldn't comprehend what he was saying. He also had trouble recalling things. By the eleventh day, Gardner couldn't pass a counting test. In the middle of the test, he simply stopped counting. He couldn't remember what he was doing. When Gardner eventually went to bed, he slept for 14 hours and 45 minutes. The second night he slept for twelve hours, the third night he slept for ten and one-half hours, and by the fourth night, he had returned to his ordinary sleep schedule.
4. Even though Gardner recuperated quickly, scientists believe that going without sleep can be perilous. They say that people should not repeat Randy's experiment. Tests on white rats have demonstrated how serious

sleeplessness can be. After a few weeks without sleep, the rats started losing fur, and even though the rats ate more food than usual, they lost weight. Eventually, the rats died.

5. Has anyone stayed awake longer than Randy Gardner? Yes! According to The Guinness Book of World Records, Maureen Weston from the United Kingdom holds the record for staying awake the longest. She went 449 hours without sleep in 1977. That's 18 days and 17 hours!

6. Each night, we undergo five stages, or periods, of sleep. In Stage 1, we fall asleep. We sleep lightly in Stage 2. We have deep, or sound, sleep in Stages 3 and 4. Stage 5—REM (Rapid Eye Movement) sleep—is the most fascinating stage. This is the time when we dream. These stages proceed for about one and one-half hours. After each REM stage, we return to Stage 2 (light sleep) and begin the cycle again.

7. During your lifetime, you will likely spend 25 years or more sleeping. But why? What is the purpose of sleep? Surprisingly, scientists don't know for sure.

Scientists used to think we "turned our brains off" when we went to sleep. Sleep researchers now recognize, however, that our brains are very active when we sleep. Some scientists think we sleep in order to replenish brain cells. Other scientists think that sleep aids the body to grow and relieve stress. Whatever the reason, we know that it is essential to get enough sleep.

A. Decide if the following statements are True, False or Not Stated

1. Randy is a college student in the United States.
2. Randy imagined that he was a famous football player in his favourite football team.
3. It took Randy one whole week to go back to his normal sleeping routine.
4. Scientists think that it's very bad to do as Randy did in his sleeping experiment.
5. Maureen is a school student from the United Kingdom.
6. We should get enough sleep even if we don't know the scientific reasons behind it.

B. Circle the right choice to complete the following statements

1. If you go without sleep for a long time, you start to have _____ remembering and seeing things.
a. worry b. trouble c. ease d. care
2. Sleeplessness can make you see or imagine street _____ as real people.
a. signs b. lights c. roads d. ways
3. It can take around four days for someone to _____ to their sleeping routines after long days of sleeplessness.
a. try b. start c. arrive d. return
4. Scientists have warned about how _____ and dangerous Randy's experiment is.
a. serious b. accurate c. true d. heroic
5. A negative effect of not getting enough sleep is that you may _____ weight.
a. forget b. take off c. lose d. miss

C. Find the words or expressions in the passage that mean the following

1. In paragraph 1: with great attention to detail.
2. In paragraph 2: not clearly or easily seen.
3. In paragraph 3: speak in a way that the sounds run into one another.
4. In paragraph 4: in the end, especially after a long delay.
5. In paragraph 5: the best performance of its kind that has been officially noted.
6. In paragraph 6: happening in a short time or at a fast pace.
7. In paragraph 7: fill something up again.



Unit 3 Music and Personality Traits

Preparing to read:

1. What do you do in your free time?

2. Are you a good singer?

3. What kind of music do you like?

4. Can you concentrate on other things when you are listening to music?

5. Can you play a musical instrument?

6. Do you enjoy music videos?

7. Do you like all kinds of music?

8. What kind of music is your favourite and why?

9. Do you like heavy metal bands like Megadeath, Marilyn Manson, and so on?

10. Do you think your favourite music twenty years from now will be the same as it is today?

11. How does music make you feel?

12. If you could start a band, what type of music would you play? Why?

Think about the following:

1. Do you think music is an important part of our daily lives?

2. What does music mean to you?

3. Do you think music can calm people and improve their efficiency?

4. Do you think that people react to music in different ways?

5. Have you ever been close friends with someone because they share the same taste of music as you?

6. How does the music you listen to reflect your personality?

As you read, try to look for the following information:

1. How many participants was Dr North's three-year study conducted on?

2. How are classical music lovers similar to heavy metal fans?

3. How do classical music fans see listening to music?

4. What social aspects of music do hip-hop fans enjoy?

5. What does the term 'blirtatiousness' mean?

6. What characteristics do Punk rock fans have?

7. What kind of music is characterised with deep thinkers?

8. What are country fans like and how are they different to other music fans?

1. Which music genre says you are more creative, and which says you are selfish? Research says that Heavy Metal fans are gentle and creative. “I love Slayer, Megadeth, and lots of cuddles” might not be as outlandish as it sounds. According to music psychology scholar Adrian North, who conducted a three-year study correlating the musical preferences and personality traits of more than 36,000 participants, heavy metal fans “are quite delicate things” who are “basically the same kind of person” as classical music lovers, only younger.
2. Classical fans are smart and know it. Reflective and complex is a perfect description of both classical music and the people who listen to it. According to Dr. North’s research, classical lovers are creative, introverted, and show high self-esteem; they see listening as a theatrical experience and share a mutual “love of the grandiose” with metal fans, though they tend to be older and make more money. They also may be smarter, according to a 2009 comparison of students’ SAT scores with their most-liked bands on Facebook. The study found that students who like Beethoven had an average SAT score of 137; more

than 100 points higher than fans of the second-place entry. As for the lowest-scoring students, they love Lil Wayne. Nevertheless, do not let that colour your opinion of hip-hop fans.

3. Hip-hop fans are extroverts. Energetic and rhythmic listeners, hip-hop fans enjoy the social aspects of music: dancing, singing along, and experiencing it with others instead of imprisoning it in a pair of headphones. Like rappers themselves, hip-hop fans rated as extroverted and had high self-esteem in North's research. Another study shows that rap fans may share a quality with Kanye West known as "blirtatiousness"; that is, the tendency to blurt out thoughts as soon as they are formed.
4. Pop fans are outgoing and nervous. Chart pop fans showed a lack of creativity compared to other categories, and tend to be worriers. They are, however, outgoing and sociable, and have high self-esteem. In general, extroversion is linked with a love of happy music. Listeners who incessantly replay chart-topping singles may be more likely to use music to regulate their mood, as the brain has been shown to

release dopamine before the peak of one's favourite song.

5. Rock fans are easy-going but selfish. Classic rock fans work hard and are generally at ease with themselves. The trade-off: they are more self-centred than other listeners are. Like their pop-loving counterparts, fans of the yesterday's hits are likely to use music to regulate their mood, as their favourite songs are often associated with intense emotional life experiences. Not all rock is created equal, though. Indie rock fans, on the other hand, tend to be creative and open to new experiences (and openness leads to musical aptitude), but have low self-esteem and work ethic. Punk rock fans are intense, energetic, and low on empathy.

6. Folk, jazz, and blues fans are deep thinkers. Much like classical fiends, these listeners are reflective, open-minded, and highly creative. They take their politics like they take new experiences: liberally. They are more likely to use music to exercise their brains than their bodies. If you play jazz improve, you may even turn off part of your brain to unlock extra creativity.

7. Country fans are hardworking and close-minded. Not surprisingly, country listeners are unpretentious and

high on empathy. They are generally agreeable and extroverted, and typically hard workers. Proving the stereotype true, country fans are likely to be politically conservative, and less open to other types of art and music.

A. Decide if the following statements are True, False or Not Stated

1. Heavy metal fans are usually over-sensitive.
2. A study found that students who like Beethoven scored higher in SAT than those who like other musicians.
3. Hip-hop fans enjoy listening to their music using their headphones.
4. Pop fans usually worry a lot.
5. Indie rock fans are emotional and love to have pets.
6. Folk, jazz, and blues fans use their music to exercise their bodies.

B.Circle the right choice to complete the following statements

1. Music is proved to have an impact on the listener's self-_____.

- a. hope b. esteem c. love d. own

2. Both classical and metal fans share a _____ love of the magnificent.

- a. identical b. same c. more d. mutual

3. Rock fans are _____ to use music to regulate their mood.

- a. always b. expecting c. likely d. try

4. To _____ extra activity, Fans of Folk, Jazz and blues attempt to turn off part of their brain.

- a. solve b. make c. unlock d. explain

5. Country fans are _____ to politics and to other types of music.

- a. conservative b. old c. traditional d. used

C.Find the words or expressions in the passage that mean the following

1. In paragraph 1: looking or sounding unfamiliar.
2. In paragraph 2: impressive and imposing in appearance or style.
3. In paragraph 3: say something suddenly and without careful consideration.
4. In paragraph 4: constantly and without interruption.
5. In paragraph 5: a natural ability to do something.
6. In paragraph 6: relating to and characterised by deep thought.
7. In paragraph 7: not attempting to impress others with more than is actually possessed.

