



الكلية : الآداب

القسم : الترجمة

المرحلة : الاولى

الفصل الدراسي : الاول / الثاني

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اسم المادة باللغة العربية : استيعاب

اسم المادة باللغة الانجليزية : **Selected Readings**

## Chapter One

### Answering 6 Common Interview Questions

#### Reading the Passage:

1. Tell me about yourself
2. Why should we hire you?
3. Why do you want to work here? What do you know about our company?
4. What are your weaknesses?
5. What did you dislike about your last job? Why did you leave your last job?
6. Where do you see yourself in five years?

#### Comprehension Exercise, Page (5)

#### Building Vocabulary : Understanding Phrasal Verbs.

Phrasal verbs have two or three parts: a verb + one or two other words like down, up, off, or out. A phrasal verb has a special meaning which different from the meaning of the individual words. For example:

- Everybody is going to speak in generalities, so you need something that will make **stand out** a bit.

**Stand out:** to be easy to notice.

Phrasal Verbs	Meaning
<b>Stand out</b>	Be easy to notice
<b>Talk down</b>	Say negative things about
<b>Show off</b>	Display clearly
<b>Fit in</b>	belong
<b>End up</b>	Result in

### Reading Skills

#### Using Context :

When you are reading, it is important to use context (the surroundings words and ideas) to guess the meanings of unfamiliar words. You might not be able to guess the exact meaning of the word, but you can usually guess its general meaning. You can often find an example in the context that explains the unfamiliar word. In the sentence below, the two underlined examples help to define the word aspiration.

- An interviewer does not want to hear that your five-year **aspiration** is to be sailing in the Caribbean or working in a different industry.

There may also be contrasting information or an explanation in the context that helps you to understand an unfamiliar word, as in the sentences below.

- The key to answering any question about you versus your competition is using **specifics**. Everybody is going to speak generalities , so you need something that will make you stand out a bit.

### Words to Remember

Nouns	Verbs	Adjectives
Achievements	Anticipate	Bitter
Aspect	Demonstrate	Particular
Challenges	End up	Relevant
Confidence	Fit in	
Contribution	Pretend	
Opportunity	Relate	
Patience	Show off	
Qualifications	Stand out	
Specific	Talk down	
weakness		

## Chapter Two

### Young Women Changing the World

#### Reading the Passage

This article (Young Women Changing the World) is from the website TakePart. This website gathers news, photos, and videos about today's issues and suggests actions people can take to make a difference. The website also provides stories of people who are working for change locally, nationally, and globally.

- The Soccket Team : Jessica Lin, Jessica Mathews, Julia Silverman, and Hemali Thakkar.

Issue: Renewable Energy.

- Carmina Mancenon: Founder, Stitch Tomorrow.

Issue: Impoverished Youth.

- Stephanie Cohen : Founder, Kids make a difference.

Issue: Endangered Manatees.

- Maggie Doyne: Founder, The Blink Now Foundation

Issue: World Poverty

These young Women prove that no matter how young you are, if you're passionate about a cause and take action, you're old enough to make a difference.

## Comprehension Exercise, Page (15, 16)

### Building Vocabulary : Understanding Suffixes

Understanding suffixes can help you improve your reading comprehension. These special endings on words help you to know if a word is a noun, verb, adjective, or adverb. For example, the suffix (tion) at the end of the word (education) signals that it is a noun. The suffix (ive) at the end of the word (expensive) signals that it might be an adjective.

### Words that end in the suffixes below:

-ity	-ness	-tion	-ship	-ful
Electricity	business	education	leadership	successful
Simplicity	awareness	organization	partnership	beautiful
Reality		foundation		
Community		preservation		
		population		

## Reading Skills : Making Inferences

**An Inference:** is a logical conclusion drawn from evidence. For instance:

**Evidence:** your friend is crying.

### Possible Inferences:

- Your friend is sad.
- Your friend just got some bad news.

Readers make inferences as they read a text. They look at the facts or evidence in the text and draw conclusions.

