

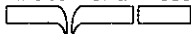
In The Name Of God

PRO1

Promoting Reading Objectives

Authors:

Khate Sefid Press



Mohammad Hossein Borzuei
Fahimeh Samaei Nia

www.khatesefid.com

Promoting Reading Objectives

سمائی نیا، فهیمه ۱۳۵۳	سرشناسه
PRO 1 (Promoting Reading Objectives)	عنوان
Mohammad Hossein Borzuei, Fahimeh Samaei Nia	نام پدیدآور
خط سفید، ۱۳۹۲ = ۲۰۱۳ م.	مشخصات نشر
۹۷۸-۶۰۰-۶۳۱۱-۵۱-۷	شابک
زبان انگلیسی - کتابهای درسی برای خارجیان - خواندن - استنباط	موضوع
برزویی، محمدحسین، ۱۳۴۲ - Mohammad Hossein, Borzuei	شناسه افزوده
۱۳۹۲ / ۱۱۲۸ / ۱۱۲۸ PE	رده بندی کنگره
۴۲۸/۲۴	رده بندی دیویی
۳۱۱۰۳۷۵	شماره کتابشناسی ملی

Khate Sefid Press

Pro 1 (Promoting Reading Objectives)

Authors : Mohammad Hossein Borzuei

Fahimeh Samaei Nia

Designer & Illustrator : Maryam Robat Sarpoushi, Samira Kalateh

First Published : 2013, Khate Sefid Press

Circulation : 3000

ISBN : 978-600-6311-51-7

Price : 80000 R

Contact Office : No.6, Shokouh Alley, Kargar St., Eghbal Sq., Tehran, Iran.

Distribution Center : Andishe no, Taghmod Sq., Mashhad, Iran.

Sales Tel.: 09105008424 021-66122949

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Khate Sefid Press.

Table of Contents

Preface	5
Phonetic Symbols	7
Special Symbols IPA	8
Abbreviations used in the book	8
1. Improving English	9
A. <i>Simple Present</i>	15
B. <i>Simple Past</i>	15
2. Cell Phone and Internet Dangers	17
A. <i>Present Continuous</i>	25
B. <i>Past Continuous</i>	25
3. The Blue Moon	27
A. <i>Present Perfect</i>	35
B. <i>Past Perfect</i>	35
4. Catching a Cold	37
<i>Simple future</i>	43
5. The World's Oldest University	45
<i>Modal Verbs of Obligation</i>	51
6. Outer Space	53
<i>Pronouns</i>	59
A. <i>Subjective pronouns</i>	59
B. <i>Objective pronouns</i>	59
7. Avicenna	61
<i>Possessive Adjectives and Pronouns</i>	67
A. <i>Possessive Adjectives</i>	67
B. <i>Possessive Pronouns</i>	67
8. How Advertising Uses Psychology	69
<i>Some, Any, and No</i>	75

9. Choosing the Olympic City	77
Articles: A, An, or The	85
10. They See with Their Ears	87
Active and Passive Voices	95
11. Honey	97
Gerunds (-ing)	103
A. Gerunds as Subject, Object or Complement	103
B. Gerunds after Prepositions	103
12. Memory	105
Verb + Verb	111
A. Verb + to + Verb	111
B. Verb + Verb + ing	111
C. Verb + $\left\{ \begin{array}{l} \text{to + Verb} \\ \text{Verb + ing} \end{array} \right.$	111
13. Food	113
Two Word Verbs	119
A. Verb + particle	119
B. Verb / Adjective + Preposition	119
Glossary	121
Irregular Verbs List	123
Common Word Roots	127
Prefixes	128
Suffixes	130
Dates and Numbers	131
British English and American English Spelling	133
Common Differences	134
References	136

Preface

This book is a series of reading texts and grammatical points for pre-intermediate and intermediate university students. In fact, readings are mostly internet based and have mainly noticed the interests of the students. They have been tried to be fresh and relevant to the students' lives. Moreover, they have been arranged based on the level of difficulty. The grammars are based on the syllabus recommended by curriculum. This book tries to state the grammar in an easy and simple way. Many exercises have been inserted in this book to fully practice new vocabularies and grammars. In this way, students have the opportunity to be active in class and help the instructor to teach effectively. For example, in order to make this book enjoyable and fun, the "Interesting Linguistic Facts" and "Crossword Puzzles" have been added. By doing the crossword puzzle, students practice and review the new words of the reading passage once more as a last effort to internalize them.