Unit 4 Multilingualism

Preparing to read:

1. How many languages do you speak?

2. What was your first language learning experience?

3. How did you become to learn English?

4. What is the next language you want to learn?

5. What methods do you use to remember vocabulary better?

6. Can a good teacher influence how well you enjoy learning a language?

7. Is it possible to learn a language without studying grammar?

8. Is it possible to learn a language just by studying grammar?

9. How important is reading in learning a language?

10. How can you use the language you learn quickly?

11. Do you feel like a different person when speaking different languages?

12. How does your personality affect how you learn languages?

Think about the following:

1. Do you prefer learning languages in a class or individually?

2. What are your favourite language learning materials?

3. How much time do you spend actively learning per day/week?

4. What are your short term and long-term language learning goals?

5. What advice can you give to new language learners?

As you read, try to look for the following information:

1. What is the first language learning concept mentioned in the text?

2. According to the text, what is the least important factor when speaking?

3. According to second language researchers, what is now considered to be the most important part of language learning?

4. What is the difference between extensive and narrow reading?

5. According to the text, what is the best way to remember something?

1. Learning a language is a complex process, and ideas about how to study a second language have evolved a lot over the years. In the past, emphasis was placed on memorisation; memorisation of grammatical rules, memorisation of lists of vocabulary; and memorisation of dictionary definitions. Nowadays, however, language study can be divided into three main concepts. These are as follows: a) Expose yourself to the language b) Develop your vocabulary. c) Read, read, read.
2. The first concept is straightforward. You have to use the language in order to learn it, improve it, and remember it. It's like tennis. No matter how many tennis manuals you read, you won't be able to improve your game until you get out and start hitting the ball. Language is the same. Learners need exposure to the language - through reading it whenever and wherever possible, through speaking and listening to the language, through using the language for real communication.
3. Language learning is mainly an unconscious procedure; we learn grammar by hearing and seeing

models of accurate English, not by studying grammar rules. “In a teaching situation, merely teaching the rules of a language may not be the only answer,” explains one researcher. Instead, using tasks that focus attention on the relevant grammatical forms in language could help learners access unconscious learning pathways in the brain. This would greatly enhance the speed of acquisition of a second language.

4. To enhance your speaking, you need to speak. Students learning a language need to become risk-takers. Mistakes are not bad; they are an opportunity to learn. Fluency takes priority over grammatical accuracy. Foreign diplomats speaking to the United Nations often make common grammatical errors. However, they are capable of expressing their ideas fluently and with vast vocabulary. Second language researchers are starting to understand that grammar should not be the chief concern of second language study; vocabulary is the fundamental aspect of learning a language.

5. In preference to simply memorising a definition, students need to be able to utilise the word. In order to apprehend the concept behind a word, students need to see it in a wide variety of contexts. Studies show that different contexts provide rich information on a variety of aspects of knowing a word including collocates, grammatical patterns, word family members, and related meanings. Reading is by far the single most important contributor to learning a second language. Huang and van Naerssen (1987) found that reading outside class significantly improves communicative ability. Gradman and Hanania (1991) found that out-of-class reading was the most important direct contributor to success on the TOEFL test.

6. Reading regularly improves students' speaking, writing, grammar, and vocabulary skills. Grammar, writing and speaking are improved because by reading in English, students are constantly exposed to models of correct English. Students who read a lot unconsciously learn what is correct and what is incorrect English.

7. Students desiring to improve their second language skills ought to consider either extensive reading or narrow reading. Extensive Reading is a resource heavy technique in which language learners read large amounts of texts for enjoyment, with the expectation that they will improve their vocabulary and fluency as an outcome of exposure to the written language. Narrow Reading is a similar technique in which the texts have a common element – such as theme or author – to expose learners to more textual redundancy.

8. Second language learning is a demanding, yet gratifying process. The crucial thing is to approach study in the correct way, in order to learn to the greatest extent possible. Finally, a recent study suggests that we learn: 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say or discuss with others, 80% of what we do or experience personally, 90% of what we say and do, 95% of what we teach someone else.

A. Decide if the following statements are True, False or Not Stated

1. The first and most important concept in language learning is learning as much vocabulary.
2. Learning a second language as an adult is easier than learning it as a child.
3. Language learners should try to take the least possible risks.
4. It is essential to see a word in different contexts to understand it and be able to use it well.
5. We learn half of what we hear and use.

B. Circle the right choice to complete the following statements

1. Ideas about language learning have _____ over the years.
a. advanced b. renewed c. better d. changing

2. Reading is a great way to be exposed to _____ English in context.

- a. incorrect b. really c. accurate d. truthful

3. Learners need to learn how to take _____ when speaking in another language.

- a. tries b. risks c. chances d. offers

4. Students come with the _____ that they will learn a language just by learning its grammar.

- a. result b. fact c. thinking d. expectation

5. When learning a second language, speaking with natives could be a _____, yet a rewarding act.

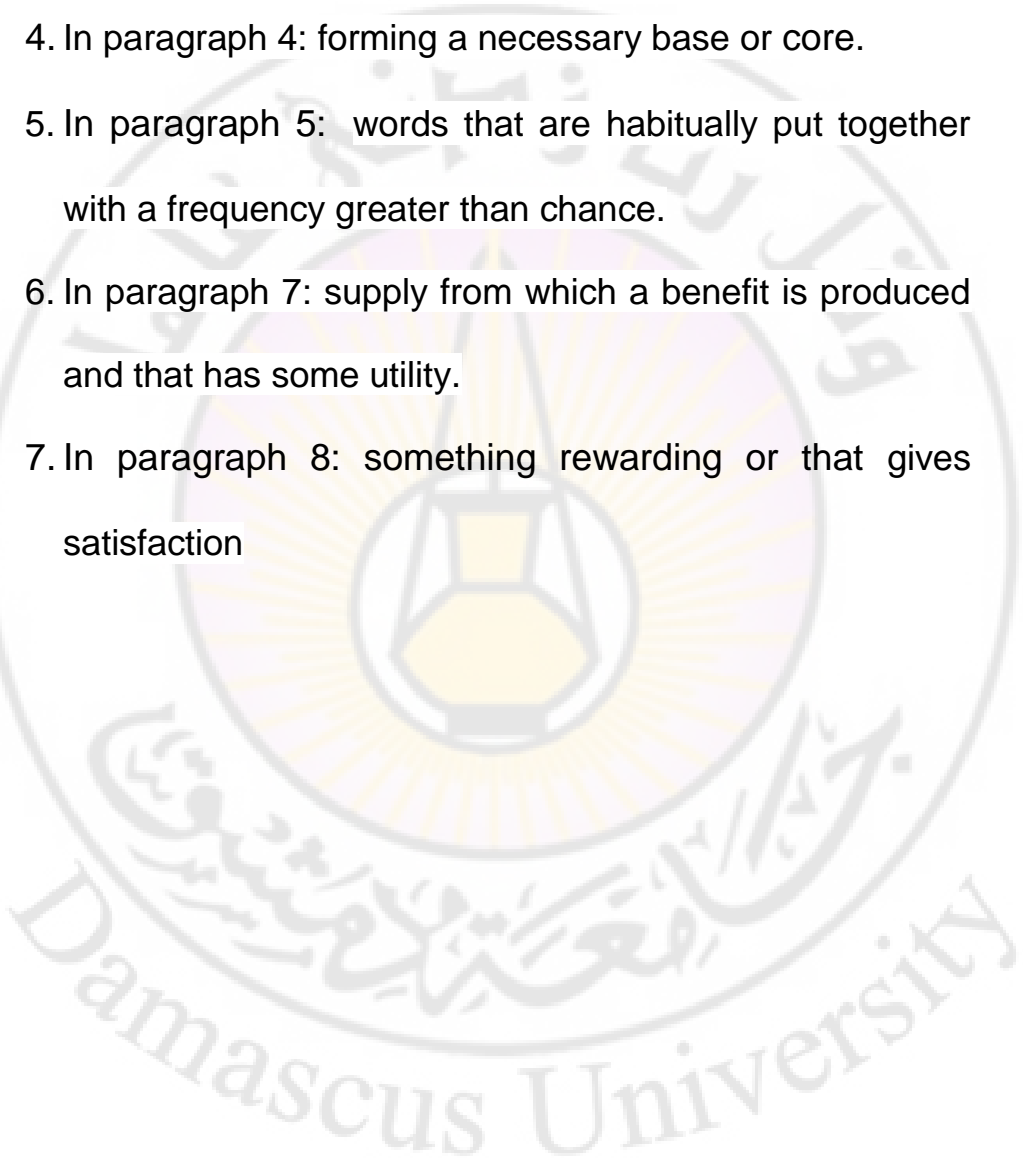
- a. easy b. correct c. challenging d. formal

C. Find the words or expressions in the passage that mean the following

1. In paragraph 1: special importance or value given to something.

2. In paragraph 2: the state of being in or having contact with something.

3. In paragraph 3: lacking awareness and the capacity for sensory perception.
4. In paragraph 4: forming a necessary base or core.
5. In paragraph 5: words that are habitually put together with a frequency greater than chance.
6. In paragraph 7: supply from which a benefit is produced and that has some utility.
7. In paragraph 8: something rewarding or that gives satisfaction



Unit 5 Learning and the Brain

Preparing to read:

1. What do you think is the most important organ in the body?

2. How is the brain related to other parts of the body?

3. How is the brain different from other parts of the body?

4. Are physically fit people smarter than those who aren't as fit?

5. Are people who speak more than one language smarter than those who speak only one language?

6. Do you believe that people are born smart?

7. In what ways can people get smarter?

8. What effects does learning have on the brain?

Think about the following:

1. How would you define intelligence?

2. What's the difference between an animal brain and a human brain?

3. Can you name some parts of the brain?

4. Do you think the brain is a muscle?

5. Can the size of the brain change after you become an adult? If yes, how so?

As you read, try to look for the following information:

1. What does new research show about the brain?

2. What does the term 'use it or lose it' mean?

3. What in the brain helps to think about and solve problems?

4. What did scientists find different about animals that had toys to play with and animals that lived alone in cages?

5. How can you be a brain athlete?

1. Many people think of the brain as a mystery. They don't know much about intelligence and how its mechanism. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life. But new research displays that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to demonstrate just how the brain grows and gets stronger when you learn.
2. Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"
3. But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.

Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.

4. When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do—like speaking a foreign language or doing algebra—seem to become undemanding. The result is a stronger, smarter brain.
5. Scientists started thinking that the human brain could advance and change when they studied animals' brains. They found out that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages. While the animals who lived unaccompanied just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring

out how to use the toys and how to get along with the other animals.

6. These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys. The animals who were exercising their brains by playing with toys and each other were also “smarter”—they were better at solving problems and learning new things.
7. Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cage with younger animals and new toys to explore, their brains also grew by about 10%!
8. Just like a weightlifter or a basketball player, to be a brain athlete, you have to exercise and practice. By practicing, you make your brain more robust. You also learn skills that let you use your brain in a shrewder way—just like a basketball player learns new moves. But many people miss out on the chance to grow a

stronger brain because they think they can't do it, or that it's too intricate. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

A. Decide if the following statements are True, False or Not Stated

1. When people are born clever, they stay that way for life.
2. The brain can become double its original size with brainteasers.
3. Neurons are inside the cortex of the brain.
4. Animals that were left alone in cages had stronger and smaller connections in their brain cells.
5. Animals can become better problem solvers when they exercise their brain.

B.Circle the right choice to complete the following statements

1.A child's brain could look _____ like an adult's when used a lot.

- a. most b. more c. best d. new

2.I am not intelligent _____ to solve the math problem.

- a. much b. sufficient c. enough d. a lot

3. _____ some animals lived alone, just ate and slept, others lived with different toys and were active.

- a. as b. while c. in d. whilst

4.It _____ a lot of hard work to become a better critical thinker.

- a. has b. experience c. must d. takes

C. Find the words or expressions in the passage that mean the following

1. In paragraph 1: something that is difficult or impossible to understand or explain.
2. In paragraph 2: become or make smaller in size or amount.
3. In paragraph 3: consisting of many connected parts or elements.
4. In paragraph 4: to increase greatly in number or quantity.
5. In paragraph 5: discover the answer to a question.
6. In paragraph 6: a structure of crossing bars designed to hold or support something.
7. In paragraph 7: of high value



Unit 6 First Impression

Preparing to read:

1. Do you like to meet new people or do you prefer to hang out with people you already know?

2. When and where did you meet most of your friends for the first time?

3. Have you met someone who you hated right away even though you did not know them?

4. What do you think it means to make a good impression?

5. When are the most important times to make a good first impression?

6. What do you think are the best ways to make a good first impression?

7. Do you make first impressions based on what people wear?

8. What kind of impression do you think people make with their clothes?

9. Have you ever tried to make a great first impression but completely messed it up?

10. In what jobs do people have to make very quick decisions based on first impressions?

Think about the following:

1. Why do you think it is important to make a good first impression?

2. What things could stop you from making a good impression?

3. Besides at a job interview, where else might it be important to make a good first impression?

4. What do you judge people on when you first meet them?

5. How long would you say it takes you to form a first impression about someone?

6. If someone formed a bad first impression on you,
would you still be open to get to know him / her?

7. Do you think someone else's impression of an
individual would influence your first impression of that
person?

8. Do you feel that you are accurate when forming first
impressions of people?

As you read, try to look for the following information:

1. What did Todorov and Willis try to measure in their
experiment?

2. How long were photos of people shown to subjects of
the first group?

3. How long were photos of people shown to subjects of the control group?

4. What were the ratings of the people in the photo based on?

5. What did Todorov and Willis find from their research? Why is it surprising?

6. What are 'snap judgements'?

7. What is one of the most basic things that form an impression?

8. How should you dress if you are going to a job interview?

1. Think about what it is like when you meet someone new. After a short time, you can determine if this person is someone you would like to know better. You can sense if he is someone that would fit in with you and your friends. If he doesn't fit in, you probably will not spend more time with him. The question is 'How long do you have to make a good first impression on someone you have just met? Psychologists have debated the answer to this question for a long time but new research has initiated to resolve the issue. The answer is quite enthralling. Two psychologists, Alexander Todorov and Janine Willis, wanted to measure the time that it takes for a person to make a judgment about someone they had never seen before.
2. They conducted an experiment where subjects were shown photographs of peoples' faces for different lengths of time and then were asked questions about the person in the photo. The photos were shown to the subjects for 100 milliseconds (1/10th of a second), 500 milliseconds (1/2 a second) and 1,000 milliseconds (1 second). Another set of subjects, called a control group, was shown the same photographs of the same people but they could look at the photos for as long as they wanted with no time constraints.

3. Afterwards, each subject in the experiment had to rate the person in the photo based on attractiveness, likeability, competence, and trustworthiness. Todorov and Willis found in their results that the subjects who looked at the photos for only 1/10th of a second made very similar judgments about the people in the photos as the control group made. **This** was very startling and shows that first impressions are rapidly made and usually lasting. Perhaps this ability to judge quickly whether another person is a threat or a friend helped humans survive a long time ago.
4. Malcolm Gladwell, a famous American author, has also written a book about how people make extremely quick decisions, also known as “snap judgments”. In his book, “Blink: The Power of Thinking Without Thinking”, he examines how experts often make more accurate decisions without having much time to think about **them**.
5. In daily life, snap judgments are also used in situations like gambling, speed dating, and predicting divorce. In his studies, he found that having too much information can actually interfere with the ability to judge. However, he also warns that there are times when

snap judgments can lead to horrible mistakes or prejudices.

6. Managers usually depend heavily on their first impressions. As they see many job applicants, their first impressions are formed by what they see and sense in you. If they don't like what they see, they probably won't hire you, no matter what your skills are. Your appearance is one of the basic things that form an impression. It makes a statement. If you look neat and clean, the impression is that you take pride in yourself and your work. If you look dirty and unkempt, the impression is that you may be a sloppy worker.

7. What should you wear in a job interview? Dress in the clothes you would wear on the job. Business people should wear suits. Workers should wear work clothes. Make sure your clothes are clean and pressed. Your shoes should be clean and shined. When interviewing for a job, you want to look good and smell good. Do not put on strong perfumes. Avoid alcohol, cigarette, and onion or garlic breath. Your body and breath should be clean and fresh. Your first impression shall matter and last!

A. Decide if the following statements are True, False or Not Stated

1. You can usually sense if you could fit in with a person from the first time you meet them.
2. Todorov and Willis wanted to measure the time that it takes for a person to judge someone they had seen before in photos.
3. Subjects in the first group were shown pictures of people for two seconds.
4. Subjects in the second group were shown pictures of people for two minutes.
5. Gladwell examines how experts make more inaccurate decisions without having much time to think about **them**.
6. Knowing too much about a person can actually interfere with the ability to judge them.

B.Circle the right choice to complete the following statements

1. Scientists have _____ the issue of first impressions for a long time.

- a. found b. fought c. debated d. talked

2. No time _____ were set with subjects of the control group.

- a. check b. tie c. chain d. constraint

3. We make snap judgments when we make extremely quick _____.

- a. results b. thoughts c. attempts d. decisions

4. Knowing much information about people _____ with our judgment ability.

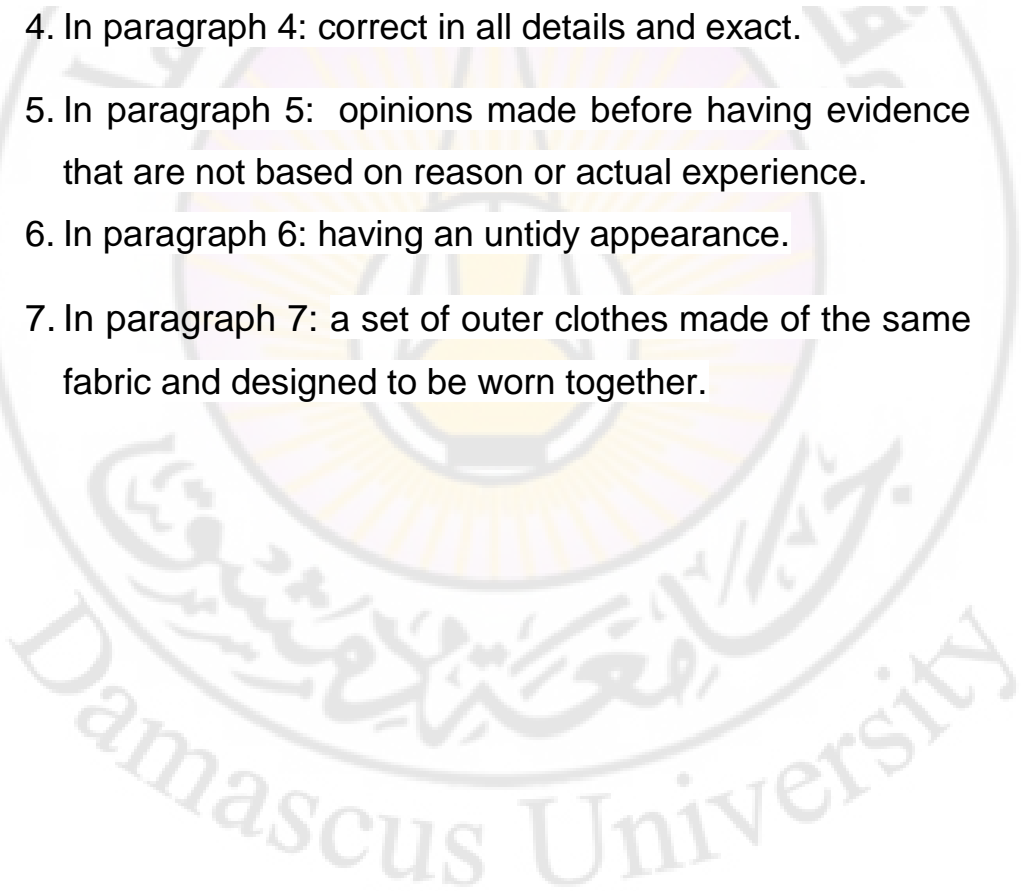
- a. interferes b. messes c. affects d. impacts

5. Dressing well to a job interview will show that you take _____ in your work.

- a. bright b. pride c. joy d. interest

C.Find the words or expressions in the passage that mean the following

1. In paragraph 1: to firmly decide.
2. In paragraph 2: limitations or restrictions.
3. In paragraph 3: the ability to make considered decisions about someone or something.
4. In paragraph 4: correct in all details and exact.
5. In paragraph 5: opinions made before having evidence that are not based on reason or actual experience.
6. In paragraph 6: having an untidy appearance.
7. In paragraph 7: a set of outer clothes made of the same fabric and designed to be worn together.





