



PRO 1

NEW EDITION

PROMOTING
READING
OBJECTIVES

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In The Name Of God

PRO1

Promoting Reading Objectives

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Phonetic Symbols

Vowels

Symbol	Example	Symbol	Example
i:	see /si:/	ɜ:	hurt /hɜ:(r)t/
ɪ	sit /sɪt/	ə	ago /ə'gəʊ/
e	ten /ten/	eɪ	page /peɪdʒ/
æ	hat /hæt/	əʊ	home /həʊm/
ɑ:	arm /ɑ:(r)m/	aɪ	five /faɪv/
ɒ	got /gɒt/	aʊ	now /naʊ/
ɔ:	saw /sɔ:/	ɔɪ	join /dʒɔɪn/
ʊ	put /pʊt/	ɪə	near /niə(r)/
u:	too /tu:/	eə	hair /heə(r)/
ʌ	cup /kʌp/	ʊə	pure /pjʊə(r)/

Consonants

Symbol	Example	Symbol	Example
p	pen /pen/	s	so /səʊ/
b	bad /bæd/	z	zoo /zu:/
t	tea /ti:/	ʃ	she /ʃi:/
d	did /dɪd/	ʒ	vision /'vɪʒn/
k	cat /kæt/	h	how /haʊ/
g	got /gɒt/	m	man /mæn/
tʃ	chin /tʃɪn/	n	no /nəʊ/
dʒ	jungle /'dʒʌŋɡl/	ŋ	sing /sɪŋ/
f	fall /fɔ:l/	l	leg /leg/
v	voice /vɔɪs/	r	red /red/
θ	thin /θɪn/	j	yes /jes/
ð	then /ðen/	w	wet /wet/

Special Symbols IPA

/ˈ/

The vertical line (ˈ) is used to show word stress. It is placed before the stressed syllable in a word. For example, /ˈkɒntrækt/ is pronounced like this, and /kənˈtrækt/ like that. Word stress is explained in our article about phonetic transcription.

/r/

r is not a sound — it is a short way of saying that an r is pronounced only in American English. For example, if you write that the pronunciation of bar is /bɑːr/, you mean that it is /bɑːr/ in American English, and /bɑː/ in British English.

However, in BrE, r will be heard if r is followed by a vowel. For example, far gone is pronounced /ˈfɑː ˈɡɒn/ in BrE, but far out is pronounced /ˈfɑː ˈraʊt/.

/əl/

əl means that the consonant l is pronounced as a separate syllable (the syllabic l, which sounds like a vowel), or that there is a short ə sound before it. Examples: little /ˈlɪtəl/, uncle /ˈʌŋkəl/.

Instead of the əl symbol, some dictionaries use an l with a small vertical line underneath, or simply l, as in /ˈlɪtl/.

/ən/

ən means that the consonant n is pronounced as a separate syllable (the syllabic n, which sounds like a vowel), or that there is a short ə sound before it. Examples: written /ˈrɪtən/, listen /ˈlɪsən/.

Instead of the ən symbol, some dictionaries use an n with a small vertical line underneath, or simply n, as in /ˈrɪtn/.

This page contains symbols used in phonetic transcriptions in modern dictionaries for English learners. It does not list all the possible sounds in American or British English.

Abbreviations used in the book

Symbol	Example
abbr.	abbreviation
adj.	adjective
adv.	adverb
n.	noun
conj.	conjunctive
prep.	preposition

Symbol	Example
pron.	pronoun
sb	somebody
sth	something
v.	verb
U	uncountable
pl.	plural

Education is what remains when we have forgotten all that we have been taught.

George Savile

Before you read

A. Which techniques help you to learn English and get good marks? (Tick [✓] the techniques you have tried.)

To learn English, I ...

- | | |
|---|---|
| <input type="checkbox"/> read something in English every day. | <input type="checkbox"/> speak English with my friends. |
| <input type="checkbox"/> watch TV and movies in English. | <input type="checkbox"/> take part in English classes. |
| <input type="checkbox"/> listen to the radio in English. | <input type="checkbox"/> go on the Internet. |
| <input type="checkbox"/> get an English friend. | <input type="checkbox"/> do something else. |

B. Do the techniques you have tried work well? Do you get good marks in exams?

- always usually sometimes almost never

Skill 1:

A **main idea** is important information that tells more about the overall idea of a paragraph or section of a text or it is the point of the passage, minus all the details.

