

The Open University of Damacus

Readings Comprehesion Book 2

Dr T S Toumajian
& Dr Hala Dalbani

February 2003

وقل رب زدني علما
جامعة دمشق
Damascus University

Reading Comprehension Book 2

A Collection of articles with pre-reading and post reading exercises for the students of Damascus Open University

Dr T S Toumajian
& Dr Hala Dalbani

Reviewed by
Dr Rima Hakim
(Drama Prof, Dam Uni)
Dr Warqa Barmada
(Dir of Int Relations, Dam Uni)
and Dr Waddah Khateeb
(Director of ESP Centre, Dam Uni)

© Damascus Open Learning Centre--February 2003

وقل رب زدني علما
جامعة دمشق
Damascus University

Contents

Introduction 7

How to Study 10

Punctuation Basics 13

SECTION I (Reflections on Life)

1. The Road Not Taken 18
2. All I Really Need to Know 22
3. The Future is Yours 29
4. Some Things are Better Left Unsaid 35
5. What I Have Lived for 39

SECTION II (Reflections on Life and Death)

6. A Simple Gesture 46
7. Staying Alive 53
8. Fear of Death 59
9. Falling Away Here at Home 65
10. Thoughts on Love and Pain 75

Damascus University

SECTION III (On Life's Anxieties)

11. A Scale of Stress 82
12. Dreams 88
13. Traffic Fumes Kill 20,000 a Year 96
14. Prevention is Better than Cure 103

SECTION IV (On Culture and Behaviour)

15. Ethnocentrism 114
16. The Impact of Television 122
17. Virtual Reality 128
18. What Makes People Buy? 134
19. The Animal Expert 142

SECTION V (Four Women)

20. The Mystery of Agatha Christie 150
21. Can-Can 156
22. Pockety Women Unite 164
23. The Wayward Princess 172

Some Useful References 181

Damascus University

Introduction

We believe that going through university should be a mind expanding experience, a widening of one's horizon, and an educational experience in the general sense—not only a learning experience. In producing this second book of *Reading Comprehension* articles for the Open University students at Damascus University, we have opted for variety of interesting and challenging readings that present to our students, and the general reader, a variety of educational experiences that help them acquire the knowledge of the English culture they need as translators. We have, therefore, adhered to the principles, stated in our first book, of providing our readers with a variety of reading material that covers a wide range of subjects and styles from various English speaking cultures. This is so that they familiarize themselves with the way English is used by various writers on a variety of topics. Clearly this is of particular important for students of translation because unless they understand the culture of the language, it will be extremely difficult for them to translate well. Translation is clearly more complex than finding linguistic equivalences between English and Arabic. It is assimilating the 'message' or the semantic content of the verbal message and then re-writing it in the 'target' language in such a way that the native speaker of that language understands it as though it were originally written in that language. This is clearly an immense challenge that cannot be achieved without a good knowledge of the culture that is imbedded in language.

It is a statistically established fact that English today is practically an international language which is not limited by any geographical borders. It is used outside its 'native' borders by many more people than inside. This is why we have included writings by authors who belong to this international fraternity of English users. This, we hope, has the added advantage of sending our students the message that with hard work and perseverance, they too can develop their language to such a degree that they too can at least aspire to becoming writers, themselves.

Like our first book, we have grouped the articles in this book into sections consisting of related topics in the hope that this would encourage our students to develop their critical and analytical skills better. We have followed the same formula, as in the first book, of presenting pre-reading exercises that introduce the article, focus the mind and help the student/reader tune in to the subject matter of the article. The article itself is then presented, followed by a variety of exercises that help the student/reader understand the article correctly—and develop their comprehension, and how language is used, better. In all the exercises provided, the overall guiding principle has continued to be to facilitate learning by providing exercises which produce a positive learning experience that is both fun and rewarding.

Our basic view that correct comprehension of any reading material and language knowledge go hand in hand remains the same. It must be reiterated, though, that this book is not a language instruction book, *per se*. This is why, here also, we have not included 'language learning exercises' that are separate from language comprehension exercises—no rules of grammar, or writing, etc. We still felt it necessary to re-present the much needed basics of punctuation to guide the students to better comprehension, as these are of immense importance in English. The list of references also remains the same.

This is our second attempt to produce a Reading Comprehension book for the Open University in Syria. Although we have received satisfactory comments on our first attempt, we realize that there must always be room for improvement. We have, of course, tried to do our best in this book, too. There must remain, however, some pitfalls that have escaped our attention. We would truly appreciate it if the readers could communicate with us in person, by letter or e-mail, regarding any comment relevant to improving this attempt. We can be contacted through the Department of English at the University of Damascus, Mazzeh Autostrad, or at the Syrian Virtual University, either in person or through our e-mail address: drjack_3005@svuonline.org

We would like to reiterate our feeling of admiration and respect, expressed in our last book, towards the brave decision taken by the educational authorities in our beloved country and es-

teemed university to initiate this 'local' authoring of our own books, for our students at the Open University in Damascus, from our own point of view to suit our cultural needs. We hereby express our gratitude to all those involved in this decision directly or indirectly.

We would also like to acknowledge with gratitude the immense help of Ms Nawar Ammar, the assistant lecturer at the English Department, Damascus University, and the English Programme Assistant Director at the Syrian Virtual University, for her involvement in the making of this book from the moment of its inception, and for the many valuable comments and suggestions that she offered on all aspects of this book, from selecting the articles to writing exercises for it.

We are also grateful to our distinguished panel of reviewers who allocated much needed time in their very busy schedules for their suggestions and valuable comments on our effort.

We can never forget our superbly supportive families for bearing us, and the inevitable pressures that they suffered during the making of this book. God bless them all.

We hope that we have managed, this time also, to present a worthwhile effort that meets the needs of our readers, as well as satisfies and pleases them. We must, clearly, accept that all errors, misprints and/or faults that still slipped our perusal remain exclusively ours.

Dr T S Toumajian
& Dr Hala Dalbani

(February 26, 2003)

Suggestions about how to study

Some things in life never change. One of these is the advice on how best to study for reading comprehension, as well as improve one's knowledge of English, remains the same. This why we reiterate our advice, presented in our first book here. There is truly no better advice than that given by arch-angel Gabriel to the Arab Prophet (pbuh) who stood bewildered before him: "Read," he said.

This *is* the best advice that can be given: Read, read, read. There is nothing that expands one's knowledge of a language, and of the culture, which that language produced, than reading, that is reading and observing how language is manipulated by the writer. Any reading of good English helps immensely. To get the best benefit from this book, however, we suggest the following steps:

1. Do the pre-reading exercises. These are written to focus your mind on the topic and to guide your comprehension. It is advisable that these be done in class or in groups to share thoughts and stimulate discussion, and prepare you for better understanding.

2. Read the article through once. Do not stop to look up new words at this stage. This first reading is just to give you an

idea of what the subject matter of the article is, and to what extent it covers its topic. Together with the pre-reading exercises, you should have now a good idea of what the writer is saying.

3. Read the article a second time. This reading is for comprehension. You are not groping in the dark any more, as you were perhaps doing during the first reading. Read every paragraph carefully and try to understand what the writer is saying in light of your general understanding of the topic that resulted from doing the first two steps, and from your 'knowledge of the world', i.e. from your general knowledge about the topic. Note how sentences are connected together, what pronouns refer to, how later sentences relate, explain, or expand and elaborate earlier sentences, etc. At this stage you should be able to guess the meaning of many of the words or expressions from the general context in which they are used, and from whatever clues the writer provides in the article.

4. Read the article a third (and final?) time to make sure that you understand it thoroughly. We are sure that you will be amazed at how much you understand of the article if you follow these steps. Only now, if there are still some words that you do not understand, consult a dictionary—an English-English one of course—to get used to using English and understanding English, and eventually *think* in English. And, if you need to note words down for studying later, then please write the whole

sentence in which the new vocabulary occurs. This way, you ensure better understanding and better language learning, too.

Then come to the regular meetings with your understanding of the articles, (as well as with any difficulties you may have encountered,) and make sure that you ask about whatever you still do not understand. This way, you not only make sure that you understand all the articles in the book perfectly well, but also improve your knowledge of the language and its culture. If you do that, we promise that you will have a very rewarding course.

We wish you the very best of luck for a successful learning and a thought provoking educational experience.

H D & T S T

Damascus University

PUNCTUATION

The Purpose of Punctuation:

The primary purpose of punctuation is to ensure the clarity and readability of writing. Punctuation clarifies sentence structure, separating some words and grouping others. It adds meaning to written words and guides the understanding of readers as they move through sentences.

1. *The full-stop or period:* "."
   The full-stop is used to mark the end of straightforward declarative sentences and to mark the end of some abbreviations, as in:
   * "There is really no such creature as a single individual."
   (Lewis Thomas)
   * 2:00 A. M.
   * Mrs., Sr., Jr.,

2. *The exclamation mark:* "!"
   It indicates surprise, command (in imperative sentences) and strong emotions, as in:
   * What a beautiful lady she was!
   * Close the door!
   * How incredible!

3. *The question mark:* "?"

It follows an interrogative sentence and it also comes after a declarative sentence which ends in question tag, as in:

* Why did you leave her?
* You are not happy, are you?

4. *The colon:* ":"

The colon appears when introducing a list or when explaining or clarifying what is just said, or when introducing a formal statement, as in:

* I want to buy these items: two shirts, one robe, and two skirts.
* Her husband is a very horrible man: he never stops belittling her even in public.
* That proverb says: "No pain, no gain."

5. *The semicolon:* ";"

It relates two independent sentences which are not connected by a conjunction but which are closely related together in meaning, making the use of a full-stop inappropriate, as in:

* We usually think of cold weather when the North Pole is mentioned; we fail to see how people can lead a normal life there.

6. *The hyphen:* "-"

It indicates that two words or two parts of a word belong together. It joins the parts of a compound, as in:

* He is a well-educated man.
* This is a once-in-a-lifetime opportunity.

7. *The dash:* "—"

It mainly indicates an interruption in the flow of thought, and it introduces explanatory words or summaries, as in:

* The hero of the play—the townspeople see him as a hero but in fact he is not—presents himself as an undefeatable man.

8. *The comma:* ","

It separates words, phrases, and clauses in a series. It also relates two independent sentences connected with a coordinating conjunction (but, and, or...); and it marks that element in the sentence which is not important to its meaning, as in:

* She loves to attend everything that has to do with art, plays, films, operas, and painting.
* He loves her so much, but, unfortunately, they separated.
* What she said, in short, is that he was so lovely.

****

Try this light-hearted exercise on the importance of punctuation. Read the paragraph below and add punctuation marks where necessary. Then check the next page and note the immense meaning difference that results from punctuation them differently.

"Dear John I want a man who knows what love is all about you are generous kind thoughtful people who are not like you admit to being useless and inferior you have ruined me for other men I yearn for you I have no feelings whatsoever when we're apart I can be forever happy will you let me be yours Gloria"

Dear John,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy—will you let me be yours?

Gloria

Dear John,

I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be forever happy. Will you let me be?

Yours,
Gloria

Damascus University

Section I
(Reflections on Life)

وقل رب زدني علما
جامعة دمشق
Damascus University

1. The Road Not Taken

Robert Frost (1874-1963)

Preparing to read:

1. A road that is taken is a road that one has gone through and knows. The title of the poem is thus rather unusual. Why do you think the poet chose it? What do you expect the poem to be about?

2. Which of the two roads is the more exciting, do you think?

3. Is it important that the road that one chooses in life be smooth and straightforward?

4. If you have to make a choice between two things in life knowing that the one choice necessarily excludes the other, what would you do? How would you choose?

5. Many decisions in life, once made, cannot be unmade, what would guide you in making these decisions?

6. Do you believe in playing it safe, i.e. not taking any risks? Why? What are the advantages and disadvantages of this?

As you read, look for the following information:

1. Is the poet talking about actual roads in the woods, do you think? If not, then what does he mean when he describes one of the roads as 'less trodden'?

_____

_____

2. Why does it take the poet a long time to choose his road ?

_____

3. What is the poet's main fear?

_____

4. Which road does the poet choose finally? Why?

_____

5. How does he feel about his choice?

_____

6. What is the main idea of the poem?

_____ _____

Damascus University

The Road Not Taken

Robert Frost (1874-1963) from *Mountain Interval*

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

COMPREHENSION:

A. *How does the poet express the following ideas?*
Write the sentences in the poem that refer to these ideas.

1. He has to choose one of the roads.

_____

2. He does not know the end of the road, or where it would take him.

_____

3. Both roads are equally attractive.

_____

4. Leaving the other road for another day.

_____

5. Choosing one of the roads has changed his life.

_____

B. *Read the poem again and find the words that mean the following:*

1. In the first stanza, *separated or gone in different directions*: _____
2. In the second stanza, *need to be used*: _____
3. In the third stanza, *walked*: _____
4. In the fourth stanza, *from that time*: _____

2. All I Really Need to Know
Robert Fulghum

Preparing to read:

1. From the title of the article, what do you expect the article to discuss?

2. Have you ever thought of where your life is going? Is it going according to plan? Are you happy with it? Why?

3. Do you criticize yourself for what you do in your everyday life? Have you ever 'punished' yourself for some wrong you have done? How?

4. If you had to give advice to someone younger than you are, what would be some of the "do's" and "don'ts" that you would tell him or her to follow?

5. At what stage in life, do you think, people start to learn about life and become "wise"?

As you read, look for the following information:

1. What does the writer mean by a 'Credo'?

2. Where did the writer get the brevity inspiration?

3. Where did the writer learn about what is necessary for him to live a meaningful life? How did he learn that?

4. What are a few of the things that the writer learned in his life? Mention the ones that you find more important than the others.

5. In the writer's opinion, how can our world be a better one?

Damascus University

All I Really Need to Know
Robert Fulghum

1. Each spring, for many years, I have set myself the task of writing a personal statement of belief: a Credo. When I was younger, the statement ran for many pages, trying to cover every base, with no loose ends. It sounded like a Supreme Court brief, as if words could resolve all conflicts about the meaning of existence.

2. The Credo has grown shorter in recent years—sometimes cynical, sometimes comical, sometimes bland—but I keep working at it. Recently I set out to get the statement of personal belief down to one page in simple terms, fully understanding the naïve idealism that implied.

3. The inspiration for brevity came to me at a gasoline station. I managed to fill an old car's tank with super deluxe high-octane go-juice. My old hoopy couldn't handle it and got the willies—kept sputtering out at intersections and belching going downhill. I understood. My mind and my spirit get like that from time to time. Too much high-content information, and I get the existential willies—keep sputtering out at intersections where life choices must be made and I either know too much or not enough. The examined life is no picnic.

4. I realized then that I already know most of what's necessary to live a meaningful life—that it isn't all that complicated. *I know it.* And have known it for a long, long time. Living it—well, that's another matter, yes? Here's my Credo:

5. All I really need to know about how to live and what to do and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sand pile at Sunday School. These are the things I learned:

6. Share everything.
7. Play fair.
8. Don't hit people.
9. Put things back where you found them.
10. Clean up your own mess.
11. Don't take things that aren't yours.
12. Say you're sorry when you hurt somebody.
13. Wash your hands before you eat.
14. Flush.
15. Warm cookies and cold milk are good for you.
16. Live a balanced life—learn some and think some and draw and paint and sing and dance and play and work every day some.
17. Take a nap every afternoon.
18. When you go out into the world, watch out for traffic, hold hands, and stick together.