Unit 7 Child Marriage

Preparing to read:

1. What are the most common traditions in your community? Do you think they are all right or fair?

2. Can people make their own choices concerning marriage in your community? How so?

3. What age do you think is the most appropriate for boys and girls to get married?

4. At what age do you expect to get married? Why?

5. What achievements do you think should be done before a person decides to get married?

6. Whom do you think is more affected by early marriage, girls or boys?

7. What do you think happens when girls try to resist early marriage?

8. What abuses are usually associated with child marriage?

9. Do you think child marriage could be stopped? How?

10. Can you think of any possible positive and/or negative consequences of child marriage?

11. Are boys ever married off while still children or does this only happen to girls?

12. What do you think is the difference between child marriage, early marriage and forced marriage?

Think about the following:

1. What exactly is child marriage?

2. Is child marriage legal in your country?

3. How common is child marriage in your country?

4. What is the minimum marriageable age according to your country's laws?

5. What is the usual age difference between a child bride and her husband?

6. Why do you think child marriage happens in the first place?

As you read, try to look for the following information:

1. How many girls are married before the age of 18 each day?

2. How many girls are married before the age of 18 in developing countries?

3. Where are the highest and lowest levels of child marriage found?

4. What factors encourage child marriage?

5. According to the text, how are girls and boys unequal?

6. Why are traditional practices often unquestioned by people?

7. How does marrying girls help parents in poor families?

8. Where or when does child marriage usually increase?

1. Child marriage is any formal marriage or informal union where one or both of the parties are under 18 years of age. Each year, 12 million girls are married before the age of 18. That is more than 20,000 every day and 23 girls every minute. Nearly 1 every 2 seconds. New statistics show that in countries where there are laws restricting the practice, 7.5 million girls every year are married below the minimum age permitted, according to analysis by the World Bank and Save the Children.

2. Child marriage is a global problem that cuts across countries, cultures, religions and ethnicities. Child brides can be found in every district in the world, from the Middle East to Latin America, South Asia to Europe. One in every three girls in the developing world marry before the age of 18. Levels of child

marriage are highest in sub-Saharan Africa, where around 4 in 10 young women were married before age 18, followed by South Asia, where 3 in 10 were married before age 18. Lower levels of child marriage are found in Latin America and Caribbean (25 per cent), the Middle East and North Africa (17 per cent), and Eastern Europe and Central Asia (11 per cent).

3. Child marriage often compromises a girl's development by resulting in early pregnancy and social isolation, interrupting her schooling, Child brides often drop out of school, due to domestic responsibilities, pregnancy, parenting and social pressure and some governments, such as Tanzania, prevent married or pregnant girls from attending school. This, in turn, limits her opportunities for a career and vocational advancement and places her at an increased risk of domestic violence. Child marriage also affects boys, but to a lesser degree than girls. It is rooted in gender inequality and the belief that girls and women are somehow inferior to boys and men. It is a complex issue. Poverty, lack of education, cultural practices, and insecurity fuel and sustain the practice.

4. In many communities where child marriage is practised, girls are not valued as much as boys are – they are seen as a burden on their family. Marrying your daughter at a young age can be regarded as a way to ease economic hardship by transferring this ‘burden’ to her husband’s family. Child marriage is also driven by patriarchal values and the desire to control female sexuality, for instance, how a girl should behave, how she should dress, whom she should be allowed to see, to marry, etc. Families closely guard their daughters’ sexuality and virginity in order to protect the family honour. Girls who have relationships or become pregnant outside of marriage are shamed for bringing dishonour on their family.

5. Child marriage is a traditional practice that in many places happens simply because it has happened for generations. In some communities, when girls start to menstruate, they become women in the eyes of the community. Marriage is therefore the next step towards giving a girl her status as a wife and mother. Traditional practices often go unquestioned because they have been part of a community’s life and identity for a very long time. But as Graça Machel, widow of

Nelson Mandela, says, traditions are made by people – and people can unmake them.

6. More than half of girls from the poorest families in the developing world are married as children. Where poverty is acute, families and sometimes girls themselves believe that marriage will be a solution to secure their future. Giving a daughter in marriage allows parents to reduce family expenses by ensuring they have one less person to feed, clothe and educate. Families may also see investing in their son's education as more worthwhile investment. In some cases, marriage of a daughter is a way to repay debts, manage disputes, or settle social, economic and political alliances. In communities where a dowry or 'bride price' is paid, it is often welcome income for poor families; in those where the bride's family pays the groom a dowry, they often have to pay less money if the bride is young and uneducated.
7. Many parents marry their daughters young because they feel it is in her best interest, often to ensure her safety in areas where girls are at high risk of harassment and physical or sexual assault. Child

marriage can increase in humanitarian crises, such as in conflict or after a natural disaster. When families face even greater hardship, they may see child marriage as a coping mechanism in the face of poverty and violence.

A. Decide if the following statements are True, False or Not Stated

1. According to new statistics, over seven million girls are married underage.
2. Child marriage is usually found only in particular areas or countries.
3. Most countries in Asia prevent married and pregnant women from attending schools.
4. Boys and girls are often perceived as burdens on their families.
5. More money is usually paid if the bride is knows how to cook very well.
6. In areas of hardships, child marriage is less common.

B.Circle the right choice to complete the following statements

1. Child marriage is common despite attempts by laws to _____ it.

- a. keep b. save c. restrict d. check

2. In developing countries, about one _____ every three girls get married underage.

- a. from b. in c. of d. after

3. An example of gender inequality is when girls are usually inferior _____ boys.

- a. from b. as c. of d. to

4. In some families, daughters are _____ as a burden on their parents.

- a. viewed b. feeling c. thinking d. watched

5. Child marriage is some families' way to protect their girl's _____.

- a. behaviour b. way of thinking c. sexuality
d. formality

C.Find the words or expressions in the passage that mean the following

1. In paragraph 1: collecting and analyzing numerical data in large quantities to infer proportions
2. In paragraph 2: growing and becoming more mature.
3. In paragraph 3: accept standards that are lower than is desirable.
4. In paragraph 4: a load, typically a heavy one.
5. In paragraph 5: not disputed or doubted, always certain.
6. In paragraph 7: expend money with the expectation of achieving a profit.
7. In paragraph 8: make an attack, usually physical.



Unit 8 Culture Shock

Preparing to read:

1. What do you think makes a group of people different to others?

2. What do you think culture means?

3. What are some things that define a culture?

4. Do you know much about your own culture?

5. What do you think is interesting about your culture?

6. When people from other countries think about your culture, what do they usually think of?

7. What do you like and hate about your own culture?

8. Have you ever felt confused by the actions of someone from another culture? How so?

9. What in your culture are you most proud about?

10. Why do you think culture is important?

Think about the following:

1. If you could change one thing about your culture, what would it be?

2. Would you ever consider marrying or dating someone from another culture?

3. Would you ever consider living permanently in a country other than your home country? Why or why not?

4. Is there anything in your culture that is considered rude that may not be considered rude in other cultures?

5. If a group of people just came to your country from overseas, what advice would you give them?

6. What culture besides your own do you admire and why?

7. What do you think is culture shock?

8. Have you ever experienced culture shock?

As you read, try to look for the following information:

1. Which country is Blackmore originally from?

2. What difficulties did Blackmore find when driving?

3. Why wasn't Blackmore used to overcrowded areas?

4. How does Blackmore feel about her leisure time now compared to her feeling about it back in Australia?

5. How are eating habits different for young people in Australia and America?

6. At what age can people start drinking in America compared to Australia?

7. What does Tamara like about BC College?

8. What will Tamara remember the most when she goes back to Australia?

1. Saying Tamara Blackmore experienced culture shock when she arrived here last September is an understatement. It was more like an extreme form of “culture shock” for this venturesome student who left Melbourne’s Monash University to spend a year at Boston College (BC). Blackmore, 20, was joined at BC by 50 other exchange students who enroll in American colleges each year, Blackmore discovered firsthand there is a sea of difference between reading about and experiencing America. She felt the transformation as soon as she disembarked the plane.