Reading Skill

A. Look at the statements below. Tick the statement that is the main idea of each paragraph. Share your answers with a partner.

Paragraph 2

- a. You are responsible for your own learning.
 b. Teachers are responsible for your learning.

Paragraph 6

- a. When you are speaking English with a friend, you may feel silly.
 b. To improve your English get a conversation friend.

Paragraph 7

- a. To improve your English travel to an English speaking country.
 b. To improve your English find a friend in an English speaking country.

Improving English



A lot of people are always asking, “How do I **improve**¹ my English?” There are many **possible**² answers, but here are just a few pieces of **advice**³.

Be **responsible**⁴ for your own learning. Be sure you have teachers, reading materials, and websites to help you with your English, but who is really responsible for making sure you learn English well? Nobody but you.

Immerse⁵ yourself in English as much as possible. If you are immersed in English, it is all around you. Of course this isn’t always possible.

Listen to the radio in English. If there are no English radio stations where you live, listen to one on the internet.

Watch TV and movies in English. If you have English channels on your TV, watch them. Most DVDs are great because you can choose the language you want to hear.

1. /ɪm'pru:v/ **v.** to become better than before
2. /'pɒsəbl/ **adj.** thinkable, probable
3. /əd'vaɪs/ **n.** guidance, tips, counseling on sth
4. /rɪ'spɒnsəbl/ **adj.** in charge, accountable
5. /ɪ'mɜ:s/ **v.** involve deeply

Speak English to your friends. Get a conversation friend and speak in English as much as possible. If it is a person whose native language is the same as your own, you may feel **silly**⁶ speaking in English at first. But don't worry. Finding friends whose **native**⁷ language is English is even better. Ask your friend to correct you when needed.

Study or travel to an English-speaking country. Of course the best way to immerse yourself in the English language is to live in an all English **environment**⁸. You'll find yourself **surrounded**⁹ with the language everywhere you turn.

Take an English class, **join**¹⁰ an English group, find a **tutor**¹¹, and read English magazines.

Comprehension Exercises

A. Complete the following statements. Share your answers with a partner and then write down the answers.

1. You should be _____ for your learning. (Paragraph 2)
2. If you are _____ in English, it is all _____ you. (p.3)
3. Get a(n) _____ friend and speak English as much as possible. (p.6)
4. Find a friend whose _____ language is English. (p.6)
5. You can _____ to an English group to improve your English. (p.8)

B. Choose the best option.

1. Who are more responsible for our learning?

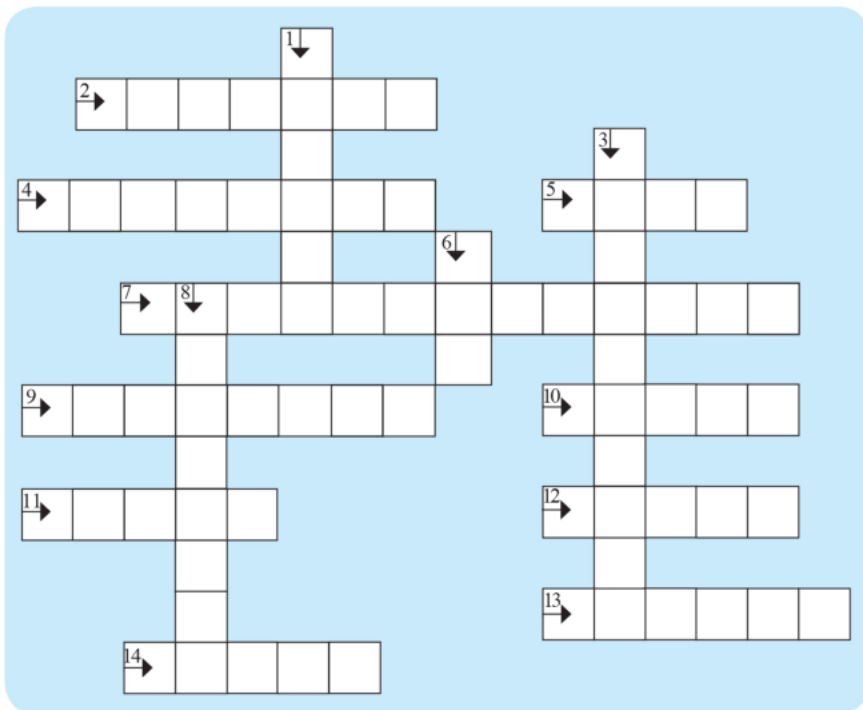
- a. Teachers b. Our parents c. We ourselves d. Our friends