### Words to Remember

Nouns	Verbs	Adjectives
Capital	Abuse	Immediate
Foundation	Take (action)	Individual
Impact	Charge	Local
Initiative	Create	
Issue	Make a (difference)	
Reality	Emerge	
Resources	Realize	
simplicity	Suggest	
	support	

## **Chapter Three**

### **Student Learning Teams**

#### **Reading the Passage**

Activities for a learning Team:

- Sharing Class note
- Comparing ideas about assigned readings
- Doing library research
- Meeting with the instructor
- Reviewing test result

Strategies for Making a learning Team Successful:

- In forming teams, seek peers who will contribute quality and diversity.
- Keep your group size small (three to six classmate)
- Hold individual team members accountable for contributing to the learning of their teammates.

**Comprehension Exercise, Page (26)**



## Building Vocabulary: Learning Collocations

**A collocation:** is a two or more words that are often used together. For example, we use the verb (shirk) most frequently with the nouns (responsibility, duty, or obligations.) We don't use this verb with very many other nouns. When you are learning new words, it is helpful to learn the words that go with them.

Adjective + noun	Adjective + noun	Verb + noun
Academic achievement	Learning experience	Share class note
Academic Progress	Learning Team	Share information
Academic Success	Learning Strategy	
	Learning group	

## Reading Skill : Skimming and Scanning

**Skimming and Scanning :** are techniques for getting different kinds of information from a reading passage. We skim a text to get a general idea about the text. We scan a text to find specific information in a text.

## Skimming

### **Purpose:**

- To get a general idea about the text
- To find out what the text is about
- To identify the main ideas in the text

### **How to do it:**

- Don't read every word. Let your eyes "skim" quickly over the text.
- Read the title and subheadings.
- Read the introduction or first paragraph.
- Read the last Paragraph

## Scanning

### **Purpose:**

- To find a specific fact
- To find a specific word
- To answer a specific question

### **How to do it:**

- Think about the likely form of the answer to the question. Will it be a number, a date, a person's name?
- Ask yourself the question repeatedly as you move your eyes quickly over the text.
- Move your eyes quickly over several lines at a time.

## Words to Remember

Nouns	Verbs	Adjectives
Anxiety	Consider	Crucial
Experience	Ensure	Effective
Performance	Function	Proper
Potential	Reveal	Sufficient
Responsibility	share	
Satisfaction		
Source		
Strategy		
Success		
variety		

## Chapter Four

### Learning To Speak

#### Reading Passage : Babies Prove Sound Learners

- The Learning Process
- Language and the Brain
- Learning from the Baby Brain

#### Comprehension Exercise, Page (35, 36)

#### Building Vocabulary : Understanding Connecting Words

Writers use special words and phrases to connect ideas in a text. For the reader, these words are like signposts; they signal the type of information that is coming next. In this way, connecting words help the reader to follow the writer's ideas.

Connecting Words	Purpose	Example
For example For instance Like Such as For one thing	Signals that An example is Coming next	Adults can hear only the sounds used in the languages they speak fluently. To a native Japanese speaker, <b>for instance</b> , the letters “R” and “L” sound Identical.

<p><b>However</b> <b>Yet</b> <b>but</b></p>	<p>Signals that the next sentence contrasts with what came before</p>	<p>They can't talk, walk, or even point at what they are thinking about. <b>Yet</b> babies begin to develop language skills long before they begin speaking.</p>
<p><b>So</b></p>	<p>Signals the result of something mentioned before</p>	<p>By age seven, a child has disposed of all the unnecessary connections that it was born with. <b>So</b>, if you don't start studying Spanish until middle school, it will be harder to learn it.</p>

### Reading Skill : Distinguishing Facts from Opinions

It's important to distinguish between facts and opinions when you are reading. An **Opinion** expresses a person's attitude about something. When people give an opinion, they often use words and phrases like these:

**In my opinion**

**I feel**

**Could**

**It's my opinion that**

**might**

**Should**

**I think**

**may**

**ought to**

A **Fact** expresses what can be proven to be true. Writers often use the simple present form of verbs to state facts. This signals that the writer views the statement as a fact or general truth .