2. As soon as she landed in Boston, Blackmore could feel the tautness in the air. She was about to taste a lifestyle far more hectic than the one she left. “Driving

in Boston is crazy,” says Blackmore. “It took me a while to get accustomed to the roads and the driving style here. I was always afraid someone was going to hit me. It was particularly tricky since the steering wheel was on the wrong side of the car. In Australia, it’s on the right side.

3. “Beyond the cars and the traffic jams, Blackmore said it took a while to get used to so many people in one place, all of whom seemed like they were moving very rapidly. “There are only 18 million people in Australia spread out over an entire country,” she says, “compared to more than six million people in the state of Massachusetts alone. We don’t have the kind of congestion you have in Boston. There is a whole different perception of space.”

4. The pressing problem for Blackmore was making a quick adjustment to the American lifestyle that felt like it was run by a stopwatch. For this easygoing Australian, Americans seemed like perpetual-motion machines. “Americans are very time-oriented,” Blackmore says. “Everything is done according to a plan. They’re always busy, which made me feel guilty

about wanting to just sit around and occasionally watch television. Australians, on the other hand, value their leisure time. The pace there is a lot slower because we don't feel the need to always be busy. It's not that Australians are slothful; it's just that they have a different concept of how time should be spent. Back home, I used to spend a lot more time just talking to my friends.

5. It didn't take long for Blackmore to get used to American rhythms. "I felt the pressure to work harder and do more because everyone was running around doing so much," she says. When BC students weren't studying, Blackmore found it peculiar that they were compulsively jogging, running, biking, or doing aerobics in order to be thin. "Compared to home, I heard a lot of stories about the pressure to be thin and that many young American women have eating disorders. I'll go out with a friend and just enjoy a good meal and have a good time, whereas an American girl would just eat only a small amount of food in her plate."

6. When it comes to drinking, Blackmore says Australians have a lot more freedom. “We’re more casual about drinking at home”, she says, “whereas there are many rules and regulations attached to when and where you can drink in the United States,” not to mention a legal drinking age of 21 compared with Australia’s legal drinking age of 18.

7. But it’s BC’s friendly learning environment that sets it apart from her Melbourne college experience. “Generally speaking, learning facilities are a lot better in Boston”, she says. “In Australia, students and teachers have little contact outside the classroom. It’s a formal and impersonal relationship. College is a place you go for a few hours every day and then go home. Your social life and school life are separate.” It is just the opposite at BC, according to Blackmore. BC students and faculty are like one big happy family,” she says. “There is a real sense of team spirit. It is as we are all in this together. Going to school here is a lifestyle, whereas at home we are just a number. We attend school to get a degree so we can graduate, get a job, and move ahead in our lives.”

8. Another pleasant surprise was the close and open relationships American students enjoy with their teachers. It is a sharp contrast to Australia, where college students keep a discreet but respectful distance from their teachers. "I was surprised when I learned students go out to dinner with their teachers", she says. "We just don't do that back home. Professors deal with hundreds of students and you're lucky if they remember your name. When Blackmore returns to Australia at the end of the school year, she'll have plenty of memories, most of them good ones. BC, like most American colleges, has gone out of its way to create a memorable experience for Blackmore and its other exchange students.

A. Decide if the following statements are True, False or Not Stated

1. Blackmore found that the American culture is much similar to what she had previously read about it.
2. Americans are better drivers than Australians are.
3. Boston is very overcrowded.

4. Australians are better in enjoying their free and relaxing time.
5. Australia has stricter rules concerning drinking.
6. Blackmore maintained close relationships with her professors at Boston College.

B.Circle the right choice to complete the following statements

1. Blackmore could feel the differences in the two cultures right as she _____ the plane.
 - a. landed on
 - b. got on
 - c. stepped off
 - d. arrived
2. It took Blackmore quite long to get _____ to overcrowded places.
 - a. accustomed
 - b. familiar
 - c. knowledgeable
 - d. aware

3. American people always _____ busy and in a rush.

- a. looked like
- b. seemed
- c. viewed
- d. considered

4. Americans like to get things done _____ to plan.

- a. just as
- b. according
- c. allowing
- d. on time

5. _____ to America, Australia allows a younger legal drinking age.

- a. compared
- b. balanced
- c. related
- d. likened

C. Find the words or expressions in the passage that mean the following

1. In paragraph 1: willing to take risks in difficult or unusual courses of action.
2. In paragraph 2: full of activity, or very busy and fast.
3. In paragraph 3: the ability to see, hear, or become aware of something through the senses.
4. In paragraph 4: never ending or changing.
5. In paragraph 5: abnormal physical or mental conditions.
6. In paragraph 7: not influenced by, showing, or involving personal feelings.
7. In paragraph 8: showing good conduct in order to avoid causing offense or to gain an advantage.

Unit 9 The Adventure of Maurice Wilson

Preparing to read:

1. What springs to mind when you hear the word 'adventure'?

2. Who would you like to have a big adventure with?

3. Do you think your idea of adventure is the same as your parents' ideas and your grandparents' ideas?

4. Do you think that there has to be an element of danger in an adventure?

5. Do you consider yourself an adventurous person? Why? Why not?

6. What is the biggest adventure you have had in your life?

7. Is adventure important in your life? Why?

8. Do you think life a good adventure?

9. Is your country famous for adventurers?

10. What are your favourite fantasy / adventure stories?

Think about the following:

1. Do you think men are more adventurous than women?

2. Who's the most adventurous person in your family?

Describe what they do.

3. How has your idea of adventure changed with age?

4. If you were offered a trip on the space shuttle, would you go? Why or why not?

5. Would you want to climb Mount Everest? Why or why not?

6. How many famous adventurers or explorers can you think of? What are they famous for?

As you read, try to look for the following information:

1. What is the weather like at Mount Everest?

2. Why is Mount Everest called the Death Zone?

3. What are the amateurs' idea of Mount Everest?

4. What barriers did Wilson face on his journey?

5. Who tried to stop Wilson from achieving his goal?

6. Why did they think that Wilson is dangerous?

7. In what physical conditions did Wilson go back to the monastery?

8. What do Wilson's last words tell you about his character?

1. Looking at a photo of clear blue sky and queues of people, you might think that it is an assemblage of walkers on a summer's day climbing a popular local peak. But this is the summit of Everest – almost 9,000 meters high, with temperatures of -15 and winds blowing at 50km/h on a 'good day'. What's more, at this altitude the dearth of oxygen can cause confusion, slow your movements and make it almost impossible to keep warm. It's so dangerous they call this place 'the Death Zone'.

2. Some argue that pictures like this create a false impression. They attract too many amateurs who have a romantic idea of reaching 'the top of the world' and are rich enough to pay \$70,000 to make their dream come true. However, they have no proper concept of the risks when they climb Everest. They rely too heavily on using fixed ropes and the support of their

guides and they don't have the skills or experience to cope when things go wrong.

3. Amateurs on Everest are nothing new. In the 1930s, some eighty years, a man called Maurice Wilson attempted to climb Everest. His plan was to fly from Britain and land on the Great Rongbuk glacier, and from there go to the top. There were only two dilemmas – he didn't know how to fly a plane and he'd never mounted before.
4. In fact, these weren't the only barriers to attaining his goal. He had been shot during the First World War and could only partially use his left arm. The British government endeavoured to stop him even getting to India because they saw him as dangerous; the authorities in Nepal and Tibet also refused to let him enter their territory.
5. Incredibly, then, just two months after his first flying lesson, he managed to fly solo all the way to India in a tiny second-hand plane - a huge accomplishment for the time. He then managed to enter Tibet by disguising himself as a Tibetan monk and walked several

hundred miles to reach the Rongbuk monastery at the foot of Everest.

6. Without a guide, Wilson set off up the glacier. He frequently got lost among the towers of ice and it took him three days to reach Camp 2, which had been established by a preceding expedition. There was climbing equipment at the camp but he ignored it and continued up the mountain. At 6,500 meters, a storm hit and he was forced to sit in his tent for two and a half days. When the storm eased, he struggled back to the monastery —starving, half-blind and his arm in great pain. However, he rested for just two days before he tried again. This time he persuaded two local Sherpas to help him carry supplies up the mountain and guide him through the glacier. With their help, he went higher up to Camp 3 but once again, high winds and snow stopped them going further.

7. As the weather cleared, Wilson continued up the mountain on his own, reaching around 7,500 meters before returning to camp three. He was by this time exhausted and six days at such high altitude was giving him headaches. The Sherpas desperately tried

to persuade him to give up, but Wilson insisted on trying one more time. The last words in his diary are still full of optimism. 'Off again. Gorgeous day.' He never returned. His body was found a year later. He was wearing green boots, a grey suit and a purple jersey — almost as if ready for a walk in the park on a chilly London afternoon.

A. Decide if the following statements are True, False or Not Stated

1. Mount Everest is the highest mountain in the world.
2. Some rich people attempt to climb Everest unaware of the risks they are taking.
3. People have tried to climb Everest since the early nineties.
4. Wilson was an experienced climber when he climbed Everest.
5. Wilson served for many years in the First World War.
6. A storm hit when Wilson had climbed 7500 metres up the mountain.

B.Circle the right choice to complete the following statements

1. Amateurs try to climb and reach the _____ of the Everest Mountain.

- a. highest
- b. peak
- c. greatest
- d. main

2- Inexperienced climbers _____ heavily on inadequate materials.