19. Be aware of wonder. Remember the little seed in the Styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

20. Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup—they all die. So do we.

21. And then remember the Dick-and-Jane books and the first word you learned—the biggest word of all—LOOK.

22. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

23. Take any one of those items and extrapolate it into sophisticated adult terms and apply it to your family life or your work or your government or your world and it holds true and clear and firm. Think what a better world it would be if we all—the whole world—had cookies and milk about three o'clock every afternoon and then lay down with our blankies for a nap. Or if all governments had as a basic policy to always put things back where they found them and to clean up their own mess.

24. And it is still true, no matter how old you are—when you go out into the world, it is best to hold hands and stick together.

COMPREHENSION

A. The following statements are false. Rewrite them to be true.

1. It is only after growing up that the writer starts to think of writing a Credo.

_____

2. The writer does not know much of what he needs to live a meaningful life.

_____

3. It is better to devote your life to doing one thing only, such as learning.

_____

4. The world would become better if each one lived on his own.

_____

5. The complexity of life makes it difficult to understand it.

_____

Damascus University

B. Match each numbered word with its definition:

1. Idealism	a. the quality of being brief and exact in meaning.
2. Sputtering	b. short sleep during the day.
3. Sanitation	c. forming, pursuing and believing in ideals.
4. Ecology	d. systems that protect people's health.
5. Nap	e. make a series of little explosives. sounds when speaking.
6. Brevity	f. The branch of biology that deals. with relations between organisms.

C. Reread the article to discover the writer's opinion on the following statements. Keep in mind that the writer does not state his opinion directly. Decide if the writer Agrees *or* Disagrees.

1. Life is very complicated for us to understand.
   Agrees _____ Disagrees _____
2. There is always a possibility to find all what you need to know.
   Agrees _____ Disagrees _____
3. Wisdom is accessible to all of us, if we know exactly where to find it.
   Agrees _____ Disagrees _____

3. The Future Is Yours (Still)

Abbie Hoffman

Preparing to read:

1. What do you think the article will be about?

_____

2. Read the few lines that introduce the article.
   Do these give you any clue as to the content of the article?

_____

3. Whose future is the writer talking about, do you think?

_____

4. Is the future of a person related to the future of his country?

_____

5. There has been a lot of talk about Democracy lately. What is democracy? Can you define it? Would you classify yourself as a democratic person? Why? Is it important?

_____

_____

6. Would you accept the statement that democracy could be a real source of danger when misused?

_____

7. How can democracy be misused?

_____

Damascus University

Imagine yourself in the following situation. How would you react?

1. How would you react to somebody criticizing you harshly?

2. What would you do if your sister wanted to get something you thought she was not in need of?

3. How would you react if one of your employees comes to you to express his disagreement with your decisions?

4. Imagine that you had the power to do whatever you want. Would you consult anybody before doing anything?

As you read, look for the following information:

1. What is the main point of this passage?

2. Why was the writer's father proud of democracy?

3. How does the writer understand the idea of democracy?

4. How did the people in Washington react to the writer's attempt to make some changes?

5. How does hopelessness affect people's lives?

The Future Is Yours (Still)

Abbie Hoffman

Serving as his own lawyer, Abbie Hoffman presented a closing argument in a district court in Massachusetts on April 15, 1987. He and eleven others were on trial for trespassing while protesting the recruiting of students by the CIA (Central Intelligence Agency) at the University of Massachusetts. The group was acquitted. This is part of Hoffman's statement.

1. When I was growing up in Worcester, Massachusetts, my father was very proud of democracy. He often took me to town-hall meetings in Clinton, Athol, and Hudson. He would say, "See how the people participate; see how they participate in decisions that affect their lives—that's democracy." I grew up with the idea that democracy is not something you believe in, or a place you hang your hat, but it's something you do. You participate. If you stop doing it, democracy crumbles and falls apart. It was very sad to read last month that the New England town-hall meetings are dying off, and, in a large sense, the spirit of this trail is that grass-roots participation in democracy must not die. If matters such as we have been discussing here are left only to be discussed behind closed-door hearings in Washington, then we would cease to have a government of the people.

2. You travel around this country, and no matter where you go, people say, "Don't waste your time, nothing changes; you

can't fight the powers that be—no one can." You hear it a lot from young people. I hear it from my own kids: "Daddy, you are so quaint to believe in hope." Kids today live with awful nightmares: AIDS will wipe us out; the polar ice cap will melt; the nuclear bomb will go off at any minute. Even the best tend to believe we are hopeless to affect matters. It's no wonder teenage suicide is at a record level. Young people are detached from history, the planet, and, most important, the future. I maintain to you that this detachment from the future, the lack of hope, and the high suicide rate among youth are connected.

Damascus University

COMPREHENSION:

A. Cross the odd word out:

1. democracy	freedom	limits	republic
2. suicide	hope	anxiety	stress
3. participation	detachment	involvement	voting
4. government	autocracy	bureaucracy	people
5. quaint	old	ancient	modern

B. Fill in the spaces with the following words: (Remember to use the correct grammatical form of the words).

Trial go off quaint crumble suicide maintain

1. She has a lovely _____ little cottage on the edges of the village green.
2. The gun _____ by accident.
3. He has always _____ that he was not guilty of the crime that he was accused of committing.
4. Because of the current world situation, we need to face and deal with the disturbing fact that the hope for a better future for humanity _____ to dust.
5. He is so depressed and drinks so much that we are worried he might, under the influence of alcohol, commit _____.

C. *Reread the passage again and, on the lines provided, write the statements that express the following ideas:*

1. There must always be a room for all people, even those of the lowest rank, to do something.

_____

_____

2. People believe that it is merely nonsense if you try to do something.

_____

_____

3. There is real loss of belonging and hope on the part of people.

_____

_____

D. *Reread the passage to find the word/s that mean the following:*

1. (Paragraph one) falls apart, collapses: _____
2. (Paragraph one) disappearing, becoming less and less popular: _____
3. (Paragraph two) frightening or horrible dreams: _____
4. (Paragraph two) taking one's own life, killing oneself:

_____

4. Some Things are Better Left Unsaid
(Anonymous)

Preparing to read:

1. What do you expect the passage to be about? What things should not be said? To whom does this apply?

2. Should one be totally honest with people in general? How about close friends? Or family members? Why?

3. If one keeps something to oneself, does that mean that one is not being honest? Why?

4. Should the relationship between spouses, or parents and children be totally frank? What about truths that can hurt?

5. Can we keep truths to ourselves, i.e. not tell others what we know, and still maintain that we are honest? Are we, in this case, being contradictory? How?

Damascus University

Some Things are Better Left Unsaid
(Anonymous)

1. I think we generally agree that never expressing real feelings and repressing all negative thoughts doesn't lead to positive communication. It's a great relief to allow ourselves the benefit of acknowledging our human weaknesses and going after more honest relationships with others. But we need to strike a balance between telling it all and telling nothing.

2. Recently I received a letter from a mother who had been persuaded by her troubled twenty-five-year-old son to attend a family discussion group with him. Under pressure from the group, her defenses collapsed and she heard herself telling her son for the first time that he had been an accident that she hadn't been planning to have a child. He in turn told her that he couldn't recall a single day in his childhood that he had been happy.

3. This woman wrote, "We cried and we became friends again; I thought telling the truth had been good for us. But the trouble is, it wasn't the whole truth. By the time Tommy was born I did want him, and at times he was happy. Ever since that day, we've both been haunted by some terrible feelings we shared."

4. I've come to the conclusion that some things are better left unsaid. Honesty is best as long as we know what the truth really is — but most of the time we don't. It's a fine goal to encourage children to express their real feelings. And many marriages have been saved by an open confrontation of deep and painful misunderstandings. But we need a new sense of balance. "Telling it like it is", or saying exactly how you feel, is not a solution for every problem nor even an end in itself. It's useful and freeing under some circumstances and terribly hurtful and damaging under others.

5. It's a good idea, I think, to bite your tongue for ten or fifteen seconds before saying what's on your mind. Try to decide whether it's going to open up new and better avenues of communication or leave wounds that may never heal.

Damascus University

COMPREHENSION:

A. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. We generally believe that expressing real feelings and negative thoughts lead to improved relationships. _____
2. We are all human, and humans are generally weak. _____
3. The writer of the passage is a woman. _____
4. The mother had a bitter experience because she hadn't told her son the whole truth. _____
5. The writer believes that honesty is best always. _____
6. Honesty should be taught to children because it is helpful and freeing. _____

B. Find the word/s in the passage that mean the following:

1. (In paragraph one) to find out about: _____
2. (In paragraph two) to fall to pieces: _____
3. (In paragraph three) troubled or worried: _____
4. (In paragraph five) means or method: _____

5. What I Have Lived For
Bertrand Russell

Preparing to read:

1. From the title, what do you expect the article to be about?

2. Are there times when life is worth living, and other times when it is not? How? When? Why?

3. Do people usually live for some definite purpose or do we all just float wherever life takes us? What about you, yourself?

4. When do you think one starts questioning the purpose of his existence and why he is on this earth?

5. If you had to specify certain driving forces in your life, what would these be? Would these be shared among all people?

6. Imagine that you have retired, and have the time to look back on how you spent your life, what do you hope that you will have achieved? Do you expect that you will be happy with what you have done in your life?

As you read, look for the following information:

1. How many passions obsessed the writer? What are these?

2. Did he achieve all what he sought?

3. How did he explain his longing for love?

4. How much knowledge did he achieve?

5. What two passions lifted him up to the heavens? What always brought him down to earth?

6. Why does he still suffer?

7. Was his life worth living? Why?

Damascus University

What I Have Lived For

Bertrand Russell

What are the goals of human existence? In other words, what do people live for? The answer to this question must certainly vary greatly with the individual. One viewpoint is given below by the British philosopher, mathematician, and writer, Bertrand Russell (1872—1970). Besides being well known for his scholarship and prolific writing on many subjects, Russell gained a great deal of fame and notoriety during his life for his active campaigning for the causes of pacifism and a halt to nuclear armament. He wrote the following essay in his later years, while looking back on a long and active life.

1. Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind. These passions, like great winds, have blown hither and thither, in a wayward course, over a deep ocean of anguish, reaching to the verge of despair.

2. I have sought love, first, because it brings ecstasy—ecstasy so great that I would often have sacrificed all the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness—that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless abyss. I have sought it, finally, because in the union of love I have seen, in a mystic miniature, the prefiguring vision of the heaven that saints and poets have imagined. This is what I sought, and though it

might seem too good for human life, this is what—at last—I have found.

3. With equal passion I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to apprehend the Pythagorean power by which number holds sway above the flux. A little of this, but not much, I have achieved.

4. Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberated in my heart. Children in famine, victims tortured by oppressors, helpless old people a hated burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I long to alleviate the evil, but I cannot, and I, too, suffer.

5. This has been my life. I have found it worth living, and I would gladly live it again if the chance were offered to me.

Damascus University

COMPREHENSION:

A. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. The writer believes that his life is not that important because he is not able to do all what he wants. _____
2. He was not happy because he could not get married. _____
3. It is love that relieves the loneliness and gloominess that one suffers from. _____
4. He has sought knowledge but failed to reach where he wants. _____
5. It is the suffering of mankind which is, although unbearable, still going on. _____

B. Guess the meaning of the following underlined words from their context:

1. She needs to know how to get out of this <u>abyss</u> of despair.
   a. unpleasantness b. endless pit c. gloominess
2. The piercing sound of a hunting horn <u>reverberated</u> throughout the forest.
   a. repeated and echoed b. made great noise c. went through
3. The doctor gave his patient an injection to <u>alleviate</u> her pain.
   a. put an end to b. protect from c. lessen
4. The people in Ethiopia have suffered from severe <u>famine</u> because of the long periods of drought when no rain fell at all.
   a. very little water b. very little fruits c. very little food

C. *Find the word or words in the passage that mean the following:*

1. (Paragraph one) here and there, everywhere

   _____

2. (Paragraph one) worry, anxiety, concern

   _____

3. (Paragraph one) total loss of hope, giving up

   _____

4. (Paragraph two) bottomless, never ending

   _____

5. (Paragraph three) understand, become aware of

   _____

D. *Reread the passage to discover the writer's opinion on the following statements. Keep in mind that the writer does not state his opinion directly. Decide if the writer Agrees or Disagrees.*

1. Each one of us needs to have some goal or goals to achieve in his or her life.

   Agrees _____ Disagrees _____

2. It is only when you look back on your life, and know what you have lived for that you become able to see whether your life was worth living or not.

   Agrees _____ Disagrees _____

3. People need to have similar aims in their lives, otherwise why are they living in the same world?

   Agrees _____ Disagrees _____

Section II
(Reflections on Life and Death)

Damascus University

6. A Simple Gesture

(From *Chicken Soup for the Soul*, by Jack Canfield)

Preparing to read:

1. What is the most touching memory that you have? Is it sad or happy?

2. What are the things or events that bring back certain memories to you?

3. Do you think that we are always fully aware of the effects of our actions on other people? Why?

4. You must have done many things that made you and other people happy, may be even unintentionally. What is one of these? How did that make you and the others happy?

5. Do you like children? Are you generally tolerant of their childish behaviour, or does it make you angry?

6. What is the loss that is the saddest for a child?

7. After these questions, what do you expect the reading to be about?

As you read, look for the following information:

1. The wedding day of the narrator was not the best day in her life. Why?

2. What memories did the children in the truck in front of her bring back to her?

3. What did the children in the truck do?

4. What did the woman do that made the children in the truck ahead of her happy?

5. How did the father react to what this woman did?

6. How did this encounter help the woman get through her grief and smile whenever she thought of her mother?

Damascus University

A Simple Gesture
(From *Chicken Soup for the Soul*, by Jack Canfield)

We don't always know when our actions are going to touch someone else, but sometimes even a kind word, a friendly greeting or a coaxed laugh can lift a sagging spirit—theirs, and ours.

1. My mother died suddenly three years ago—it was less than two weeks before my wedding. My wedding day was supposed to be the best day of my life. She should have been there. I was devastated. I missed her terribly, and still do. Even to this day, I do not spend many moments without thinking about her. Almost everything I do reminds me of her in some way.

2. Just this afternoon, I was driving behind a vehicle filled with what appeared to be a family of three young boys and their parents on an outing.

3. This brought back memories of trips my family used to take with my mother behind the wheel of the station wagon. We'd all be loaded up with snacks and all sorts of neat stuff. These were some of the best times growing up.

4. The three youngsters in the truck ahead of me today were facing my car, just staring. I thought about how my brothers, sister and I used to try to get people to wave from the other cars around us. Most were too busy driving to wave back.

When someone did, we'd shriek with laughter and wave frantically back.

5. Suddenly, I got an urge to simply wave at the children in front of me. They simultaneously smiled and waved back. It was a priceless moment, and I couldn't help but giggle.

6. We kept waving for a few more minutes, and then I headed on my way. But we eventually ended up getting off at the same exit on the highway. The father motioned for me to pull over. Instinctively, I got nervous. There are all sorts of crazy people out there these days. However, we were close to the tollbooths, so I felt safe in stopping.

7. The father got out of the truck and walked over to my car. I rolled down my window to see a smiling face.

8. "My name is Bill," he said. "I'm traveling across the country with my sister and my three sons. My wife recently passed away, and my boys are quite uneasy about the trip. I want to thank you for what you did."

9. I told him I wasn't quite sure what he was thanking me for.

10. "My boys had been miserable until you waved at them. Thanks for being so kind."