### Words to Remember

Nouns	Verbs	Adjectives
Ability	Debate	Actual
Connection	Distinguish	complicated
pattern	Focus	
	Recognize	
	rely	

## Chapter Five

### The Man in Moon Has Company

**Reading Passage:** The Man in Moon Has Company

**Comprehension exercise, page (45,46)**

**Building Vocabulary :** Learning Synonyms

**Synonyms** are words that are similar in meaning. For example, the words assumed, thought, and believed are synonyms. They don't mean exactly the same thing, but they are close in meaning.

**Example :**

New Word	Synonyms
Assumed	Thought, believed
Flat	Smooth
Normal	Regular, ordinary

## **Reading Skill: Using Context Clues**

You can use context (the surrounding words and ideas) to guess the meanings of unfamiliar words. These are some common types of context clues that can help you understand new words as you read:

### **1. A definition**

Example: You can see a lot with the **naked eye**. With normal eyesight, you can make out many features on the face of the moon.

### **2. An Example**

Example: Plutarch recorded some remarkable ancient **findings**, such as the size of the moon and moon's distance from earth.

### **3. The Subject and Object of an unfamiliar Verb**

Example: He suggested that the light and dark areas of the moon **are composed** of different materials.

### **4. Contrasting Words**

Example: They weren't sure what it was, but they **assumed** it was water.

### **5. Words in a Series**

Example: it's **rough**, mountainous surface led people to see different things.

### **6. Cause and Effect**

Example: His **enigmatic** smile confused us completely.



## Words to Remember

Nouns	Verbs	Adjectives
Argument	Assume	Bright
Diagram	Determine	Familiar
Feature	Identify	Normal
Imagination	Program	Obvious
Landscape	Satisfy	Remarkable
Region	spoil	
theory		

## Chapter Six

# Culture Shock

### Reading Passage : Culture Shock

Comprehension exercise page (55, 56)

### Building Vocabulary : Learning Collocations

When you are learning a new word, it is helpful to learn the words that are commonly used with it. For example: the verb (have) and the adjective (close) are frequently used with the noun relationship as in the sentence below.

- American students often have a close relationship with their teachers.

### Reading Skill: Finding the Topic and Main Idea

The topic of a piece of writing is its subject – what the writing is about. The main idea is sometimes, but not always, stated directly in the text. Often you must infer the main idea from several sentences.

When you need to identify the main idea of a paragraph, it often helps to first identify the topic and then ask yourself what the writer’s message it.

### Example:

In the article on pages 53-55, the topic of paragraph 2 is “driving in Boston”  
The main idea of the paragraph is that “driving in Boston is different from driving in Australia”

## Words to Remember

Nouns	Verbs	Adjectives
Concept	Adjust	Entire
Contact	Deal with	Formal
Environment	Discover	odd
Pace	value	
Pressure		
Relationship		
Space		
Spirit		
Style		
tension		

## Chapter Seven

### Private Lives

**Reading Passage :** Private Lives

**Comprehension exercise page (65, 66)**

**Building Vocabulary :** Learning Noun Suffixes

It is possible to change many verbs and adjectives into nouns by adding a suffix. For example, you can add the suffix (ence) to the verb depend to form the noun ( Dependence). The most common noun suffix in academic English is (tion) or (ion), as in the word education (from the verb educate).

You can also change the meaning of some nouns by adding a suffix . For example, if you add the suffix (ship) to the noun (relation) you get the noun (relationship) . You can expand your vocabulary quickly by learning common noun suffixes.

**Examples:**

**1. Verb + ence = noun**

Occur , occurrence

differ, difference

**2. Verb + ment = Noun**

Pay , Payment

**3. Verb + ation = Noun**

Relax, relaxation

**4. Verb + tion / ion = Noun**

Appreciate, appreciation                      exhaust, exhaustion

**5. Adjective + ness =Noun**

Sad, sadness                                      gentle, gentleness

**6. Adjective + ance = Noun**

Important, importance

**Building Skill: Identifying Supporting Ideas**

Writers usually focus on one or two main ideas in a piece of writing. They then support their main ideas with examples and details. These supporting ideas help the reader understand and appreciate the writer’s main idea.