- a. trust
- b. believe
- c. rely
- d. consider

2. Wilson flew from Britain and _____ on a glacier.

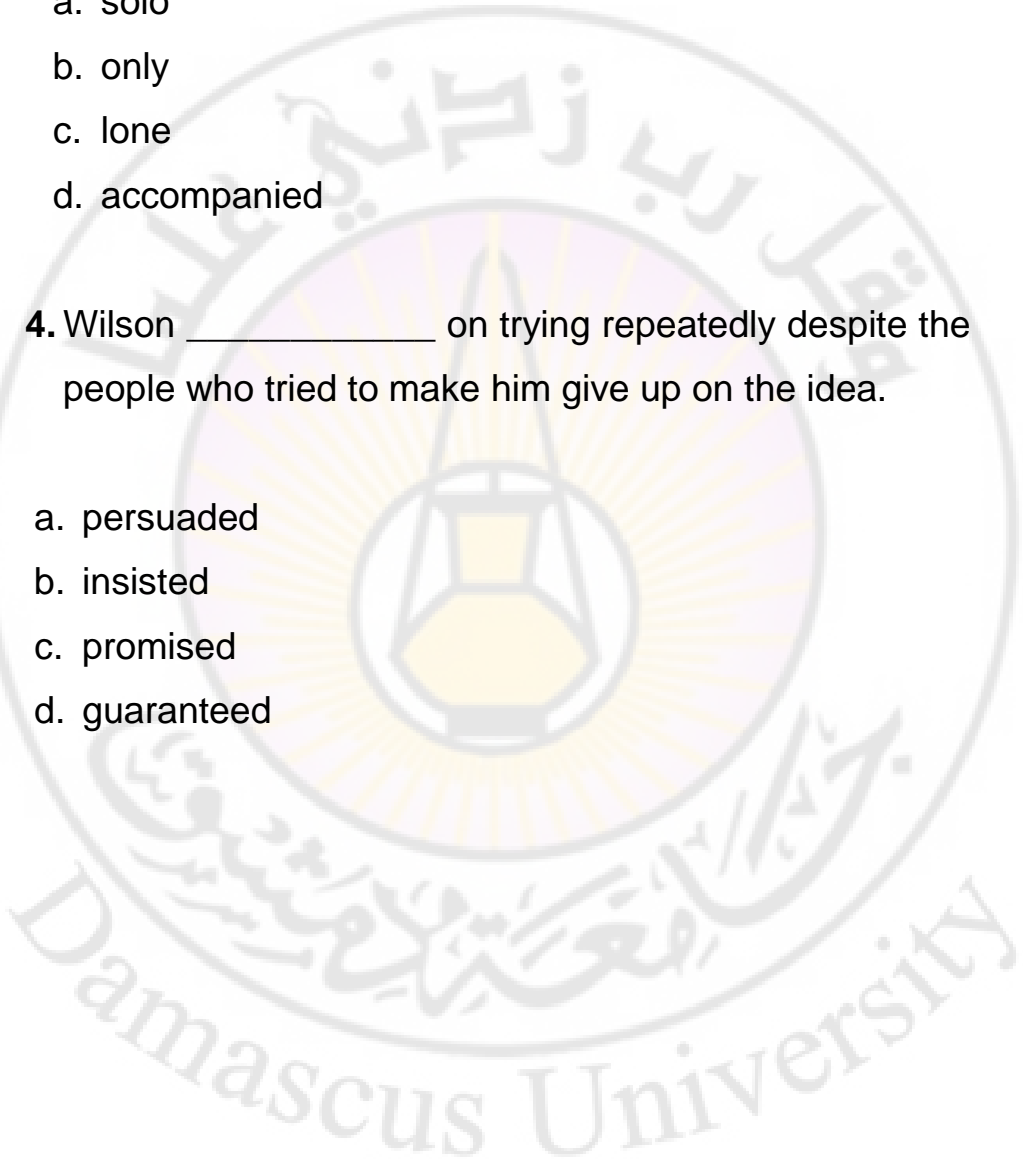
- a. arrived
- b. got
- c. reached
- d. landed

3. Wilson made his own plane and flew _____ all the way to India.

- a. solo
- b. only
- c. lone
- d. accompanied

4. Wilson _____ on trying repeatedly despite the people who tried to make him give up on the idea.

- a. persuaded
- b. insisted
- c. promised
- d. guaranteed



C.Find the words or expressions in the passage that mean the following

1. In paragraph 1: a scarcity or lack of something.
2. In paragraph 2: people who engage in a pursuit or a sport on an unpaid rather than a professional basis.
3. In paragraph 3: situation in which a difficult choice has to be made between two or more undesirable alternatives.
4. In paragraph 4: trying hard to do or achieve something.
5. In paragraph 5: to give someone or oneself a different appearance in order to conceal one's identity.
6. In paragraph 6: coming before something in order, position, or time.
7. In paragraph 7: drained of one's physical or mental resources; very tired.



Unit 10

East Meets West

Preparing to read:

1. How important is marriage in your culture? Can people easily choose not to marry?

2. Do you think marriage today is different from dating 50 years ago?

3. Is it a good idea to date a few different people before getting married? How important is it to gain experience?

4. What is the best way to find a potential wife or husband?

5. How do you feel about arranged marriages? Could you let your parents pick your partner?

6. Do you think husbands and wives have different responsibilities according to their gender? Give some examples.

7. What do you think makes a happy/ successful marriage?

8. Can two people fall in love over the internet without meeting each other first?

9. Do you think it is okay to marry someone of a different race, religion or country?

10. Do you know anyone who has met his or her partner online? If yes, what is their experience like?

11. What do you think are some pros and cons of international marriage?

12. Do you consider withholding information from your significant other lying?

Think about the following:

1. Do you think marriage is stressful for women? How about for men?

2. Do you think people change after getting married?

3. Do you think men in your country work hard enough before and after their marriage?

4. Would you marry someone from another country? Why/ why not?

5. Describe the appearance and character of your perfect spouse.

6. There is an expression in English: "behind every great man, there's a great woman". Do you agree?

7. Would you say the same about men?

8. Do you know any househusbands? How do they feel about it?

As you read, try to look for the following information:

1. Why do Russian women seek husbands from other countries?

2. Why do American men seek wives from other countries?

3. About how many Russian women marry non-Russian men every year?

4. How are electronic introductions described in the text?

5. How are men or women tricked through these e-introductions?

6. What issues may arise when married couples meet after getting to know each other online?

7. How are American men described and how are they different from 'Westerners'?

8. How has Russia becoming the world's leading exporter of wives affected business?

1. Alevtina Ivanova and other Russian bachelorettes like her are looking for a few good men abroad. "Unfortunately, in our collapsed economy, very few men are able to support a family properly," she says. "Russian men lack confidence, they drink, and they die young. It's not surprising that Russian women pin their hopes elsewhere." Ms. Ivanova is among thousands of Russian women turning to the Internet to meet Westerners. Those westerners are equally frustrated with the dating prospects in their home countries. "American women are too independent, too demanding, too critical," says Chris, a middle-aged US businessman visiting Moscow to meet "several very nice ladies" he contacted over the Web.

2. Dozens of Web-based agencies are busy playing match-maker, for fees paid by both the women, who send in their pictures and bios for posting on international websites, and the men, who can obtain contact information for the women who arouse their interest. The agencies claim that romance is blossoming all over, and that thousands of happy Russian e-mail order brides head West every year. "We get about 300 applicants every single day, mostly women," says Anna Kuznetsova, manager of Eye-2-Eye, a large, Moscow-based international dating agency. "The technology may be modern, but the process of men meeting women is as ancient as time." Though there are no firm statistics, it is estimated that between 4,000 and 6,000 women from the former Soviet Union marry US citizens each year. One agency currently lists 25,000 women from Russia and other former Soviet republics seeking Western mates.
3. While some describe these international e-introductions as offering matches made in heaven, others see nightmares in cyberspace. "People bring their illusions as well as their dreams to this market," says Tatiana Gurko, head of the independent Center

for Gender Studies in Moscow. "Like any physical place, the Internet has predators lurking about, and sometimes they may be hard to spot." Western men increasingly report being ripped off by wily Russian women, who write sweet e-mails, send attractive digital photos, hit them up for cash, and then disappear.

4. "A woman can string a man along, playing on his emotions and sympathy and, in doing so, trick him into giving her money or expensive items," says Paul O'Brien, a US Web designer who has temporarily given up his search for a Russian wife after being burned by two women who just wanted money from him. Mr. O'Brien says he resorted to the Internet because of America's fast-paced, impersonal and workaholic culture. "A lot of guys I know work many, many hours and do not have time for a social life," he says." So it seems particularly appealing to them when these agencies offer to help them make contact with beautiful and single women," he says, but warns: "Prospective suitors need to be very wary of the women out there who have no intention of developing a relationship with them." Most of the known scams

are now listed on a special website supported by several matchmaking agencies.

5. Russian women insist it is they who face the greatest hazards. Many have heard about Anastasia Solovyova, a Russian from the former Soviet republic of Kyrgyzstan, who was murdered by her American husband two years ago. She had been his second mail- order bride. Experts say there are many more tales of miserable, and sometimes tragic, mismatches. "You come to a strange country, to meet a man you've only corresponded with by e-mail," says Ivanova." There are issues of language, culture and personal morality. It takes a lot of trust, and for some women it goes badly wrong."

6. After her many encounters, Ivanova says she now advises her clients not to consider men from the US at all. "American men are not cultured, they work too much and think far too much about money," she says. "Western European men are different. When they correspond with a prospective bride, they look upon it as forming a relationship. American men act as if they're buying a wife."