11. I smiled and thanked him back. "I lost my mother three years ago," I explained. "Your boys brought back fond memories for me. Thank you for reminding me of great times our

family shared while I was growing up. Please thank your sons for me as well."

12. We said goodbye, and I gave one final wave to the boys. They grinned and waved back.

13. Those boys will probably forget all of this in a few days, but I never will. People don't realize how one simple act of kindness can change someone forever. But the thank-you I received as well as the smiles and waves I shared with those boys were more precious than you can imagine.

14. Right after my mother died, I thought I would never get through my grief. I cried every time I thought of her. Now, most of the times, I smile.

15. This man was thanking me for brightening his son's day. I hope he realizes that I was just as grateful for their smiles. I will never be too busy driving to wave.

Damascus University

COMPREHENSION:

A. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. The narrator was sad because she had lost her mother, even though she did not think of her much. _____
2. Her husband was really able to understand her grief and so he helped her a lot. _____
3. She was touched by the scene of that family in the truck which brought back to her many nice and beautiful memories. _____
4. The children's father was so delighted and thankful for what she did to make his children smile and feel happy. _____
5. It is this little event that made her so happy and helped her smile, not cry, when remembering her mother. _____
6. She still meets with her siblings to remember their childhood. _____

B. Read the following statements. They are false. Rewrite them to become true.

1. The narrator's father was dead. He was not there on her wedding day.

_____

2. She saw three children with their parents sitting in the front of a vehicle.

_____

3. The children started to wave at her, so she smiled and waved back to them straight away.

_____

4. She motioned to their father to pull over because she wanted to talk to him.

_____

5. She decided not to busy herself waving to children while she was driving.

_____

C. Fill in the blanks with the correct words:

touching loaded up brings back devastated frantically

1. They were _____ by the news of his death.
2. The lorry needs to be _____ with bricks.
3. She couldn't stop her tears. It was really a very _____ movie.
4. Looking at these photographs _____ very happy memories.
5. He shouted _____ for help.

7. **Staying Alive**

Preparing to read:

1. If you had the option of deciding how long you would live, how long would you choose to live?

_____

2. Should one try to cure any diseases or illnesses that afflict him or her, even with experimental drugs, or should s/he accept disease as the will of God and surrender to death without a fight?

_____

3. If man can, through today's advanced medical care, prolong his life on earth, should he do so? Is there a limit for how long one should try to stay alive and well?

_____

_____

4. There are many diseases that are incurable now (AIDS or EBOLA for example) but research is hopeful that cures will be found in the coming years. If medical technology can 'freeze' a person in such a way until a cure for his or her particular disease is found and the person is then de-frozen and treated to be cured of this disease, would this be acceptable? Why?

_____

_____

Staying Alive
(Anonymous)

1. Shortly after midnight on Friday, 11 December 1987, in California, 83 year-old Dora Kent stopped breathing. Then, with no qualified doctor present, her head was removed from her body and frozen using liquid nitrogen at a temperature of -320°F (approximately -160°C).

2. Yet Mrs. Kent is just one of an increasing number of Americans who are being suspended when they die, in the hope that one day medical science will be able to bring them back to life and cure what killed them. Like many people, Mrs. Kent chose to have only her head frozen—after all, a new body could be attached to her head when the time to thaw came round. "You can throw away the computer but if you lose the disc you've lost everything."

3. This freezing process—known as cryonics—begs many questions and provides few of the answers. Yet commercial companies have a membership which is steadily increasing. Over 300 people in America have signed up, although only 20 people and 6 pets have been suspended to date. The story

goes that Walt Disney is suspended somewhere in America, and Michael Jackson has booked his place.

4. Although some people simply regard this trend as just another attempt in the Americans' search for immortality—the next logical step after jogging, the aerobics, and healthy eating—others have described cryonics as "the most important science anyone can be engaged in" and say it gives them a broader perspective on the world. They believe that if everyone knew they were going to be around in the next century then they would try far harder to solve the global problems of pollution and nuclear war.

5. A noble thought but why would anyone want to come back for a second or even third life cycle? Emilia Marty in the opera *The Makropoulos Affair* knew the secret of eternal life but she also knew it to be a formula for a world-weary and loveless existence. By the time she was 337 she had had enough. For most of us one lifetime is enough.

Damascus University

COMPREHENSION:

A. Find the word or words that mean the following:

1. (Paragraph one) has a certificate, trained scientifically: _____
2. (Paragraph two) hanging in mid-air, not alive and not truly accepted as fully dead: _____
3. (Paragraph two) defreeze, melt: _____
4. (Paragraph three) asks, raises: _____
5. (Paragraph four) never dying, eternal life: _____
6. (Paragraph four) a way of looking at things: _____

B. Answer the following questions:

1. Why did Mrs Kent have her head separated from her body?

_____

2. Who else is preserved to come back to life later?

_____

3. What do the supporters of cryonics say about it?

_____

4. Why is cryonics the most logical step?

_____

5. Is the writer for or against cryonics? How do you know?

_____

_____

C. *Decide what the following word or words refer to. They are underlined in the passage to make it easier for you to find them. Write down their referents on the lines provided.*

1. … If you loose the *disc* you have lost everything. What disc is the writer talking about?

   _____

2. … *signed up*. What did they sign up for?

   _____

3. Michael Jackson has booked his *place*. Where is this place?

   _____

4. … *another attempt*. What are the earlier attempts?

   _____

5. … it gives *them*. Who are *them*?

   _____

6. … *they*. Who are *they*?

   _____

7. *A noble thought*. What is this *noble thought*?

   _____

8. … she had *had enough*. She had had enough of what?

   _____

Damascus University

D. Fill in the spaces with the following words:

Mortality impact cohesion insight secure dread contemporary value premature forbidden inevitable

1. No one really realizes the _____ of such a decision on the employees.
2. Something that is taboo is something _____ either religiously or socially
3. She has been in the hospital for two weeks now after her _____ birth.
4. You have wonderful ideas but you lack _____
5. His advice was of great _____. I need to thank him.
6. _____ is our destiny. We can never escape it.
7. She is a wise person. She has a deeper _____ than most of us possess.
8. It was _____. I could not escape it.
9. You can leave your kid here; he will be quite _____ .
10. The Open Learning and the Syrian Virtual University are very _____ projects in Syria.
11. She has an extreme _____ of the dark. She can never stay alone at night.

Damascus University

8. Fear of Death
(Anonymous)

Preparing to read:

1. Why do you think people are not happy about and avoid talking about death?

_____

2. Do you feel any emotion at all when you pass by a funeral of someone you have never seen or heard of before? Why?

_____

3. Can anyone escape death? How? Why?

_____

4. What do you think is so scary about death?

_____

5. What is more scary, the fear of death, or the fear of losing someone very close to you? Why?

_____

6. Since we are mortals, i.e. destined to die, what is the point of living, do you think?

_____

7. Does man contribute to his/her death? Why and how?

_____

Damascus University

As you read, look for answers to the following questions:

1. What is the real problem that one encounters when talking about death?

2. How do people react to the thought of death? Why?

3. What is Sigmund Freud's attitude towards death?

4. What will really happen to us after death?

5. What has the study of people's attitudes towards death produced?

6. What is the argument that Phillippe Aries and some other sociologists present on this topic?

7. Why is it that we almost never see death as a naturally occurring event in TV programmes?

Fear of Death

Our own death is indeed unimaginable, and whenever we make the attempt to imagine it, we can perceive that we really survive as spectators.
(Sigmund Freud)

1. Dying and death are important aspects of human life, human culture, and religion. We are all concerned with our own mortality, with our loved ones passing away, with forms of dying, and with what may happen after death. Death comes to everyone, and all human societies have developed social arrangements for managing its impact on the living. Early in the 1960s, social scientists became increasingly interested in studying the process of death and dying in contemporary society. The study of attitudes toward death has made that topic one of the most productive sources of theoretical and applied insight into human behaviour. The basic problem that humans have in dealing with death is fear. Several studies on attitudes toward death have pointed out that death has been and remains a fearful event for most human beings and that fear of death is universal throughout the human species. Many studies in psychology and psychiatry have documented the fact that this strong fear motivates many people to seek secure environments and to avoid activities and situations that could result in premature death. Sigmund Freud, for example, believed that fear of death was a primary motivation for social

cohesion, as people sought security and strength from group membership. Several types of fears have been identified in connection with death, but the primary fear is fear of the unknown, the dread of not knowing what happens when you die and after you are dead. In more modern times, historian Philippe Aries, together with many sociologists (e.g. Mellor) argue that death is a "forbidden social issue" in modern society because of the high value placed by Western culture on happiness, life, love, and joy. This is true even in the world of television and the cinema where no one ever dies of natural causes. These forms of media deny the inevitable reality of death and prefer the more dramatic forms of dying.

Damascus University

COMPREHENSION:

A. Decide whether the following statements are True (T), False (F) or Not stated (NS):

1. We are all mortals. _____
2. Nobody is interested enough to make a study of death and dying since nobody really knows what happens after death. _____
3. It is catastrophic to lose a dear person to you. _____
4. Fear of death prompts people to stick together and to increase the security arrangement to protect themselves. _____
5. The main reason for fear of death is the thought of losing someone we love. _____

B. Cross the odd word out:

1. mortality	death	love	survival
2. species	humans	animals	objects
3. motivation	help	need	encouragement
4. not allowed	forbidden	prevented	not impossible
5. productive	useful	important	get new things

C. Fill in the blanks with the following words:

passing away manage securily document premature

1. She has many things to do in a short time. I wonder how she can _____ it?
2. You need to _____ everything you read so that you know where it came from.
3. She cannot accept the reality of her beloved man _____ and disappearing from her life for ever.
4. Driving fast is the cause of many accidents, and can in fact result in _____ death.

D. Reread the article to discover the writer's opinion on the following statements. Keep in mind that the writer does not state his opinion directly. Decide if the writer Agrees *or* Disagrees.

1. We fear death but we are not concerned with what will happen after death.
   Agrees _____ Disagrees _____
2. Death comes to everyone so there is no need to protect ourselves against it.
   Agrees _____ Disagrees _____
3. The cinema and TV do not consider death of natural causes interesting. They prefer a more dramatic kind of death.
   Agrees _____ Disagrees _____

9. Falling Away Here at Home
Julia Aldrich

Preparing to read:

1. What do you think the title means?

2. Which is more difficult, losing a child or loosing a parent? Why?

3. Is sudden loss of a family member easier or loss after an illness? Why?

4. Can one prepare for death? In what way?

5. Can you imagine praying for the death of some very dear person? Under what circumstances might this happen?

6. Is there a good way to die, or a 'best way'?

7. At what age is death acceptable and perhaps expected?

Damascus University

As you read, look for answers to the following questions:

1. How old is the daughter of the writer, and what is wrong with her?

2. Why is the daughter brought home instead of being treated in hospital?

3. Who supports the mother in caring for her daughter?

4. How has the daughter changed over the past few months of the disease?

5. How have the friends and neighbours reacted?

6. What does the daughter want in the last week?

7. When did the mother start sleeping in her daughter's room?

8. How does the mother feel about giving her daughter her last medication? Why does she give it to her?

9. What does the mother do on their last night together?

10. Does the mother know that it was going to be the last night?

Falling Away, Here at Home

Julia Aldrich

In this essay, Julia Aldrich, a poet, talks about her young daughter, who has an incurable disease. The author describes the experience of taking her daughter home, so that she can live the last days of her life in a familiar place rather than in a hospital.

1. "What's next?" my daughter asks. Her soft, expressive face has that wooden look I have seen once or twice in the last few months when she has spoken of her own death, so I know that she is asking me: "Is this the place we have come to now?"

2. It is.

3. She is 23. She has adrenal cancer. Adrenocortical carcinoma is rare, with only about 150 cases a year. It is, as yet, incurable.

4. Nonetheless, all along the way, there have been choices to make: experimental hemotherapies, drug programs. Even at this point, when her disease has moved too quickly to justify further treatment, there is an option to go into the hospital in an attempt to "relieve symptoms." But we have come home... the public health nurse, a young woman, my daughter's age... has come to the house...

5. She is a noticing woman. I see her glance move from the photograph, on the bookcase, of the deep-dimpled laughing girl with her college friends, to my daughter's starved face and matchstick arms. I feel that she also notices the depth of my anguish, beneath my calm.

6. We speak together of the hospice concept: that it is a good thing for a dying person to be at home, cared for by the family, with a home-care team providing management of pain and other symptoms as well as help for the family. Although the hospice concept is still new in the United States... It is the idea itself that has given me courage to bring my daughter home.

7. The social worker assigned by the county is a trusted co-worker of the public health nurse.... Together [they help me] find a [local] doctor whose practice is house calls only. She is kind, sensible and accustomed to home care. Unbelievably, we have a team.

8. ...[Our friends]...are extraordinarily tender, and sensitive to our needs. Two friends who visit with babies bring radiant smiles to my daughter's face. A few old friends and family members come to visit; others dissolve in grief, and let go...

9. It is the second week of being home, and the week of my daughter's dying. Since the cancer was diagnosed six months ago, each month has been different; then, each week. It is only in the last six weeks that the disease has begun to visibly lay waste to her body. And it is only in the last week that it has taken on, in her life, an omnipresence.

10. Now each day is different, as her body systems break down...

11. "She is falling," I tell the social worker. That is how it seems to me: a falling away.

12. Since the weekend, she has not wanted company for her own sake. She has not wanted to speak on the phone, nor have her letters read to her. She wants her music. She wants her back rubbed. She wants to be held.

13. Wednesday night, she showers, as usual, with my help, but says it is very tiring for her. By Thursday evening she cannot rise from her bed. She is restless and uncomfortable. I bring my quilt and pillows to sleep in her room. It is the first night she has not slept straight through.

14. Friday morning the doctor and the public nurse and the social worker coordinate their visits....

15. The doctor thinks there will be no medical emergency; if I panic, not to call the hospital, but her. The nurse, too, says I may call at any time.

16. In the afternoon an old friend visits...bringing fruit, bread, supper. I have never been so glad to see her face at my back door. Yet when she leaves, I feel neither abandoned nor alone. Friends and neighbors are at the ready. And I am totally engrossed, with my daughter, in a ritual of holding on, and letting go.

17. She is falling away. Her breathing pattern has changed. Each time she asks me to help her up, to a sitting position, she is heavier, with less strength in her arms.

18. When she takes her evening medication, she has difficulty in holding up her head and swallowing. I grind her nighttime pills in pear juice. She makes a concentrated effort and gets it down. We are both inordinately pleased.

19. It is likely she didn't need this last medication. Yet it has been the small daily rituals that have held us up in these months; and now, because it is 'bedtime' by the clock, I turn off her recorder cassette and bring in my quilt and pillows.

20. But this is not a night like any other night, and I sit at her bedside and sing to her; not her songs, but mine, old ones,

from the 40's, astonished that I remember the words. Again, we are both somehow pleased.

21. The next time she reaches out to be pulled up, she is almost dead weight; yet she leans forward and flings her arms around me, in a strange, heavy embrace. When I lower her back to her pillows, she lies still.

22. There is a click in her throat, like a telephone receiver put back on the hook, on the other end of the line. A second click. And a third. I pray with all my heart that this is how it will end. And it is.

Damascus University

COMPREHENSION:

A. *Answer the following questions:*

1. There are many places in the text where the writer uses ellipsis marks (...) instead of proper punctuation. What is the effect of that, do you think?