**Words to Remember**

Nouns	Verbs	Adjectives
Edge	Appreciate	Gentle
Force	Depend on	
Memory	Float	
sadness	Gather	
	Occur	
	Reach	
	Switch	

## Chapter Eight

### A Young Blind Whiz

**Reading Passage:** A Young Blind Whiz on Computer

**Comprehension exercise page (75, 76)**

**Building Vocabulary :** Understanding Compound Nouns

**Compound Nouns** are two or more words that function together as one word or concept. Most compound nouns are made up of a noun + noun or adjective + noun.

**For example:** Computer technician , Video display , software

**Reading Skill :** Identifying Pronoun References

In writing, it would be very repetitious to use the same noun phrase over and over again, as in example 1 below. For this reason, writers often replace a noun or noun phrase with a pronoun, as in Example 2. When you are reading, it is important to know who or what each pronoun refers to.

**Example 1:**

Devices that produce Braille screen displays are also available, but Mr.Gokyigit says **devices that produce Braille Screen displays** waste time. Instead, **Mr.Gokyigit** depends on memory.

### Example 2:

Devices that produce Barille screen displays are also available, but Mr.Gokyigit says **they** waste time. Instead, **he** depends on memory.

### Words to Remember

Nouns	Verbs	Adjectives
Concentration	Emphasize	Available
Condition	Permit	top
Device	Recall	
Location	Shelter	
Monitor	waste	
Network		
system		

## Chapter Nine

### How to make a Speech

#### Reading Passage: How to make a speech

- Why Know How to Speak?
- How to Pick a Topic
- How to Plan What to Say
- How to sound Spontaneous
- Brevity Is an Asset
- How Question Help
- The Crowd
- What about Stage Fright?

#### Comprehension exercise, page (86)

#### Building Vocabulary: Understanding Multi-Word Verbs

Multi-Word Verbs are made up of a verb and one or more other words.

These verbs have a special meaning which is different from the meaning of the individual words. For example, in the sentence below, the verb **talk out of** means convince taxes.

- Being able to speak well can mean **talking** the town council **out of** increasing your property taxes.

A phrasal verb is one type of Multi-word verb. A phrasal verb is formed with a verb + adverbial (e.g. fill in. turn on, bring up, work out).



**A phrasal –prepositional verb** is another type of multi-word verb. It is formed with a verb + adverbial + preposition (e.g. get out of, look forward to, come up with).

**Reading Skills :** Understanding text organization: Headings

You can use headings to help you understand text organization – the structure of a reading passage. A heading is a small group of words that serves as a title for a paragraph or several paragraphs. Headings help you skim a reading to understand “ the big picture” or scan it to find specific information.

**Words to Remember**

Nouns	Verbs	Adjectives
Audience	Adapt	Appropriate
Authority	Entertain	Exact
Cure	Organize	Ideal
Expert	Persuade	Sensible
Knowledge	Produce	valuable
Limit	Signal	
Mood		
Reaction		

## Chapter Ten

### Conversational Ball Games

**Reading Passage:** Conversational Ball Games

**Comprehension exercise page (95, 96)**

**Building Vocabulary :** Learning Prefixes

You can add a prefix to certain words to add the meaning not to the word.  
For example, the word unconscious means not conscious.

**Prefixes that mean not:**

**Un-      in-      ir-      ab-      dis-      im-**

**Reading Skill:**

- Understanding Patterns of Organization

- Organized by time.
- Organized by order of importance.
- Organized by similarities or differences.

-Understanding Figurative Language

## Words to Remember

Nouns	Verbs	Adjectives
Attention	Expect	Further
Encouragement	Handle	Original
Matter	Improve	Previous
Pause	Interrupt	Simple
response	Notice	Suitable
	Register	
	train	

## Chapter Eleven

### Letters of Application

#### Reading Passage: Letters of Application

Comprehension exercise, page (105, 106)

#### Building Vocabulary: Understanding Connecting Words

As you learned in chapter 4, connecting words signal the type of information that is coming next. We also use connecting words to show relationships between phrases or sentences. Each word has a specific purpose.