7. "Russia has become the world's leading exporter of wives, and this is a tremendously profitable business," says Ms. Gurko." It may be a real supply-and-demand situation," she says, "but let's try to remember that this vast supply of terrific women is made up of individuals whose hopes have been crushed in Russia." It's so sad that, in order to seek a better life, a Russian woman has to leave."

A.Decide if the following statements are True, False or Not Stated

1. Alevtina Ivanova is a married woman.
2. Women have to pay more than men do for web-based agencies.
3. Most applications on web-based agencies are made by women.
4. It's difficult to fall as prey on online dating agencies as the technology is new.
5. American women make more money a month than Russian men do.
6. Russian women are not serious and only try to trick men through these agencies.

B.Circle the right choice to complete the following statements

1. Russian women resort to pinning their _____
in westerners rather than in Russian men.
- a. trust
 - b. love
 - c. hopes
 - d. faith
2. The number 5000 is a/an _____ for how
many Russian women marry American men each
year.
- a. estimate
 - b. predict
 - c. number
 - d. integer
3. Both men and women could be subject to getting
_____ off through these matchmaking agencies.
- a. burned
 - b. tricked
 - c. torn
 - d. ripped

4. Men and women may say things that make them seem _____ on cyberspace.

- a. engaging
- b. appealing
- c. tricky
- d. warming

5. It has become very _____ for matchmaking agencies as both men and women pay fees.

- a. profitable
- b. commercial
- c. practical
- d. rich

C. Find the words or expressions in the passage that mean the following

1. In paragraph 1: a woman, especially a young woman, who has never married.

2. In paragraph 2: a collection, analysis, interpretation, and presentation of masses of numerical data.
3. In paragraph 3: someone having a very good understanding of situations and people, and often willing to use tricks to achieve an aim.
4. In paragraph 4: dishonest or illegal plans or activities, especially for making money.
5. In paragraph 5: principles concerning the distinction between right and wrong or good and bad behaviour.
6. In paragraph 6: characterised by refined taste and manners and good education.
7. In paragraph 7: to a very great extent.

Unit 11 Do not let stereotypes Warp Your Judgments

Preparing to read:

1. What springs to mind when you hear the word 'stereotype'?

2. How is your country stereotyped?

3. How are people from different cities in your country stereotyped?

4. Why do you think people stereotype?

5. Are stereotypes usually accurate?

6. Do you stereotype people?

7. Where do stereotypes come from?

8. What are some stereotypes of men and women?

9. What are the advantages and disadvantages of making a stereotype?

10. From what age can people become a stereotype?

Think about the following:

1. Have you ever met someone who was the perfect image of a stereotype you had in your mind?

2. Do you think there are any stereotypes that are good?

3. Do movies show different nationalities as stereotypes?

4. How can the media (newspapers, television, movies) help reduce stereotyping?

5. What might be the opinion you form about a person with lots of tattoos, a girl with a nose ring, a woman wearing lots of make-up, a 60-year-old man with a ponytail, someone who is always laughing?

As you read, try to look for the following information:

1. How are stereotypes defined in the text?

2. How did the ratings of the girls change when they were first unidentified and then given names?

3. What does the text tell you about how American girls are usually stereotyped?

4. What advantages does the text give us about forming stereotypes?

5. What disadvantages does the text give us about forming stereotypes?

1. Is a girl called Gloria apt to be better looking than one called Bertha? Are criminals more likely to be dark than blond? Can you tell a good deal about someone's personality from hearing his voice briefly over the phone? Can a person's nationality be accurately guessed from his photograph? Does the fact that someone wears glasses imply that he is intelligent?

2. The answer to all these questions is obviously, "No." Yet from all the evidence at hand, most of us believe

these things. Ask any college boy if he'd rather take his chances with a Gloria or a Bertha, or ask a college girl if she'd rather blind-date a Richard or a Cuthbert. Stereotypes are a kind of gossip about the world, a gossip that makes us prejudge people before we ever lay eyes on them. Once we have typecast the world, we tend to see people in terms of our standardised pictures.

3. In another demonstration, the power of stereotypes to affect our vision, a number of Columbia and Barnard students were shown thirty photographs of pretty but unidentified girls, and asked to rate each in terms of "general liking," "intelligence," "beauty" and so on. Two months later, the same group were shown the same photographs, this time with fictitious Irish, Italian, Jewish and "American" names attached to the pictures. Right away, the ratings changed. Faces that were now seen as representing a national group went down in looks and still farther down in likability, while the "American" girls suddenly looked decidedly prettier and nicer.

4. For the most part, we do not first see, and then define; we define first, and then we see. Stereotypes are one way in which we “define” the world in order to see it. Stereotypes classify the infinite variety of human beings into a convenient handful of “types” toward whom we learn to act in stereotyped fashion. Life would be a wearing process if we had to start from scratch with each and every human contact. Stereotypes economise on our mental effort by covering up the blooming, buzzing confusion with big recognisable cut-outs. They save us the “trouble” of finding out what the world is like—they give it its accustomed look. Thus, the trouble is that stereotypes make us mentally lazy.

5. Worse yet, stereotypes get in the way of our judgment, even when we do observe the world. Someone who has formed rigid preconceptions of all teenagers as “wild,” doesn’t alter his point of view when he meets a serious minded high-school student. He brushes them aside as “exceptions that prove the rule.” This way, this person loses his capacity to be himself, which is to say, to see the world in his own absolutely unique, inimitable and independent fashion. Instead, he votes

for the man who fits his standardized picture of what a candidate “should” look like or sound like, buys the goods that someone in his “situation” in life “should” own, lives the life that others define for him.

6. Impoverishing as they are, stereotypes are not easy to get rid of. The world we typecast may be no better than a Grade B movie, but at least we know what to expect of our stock characters. When we let them act for themselves in the strangely unpredictable way that people do act, who knows but that many of our fondest convictions will be proved wrong? Nor do we suddenly drop our standardised pictures for a blinding vision of the Truth. Sharp swings of ideas about people often just substitute one stereotype for another. The true process of change is a slow one that adds bits and pieces of reality to the pictures in our heads, until gradually they take on some of the blurriness of life itself. Little by little, we learn not that Jews and Negroes are just like everybody else”—for that, too, is a stereotype—but that each and every one of them is unique, special, different and individual.

7. Often we do not even know that we have let a stereotype lapse until we hear someone saying, "All so-and-so's are like such-and-such," and we hear ourselves saying, "Well—maybe." Can we speed the process along? Of course, we can. First, we can become aware of the standardized pictures in our heads, in other people's heads, in the world around us. Second, we can become suspicious of all judgments that we allow exceptions to "prove." There is no more chastening thought than that in the vast intellectual adventure of science, it takes but one tiny exception to topple a whole edifice of ideas. Third, we can learn to be wary of generalizations about people. Most of the time, when we typecast the world, we are not in fact generalizing about people at all. We are only revealing the embarrassing facts about the pictures that hang in the gallery of stereotypes in our own heads.

A. Decide if the following statements are True, False or Not Stated

1. The text suggests that we can accurately guess some characteristics about a person from listening to his voice.
2. Stereotypes could be made both before seeing a person and/or after meeting them.
3. When we stereotype, we usually define before we see.
4. Stereotyping helps our personality grow and know more about the world.
5. According to the text, most of our prejudgments and stereotypes about people are usually accurate.

B. Circle the right choice to complete the following statements

1. A person who wears glasses is not _____ to be more intelligent than one who does not.
 - a. suitable
 - b. apt
 - c. judged
 - d. right

2. People who stereotype _____ to pre-form standard pictures and thoughts about other people or things.

- a. tend
- b. form
- c. look
- d. practice

3. Stereotyping means perceiving someone in a/an _____ manner.

- a. ordinary
- b. normal
- c. average
- d. accustomed

4. It is quite difficult to _____ how people shouldn't be stereotyped.

- a. turn
- b. adapt
- c. alter
- d. vary

5. Getting _____ of preconceived ideas about people means making no unfair generalisations.

- a. rid
- b. cleared
- c. freed
- d. away

C. Find the words or expressions in the passage that mean the following

1. In paragraph 1: strongly suggest the truth or existence of something.
2. In paragraph 2: to presume characteristics or qualities of people, activities, or things, often in a way that is unfair.
3. In paragraph 3: being imaginary or having been fabricated.
4. In paragraph 4: mentally or physically tiring.
5. In paragraph 5: ideas or opinions formed before enough information is available to form it correctly.
6. In paragraph 6: to make something weaker or worse in quality.
7. In paragraph 7: a complex system of beliefs.



Unit 12 Superstitions and Psychology

Preparing to read:

1. What comes to mind when you hear the word 'superstition'?

2. What superstitions do you know? Which ones do you believe?

3. Do you believe that some numbers, days or dates are lucky or unlucky? Give examples.

4. What can you do to prevent bad things from happening?

5. How do you think some superstitions started?

6. Are there any actions that can bring bad luck (such as walking under a ladder, breaking a mirror, spilling salt, etc.)?

7. Do you think luck plays a part in your life? Are you generally lucky or unlucky?

8. Have you ever gone to a psychic?

9. Why do some people need fortunetellers?

10. Do you believe in horoscope? Does your star sign describe your personality traits well?

Think about the following:

1. Do you believe that there are many things in our universe that cannot be explained? Give examples.

2. Do you think that there is truth behind superstitions?

3. What is the difference between superstition and science?

4. Can witches or ghosts be scientifically explained?

5. What lucky/ unlucky things have happened to you recently?

6. Make a list of some common superstitions in your country. Explain where they came from and why people believe in them.