2. What does the daughter mean when she asks "What's next?"

3. Does the mother want to be with her daughter at this time? Would she have preferred that they stayed in hospital?

4. How have the friends and neighbours behaved towards the mother and her daughter?

5. What does the daughter want in the last week?

6. When did the mother start sleeping in her daughter's room?

7. How does the mother feel about giving her daughter her last medication? Why does she give it to her?

8. What does the mother do on their last night together?

9. Does she 'know' it was going to be the last night for them?

B. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. The mother has tried every available form of treatment for her daughter before she brought her home. _____
2. The nurse who came home with the mother and daughter is a caring and sensitive woman. _____
3. The visitors who brought babies with them when visiting were insensitive to the daughter's needs and feelings. _____
4. The mother wanted her daughter to die because she was in severe pain. _____
5. The mother sings old songs because they reminded her of her daughter when she was healthy. _____

C. Find the word or words that mean the following:

1. (Paragraph three) untreatable: _____
2. (Paragraph four) to lessen or alleviate pain: _____
3. (Paragraph five) misery: _____
4. (Paragraph six) notion: _____
5. (Paragraph seven) appointed: _____
6. (Paragraph seven) realistic and wise: _____
7. (Paragraph eight) shining: _____

D. Fill in the blanks with one of the following words:

dimples, hug, engrossed, omnipresence, starved, coordinate matchstick, massage

1. Alia went on such a strict diet to lose weight that she almost _____ herself to death. She is so thin now that she looks like a _____.
2. My mother was so _____ in her work that she did not hear us come in.
3. In my culture, people _____ and kiss each other to express love.
4. Their late father's influence was clearly visible in the family's life; one could feel his _____ in every room in the house, which he had helped build and decorate.
5. When she laughs, two lovely _____ appear on both her cheeks. They make her even more attractive.
6. It helps relieve the headache caused by tension if you get someone to _____ the foot under the big toe.
7. It is a misconception that a baby-walker can help babies walk earlier. It is not only the leg muscles of the babies that need to develop; it is the brain whose job is to _____ the work of all the muscles involved in walking.

Damascus University

10. **Thoughts on Love and Pain**
(Anonymous)

Preparing to read:

1. How do relationships usually begin? How do they end?

2. What do you think is the love and pain the article discusses?

3. Is there any relationship between love and pain?

4. How do you understand love? Does it set us free, or does it enslave us to those we love?

5. Must a relationship always end in sadness or pain?

6. Is there greater pain than that caused by death?

7. How do you measure the love you have for other people? How do you know how much you love somebody?

8. What do you think people prefer in general, to be in love even if it means suffering, or not to love at all? Why?

9. Some people believe that "He who loves most suffers most." Do you agree? Why?

10. Is it possible to be in love and not suffer? Can two people love each other equally? Why?

As you read, look for the following information:

1. What are the demands of love?

2. How does the writer explain that all human relationships end with pain?

3. In what sense is pain part of love?

4. How can pain be of value to people?

5. What does the writer say about the degree of pain suffered when we lose to death the ones we love?

6. What is the loss that is most painful?

Damascus University

Thoughts on Love and Pain
(Anonymous)

1. All human relationships will end with pain, and the deeper and richer the relationship is, the greater will be the pain. Pain is the fee we pay for the privilege of loving and being loved. God gave us love as a free gift, but Satan has been able to put a tax on it. We have been given the choice, to love and be loved, accepting the inevitable pain of an eventual parting, or to remain enisled,[1] insulated from pain by our own isolation. Loving demands the giving up of personal power, and the becoming of a servant to the object of our love. Grief, then, becomes healthy.

2. Pain is part of love; it gives expression to the value of that which is lost to us. The pain of losing a friend is hard, the pain of losing a parent is grievous, the pain of losing a spouse is worse, and the pain of losing a child is catastrophic. The unexpectedness of a death seems to aggravate our pain. Our pain is the measure of how deeply we valued the one we loved, and thus the pain is of value to us. There is joy in unexpectedly discovering how greatly we loved our friend who has gone. God can and does (if we let Him) turn even our agony to good. We must learn to be thankful for having loved

[1](Poetic) To put on, or make into an island.

end having been loved, and thus, in a sense learn to welcome the pain of loss.

(Adapted by T S T)

Damascus University

COMPREHENSION:

A. Decide if the following statements are True (T), False (F), or Not Stated (NS):

1. Pain is the fee that we pay for the privilege of loving and being in love. _____
2. Love and pain are part of each other. _____
3. God gives us the gift of love, but also forces us to pay for it. _____
4. We are not free to choose. Whether being in love or not, we cannot avoid the pain of loss. _____
5. The writer himself explains the feelings and sufferings he had when he lost his beloved. _____

B. Match each of the words in column A with its correct definition:

A	B
1. fees	a. intensify
2. grief	b. tragedy
3. insulate	c. separation
4. aggravate	d. extreme sorrow
5. catastrophe	e. cut off from
6. parting	f. cost

C. Use the words in column A to fill in the blanks in the following sentences. Be sure to use the correct form of the words:

1. The earthquake that hit the poverty stricken arens in India _____ an already bad situation. Many people died and all the shanty houses were flattened.
2. Do not tell her about her sister's loss of her pregnancy. This will cause her a lot of _____.
3. You should _____ the house very well. This way you can save on heating and cooling costs.
4. It is said that humans make errors, but computers make _____
5. Although he was 23 years old, he was still shattered by the _____ of his parents.
6. She cannot afford to enroll at that university; its _____ are much more than she could pay.

Damascus University

SECTION III
(On life's Anxieties)

Damascus University

11. **A Scale of Stress**
Susan Ovelette Kobasa

Preparing to read:

1. From reading the above title, what do you think the passage is about?

2. Is life now more stressful than it was in the past?

3. What stresses do you, or people you know, have? And how do you deal with them?

4. What are the dangers of the stressful life that we are living?

5. What do you think the best way one has to relieve some of his stress, if at all?

6. How does hope relate to stress, if at all?

7. Can you avoid stressful events in your life? If yes, how? If no, why?

8. What do you think are the most common stresses here? Are these different from the stresses people living in the west have?

As you read, look for the following information:

1. What is the nature of the scale that Holmes and Rahe did?

2. What is the danger of stress, as the text suggests?

3. How does the writer explain the impossibility of avoiding stress?

4. What is the positive side of stress that the writer talks about?

5. What was the most stressful event in your life last year?

6. How stressful would you consider starting a new academic year, or starting a new job?

Damascus University

A Scale of Stresses
Susan Ovalette Kobasa

1. In the 1960s, medical researchers Thomas Holmes and Richard Rahe developed a popular scale that was a checklist of stressful events. They appreciated[1] the tricky[2] point that *any* major change can be stressful. Negative events like "serious illness of a family member" and "trouble with boss" were high on the list, but so were some positive life-changing events, like starting your first job, marriage, or having the first baby. Taking the Holmes-Rahe test produces a score that indicates how much pressure one is under. But the score does not reflect how one *deals* with stress—it only shows how much one has to deal with. And we now know that the way one handles these events dramatically[3] affects one's chances of staying healthy.

2. By the early 1970s, hundreds of similar studies had followed Holmes and Rahe. And millions of Americans who work and live under stress worried over the reports. Somehow, the research got boiled down to a memorable message. Women's magazines ran headlines like "Stress causes illness!" If you

[1] Understood, realized, recognised
[2] Difficult, delicate, sensitive
[3] Strongly, powerfully

want to stay physically and mentally healthy, the articles said, avoid stressful events.

3. But such simplistic advice is impossible to follow. Even if stressful events are dangerous, many—like the death of a loved one—are impossible to avoid. Moreover, any warning to avoid all stressful events—besides being stressful in itself—is a prescription[1] for staying away from opportunities as well as trouble. Since any change can be stressful, a person who wanted to be completely free of stress would never marry, have a child, take a new job, or move.

4. The notion that all stress makes you sick also ignores a lot of what we know about people. It assumes we're all vulnerable[2] and passive in the face of adversity. But what about human resilience[3], initiative[4] and creativity? Many come through periods of stress with more physical and mental vigor than they had before. We also know that a long time without change or challenge can lead to boredom, and physical and mental strain.

(Adapted from the original
by T S Toumajian)

---

[1] Recipe, order, way
[2] Easily hurt or damaged, fragile
[3] Tough, strong, quick to recover
[4] Creativity, originality, inventiveness

COMPREHENSION:

A. *Read the following statements. They are all false. Rewrite them to become true:*

1. Routine is the main reason of stress.

_____

2. Marriage is one of the negative events that lead to stress.

_____

3. Death is the only possibility one has to avoid stress.

_____

4. We are all vulnerable and passive in the face of adversity.

_____

5. Stressful events are common in people's lives, but do not have any dangerous effect on them or on their health.

_____

B. *Look for the word or words in the passage that mean the following and write them down on the line provided:*

1. (Paragraph 2): easy to remember _____
2. (Paragraph 4): pretends not to know _____
3. (Paragraph 4): takes for granted _____
4. (Paragraph 4): difficulty, bad luck _____
5. (Paragraph 4): strength, energy _____
6. (Paragraph 4): exhaustion, overwork _____

C. *Reread the article to discover the writer's opinion on the following statements. Keep in mind that the writer does not state his opinion directly. Decide whether the writer* Agrees *or* Disagrees.

1. Stress is part of our life that we cannot avoid.

   Agrees _____ Disagrees _____

2. It is because we are passive by nature, we always face stressful events.

   Agrees _____ Disagrees _____.

3. Stress and health are quite related to each other.

   Agrees _____ Disagrees _____

4. Stress can be very positive and can enhance one's life.

   Agrees _____ Disagrees _____

5. There are positive stresses and negative stresses, but both of these have negative health effect if not dealt with in time.

   Agrees _____ Disagrees _____

D. *Cross the odd word out:*

1. stress	change	routine	instability
2. marriage	man	teacher	woman
3. illness	trouble	anxiety	stability
4. passive	creative	initiative	innovative

Damascus University

12. **Dreams: Thoughts of the Heart**

Preparing to read:

1. Do you believe that dreams tell us something? Why?

2. When do people dream?

3. Can all dreams become true? Are there specific times in the year in which dreams come true?

4. What do we call a dream that is so bad and frightening?

5. How do you feel when you have a nightmare? Does it affect you and your mood? How much? Why?

6. Do you like to know the explanation of your dreams whether bad or good?

7. Is it always true that one dreams of the last thing s/he has been thinking of before sleeping?

8. Do dreams have a language and symbols of their own?

9. Can you tell the meaning of some symbols one may have in dreams?

Damascus University

Think about the following:

1. What is a dream?

_____

2. What is the role of dreams in our lives?

_____

3. Do dreams have anything to do with age? Do children dream?

_____

4. Is dreaming a consequence of our thinking?

_____

5. If yes, can a one-year-old child dream?

_____

6. If no, why do we see babies crying or smiling while they are sleeping?

_____

Damascus University

Dreams: Thoughts of the Heart

1. What is a dream? Some dreams seem totally trivial, like the idle wanderings of a brain off-duty, and it is not surprising that skeptics say they are best forgotten. But other dreams cannot be so easily dismissed. These are the very frightening ones we wish we *could* pass off as "only dreams," as parents urge their children to do with nightmares, but often their impression is so strong that the memory continues to haunt us for years. There are other dreams of such beauty and joy that we would not have missed them, and still others so vivid that we wonder whether they could be visions of another world or glimpses into some previous life. A few actually predict the future. Is there anything they all have in common?

2. Although science is still a long way from having any comprehensive understanding of dreams, one finding that has emerged from modern research is that the majority of dreams seem in some way to reflect things that have preoccupied our minds during the previous day or two. Sometimes this is easy to see, but it is equally true even of those fantastic dreams that seem worlds away from our ordinary life and thoughts, like being chased down the street by a tiger or conversing with a dead person. Dreams express themselves in a special kind

of picture language. Once this language is understood it can be seen that the tiger symbolized someone or something we found frightening the day or so before the dream, while the dead person appeared perhaps in order to remind us of an idea he or she gave us many years ago, which has immediate relevance to our present life. Dreams reflect not only actual happenings, but also a whole host of thoughts and feelings that passed us by during the day because we were too busy or unwilling to catch them.

3. In fact, the dreaming mind may be compared to a movie director, picking up things from waking life that need more attention than we have given them and reflecting on them *in depth* by composing stories. In these stories, cartoon-style pictures and all kinds of other devices are used to express what we are feeling deep down inside about ourselves, other people, and the quality of our lives generally. And this alone, even if we went no further, would be an excellent reason for not merely brushing dreams aside, for is there any human being whose life would not be improved by a little additional reflection?

4. Just what the dreaming process achieves if we sleep right through the dream and never remember it, no one knows. There is probably some basis to the ancient idea of being able to tackle life's difficulties simply by "sleeping on them," though we can only speculate about how this works. What we do know is that when dreams are remembered, and their reflec-

tions-in-depth are understood, a whole new dimension of wisdom and insight is added to life, bringing greater sanity, meaning, and humor into our existence.

Damascus University

COMPREHENSION:

A. Check three of the following sentences that best express the main ideas of the article:

- € The triviality of dreams
- € Most dreams remind us of what preoccupied our minds few years ago
- € Dreams have special language
- € Dreams reflect strange and unknown things to us.
- € Dreams are important in our lives

B. Try to guess the meaning of the underlined words. For each sentence, circle the letter of the choice with the nearest meaning to the underlined word.

1. Some dreams seem totally trivial, like the idle wanderings of a brain off duty...
   a. loss of concentration b. moving around
   c. the extreme work d. magical power

2. ...it is not surprising that skeptics say they are best forgotten.
   a. people who believe everything
   b. people who never believe anything
   c. people who have doubts about everything
   d. none of these

3. There are dreams that are worlds away from our ordinary life and thoughts, like being chased down the street by a tiger.
a. run after b. followed by c. ran away from d. escaped

4. The dreaming mind may be compared to a movie director, picking up things from waking life that need more attention than we have given them and reflecting on them in depth by composing stories.

Picking up: a. collecting b. remembering
c. using d. exploiting

composing: a. finding b. reaching
c. hiding d. inventing

5. There is probably some basis to the ancient idea of being able to tackle life's difficulties simply by "sleeping on them," though we can only speculate about how this works.

Tackle: a. mention b. deal with
c. present d. try to solve

Speculate: a. think over b. find exactly
c. hypothesize d. make sure

6. Dreams bring greater sanity, meaning and humor into our existence.
a. equilibrium b. stability c. safety d. all of them

C. *Reread the article to discover the writer's opinion on the following statements. Keep in mind that the writer does not state his opinion directly. Decide if the writer* Agrees *or* Disagrees.

1. Dreams are trivial things that should never affect us.

   Agrees _____ Disagrees _____

2. So far we do not have real comprehensive understanding or explanation of dreams.

   Agrees _____ Disagrees _____

3. Dreams only reflect actual happenings during the day.

   Agrees _____ Disagrees _____

Damascus University

13. **Traffic Fumes Kill 20,000 People a Year In Europe**
(Paul Brown – The Guardian, Sept 2000)

Preparing to read:

1. What are the main reasons of air pollution?

2. How can air pollution affect our health?

3. Where do you expect to have more air pollution? Why?

4. Who are mostly affected by air pollution?

5. Can you suggest any solution to lessen the problems caused by air pollution?

6. Do you think that air pollution affects animals and plants as much as it does human beings? Why?

7. Is pollution only in the air? Can you mention other sources that are seriously polluted as a result of modern civilization?

