



PRO 2

NEW EDITION

PROMOTING
READING
OBJECTIVES

M. H. Borzuei
F Samaei Nia

In The Name Of God

PRO 2

Promoting Reading Objectives

Authors:



Mohammad Hossein Borzuei
Fahimeh Samaei Nia

www.khatesefid.com

Table of Contents

Preface	5
Phonetic Symbols	7
Special Symbols IPA	8
Abbreviations used in the book	8
1. Almost Human?	9
<i>Embedded Questions</i>	15
2. Playing with Your Health	17
<i>Conditionals (Part 1)</i>	23
Type 1: Zero Conditional: Certainty	23
Type 2: First Conditional: Real Possibility	23
3. The Right Job for Your Personality	25
<i>Conditionals (Part 2)</i>	30
Type 3: Second Conditional: Unreal Possibility or Dream	30
4. Chocolate	33
<i>Conditionals (Part 3)</i>	39
Type 4: Third Conditional: No Possibility	39
5. Madame Curie	41
<i>Relative Pronouns</i>	47
6. Attack of the Nerves	49
<i>Present and Past Participles (-ing, -ed)</i>	55
A. Before nouns	55
B. After linking verbs	55
7. Nutrition	57
<i>Prepositions</i>	62
A. Prepositions of Place	62
B. Prepositions of Time	62
8. Parks	65
<i>Direct/ Indirect Object</i>	71

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 /ˈfɑːˈɡɒn/ in BrE, but far out is pronounced /ˈfɑːˈraʊt/.

/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

First of Isaac Asimov's Three Laws of Robotics:
A robot may not injure a human being, or, through
inaction, allow a human being to come to harm.

Isaac Asimov

Before you read

A. Tick [✓] your answers.

1. Robots can _____.

work in factories

guide patients

eat food

greet

think

smile

Reading Skill

1. Skim paragraph 1 and write two tasks for the Robots in the hospital.

task 1
task 2

2. Skim paragraph 3 and write two tasks for the Robots in the factory.

task 1
task 2

3. Skim paragraph 4 and complete the following sentences.

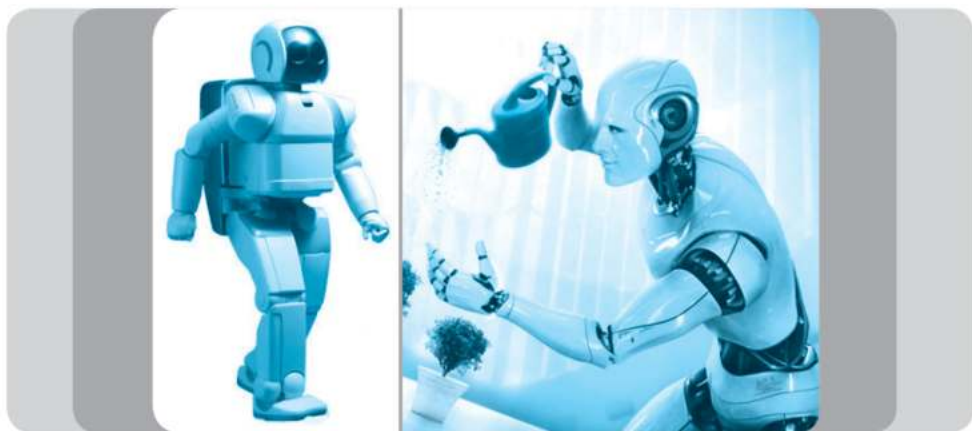
Kansei's face includes ___ movable parts.

Kansei can form up to ___ facial expressions.

Kansei quivers in fear at the word _____.

Kansei breaks into a smile when it hears the word _____.

Almost Human?



Robots become more and more like people.

At a hospital in Japan, **employees**¹ greet newcomers, guide patients to and from the surgery area, and print out maps of the hospital for **confused**² visitors. They don't take lunch breaks or even get paid. Why? They're robots!

A robot is a machine that can **complete**³ complex tasks without human control. The child-sized machines at the hospital are just a few of the thousands of robots that help people around the world.

Robots have long worked in factories, helping to build cars and electronic **appliances**⁴. But today's robots are a far cry from the **clunky**⁵ machines of the past. They don't just do the jobs of people—they actually look and act a lot like people.

Robo-People

Kansei, a robot from Japan, has a silicon face covering 19 movable parts.

1. /ɪm'plɔɪiː/ **n.** a person who is paid to work for sb; staff
2. /kən'fjuːzd/ **adj.** perplexed
3. /kəm'pliːt/ **v.** to finish making or doing sth
4. /ə'plaɪəns/ **n.** a machine designed to do a particular thing
5. /'klʌŋki/ **adj.** heavy and awkward

The robot can form up to 36 facial expressions in response to different words. Kansei **quivers**⁶ in fear at the word war and breaks into a smile when it hears the word sushi.