As you read, try to look for the following information:

1. How is number 13 avoided in many countries?

2. How can superstitions effect business according to the text?

3. How is our belief in superstitions explained in the text?

4. How can superstitions effect our lives positively?

5. How were superstitions used back in history?

6. How can superstitions improve human performance?

1. On Friday the 13th, vast numbers of people across the world avoid going about their usual business because they fear this day will bring them “bad luck.” Speaking of business, not only do airlines and airports routinely skip a 13th aisle or the 13th gate, but more than 80% of high-rise buildings all over the world lack a 13th floor. Also, some hotels and hospitals often choose not to have a room with the number 13.

2. Billions of people in the United States and across the world are superstitious. A quarter of adults in the U.S. consider themselves to be so, and recent trends reveal that younger people are more superstitious than older adults. In fact, 70% of U.S. students rely on good luck charms for better academic performance. Millions of

people in China think the colour red or the number 8 will bring them wealth and happiness, while a study of consumers in Taiwan showed that shoppers tend to pay more money for fewer items in a package as long as the number of items in the package represents a “luckier” number

3. The fascinating thing about superstitions is that we often believe in them despite knowing, on some level, that they are irrational and cannot be true. Jane Risen, a professor of behavioural science at the University of Chicago Booth in Illinois and a member of the American Psychological Society, has used the so-called dual process model of cognition to explain our belief in superstitions. According to Risen, humans can think both “fast” and “slow.” The former mode of thinking is snappy and intuitive, while the latter is more rational, and its main job is to override the intuitive judgment when it finds errors. The dual thinking model is an established one, but in the case of superstitions, Risen suggests that the model should undergo refinements. The researcher notes that error detection does not automatically involve error correction. In other words, people can realize that their belief is wrong but still act on it.

4. But superstitions are not merely a manifestation of our flawed cognition. Sometimes superstitions offer a host

of benefits. They can have a soothing effect, relieving anxiety about the unknown and giving people a sense of control over their lives. This may also be the reason why superstitions have survived for so long — people have passed them on from generation to generation. As an article appearing in the International Journal of Psychology and Behavioural Sciences states, “Superstition has its roots in our species’ youth when our ancestors could not understand the forces and whims of the natural world. Survival of our ancestors was threatened by predation or other natural forces.” As a result, superstitions have “evolved” to produce “a false sense of having control over outer conditions,” and reduce anxiety. This is also why superstitions are “prevalent in conditions of absence of confidence, insecurity, fear, and threat.”

5. A Medical News Today reader, who describes their parent’s various superstitions, echoes the same sentiment. “My mum has tons of superstitions,” they say. “ She can’t walk under a ladder, can’t put new shoes on the table (even in their box), can’t break a mirror, can’t give a purse without money in it, has to throw a pinch of salt over her left shoulder if she spills some. I think life is a series of random coincidences and can’t be shaped by these strange little habits, but I guess it’s reassuring to believe you have some control

over it — especially when there's so much about our lives and society that we can't change.”

6. Furthermore, by alleviating anxiety, superstitions may objectively improve performance. Stuart Vyse, author of *Believing in Magic: The Psychology of Superstition* and former professor of psychology at Connecticut College explains in an interview for the British Psychological Society: “There is evidence that positive, luck-enhancing superstitions provide a psychological benefit that can improve skilled performance. There is anxiety associated with the kinds of events that bring out superstition. The absence of control over an important outcome creates anxiety. So, even when we know on a rational level that there is no magic, superstitions can be maintained by their emotional benefit.”

7. Indeed, one study that examined performance in “golfing, motor dexterity, memory, and anagram games,” found that making gestures, such as keeping one’s fingers crossed, or uttering words, such as “break a leg” or “good luck,” boosted the participants’ performance. This mechanism is mediated by increased self-confidence, write the authors. “These performance benefits are produced by changes in perceived self-efficacy. Activating a superstition boosts participants’ confidence in mastering upcoming tasks, which in turn improves performance.”

**A.Decide if the following statements are True, False
or Not Stated**

1. Number 13 is avoided in every country in the world.
2. The young generation is more superstitious than the old one.
3. The colour red is considered lucky in Taiwan.
4. Some superstitions can be comforting for those who believe in them.
5. Superstitions are passed on from one generation to another with some changes made over the years.
6. Crossing fingers is considered is an example of a superstitious gesture that originated in Greece.

B.Circle the right choice to complete the following statements

1. _____ on good luck charms is also considered a superstition.

- a. using
- b. relying
- c. keeping
- d. trusting

2. Our belief in superstition is explained through a _____ process model of cognition.

- a. dual
- b. creative
- c. cognitive
- d. thoughtful

3. The fact that superstitions give us some kind of comfort and control over our lives explains why they have _____ for a long time.

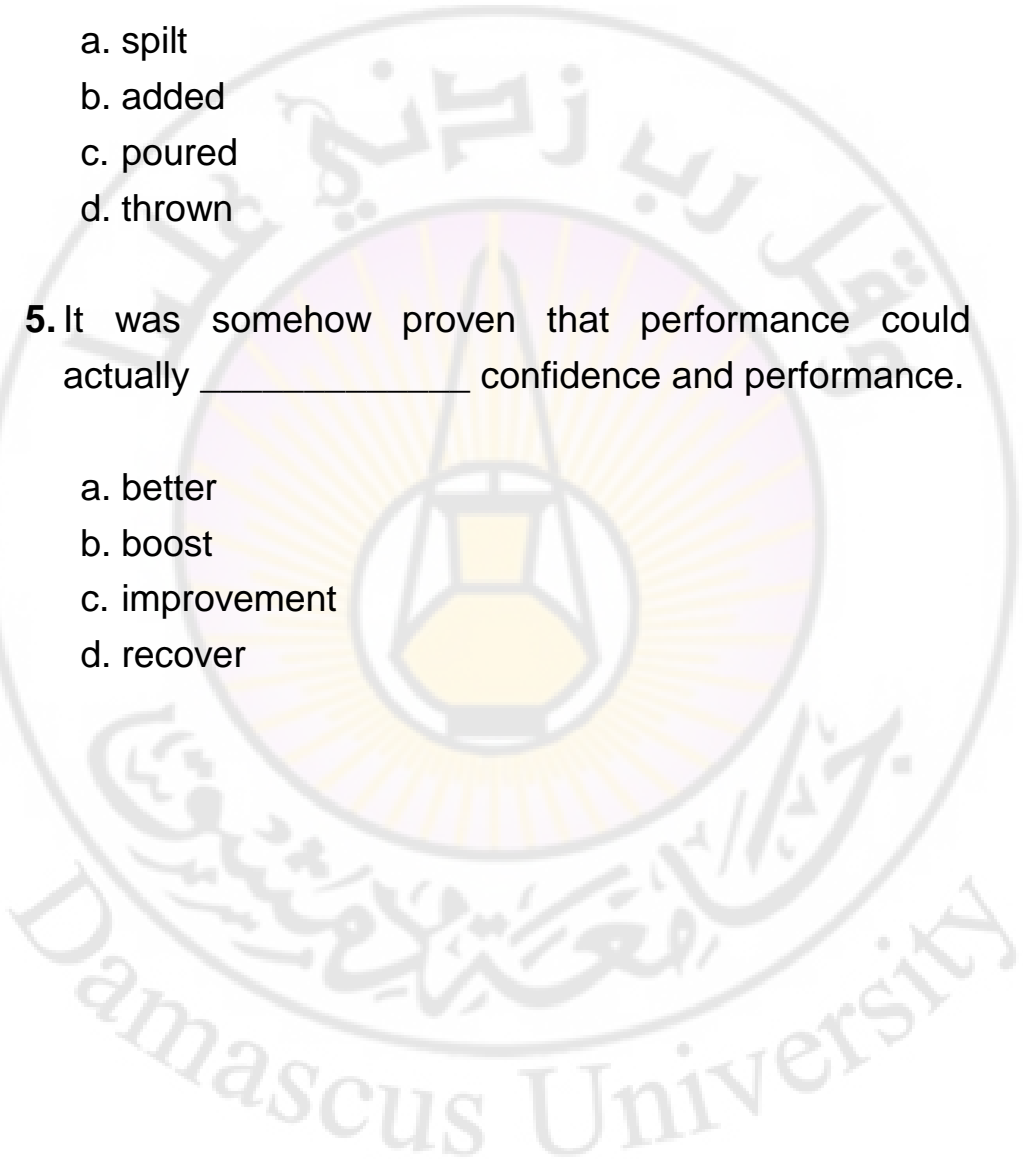
- a. stayed
- b. lived
- c. survived
- d. endured

4. An existing superstition is that salt should be _____ over your shoulder if you spill some.

- a. spilt
- b. added
- c. poured
- d. thrown

5. It was somehow proven that performance could actually _____ confidence and performance.

- a. better
- b. boost
- c. improvement
- d. recover



C.Find the words or expressions in the passage that mean the following

1. In paragraph 1: a passage between rows of seats in a building such as a church or theatre, an airplane, or a train, etc.
2. In paragraph 2: general direction in which something is developing or changing.
3. In paragraph 3: based on or in accordance with reason or logic.
4. In paragraph 4: a person related to you who lived a long time ago.
5. In paragraph 5: serving or intended to remove someone's doubts or fears.
6. In paragraph 6: make suffering, deficiency, or a problem less severe.
7. In paragraph 7: the ability to produce a desired or intended result.

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