Damascus University

As you read, look for answers to the following questions:

1. What is the serious effect that air pollution has in Europe, France, Austria and Switzerland?

2. How does air pollution affect adults and children?

3. What makes air pollution higher in towns than other places?

4. What are the problems that traffic creates to the public health?

5. Why do people die in cities 18 months earlier than they would otherwise?

Damascus University

Traffic Fumes Kill 20,000 People a Year in Europe
(Paul Brown – The Guardian, Sept 2000)

1. About twice as many people are killed each year in Europe by air pollution as die in road traffic accidents, according to research sponsored by the World Health Organisation published today in the *Lancet*.

2. Analysis of deaths in France, Austria and Switzerland show 6% of all deaths—around 40,000 a year—stem from air pollution, around half due to tiny particles in vehicle exhausts, particularly diesel.

3. In addition, traffic causes 25,000 new cases of chronic bronchitis in adults, 290,000 cases in children and more than 500,000 asthma attacks.

4. The research says motorists do not pay for the true cost that driving imposes on society.

5. The *Lancet* says in an editorial that if the cost of motoring on the health service, was taken into account, spending on better public transport would appear far more reasonable, with taxes and laws to reduce driving more publicly acceptable.

6. Estimates by the Department of Health have put deaths from air pollution in Britain at 10,000 a year.

7. Yesterday, as a result of the paper, Friends of the Earth said that the number of British deaths was probably 19,000 a year.

8. Because of the high traffic levels in most of Europe, tiny particles, 100th of a millimeter across, called PM10s, are always present in the air, and are far worse in towns where there is high pollution and density of traffic.

9. On average, including country areas, people are breathing in up to 10 micrograms (100th of a gram) per cubic metre of these particles, but in cities it can be three times as much.

10. The *Lancet* paper says that life expectancy is shortened by six months for each extra 10 micrograms of particles in the air. This means that in cities people die 18 months earlier than they would otherwise.

11. The research concentrates on the death rates of older people but says there is increasing evidence that air pollution kills babies and infants.

12. The WHO commissioned the research because it is concerned about the effect of air pollution on human health in addition to its economic cost.

13. Nino Künzli, from Basle University in Switzerland, the lead author, says the true costs to public health of air pollution are still being studied.

14. Traffic creates costs to the public health system that are not paid for by the polluters, he says, such as the loss of clean air, loss of clean water, and increased level of noise pollution.

15. "The project emphasises the need to consider air pollution and traffic-related air pollution as a widespread cause of impaired health."

16. Tony Bosworth, air pollution campaigner for Friends of the Earth, said: "These startling figures show that road traffic is having a dreadful toll on our health."

17. "If the impacts are the same, in the UK, the nearly 19,000 deaths every year are due to pollution from road traffic. That's equivalent to a jumbo jet crashing every 10 days. The government must take tougher action on traffic levels to reduce this appalling death toll."

Damascus University

COMPREHENSION:

A. Read the following statements. They are false. Rewrite them to be true.

1. Analysis of deaths in France, Austria and Switzerland shows that many people die because of traffic accidents.

_____

2. Traffic causes 25,000 new cases of heart attacks in adults.

_____

3. Life expectancy is lengthened by more than six months for each extra 10 micrograms of smoke particles in the air.

_____

4. There is no real evidence that air pollution kills babies and infants.

_____

5. There is a real emphasis on considering traffic-related air pollution only as the cause of impaired health.

_____

Damascus University

B. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. People who die in road traffic accidents are fewer than the ones who are killed by air pollution. _____
2. Motorists need to pay for the true cost that driving imposes on society. _____
3. The Department of Health said that the number of deaths in Britain was 19,000 a year. _____
4. People in cities are breathing up to 10 micrograms per cubic meter of these particles—three times more than others. _____
5. There is a real tendency to find a solution to this problem. _____

C. Match each word in column A with its correct definition in column B:

A	B
1. stem from	a. frightening
2. commission	b. the number of killed people
3. startling	c. to give the job of doing something to somebody
4. appalling	d. to have something as its cause
5. toll	e. shocking or surprising

14. **Prevention is better than the Cure**

Preparing to read:

1. What are the things that affect our health badly?

   _____

2. Do you agree that we must accept illness as a fate and that this is what God wants us to have? Why?

   _____

3. How much do we contribute to our health?

   _____

4. What are the most important things that one must avoid to keep himself healthy?

   _____

5. Do you agree that if you stay at home all the time, you will avoid having accident? Why and How?

   _____

6. Do you agree that "prevention is better than the cure"? Why?

   _____

Damascus University

Match each word with its correct definition:

1. hazards	a. a hollow into which something fits.
2. obesity	b. to cause something to stop burning
3. pneumonia	c. a small drop of a liquid
4. extinguish	d. too much fatness
5. sockets	e. a specific instrument that is used for a specific things
6. appliance	f. things that can be dangerous or cause damage
7. droplets	g. a serious illness that affect one or both lungs and causes difficulties in breathing.

Damascus University

As you read, look for the following information:

1. What are the bad effects of smoking on health?

2. In what sense is obesity dangerous to health?

3. What are the kinds of accidents that happen at home?

4. What is the role of household cleaners in protecting our health?

5. How can wives and mothers keep themselves away from the kitchen and the nursery?

6. What is the best way to deal with your worries? Why?

7. What is the kind of insurance the writer is talking about?

Damascus University

Prevention is better than the cure

1. No human being can go through life without facing hazards, such as illness or accident. Fate deals out health to some and illness to others as randomly as good and bad luck. It is plainly helpful to descend from a healthy and long-living family—unfortunately no one can choose his or her parents. On the whole, therefore, we have to accept what happens, but some illnesses and accidents are preventable and it is worth considering factors that can cause or prevent bad health.

2. Everyone knows that adequate housing, a congenial job, good food, plenty of sleep, fresh air, exercise, rest, recreation, and cleanliness are aids to health. Avoidable hazards to health include smoking, alcohol, obesity, and accidents at home.

3. Smoking is an important hazard, especially cigarette smoking. It has been proved beyond doubt by many surveys in different countries, carried out with properly matched controls and strict statistical methods, that cigarette smoking increases the risk not only of cancer of the lung, mouth, and throat, but of coronary artery disease, bronchitis, emphysema, and gastric ulcers. Pregnant women who smoke have smaller

babies than nonsmokers and are more liable to have stillborn babies. These are incontrovertible facts.

4. Cigars and pipes do less harm, but are still a health risk. Experience shows that it is less difficult to give up smoking altogether than it is merely to cut it down. As well as the cost of the tobacco, smokers pay about £1,300 million annually in tax. They could enjoy many pleasures and indeed luxuries if they spent this money in some other way.

5. Alcohol is, scientifically speaking, "a general protoplasmic poison" and as such should obviously be avoided. If used sensibly and in moderation, however, it is not a serious danger to health. All forms of alcohol are fattening, especially beer. Alcohol is a good servant, but a bad master, and the answer in short is moderation.

6. Obesity is a serious danger to health in developed countries. Primitive man had to hunt for his food or grow it by laborious agriculture. Modern man has shops and supermarkets crammed with the produce of the world, displayed in an attractive manner. This is a great temptation. In the young, obesity is mainly a matter of appearance. In the middle-aged and elderly it is a major matter of health. It was pointed out by the famous Greek physician Hippocrates over two thousand years ago that fat people do not live as long as the thin. The obese are more liable to high blood pressure, arteriosclerosis, diabetes, gallstones, and arthritis of the hips and knees. They are

bad subjects for surgery, and do not stand up to serious illness, such as pneumonia, as those who are slim.

7. The simple truth about dietary advice on weight reduction can be summed up in two short words—eat less. This is admittedly difficult and requires great determination, but it can be done, and the rewards of success are great.

8. Accidents in the home: After the roads, the home is the most common site for accidents. The most dangerous room in the house is the kitchen, followed by the bathroom, both being especially hazardous for children. A government committee that studied accidents in the home found that 28 per cent could be traced to defective design or maintenance of steirs, hand rails, or lighting. These are not difficult things to put right.

9. Fire: A fire extinguisher on each floor of the home is a good investment. Oil stoves should be self-extinguishing if knocked over, and alternative fire escapes to the staircase should be considered. Never let children play with matches. Never leave a frying pan in use unattended—it may catch fire. If it does, cover it with a metal lid or damp towel (which should be kept handy). If you cannot extinguish the flames, carry the pan outside, walking backwards to avoid being burnt.

10. Electrical equipment can be dangerous. Do not allow any bare wires, do not have wires trailing across the floor, and do not use adaptors to attach more appliances to a socket than it was intended to carry. Children are apt to poke their fingers or

metal objects into electrical sockets and may be electrocuted. Child-proof sockets are obtainable. Never use any electrical appliance that can be reached or touched by anyone in the bath.

11. Medicines and pills: Most houses have a cabinet in the bathroom in which medicines or pills are kept. This is a potential source of danger to young children. Such a cabinet should be kept locked, if possible, and every attempt made to keep medicines out of reach of children. When a medicine prescribed by the doctor is no longer needed, dispose of any that is left by throwing it in a dustbin or flushing it down the lavatory. Then dispose of the container.

12. Household cleaners, sprays, and liquids should also be kept well away from children. Never use unlabelled or wrongly-labeled containers. For example, a lavatory cleanser in a lemonade bottle has caused tragic and unnecessary deaths.

13. Coughing and sneezing: Many respiratory diseases, colds, coughs, bronchitis, and even pneumonia, could be prevented if people learned how to cough and sneeze correctly into a handkerchief. An unchecked cough projects droplets of infected material three metres, and an uninhibited sneeze travels five meters.

14. Cleanliness: Personal washing needs no recommendation. To wash the hands after using the lavatory is a social and hy-

gienic duty. The possible germs on door handles and money are an unpleasant thought, so it is a commonsense precaution, especially for children, to wash the hands before a meal.

15. Recreations: Wise men and women have two recreations, a physical one for out-of-doors, and a mental one for indoors. It is important for wives and mothers to have some activity that will for a time keep them away from the kitchen and nursery.

16. Worry: We all become worried at times, and may even fear for our mental health. Some worries have an obvious cause, such as money troubles, family affairs, or bereavement. These are distressing but often fade, and time is a healer, although a slow one. Other worries are sometimes unnecessary or even irrational. A talk with an understanding relative or friend, or your doctor, should help. It is better to share worries, rather than bottle them up inside.

17. Lastly, adequate insurance against fire, accident, injury, disability, and death will help the peace of mind.

Adapted from
Family Medical Guide
(The Royal Society of Medicine)

COMPREHENSION:

A. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. Smoking is a very serious and dangerous cause of illnesses. _____
2. Cigars and pipes have no danger when compared to that of cigarette smoking. _____
3. Wine is a very delicious kind of alcohol. _____
4. Thin people are more liable to have heart attacks and high blood pressure than the fat ones. _____
5. All people must have a fire extinguisher. _____
6. If left unattended, electrical equipment as well as the medicines and pills cause real dangers to young children. _____
7. Compared to other measures, washing the hands is not of so much importance. _____

Damascus University

B. Fill in the spaces with the following words:

pen	surveys	incontrovertible
surgery	temptation	moderation

1. She cannot resist the _____ of chocolate.
2. He is feeling much better now after the successful _____ he had a few days ago.
3. Government officials made many _____ of the land before they proposed a plan for the area.
4. _____ in everything is the best one can do.
5. "Prevention is better than the cure" is quite an _____ fact.

C. Reread the article to discover the writer's opinion on the following statements. Keep in mind that the writer does not state his opinion directly. Decide whether the writer Agrees *or* Disagrees.

1. Human beings are subject to a variety of illnesses.
   Agrees _____ Disagrees _____
2. All illness that we know and hear about is surely preventable.
   Agrees _____ Disagrees _____
3. Insurance against fire or any other accident is the best way to protect yourself in the case of any accident.
   Agrees _____ Disagrees _____
4. Avoiding smoking and alcohol is important to stay healthy.
   Agrees _____ Disagrees _____

SECTION IV
(On Culture and Behaviour)

Damascus University

15. **Ethnocentrism**
(Anonymous)

Preparing to read:

1. What is the meaning of ethnocentrism? If you know that *ethno-* relates to people, and *centrism* is a noun from 'centre', what do you expect the text to discuss?

2. What do you think of Japanese, American or Ethiopian food? Is it tastier than Syrian food? Would you eat raw meat, fish, or sheep or monkey brain?

3. What about the way of life, customs and habits, in those countries? How do you feel about them? Are they preferable to the Syrian way of life?

4. Why do you think it is not easy for us to accept other people's way of life?

5. What is culture shock? When do people experience it?

6. Does having a different culture necessarily mean that one is better than the other? Why? What people are the best? How about language? Which language is the best?

How would you react to or feel about the following situations?

Situation	Very unac-cept-able	Unac-cept-able	Ac-cept-able	Very accepi-able	I do not know
Eating a delicious meal, then discovering it is dog meat					
A culture not allowing spouses to call each other by first names					
Unmarried couples cohabiting (living together)					
University students calling the professors by their first names					

As you read, look for the following information:

1. How does the writer define the term 'ethnocentrism'?

2. How does he explain our rejection of others' life styles?

3. What cultures are ethnocentric?

4. What is the most familiar aspect of ethnocentrism? Exemplify.

5. What is the writer's attitude towards ethnocentrism?

Ethnocentrism
(Anonymous)

1. Culture shock can be an excellent lesson in relative values and in understanding human differences. The reason shock occurs is that we are not prepared for these differences. Because of the way we are taught our culture, we are all ethnocentric. This term comes from the Greek root *ethnos*, meaning people or group. Thus it refers to the fact that our outlook or world view is centered on our own way of life. Ethnocentrism is the belief that one's own patterns of behavior are the best: the most natural, beautiful, right or important. Therefore, we tend to think that people of other cultures—to the extent that they live differently—live by standards that are 'unhuman', 'irrational' or 'wrong'.

2. Ethnocentrism is the view that one's own culture is better than all others; it is the way people feel about themselves as compared to outsiders. There is no one in any society who is not ethnocentric to some degree, no matter how liberal and open-minded he or she might claim to be. People will always find some aspect of another culture distasteful, be it a way of treating friends, sexual practices, or simply a food they cannot manage to eat with a smile. This is not something we should

be ashamed of, because it is a natural outcome of growing up in any country.

3. Ethnocentrism can be seen in many aspects of culture-myths, folktales, proverbs, and even language. But perhaps the most familiar aspect of ethnocentrism is food preferences. Every culture has developed preferences for certain kinds of food and drink, and equally strong negative attitudes toward others. It is interesting to note that much of this ethnocentrism is in our heads and not in our tongues, for something can taste delicious until we are told what it is. We have all heard stories about people being fed a meal of snake or horse meat or something equally 'disgusting' in different culture and commenting on how good it was—until they were told what they had just eaten, upon which they turned green and hurriedly asked to be excused from the table.