The main goal of this book is to make students activate their background knowledge, comprehend the texts, and learn vocabulary and grammar inside the class by the help of the instructor.

New pedagogical design, photos, and illustrations aid students' comprehension and ease navigation through the text. The last but not the least purpose is to learn the texts based on reading methodologies and use different Reading Skills added in the "Before You Read" part.

The authors of the book hope that they can offer a comprehensible and useful university book for those who want to learn and internalize what they have learned, and solely intend to learn and enjoy more. This is possible if we pave the way for our dear students.

Any possible defect of the work is our own responsibility and makes us happy if the dear colleagues and other readers and also students inform us of their valuable suggestions.

To the Instructor:

This book is a series of reading texts and grammatical points for pre-intermediate and intermediate university students learning English as a second or foreign language. It also teaches the reading skills of comprehension, finding the main idea, and using the context to understand vocabulary items.



The present book is organized into thirteen lessons. Each lesson contains the following parts:

1. A motivating expression: This part makes the students ready start the lesson and lets them have a kind of fun.
2. "Before You Read" Exercises: The pre-reading questions elicit learners' prior knowledge and general interest in the topic through the use of visual prompts and questions.
3. Reading Skills: Before every new reading skill, students encounter a brief explanation of the skill in focus and then some exercises to answer based on the skill. In fact, a kind of active preparation is done through these steps.
4. Reading Texts: Thirteen reading comprehension passages have been presented in this book. They become more developed and complex as the lessons progress.
5. Comprehension Exercises: This part includes multiple choice, sentence completion, inference and discussion questions.
6. Writing: Mostly this part supports the reading and develops writing skill of the students. There are some useful clues if needed.
7. Interesting Linguistic Facts: Some interesting linguistic facts have been inserted for the instructors to have a break with the students.
8. Crossword Puzzle: It's a way to enhance students' vocabulary knowledge. This activity encourages the students to practice the vocabulary found in that lesson in a fun way. This part is assumed to be a vocabulary exercise that can be assigned for the students to enjoy using their knowledge for solving linguistic problems.
9. Grammar: The final part in each lesson calls attention to important grammatical structures and functions that occur with some degree of fluency in the reading passage. The occurrence and arrangement of the grammatical points are based on the syllabus suggested by curriculum developers.
10. Grammar Exercises: "Multiple choice" and "fill in the blank exercises" have been presented in this part for the students to practice what they have learned from grammar.

Mohammad Hossein Borzuei
Fahimeh Samaei Nia



Vowels

Symbol	Example
i:	see /si:/
ɪ	sit /sɪt/
e	ten /ten/
æ	hat /hæt/
ɑ:	arm /ɑ:(r)m/
ɒ	got /gɒt/
ɔ:	saw /sɔ:/
ʊ	put /put/
u:	too /tu:/
ʌ	cup /kʌp/

Symbol	Example
ʊ:	hurt /hɜ:(r)t/
ə	ago /ə'gəʊ/
eɪ	page /peɪdʒ/
əʊ	home /həʊm/
aɪ	five /faɪv/
aʊ	now /naʊ/
ɔɪ	join /dʒɔɪn/
ɪə	near /nɪə(r)/
ea	hair /heə(r)/
ʊə	pure /pjʊə(r)/

Consonants

Symbol	Example
p	pen /pen/
b	bad /bæd/
t	tea /ti:/
d	did /dɪd/
k	cat /kæt/
g	got /gɒt/
tʃ	chin /tʃɪn/
dʒ	jungle /'dʒʌŋɡl/
f	fall /fɔ:l/
v	voice /vɔɪs/
θ	thin /θɪn/
ð	then /ðen/

Symbol	Example
s	so /səʊ/
z	zoo /zu:/
ʃ	she /ʃi:/
ʒ	vision /'vɪʒn/
h	how /haʊ/
m	man /mæn/
n	no /nəʊ/
ŋ	sing /sɪŋ/
l	leg /leg/
r	red /red/
j	yes /jes/
w	wet /wet/



/ˈ/

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

/r/

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

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

/əl/

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

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

/ən/

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

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

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

Abbreviations used in the book

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

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