Researchers in Europe are going one step further with iCub, a “baby” robot. They are teaching it to speak and hold conversations.

The ability to interact is **crucial**⁷, or necessary, for robots that will one day work closely with humans. It is important for robots and all machines that interact with people to understand what you say and how you are feeling and respond with **appropriate**⁸ emotions.

A Japanese scientist is building a robot called CB2 that acts like a real **toddler**⁹. “Right now, it only goes, ‘Ah, ah’”. But as we develop its learning function, we hope it can start saying more complex sentences and moving on its own **will**¹⁰. Next-**generation**¹¹ robots need to be able to learn and develop themselves.

Helping Humans

Robot communication will allow the machines to help people more in the future, as the number of human workers **declines**¹² in some countries. We are going to have so many more old people and not enough young people to take care of them. Technology can help the old people live at home longer, instead of going to nursing homes.

That would be a big help in Japan, which has an aging population. Already, more than 370,000 robots work in Japanese factories. Other robots **perform**¹³ tasks such as planting rice and tending the country’s rice paddies. Japanese officials **estimate**¹⁴ that one robot can do the work of 10 human employees.

6. /'kwɪvə(r)/ v. to shake slightly
7. /'kruːʃl/ adj. critical; essential
8. /ə'prəʊpɪət/ adj. suitable; acceptable
9. /'tɒdlə(r)/'tɑːdlər/ n. a child who has only recently learnt to walk; infant
10. /wɪl/ n. determination
11. /,dʒenə'reɪʃn/ n. all the people who were born at about the same time
12. /dɪ'klaɪn/ v. to become smaller; weaken
13. /pə'fɔːm/pə'r'fɔːrɪm/ v. do; carry sth out
14. /'estɪmeɪt/ v. calculate

Critical Thinking and Writing

Write some of the benefits of parks in 80 words using the following words.

relax - play - refuge - landscape - oxygen - carbon dioxide - cooler - enjoy

Parks are good places for people to relax after a tiresome day

.....

.....

.....

.....

Scientific Fact

The ziggurats of ancient Mesopotamia (4th millennium BC–600 BC) had plantings of trees and shrubs on aboveground terraces.

Grammar

Direct/ Indirect Object

Verbs can often be followed by two different types of objects: **Direct Object (D.O.)** and **Indirect Object (I.O.)**. Verbs which take an Indirect Object and a Direct Object are known as **ditransitive** verbs.

Consider the following examples:

A:	I sent <u>some flowers</u> to <u>Mary</u> .	B:	I gave <u>a book</u> to <u>him</u> .
	I sent <u>Mary</u> <u>some flowers</u> .		I gave <u>him</u> <u>a book</u> .
	D.O. I.O.		D.O. I.O.
	I.O. D.O.		I.O. D.O.

FORM:

- A: Verb + D.O. + to + I.O.
- B: Verb + I.O. + D.O.

There are **three groups of verbs** with regard to the above forms:

GROUP 1: Two forms are possible: “A” and “B”

A:	He sends <u>a newspaper</u> to <u>me</u> .
	D.O. I.O.
B:	He sends <u>me</u> <u>a newspaper</u> .
	I.O. D.O.

The verbs of this group are:

send – call – give – tell – write – take – teach – show – bring – sell – read
pass – lend – offer / buy – do – find – get – make, etc.

GROUP 2: One form is only possible: “A”

- The teacher **explained** the lesson to me.

D.O. I.O.

The verbs of this group are:

explain – say – describe – pronounce – mention – introduce – report – repeat
announce – prove / answer – change – open – close – prescribe

GROUP 3: One form is only possible: “B”

- I **wish** you a happy birthday.

I.O. D.O.

The verbs of this group are:

charge – ask – save – cost – wish



Note: Some verbs are used with **to** and some with **for** only.

Grammar Exercises

A. Select the best option.

1. Police _____ arrested three suspects. (**have – has**)
2. Our children _____ very well-behaved. (**is – are**)
3. The people _____ the new president. (**like – likes**)
4. Men _____ usually enjoy shopping for clothes. (**don't – doesn't**)
5. My glasses _____ on the bed. (**was – were**)
6. The government _____ to improve its image. (**wants – want**)

B. Select the best option.

1. Many young people _____ out of work.
a. is b. was c. are
2. Some cattle _____ got out into the road.
a. have b. has c. are
3. The class _____ understand what the teacher is saying.
a. don't b. doesn't c. a & b
4. Her earnings _____ \$15000 last year.
a. were b. was c. is
5. The union _____ happy with its pay rise.
a. are b. is c. were
6. The navy _____ considering buying six new warships.
a. is b. are c. a & b