4. Certain food preferences seem natural to us. We usually do not recognize that they are natural only because we have grown up with them; they are quite likely to be unnatural to someone from a different culture. In southeast Asia, for example, the majority of adults do not drink milk. To many Americans and Europeans it is unbelievable that people in other parts of the world do not drink milk, since it is a "natural" food. In China, dog meat is a delicacy; but the thought of eating a dog makes most people in other cultures sick. You can see how this is a part of a cultural pattern. Many people in the

world keep dogs as pets and tend to think of dogs as almost human. Therefore, they would not dream of eating dog meat. Horses, too, sometimes become pets, and horse meat is also rejected by most people, although not because of its taste. You may have eaten it without even knowing it, and you probably wouldn't recognize it if someone didn't tell you what you were eating. On the other hand, most people generally do not feel affection for cows or pigs, and they eat their meat without any feeling of regret. In India a cow receives the kind of care that a horse or even a dog receives in many parts of the world, and the attitude of Indians toward eating beef is similar to what most people feel about eating dogs. On the other hand, in China dogs are not treated as kindly as they are in the West. Since they are not considered to be pets, the attitude of the Chinese toward dogs is similar to the attitude of most people in the world toward cows.

Damascus University

COMPREHENSION:

A. Decide in which paragraph you can find the following ideas:

1. Different food preferences for different cultures. _____
2. Definition of Ethnocentrism. _____
3. Ethnocentrism is in the head not in our tongues. _____
4. Food preferences are the major aspect of ethnocentrism. _____
5. The writer's attitude towards ethnocentrism. _____

Damascus University

B. Read the following statements. They are all false. Rewrite them to become true.

1. Ethnocentric people are the ones who see others' patterns of life and beliefs as equal to their own.

2. It is quite strange and unacceptable not to able to accept some aspects of different cultures.

3. We are all ethnocentric in such a way that we cannot accept any aspect of other cultures.

4. The Indians do not eat cow meat because cows are kept as pets in Indian homes.

6. The Arabs do not eat dog or horse meat because both these animals are kept as pets.

7. Those who eat monkey brains while the monkey is still alive must be animals themselves.

Damascus University

DISCUSSION QUESTIONS:

1. Do you agree that we, as a society, are ethnocentric? Why?

2. Do we believe that we are the best people God created?

3. Does religion play a part in our ethnocentrism? Should it?

4. Do you accept the comparison between the dog and the cow? Why? Do you think the comparison itself is proof that the writer himself still suffers from ethnocentrism?

3. In our mind, we do not accept eating raw meat of any kind, do we? But what about *raw kibbeh*?

Damascus University

16. The Impact of Television
(Anonymous)

Preparing to read:

1. Are you an excessive watcher of TV? How many hours a week do you spend in front of the TV?

2. Churchill thinks that the car is the worst invention of the 20th century. Others think it is TV. What do you think? Why?

3. Can you think of some of the advantages of TV, if at all?

4. What are the advantages? Are they truly advantages?

5. Is TV as a machine bad or is it the quality of the programmes presented in it?

6. What is your favourite programme?

7. What programme would you like to be on TV that is not there?

8. Imagine that you do not have TV anymore, how would you react? How important is TV in your life? Why?

9. Who do you think gets affected by TV more, adults or children, or both? Why?

As you read, look for the following information:

1. What is the bad effect TV has on children?

2. How does commercial television affect the values of people ?

3. How do defenders of television argue for TV?

4. What is Public Television?

5. How does Public Television serve better than the commercial one?

Damascus University

The Impact of Television

1. Critics believe that the control of television by mass advertising, that is—commercials, has affected the quality of the programs.[1] They are particularly concerned about the effect on children who watch television, on the average, about five hours per day. Some studies have shown that excessive watching of television by millions of children in the first world has lowered their ability to achieve in school.

2. Commercial television is also criticized for corrupting the values of people. The purpose of the entertainment programs, say critics, is to get the attention of millions of people. This is so that they will watch the commercials and buy what is advertised. To get and to hold this attention, many entertainment programs include a great deal of sex and violence. Critics believe that such programs corrupt the morals of the people and make them more violent in their behavior. The greatest worry of television critics is the bad effect of sex and violence on the values and behavior of young people.

3. Defenders of television say that they are only giving the public what it wants. Only popular programs stay on television,

[1] American spelling

others are quickly cancelled. Moreover, television offers a wide variety of entertainment, sports and news programs in the average family's living room at a very low cost. Defenders of television also point out that, for more than a decade, viewers have had an alternative to commercial television called Public Television. Public Television is not paid for by mass advertising and therefore has no commercials. It is paid for by government grants, donations by private companies and contributions from individual viewers who want high quality television. The programs on Public Television have better educational and cultural content than the programs on commercial television.

4. Even though Public Television is watched by a large number of people, commercial television still attracts much larger audiences than Public Television. This would seem to support the argument of those who claim that commercial television gives the general public what it wants to see.

Damascus University

COMPREHENSION:

A. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. Critics believe that watching TV has no real effect on children. _____
2. Many entertainment programmes use sex and violence to get and hold people's attention. _____
3. Commercial television presents what best serves its purpose. _____
4. Public Television offers better education and cultural content than commercial television. _____
5. Public Television and commercial television have almost the same number of viewers. _____

B. Cross the odd word out:

1. advertisements	commercial	TV	people
2. public	private	mass	individuals
3. support	discuss	criticize	defend
4. audiences	watchers	critics	people
5. claim	lie	say	argue

C. *Reread the article to discover the writer's opinion on the following statements. Keep in mind that the writer does not state his opinion directly. Decide whether the writer* Agrees *or* Disagrees.

1. We need to pay attention to the kind of programmes children watch on TV.

   Agrees _____ Disagrees _____

2. Sex and violence are the easiest way to get and hold people's attention.

   Agrees _____ Disagrees _____

3. Public TV is the best substitute to the commercial one.

   Agrees _____ Disagrees _____

DISCUSSION QUESTIONS:

1. We experience life now through TV. We get our moral values, our norms of behaviour, even our beliefs from it. No more do we experience life directly. What do you think this is doing to the generations of people growing up in front of the TV?

2. Do you agree that commercial television is giving people what they want? Should people always be given what they want? Who decides? (Remember that we are talking about adults)

17. **Virtual Reality**

Chris Gill

Preparing to read:

1. How important do you think is information Technology in our lives today? Why?

_____

2. Think of computers and the revolution they have caused in the modern world. What are their major benefits and/or dangers?

_____

3. After the discussion on TV's influence on our life, how real do you think our life is?

_____

4. What do you expect the article to discuss? In other words: What is Virtual Reality?

_____

Check the activities that relate to Virtual Reality.

1. Playing a computer game. _____
2. Training to become a pilot. _____
3. Emergency driving instruction for the Scottish police. _____
4. Using the computer to plan a trip or an operation. _____
5. "Visiting" foreign lands or museums on CDs. _____

Cross the odd word out:

1.	simulated	similar	mimic	helmet
2.	computer	fantasy	illusion	imagining
3.	space module	cockpit	simulated car	miniature
4.	gloves	helmet	driving	boots
5.	general	captain	pilot	driver

As you read, look for the following information:

1. What *is* virtual reality, as the writer defines it?

2. How similar is virtual reality to a flight simulator and how different is it?

4. What role do the helmet and gloves have in VR systems?

5. How can VR systems become dangerous?

Virtual Reality

A whole new world that is only a touch away, *by Chris Gill*

1. Not long ago computers were considered an amazing invention. Today they form part of our everyday lives. The latest thing today is Virtual Reality. A Virtual Reality (VR) system can transport the user to exotic locations such as the cockpit of a space module, a beach in Hawaii or the inside of the human body.

2. The word which comes closest to describing Virtual Reality is 'simulator'. VR technology resembles the flight simulators that are used to train pilots. With flight simulation, an aeroplane cockpit is mounted onto a platform which moves with the motions of a simulated aeroplane. VR is also a simulator, but instead of looking at a flat, two-dimensional screen and operating a lever, the person who experiences VR is surrounded by a 3-D (three-dimensional) computer-generated representation, and is able to move around in a simulated world, seeing it from different angles.

3. The VR system is still in the early stages of its development. At the moment it is necessary to put a large, clumsy-looking high-tech helmet on your head to see the simulated world, and you have to wear a special glove on your hand in

order to manipulate the objects you see there. Lenses and two miniature display screens inside the helmet create the illusion that the screen surrounds you on every side. You can 'look behind' computer-generated objects, pick them up and examine them, walk around and see things from a different angle. This complex visual model changes every time you move according to a programme in a powerful computer, to which the helmet and glove are linked by cables.

4. Already today VR is used in medicine to improve X-rays by allowing radiographers to see a three-dimensional view of the body. It is also used in police training schools. By using VR, Scottish police can train police drivers in emergency response driving: high speed driver-training is done safely in a simulated car.

5. Developers of VR say its potential is powerful. In schools, pupils could explore the Great Pyramid, or an Aztec temple or study molecules from the inside; in hospitals, surgeons could plan operations by first 'travelling' through the brain, heart or lungs without damaging the body.

6. But of course there are dangers as well as benefits. In the wrong hands VR can be used for power fantasies and pornography. Fortunately, perhaps, it will be some time before the 'virtual world' can truly mimic the real one.

COMPREHENSION:

A. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. Virtual Reality is one of the latest technologies developed. _____
2. VR enables the user to visit any place s/he wishes to visit. _____
3. The VR user is able to see objects in three dimensions. _____
4. The VR system is an extremely advanced technology and is utilised to the maximum. _____
5. The VR system is very useful and has negligible disadvantages. _____
6. Scientists are not convinced that this is a good system. _____

B. Read the passage again and try to find the word or words that mean the following:

1. (Paragraph one) where the pilot sits: _____
2. (Paragraph two) fixed to: _____
3. (Paragraph three) a small replica of the original: _____
4. (Paragraph six) wild imaginings: _____
5. (Paragraph six) behave like: _____
6. (Paragraph 6) images of sexual activities: _____

DISCUSSION QUESTIONS:

1. What do you think of the idea that the availability of round-the-clock television has substituted the TV world for the real world and true experience. This has paved the way for the world of virtual reality. And when VR becomes as wide-spread as TV is today, the world of true, real-life experience will be a thing of the past and many of us, and all our children, will be living in a world of TV and VR images. They will not know or experience the world as we have done.

2. Already many shops, companies, and banks. have no real existence except in the VR world of the World Wide Web. 'Tele-commuters' have already started to work from the comfort of their homes where everything is on the internet, without having to go through the daily hassle of commuting to work having to suffer traffic jams, parking difficulties, etc. How would that affect us. Even here in Syria, Virtual Learning has made it unnecessary to leave your home to study in the most advanced universities in the world. How do you think this will affect our way of life? Is it going to be more interesting, comfortable, enjoyable, or are people of the future going to envy us for living in the 'real world'? What do you think the consequences will be?

Damascus University

18. What Makes People Buy?
(Anonymous)

Preparing to read:

1. What do you think are the reasons people buy things?

2. Is there any way that people can be 'forced' or tempted to buy things?

3. Do people sometimes buy things that they do not need? Do you? Why?

4. Do manufacturers play any role in making people buy their products? How?

5. Why are products displayed on stands that are placed straight in the face of the shopper on entering the shop, and others on leaving the shop? What about the 'bargains', 'five for the price of four', or 'buy the big size and get a small one free', etc.? Are these real bargains?

6. Does the media have anything to do with this? How? Should it have a role in this? What is it?

7. How can one become a better shopper?

Sharing Information:

1. What priorities do you have in mind when you buy something? In other words, why do you buy something? Do you depend on price, quality, quantity, benefits, way of advertising, etc.? In the table below, write the item you have already bought (or would like to buy) and write the appropriate priority number for that item in the suitable column. Order these priorities from 1(for most important) to 6 (for least important). An example is provided for guidance. You might wish to discuss your answers with your classmates.

Priority	Item			Criterion		
Item/Criteria	Price	Quality	Quantity	Adverts	Need	Others
Breakfast cereal	*2*	*1*	*3*	*-*	*4*	*For my son*

What Makes People Buy
(Anonymous)

1. The most obvious purpose of advertising is to inform the consumer of available products or services. The second purpose is to sell the product. The second purpose might be more important to the manufacturers than the first. The manufacturers go beyond only telling consumers about their products. They also try to persuade customers to buy the product by creating a desire for it. Because of advertisement, consumers think that they want something that they do not need. After buying something, the purchaser cannot always explain why it was bought.

2. Even though the purchaser probably does not know why he or she bought something, the manufacturers do. Manufacturers have analyzed the business of selling and buying. They know all the different motives that influence a consumer's purchase—some reasons are rational and some others are emotional. So, they take advantage of this knowledge.

3. Why are so many products displayed at the checkout counters in grocery stores? The store management has some good reasons. By the time the customer is ready to pay for a purchase, he or she has already made rational, well-thought-

out decisions on what he or she needs and wants to buy. The customer feels that he or she has done a good job of choosing the items. The shopper is especially vulnerable at this point. The displays of candy, chewing gum, and magazines are very attractive. They persuade the purchaser to buy something for emotional, not rational motives. For example, the customer neither needs nor plans to buy candy, but while the customer is standing, waiting to pay money, he or she may suddenly decide to buy some. This is exactly what the store and the manufacturer hope that the customer will do. The customer follows their plan.

4. Manufacturing companies compete for these special display places. In fact, there is strong competition among them. Each one wants to win the display placed at eye level in the grocery store. Products that are placed on the top or bottom shelves are not purchased by as many shoppers. The easiest product to choose is the one that is easiest to see, so there are advantages to having a product within easy reach.

5. The candy buying is an example of an emotional purchase. However, many purchases are rational, or carefully thought out. People generally consider economy, dependability, and convenience when they are purchasing a product. Thus, they think carefully about their needs and finances before purchasing something. At other times, the reasons behind a purchase may not be clear to a consumer. Consumers may be influ-

enced by an advertisement on television showing a sports hero using the product. This picture remains in a consumer's mind even when he or she is not thinking about the hero. The consumer may want to copy the football star by using the product and so chooses it.

6. At other times, people buy products to get the attention of other people. A particular car, for example, might be chosen because a person is trying to prove that he or she is rich, attractive, and exciting. Other purchases are for pleasure rather than need. Tickets to a baseball game or to a rock concert are examples of this kind of emotional motives or reason for buying.

7. Of course, need remains the most important reason for buying something. Food is a real need, but what about the sugarcoated breakfast food advertised on television? It is neither necessary nor nutritious. What causes or motivates the shopper to buy this product? Most likely it is an emotional motive. Perhaps the children want it. Maybe the package is colorful and attractive. Knowing the reasons behind decisions to buy things makes a better shopper. A person becomes a more intelligent and rational consumer, one who spends money wisely.

COMPREHENSION

A. Answer these questions:

1. What are the two purposes of advertising?
   a. _____
   b. _____
2. What two motives influence a consumer's purchase?
   a. _____
   b. _____
3. Why does the customer buy the candy?

   _____
4. What shelves are not good shelves for products?

   _____
5. What is an example of a purchase for pleasure?

   _____
6. What is the most important reason for buying something?

   _____
7. How can a person become a better shopper?

   _____
8. Find four words that mean a person who buys something

   _____ _____

   _____ _____

Damascus University

B. *Read the following statements then decide in what paragraph/s you find the information:*

1. Some people buy just to attract attention. _____
2. The easier the product is seen, the faster it is purchased. _____
3. The reasons of advertising. _____
4. What manufacturers do to make us purchase their products. _____
5. The reason one buys a car. _____
6. Knowing why you buy things makes one a better shopper. _____
7. The attraction of packaging in purchase. _____

C. *Find the words to which the following definitions refer. The number of the paragraph is given to facilitate your search.*

1. (Paragraph one) buyer: _____
2. (Paragraph two) studied: _____
3. (Paragraph three) weak, powerless: _____
4. (Paragraph four) show: _____
5. (Paragraph five) trustworthy, true: _____
6. (Paragraph seven) artificially sweetened: _____

D. Fill in the blanks below by one of the following:

counter	rational	competition	nutritious
candy	motive	persuade	influence

1. _____ is an activity where the participants try to win over or against each other.
2. After people have collected what they need, they need to pay for their purchases at the checkout _____ before leaving the supermarket. This is when people are tempted to buy some _____ as a reward for themselves.
3. Marriage should always be decided on emotional and _____ reasons.
4. The only reason manufacturers advertise their goods is to _____ us to buy their product. Their only interest is to _____ us to spend our money on their goods. They want to _____ our choices in their favour.
5. One should try to eat at least one _____ meal a day.