2. Which one can help us learn more?

- a. Websites b. Teachers
c. Reading materials d. All of the above

6. /'sɪli/ **adj.** stupid
7. /'neɪtɪv/ **adj.** of the place of one's birth, local
8. /ɪn'veɪrənmənt/ **n.** surroundings, setting
9. /sə'raʊndɪd/ **v.** enclosed, bounded
10. /dʒɔɪn/ **v.** connect, link
11. /'tju:tə(r)/ **n.** teacher, instructor

Crossword Puzzle



The words you need to complete the puzzle are in the reading.

1. I have no _____ to discuss the matter further. (Paragraph 3)
2. She tried hard to _____ her little child from danger. (p.2)
3. There was a _____ break on TV. (p.2)
4. All were _____ at my joke. (p.2)
5. It was hot then I drank a cold _____ drink. (p.3)
6. I went to another city with the _____ of finding a job. (p.1)
7. You can sell your car by putting a(n) _____ in newspapers. (p.2)
8. He works as a Web _____ in this company. (p.4)
9. He tried to _____ me to help him. (p.2)
10. These vegetables are _____ from the garden. (p.5)
11. The _____ on the wall was very old. (p.4)
12. The accident was caused by _____ error. (p.4)
13. "Hard work" is his _____. (p.2)
14. Which _____ of toothpaste do you use? (p.1)

Modal Verbs of Obligation

We can use **have to**, **must** and **should** to express obligation.

A. Present Obligation

Children **have to go** to school. (strong obligation, possibly from outside)

I **don't have to work** on Sundays. (no obligation)

I **must study** today. (strong obligation, possibly based on the speaker's opinion)

You **mustn't smoke** here. (negative obligation)

You **should save** some money. (mild obligation or advice)

You **shouldn't smoke** so much. (mild negative obligation or advice)

FORM: **have to/ must/ should + V_o**

B. Past Obligation

I **had to go** to wear a school uniform when I was a child. (strong obligation)

We **didn't have to go** to school on Saturdays. (no obligation)



Note: Consider the past form of the verb MUST.

I **must** study hard today. —> I **had to** study hard yesterday.

FORM: **must** (present) $\xrightarrow{\text{past}}$ **had to**

Grammar Exercises

A. Select the best option.

1. She gave back _____ yesterday. (**it - the book**)
2. I am tired _____. (**the films of – of the films**)
3. Why don't you take _____? (**your coat off – off it**)
4. My friend is very similar _____. (**to his brother – his brother to**)
5. He walked down the road without looking _____. (**anybody at – at anybody**)

B. Select the best option.

1. We are waiting _____.
a. him for b. for him c. the doctor for d. a and c
2. A: "Which option is not correct?" B: "Don't turn _____."
a. on the TV b. the TV on c. on it d. it on
3. The little boy is picking _____.
a. up it b. it up c. up his shirt d. b and c
4. A: "Which option is not correct?" B: "I should _____ before 6."
a. wake up her b. wake her up c. wake Alice up d. wake up Alice
5. She is afraid _____ animals.
a. of b. off c. from d. in
6. A: "Which option is not correct?" B: "Can you call _____?"
a. the students up b. up them c. them up d. up the students
7. Looking _____ is no fun.
a. them after b. many children after c. after them d. a and b