Damascus University

19. **The Animal Expert:**
Edward Bellamy

Preparing to read:

1. From reading the title, what do you expect the article will be about? Write down two or three of the ideas that you think you will find in it.

_____

_____

2. Do you love animals? What is your favourite?

_____

3. Do you have or like to have a pet in the house? Why?

_____

4. Do you believe that animals or pets have feelings? Can they be sad, or happy? How do you know that?

_____

5. Why do you think that when people behave in an uncivilised way with each other, we say "they behave like animals"?

_____

6. Is it true that animals sometimes show more care towards people than people show towards each other? Any examples?

_____

_____

Damascus University

As you read, look for the following information:

1. On whose side is the writer, animal or man?

2. In what sense does the writer find us inferiors to animals?

3. In what way are animals a comfort to us?

4. Why does the writer find cats the great comforters?

5. What does the writer feel about dogs?

6. How does the writer support the idea that animals do not behave like us?

7. What does the writer say about scientists?

8. What happens to the blood pressure of both animals and man when man is stroking the animal?

Damascus University

The Animal Expert
Eduard Bellamy (*Headway*)

1. "The crowd behaved like animals, just like animals." I suppose we hear that about twice a week nowadays, "The crowd behaved like animals." Well it just isn't true. Animals do not behave like that. Animals are not hooligans; animals do not go out in gangs inflicting pain, damage and destruction and death on their own kind. Animals are concerned with the stability of their own species and the need for them to prosper and multiply. They do not destroy their own kind in large numbers as we do. In fact, I am amazed that animals have condescended to have anything to do with us at all. They should stay well away from us and most of them do, but such is the nature of some of them that they have volunteered to share their lives with ours and we have accepted, for as we know animals are of enormous use to us. When we talk of people behaving like animals, I suggest that it is because animals must be kept in their places, that we are far, far better than they are, and we simply must not let them appear to be superior. And yet of course in many cases they are. We could not use our noses with the sensitive skill of a dog, we couldn't possibly run with the speed and beauty of the horse, and no way could we fly like those wonderful birds. We grudgingly admire their splendid attributes; we wear their feathers and their skins because they are so

beautiful. And we know in our heart of hearts that we are inferior. Oh yes, we are in many respects inferior. So we are very lucky indeed that so many animals have come to help us, for on our own we are pretty helpless.

2. You know, scientists are quite incredible people. They're always telling us what we already know. They might express it differently, and come to their conclusions by experiments that we come to by instinct, but nevertheless it's true. I was reading not so long ago about these scientists who'd been doing experiments with dogs and cats and people. And they found out—you'll never believe this—they found out that animals are comforting to us, and that we can be reassuring to animals. Now what about that? Did you know that? Of course you did! What perhaps you didn't know is that the scientists came to their conclusion by measuring the blood pressures of the people and the animals. If you stroke a dog or cat, and talk to it, the blood pressure of the animal and the person will go down. Here's something else. Did you know that people who have been ill in hospital or having an operation, did you know that if they have a pet to care for, they'll get better more quickly? I can believe it. There are even hospitals that are experimenting with having animals for long-stay patients to look after.

3. I have known all my life, that I do not like to live in a house that does not shelter a cat. Oh, I have had some truly terrific dogs, but a cat has a different quality about it. Cats have got all

the time in the world, and most of the time they're curled up asleep, and at peace. I know that after a heated telephone conversation or a difficult interview, I have to find the cat. He'll be sleeping in one of half a dozen different places, and I stroke him for a while. He'll open half of one eye and say "You do get yourself worked up, don't you? Calm down, calm down, calm down". Cats, the great comforters.

Damascus University

COMPREHENSION:

A. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. Animals do not destroy their own kind in large numbers as we, humans, do. _____
2. Animals are of tremendous importance and use to us. _____
3. Sick people may get worse if a pet approaches them. _____
4. The writer loves cats because of their long coats and their purring sound _____
5. Scientists found out nothing that we did not already know. _____
6. Animals are superior to man in every aspect. _____
7. Animals are lucky that we look after them. Many of them would have been helpless on their own. _____

Damascus University

B. *Read the text again. Try to find the word that means the following. The number of the paragraph is given for your convenience:*

1. (Paragraph one) violent and destructive people: _____
2. (Paragraph one) a group of improperly behaved people: _____
3. (Paragraph one) animals of the same kind: _____
4. (Paragraph one) to lower oneself: _____
5. (Paragraph one) to do something without being asked: _____
6. (Paragraph one) with spite and hard feelings: _____
7. (Paragraph two) to pass the hand gently over a surface usually several times: _____

C. *Reread the article to discover the writer's opinion on the following statements. Keep in mind that the writer does not state his opinion openly. Decide whether the writer* Agrees *or* Disagrees.

1. Animals are better than us in different ways.
   Agrees _____ Disagrees _____
2. Scientists keep amazing us with what is new.
   Agrees _____ Disagrees _____
3. The writer prefers cats to dogs.
   Agrees _____ Disagrees _____

Section V
(Four Women)

Damascus University

20. The Mystery of Agatha Christie
(Anonymous)

Preparing to read:

1. Who is Agatha Christie? Do you know anything about her life? Was she married? Did she have children?

2. What is she famous for?

3. What is the nature of the stories that she wrote? Have you read anything for her? If yes, what story did you like most?

4. Some writers tend to mention something about their lives in their stories, do you think that Agatha Christie did that?

Damascus University

As you read, look for the following information:

1. What are the names of the famous detectives she invented?

2. What made Agatha Christie extremely distressed, although she was at the height of her success?

3. What was the attitude of the press towards Agatha Christie's disappearance?

4. Where was Agatha Christie found, after ten days' absence?

5. What happened to Agatha Christie in those ten days? How did her husband explain her absence?

Damascus University

The Mystery of Agatha Christie
(Anonymous)

1. Agatha Christie (1891-1976) is one of the world's best-known and best-loved authors. Her famous detectives, Hercule Poirot and Miss Marple, and her brilliantly constructed plots have caught the imagination of generations of readers. Although she lived to an old age and wrote many books, she did not reveal much about her personal life.

2. In December 1926 an incident occurred which would have made an enthralling[1] detective story in itself. At the height of her success with her first novel, she apparently vanished into thin air for ten days. At the time she was extremely distressed because she had found out that her husband was having an affair with another woman and wanted a divorce. She was sleeping badly, couldn't write and was eating very little.

3. On Friday 3rd December, Agatha told her secretary and companion, Carlo (Miss Charlotte Fisher), that she wanted a day alone. When Carlo returned in the evening, she found that the garage door had been left open and the maids were looking frightened. According to them, Mrs. Christie had come downstairs at about eleven in the evening, had got into her car and had driven off quickly without saying anything to anybody.

[1] Exciting, thrilling

4. Carlo waited up anxiously all night but Agatha did not return. Early the next morning the police found Agatha's car in a ditch with its lights on. There was no trace of Agatha.

5. A nation-wide hunt for the missing novelist was started. The police were suspicious. Did the servants know something more? Was Agatha's husband hiding something? Newspapers printed wild stories about her disappearance—that she had committed suicide, that she had been kidnapped, that she had run away with a secret lover; some even suggested that she had planned the whole thing as a publicity stunt.

6. The mystery ended ten days later when Agatha was found alive and well in Harrogate, a health spa[2] in Yorkshire. Her husband explained to the waiting reporters that she had lost her memory. But to this day, nobody really knows what happened during those missing ten days.

---

[1] Health centre

COMPREHENSION:

A. Decide in which paragraphs you find the following information:

1. Agatha Christie's reaction towards her husband's betrayal. _____
2. The mystery of Agatha Christie. _____
3. The effect of the betrayal of Agatha Christie's husband on her. _____
4. Agatha Christie's fame around the world. _____

B. Fill in the spaces with the following words:

constructed distress vanished into thin air
kidnapped publicity stunt traces affair

1. We have to abandon our search for him. We seem to have lost all _____ of him. It is as if he's _____
2. The press wildly exaggerated the whole
3. It was really a well _____ plot. I enjoyed reading it so much that I couldn't put it down.
4. Dressing that artist up as a superman was a _____ that did not really succeed.
5. Those gangsters _____ two politicians in broad daylight. They didn't seem to care about all the _____ they had caused their families and loved ones.

C. *Decide whether the following statements are True (T), False (F) or Not Stated (NS):*

1. Agatha Christie's life was revealed to all people in most of her writings. _____
2. Agatha Christie did not have the chance to enjoy her success. _____
3. Agatha Christie's husband was extremely sad for his wife's absence. _____
4. Agatha Christie's absence was a real mystery that nobody was ever able to solve. _____
5. The press reported the facts of Agatha Christie's disappearance with no comment as to the reasons. _____

Damascus University

21. **Can-Can**
Arturo Vivante (b. 1923)

Preparing to read:

1. Do you have any idea what the Can-Can is?

2. Do you like dancing? What kind of dance do you like?

3. When and why do people dance? What purpose does this serve?

4. What do you expect this article to be about?

5. This is a story about a husband and wife. In what way do you expect the Can-Can to relate to them?

6. Why do marriages falter, and start having difficulties? In other words, how does love in marriage stay alive?

7. If one of the partners cools off and starts showing signs of disenchantment, what can the other spouse do? What should s/he do? What would you do?

Damascus University

As you read, look for the following information:

1. Where is the husband going to? What does he tell his wife?

2. How does the wife react to her husband's excuse for leaving?

3. What were the private thoughts of the husband before leaving his house? Why, do you think?

4. Why does the husband say that dancing the Can-Can was not the kind of behaviour he expected the wife to be doing? Why did he want her to be doing something uninteresting?

5. What is so special about this Can-Can that the wife performs?

6. What does the dance accomplish? How do you know that?

7. What is unusual about his being happy at the possibility of Sarah's not coming?

8. What is ironic about the reply of his date, Sarah, when she tells him that she was afraid he was thinking of his wife?

Can-Can

From *Wives and Lovers* by ARTURO VIVANTE[3] *(b.1923)*

A husband arranges a secret meeting with a woman and is surprised by the outcome.

1. "I'm going to go for a drive," he said to his wife. "I'll be back in an hour or two."

2. He didn't often leave the house for more than the few minutes it took him to go to the post office or to a store, but spent his time hanging around, doing odd jobs—Mr Fix-it, his wife called him—and also, though not nearly enough of it, painting—which he made his living from.

3. "All right," his wife said brightly, as though he were doing her a favor. As a matter of fact, she didn't really like him to leave; she felt safer with him at home, and he helped look after the children, especially the baby.

4. "You're glad to be rid of me, aren't you?" he said. "Uh-huh," she said with a smile that suddenly made her look very pretty—someone to be missed.

[3] BORN IN ITALY, ArturoVivante studied medicine in Rome and practiced there for eight years. He now lives in the United States where he has been a full-time writer for over thirty years. Vivante is quoted as saying, "I write to know the mystery that even a small matter holds."

5. She didn't ask him where he was going for his drive. She wasn't the least bit inquisitive, though jealous she was in silent, subtle ways.

6. As he put his coat on, he watched her. She was in the living room with their elder daughter. "Do the can-can, mother," the child said, at which she held up her skirt and did the can-can, kicking her legs up high in his direction.

7. He wasn't simply going out for a drive, as he had said, but going to a café, to meet Sarah, whom his wife knew but did not suspect, and with her go to a house on a lake his wife knew nothing about—a summer cottage to which he had the key.

8. "Well, goodbye," he said.

9. "Bye," she called back, still dancing.

10. This wasn't the way a husband expected his wife—whom he was about to leave at home to go to another woman—to behave at all, he thought. He expected her to be sewing or washing, not doing the can-can, for God's sake. Yes, doing something uninteresting and unattractive, like darning children's clothes. She had no stockings on, no shoes, and her legs looked very white and smooth, secret, as though he had never touched them or come near them. Her feet, swinging up

and down high in the air, seemed to be nodding to him. She held her skirt bunched up attractively. Why was she doing that of all times *now*? He lingered. Her eyes had mockery in them, and she laughed. The child laughed with her as she danced. She was still dancing as he left the house.

11. He thought of the difficulties he had had arranging this *rendezvous*—going out to a call box; phoning Sarah at her office (she was married, too); her being out; his calling her again; the busy signal; the coin falling out of sight, his opening the door of the phone box in order to retrieve it; at last getting her on the line; her asking him to call again next week, finally setting a date.

12. Waiting for her at the café, he surprised himself hoping that she wouldn't come. The appointment was at three. It was now ten past. Well, she was often late. He looked at the dock, and at the picture-window for her car. A car like hers, and yet not hers—no luggage rack on it. The smooth hardtop gave him a peculiar pleasure. Why? It was 3:15 now. Perhaps she wouldn't come. No, if she was going to come at all, this was the most likely time for her to arrive. Twenty past. Ah, now there was some hope. Hope? How strange he should be hoping for her absence. Why had he made the appointment if he was hoping she would miss it? He didn't know why, but simpler, simpler if she didn't come. Because all he wanted now was to smoke that cigarette, drink that cup of coffee for the

sake of them, and not to give himself something to do. And he wished he could go for a drive, free and easy, as he had said he would. But he waited, and at 3:30 she arrived. "I had almost given up hope," he said.

13. They drove to the house on the lake. As he held her in his arms he couldn't think of her; for the life of him he couldn't.

14. "What are you thinking about?" she said afterwards, sensing his detachment.

15. For a moment he didn't answer, then he said, "You really want to know what I was thinking of?"

16. "Yes," she said, a little anxiously.

17. He suppressed a laugh, as though what he was going to tell her was too absurd or silly. "I was thinking of someone doing the Can-Can."

18. "Oh," she said, reassured. "For a moment I was afraid you were thinking of your wife."

Damascus University

COMPREHENSION:

A. Decide whether the following statements are True (T), False (F) or Not Stated (NS):

1. The husband is not going for a drive as he told his wife. _____
2. The wife was not jealous at all, she just lets things go. _____
3. The husband was so happy that his wife did not ask for more. _____
4. The husband was so attracted to his wife who was doing the Can-Can in front of him. _____
5. His little daughter felt that there is something wrong but did not say a word. _____
6. The husband refused to meet Sarah because he was so attracted to his wife who did the can-can attractively. _____

B. Match each word in column A with its meaning in column B:

A	B
Linger	get back, regain, recover
Inquisitive	gesturing, signaling perceptive
Subtle	separateness, unattached
Nodding	feeling
Bunched up	cunning, artful
Kicking	curious, inquiring
Retrieve	hang around
Detachment	swing one's leg with force
Sensing	gathered, collected

DISCUSSION QUESTIONS:

1. Do you think the wife suspects that her husband was cheating on her? Why?

2. Why does the wife do the can-can? Is that proper, wise, or silly? Why?

3. How do you view the husband, Sarah, and the wife? With whom do you sympathise, if at all?

4. Why does a man cheat on his wife?

5. Do you think that if a wife suspects her husband of cheating she should face him with her suspicions? Why?

6. What should Sarah have done, do you think?
   What should Agatha Christie have done?

7. For whom does the wife do the can-can, for her child or her husband? Why?

8. What is the significance of the title? Why did the writer not include "The" in the title, which would be more appropriate for the name of the dance?

22. Pockety Women Unite?

Jane Myers

Preparing to read:

1. From the title, what do you expect this article to be about?

_____

2. Do you believe that there is real equality between men and women? Why?

_____

3. Who, in your opinion, is responsible for this 'equality' or 'inequality'?

_____

4. Can you guess the kind of equality that this title suggest?

_____

5. What do you expect the tone of the article to be, serious, light-hearted, sarcastic, or grim?

_____

As you read, look for the following information:

1. What helps men in gaining their superior positions in society?

2. What is the role that pockets play in a man's life and work? How many pockets does the text suggest that a man needs or has?

3. Do women have the same number of pockets? Do they need this number of pockets? Why?

4. What do women have to match men's pockets'? Is this an equal match? Why?

5. How does this article explain the loss of the psychological advantage of the pocketless woman?

6. What are the solutions the article provides for women? Do you agree? Do you have any other suggestions?

Damascus University

Pockety Women Unite?
Jane Myers

1. Pockets are what women need more of. The women's movement in the past decade has made giant strides in achieving greater social justice for females, but there's a great deal of work yet to be done. And it can't be done without pockets.

2. It has been commonly thought that men get the best jobs and make the most money and don't have to wash the dinner dishes simply because they're men, that cultural traditions and social conditioning have worked together to give them a special place in the world order.

3. While there is undoubtedly some truth to this, the fact remains that no one has investigated the role that pockets have played in preventing women from attaining the social status and rights that could and should be theirs.

4. Consider your average successful executive. How many pockets does he wear to work? Two in the sides of his trousers, two in the back, one on the front of his shirt, three on his suit coat, and one on the inside of the suit coat. Total: nine.

5. Consider your average woman dressed for office work. If she is wearing a dress or skirt and blouse, she is probably wearing zero pockets, or one or two at the most. The pantsuit, that supposedly liberating outfit, is usually equally pocketless.

6. Now, while it is always dangerous to generalize, it seems quite safe to say that, on the whole, the men of the world, at any given time, are carrying about a much greater number of pockets than are the women of the world. And it is also quite clear that, on the whole, the men enjoy more power, prestige, and wealth than women do.

7. Everything seems to point to a positive correlation between pockets, power, prestige, and wealth. Can this be?

8. An examination of the function of the pocket seems necessary. Pockets are for carrying money, credit cards, identification (including access to those prestigious clubs where people presumably sit around sharing powerful secrets about how to run the world), important messages, pens, keys, combs, and impressive-looking handkerchiefs.

9. All the equipment essential to running the world. And held close to the body. Easily available. Neatly classified. Pen in the inside coat pocket. Keys in the back left trouser pocket. Efficiency. Order. Confidence.

10. What does a woman have to match this organization? A purse. The most hurried examination will show that a purse, however large or important looking, is no match for a suit full of pockets. If the woman carrying a purse is so lucky as to get an important phone number or market tip from the executive with whom she is lunching, can she write it down? Can she find her pen? Perhaps she can, but it will probably be buried under three old grocery lists, two combs, a checkbook, and a wad of Kleenex. All of which she will have to pile on top of the lunch table before she can find the pen.

11. Will she ever get another tip from this person of power? Not likely. Now she has lost any psychological advantage she may have had. He may have been impressed with her intelligent discussion of the current economic scene before she opened her handbag, but four minutes later, when she is still digging, like a busy little prairie dog, for that pen, he is no longer impressed.

12. He knows he could have whipped his pen in and out of his pocket and written fourteen important messages on the table napkin in the time she is still searching. What can a pocketless woman do? Two solutions seem apparent. The women can form a pocket lobby (Pocket Power?) and march on the New York garment district.

13. Or, in the event that effort falls (and well it might, since it would, by necessity, have to be run by a bunch of pocketless women) an alternate approach remains.

14. Every man in the country for his next birthday finds himself the lucky recipient of one of those very stylish men's hand-bags, and to go with it, one of those no-pocket body shirts.

Damascus University

COMPREHENSION:

A. Find the words or expressions in the passage that mean the following:

1. (Paragraph one) large steps: _____
2. (Paragraph three) getting, having: _____
3. (Paragraph four) manager, director: _____
4. (Paragraph seven) mutual relationship: _____
5. (Paragraph seven) stature, importance: _____
6. (Paragraph nine) tools, apparatus: _____
7. (Paragraph nine) necessary, vital: _____
8. (Paragraph ten) mass of soft material: _____
9. (Paragraph twelve) proceed quickly: _____

B. Decide if the following statements are True (T), False (F), or Not Stated (NS):

1. Nobody has yet investigated the role of pockets in helping men reach where they are; and preventing women from moving upwards. _____
2. Men get the best jobs and positions in society because they are men. _____
3. Men enjoy power, prestige, and health despite the cultural and social traditions that side with women. _____

4. Pockets that women have are not as important as those of men. _____

6. Women's handbag compensates for their loss of pockets. _____

DISCUSSION QUESTIONS:

1. Clearly, the tone of the article is a light-hearted one. What about the message underlying it, though? Are men better equipped to run the world? Why?

2. What about the equality issue? Is it a matter of total equality, or can it perhaps be equality in the sense that men may be better at doing certain things, women at others and both contribute equally to 'running the world'?

3. Imagine a world with true equality where women and men share power and responsibilities equally, and where some countries are ruled by men and others by women. Which countries would be the more peace-loving and caring? Would you expect the same tyrannical regimes that exist now in some parts of the world? Would a superpower ruled by a woman run world affairs better or mess it up more?

23. The Wayward[4] Princess

Tales of the Dervishes by Idries Shah

Preparing to read:

1. What do you expect the story to be about?

2. In what way do you expect the princess to be 'wayward'?

3. Do parents know better than their children? Always?

4. How can a disagreement between parents and children about matters of belief or knowledge be resolved? Why?

5. How are differences of opinion resolved in your home? Who decides in the end? Is this how it should be? Why?

6. How would you define the word 'merciful'? In what circumstances is the word normally used? How and when is one required to be merciful?

7. If you have a belief or opinion that you hold dear or strongly believe in which is contrary to your parents', what would you do?

8. How strict should parents be in imposing their opinions or in applying rules of behaviour on their children?

[1]Stubborn, contrary, disobedient

As you read, look for the following information:

1. In what way is the king limited?

2. What truth does the king believe of his importance in the life of his daughters?

3. In what way is the 1st daughter different from her sisters?

4. Why was she imprisoned, and for how long?

5. How, in the king's opinion, does he show that he is a merciful king towards his daughter?

6. How does she learn to live in the wilderness?

7. whom does she meet and how?

8. What do they build after some time, and where?

9. What happens to the eccentrics and the outcasts?

10. Who is proven right at the end: the king or the daughter?

Damascus University

The Wayward Princess

Tales of the Dervishes by Idries Shah

1. A CERTAIN king believed that what he had been taught, and what he believed, was right. In many ways he was a just man, but he was one whose ideas were limited.

2. One day he said to his three daughters: "All that I have is yours, or will be yours. Through me you obtained your life. It is my will which determines your future, and hence determines your fate."

3. Dutifully, and quite persuaded of the truth of this, two of the girls agreed.

4. The third daughter, however, said: "Although my position demands that I be obedient to the laws, I cannot believe that my fate must always be determined by your opinions."

5. "We shall see about that," said the king.

6. He ordered her to be imprisoned in a small cell, where she languished for years. Meanwhile the king and his obedient daughters spent freely of the wealth, which would, otherwise, have been expended upon her.

7. The king said to himself: "This girl lies in prison not by her own will, but by mine. This proves, sufficiently for any logical mind, that it is my will, not hers, which is determining her fate."

8. The people of the country, hearing of their princess's situation, said to one another: "She must have done or said something very wrong for a monarch, with whom we find no fault, to treat his own flesh and blood so." For they had not arrived at the point where they felt the need to dispute the king's assumption of rightness in everything.

9. From time to time, the king visited the girl. Although she was pale and weakened from her imprisonment, she refused to change her attitude.

10. Finally, the king's patience came to an end. "Your continued defiance," he said to her, "will only annoy me further, and seem to weaken my rights, if you stay within my realms. I could kill you; but I am merciful. I therefore banish you into the wilderness adjoining my territory. This is a wilderness, inhabited only by wild beasts and such eccentric outcasts who cannot survive in our rational society. There you will soon discover whether you can have an existence apart from that of your family; and, if you can, whether you prefer it to ours."

11. His decree was at once obeyed, and she was conveyed to the borders of the kingdom. The princess found herself set

loose in a wild land which bore little resemblance to the sheltered surroundings of her upbringing. But she soon learned that a cave would serve for a house, that nuts and fruit came from trees as well as from golden plates, that warmth came from the Sun. This wilderness had a climate and a way of existing of its own.

12. After some time she had so ordered her life that she had water from springs, vegetables from the earth, fire from a smoldering tree.

13. "Here," she said to herself, "is a life whose elements belong together, form a completeness, yet neither individually nor collectively do they obey the commands of my father the king."

14. One day a lost traveller—as it happened a man of great riches and ingenuity—came upon the exiled princess, fell in love with her, and took her back to his own country, where they were married.

15. After a space of time, the two decided to return to the wilderness where they built a huge and prosperous city where their wisdom, resources and faith were expressed to their fullest possible extent. The 'eccentrics' and other outcasts, many of them thought to be madmen, harmonized completely and usefully with this many-sided life.

16. The city and its surrounding countryside became renowned throughout the entire world. It was not long before its power and beauty far outshone that of the realm of the princess's father.

17. By the unanimous choice of the inhabitants, the princess and her husband were elected to the joint monarchy of this new and ideal kingdom.

18. At length the king decided to visit the strange and mysterious place which had sprung up in a wilderness, and which was, he heard, peopled at least in part by those whom he and his like despised.

19. As, with bowed head, he slowly approached the foot of the throne upon which the young couple sat and raised his eyes to meet those whose repute of justice, prosperity and understanding far exceeded his own, he was able to catch the murmured words of his daughter: "You see, Father, every man and woman has his own fate and his own choice."

Sultan Saladin, according to a Sufi manuscript, met the great teacher Ahmed el-Rifai, founder of the Rifai Order, the 'Howling Dervishes', and asked him several questions.This story was related by the Rifai in answer to the inquiry: 'What reason, if any, have you for supposing that the imposition of the rule of the Law is insufficient for maintaining happiness and justice?'

The meeting took place in 1174 A.D., but the story, which is known in other traditions than the Sufi one, has been used since to illustrate the possibility of 'a different state of consciousness' in man.

COMPREHENSION:

A. Answer the following questions:

1. In what way was (or wasn't) the king a just man? Why?

_____

2. In what way does the king believe that he determines his daughters' fate?

_____

3. Why does the king imprison his third daughter?

_____

4. Why does he release her?

_____

5. What is the very important lesson that the daughter alone in the wilderness learns?

_____

B. Decide in which paragraph you find the following information:

1. The character of the king. _____
2. The people's wondering what the princess had done to merit such a severe punishment from their wise king. _____
3. The princess's condition in prison. _____
4. The king's compassion. _____
5. The princess's learning that life in its completeness exists without her father's orders. _____

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

1. (Paragraph six) fade, waste away: _____
2. (Paragraph eight) question, disagree with: _____
3. (Paragraph ten) challenge, disobedience: _____
4. (Paragraph ten) throw out, cast out: _____
5. (Paragraph ten) stay alive, live: _____
6. (Paragraph eleven) looking like, similarity: _____
7. (Paragraph twelve) burning quietly: _____
8. (Paragraph fourteen) intelligence, cleverness: _____
9. (Paragraph fifteen) affinity, rapport, togetherness: _____

D. Cross the odd word out.

1.	realm	treaty	kingdom	territory
2.	monarch	king	governor	rule
3.	eccentric	mad	rational	outcast
4.	dispute	obey	defy	disagree
5.	prosperity	living	existence	survival

Damascus University

DISCUSSION QUESTIONS:

1. What did you think of the reading? Did you enjoy it? Why?
2. Do you sympathise with the king, the daughter, or neither?
3. Do you think that the king or any man or woman whose 'ideas are limited' can be a just person? Should such a person be in control of other people's fate?
4. Was the daughter right to disagree with her father, especially as she knew that his ideas "are limited"? Was it wise to do so? What would you have done if you were her?
5. Most of the disagreements between children and their parents are due to the difference in age, and consequently of experience—what is known as the 'generation gap'. How can this 'gap' be bridged? Who knows better, nowadays, and consequently, who should tolerate and 'understand' the other?

Damascus University

Some Useful References:

1. *Basic Comprehension Passages,* Longman, has graded reading passages, with comprehension exercises and guided composition practice. It includes vocabulary, dictation and cloze work.

2. *Stories for Reading Comprehension* (Beginners—Pre-Intermediate), Longman. This is a series of three books, each of which consists of units which contain illustrated reading passages, comprehension exercises, and grammar sections. An answer key is provided.

3. *Select Readings* (Pre-Intermediate to Intermediate), Oxford, provides reading passages from authentic sources. These act as springboards into reading comprehension activities, reading skills development, vocabulary building, grammatical analysis and practice, and thought-provoking discussion and writing.

4. *Read All About It 1 and 2* (High-beginner to Pre-intermediate), Oxford, is a series of books that offer high-interest readings drawn from authentic materials on a wide range of topics. A variety of activities encourage reading skills and vocabulary development, critical thinking, and problem solving.

5. *Reading Power Series* (Beginners—Intermediate), Longman, provide reading texts which help students develop solid reading skills, and cover the areas of Reading for Pleasure, Reading Comprehension Skills, Thinking Skills, and Reading Faster.

6. *Active Comprehension* (Elementary to Intermediate), Oxford, is a four-level series which develops reading comprehension and composition skills from the very early stages.

7. *Select Readings* (Pre-Intermediate to Intermediate), Oxford, provides reading passages from authentic sources to develop reading skills, vocabulary, and grammatical analysis.

8. *The Electric Elephant and Other Stories* (Pre-Intermediate to Intermediate), Oxford, is a collection of numerous, easy to understand anecdotes.

9. *Integrated Comprehension* (Intermediate), Oxford, is a three-level comprehension series for the young reader, with interesting texts, a wide variety of exercises, and test units at the end of each book.

10. *Intermediate Comprehension Passages*, Longman, provides practice in both reading and aural comprehension based on graded reading passages with accompanying exercises. Longman Publishers.

11. *Topics in English* (Intermediate), Longman, is a three-level reading skills series with widely varied topics and numerous exercises, practice vocabulary, reading and note-taking skills.

12. *Northstar* (Reading and Writing), Longman, is a 4-level series of books that help develop a learner's language through a variety of interesting reading passages with pre- and post reading exercises that are very useful.

13. *Steps to Understanding* (Beginner to Advanced), Oxford, is a series of four books, each of them contains carefully graded stories which are followed by various exercises.

14. *Reading between the lines* (Advanced), Cambridge, has integrated language and literature activities.

15. *Effective Reading* (Advanced to Proficiency), Cambridge, is a reading skills book for advanced students.

16. *CAE Reading Skills*, Cambridge, uses exciting topics and enjoyable activities to bring the learner up to the skill level required by the *Certificate in Advanced English*