Purpose	Connecting Words	Example
Add new Information	Also And In addition to	In addition to my administrative duties, I was responsible for scheduling all of Ms. Jenkins' appointments.
Compare and contrast	But Yet however	A letter of application must communicate your ambition and enthusiasm. Yet, it must, at the same time, be modest.
Show a result	Therefore thus	I did everything I could to make Ms. Jenkins' heavy responsibilities easier. Thus, I am familiar with the duties of an executive assistant.

## Reading Skill : Notetaking

Taking notes on a reading helps you to remember and study the information. Good notes are always short and clear. They should help you to remember something without confusing you later. Follow these tips for taking good notes:

1. Write down only the most important ideas. Look for:
  - Bold, italicized, or underlined words.
  - Headings or subheadings.
  - Information that is repeated.
2. Don't write complete sentences.
3. Abbreviate words (president = pres, you are = u r) and use symbols (+, -, =, )
4. Use bulleted lists.

## Words to Remember

Nouns	Verbs	Adjectives
Advantage	Assure	Aggressive
Ambition	Contain	Aware
Approach	Deserve	Brief
Characteristic	Exaggerate	reasonable
Competition	Expand	
Enthusiasm	Grant	
Mass	Highlight	
Objective	Mention	
Principle	refer	

## Chapter Twelve

### Out to Lunch

#### Reading Passage : Out to Land

Comprehension exercise, page (115, 116)


#### Building Vocabulary: Learning Word Forms

When you learn a new word, you can easily expand your vocabulary by learning other forms of the same word. For example, the noun form of the verb emphasize is emphasis. You can find different forms of a word in a dictionary.

#### Reading Skill : Summarizing

When you summarizing a piece of writing, you use your own words to express the main points in the text. A summary is always shorter than the original text. When you Write a summary:

- Focus on the main points in the reading.
- Don't include details or examples.
- Use your own words.
- Keep the author's viewpoint.

 You might need to create the topic sentence for your summary from a combination of several points in the original.

## Words to Remember

Nouns	Verbs	Adjectives
Command	Include	Average
Difficulty	Inform	Complete
Emphasis	Operate	Conventional
Factor	Remain	Critical
Origins	Require	key
Shift		
Task		
Tradition		

## Chapter Thirteen

### Public Attitudes Toward Science

**Reading Passage:** Public Attitudes Toward Science

**Comprehension exercise, page (125, 126)**

**Building Vocabulary:** Learning Antonyms

Learning words in relation to other words helps you remember them. Studying antonyms, or opposites, is an effective way to increase your vocabulary.

**Examples of antonyms:**

- Simple and complicated
- Privileged and disadvantaged
- Modern and old-fashioned
- Impressive and unimpressive

**Reading Skill :** Recognizing Paragraph Transitions

Paragraph transitions connect the ideas in one paragraph to the ideas in the next paragraph. Writers often make a transition by repeating parts of an idea from the previous paragraph.



## Words to Remember

Nouns	Verbs	Adjectives
Attitude	Avoid	Accurate
Background	Destroy	Basic
Basis	Manage	Precise
Development	Prevent	Pure
Minority		Rapid
Progress		vast
Proportion		
Standard		
technique		

## Chapter Fourteen

### The Art of Genius

#### **Reading Passage:** The Art of Genius: Six Ways to Think Like Einstein

- Geniuses look at problems from all angles
- Geniuses make their thought visible
- Geniuses produce
- Geniuses make novel combinations
- Geniuses force relationships
- Geniuses prepare themselves for chance

#### **Comprehension exercise page (136)**

#### **Building Vocabulary :** understanding adjective and adverb suffixes

Many adjectives in English are formed by adding a suffix at the end of a verb or noun. The most common suffixes are (-al, -ent, -ive, -ous, -ful, and -less)

#### **Example:**

Father (noun) + less (suffix) = fatherless (Adjective)

## Reading Skill : Paraphrasing

Paraphrasing means saying the same thing with different words. Paraphrasing helps you to understand and remember what you have read. When you paraphrase a sentence, you use different words and different grammatical structures, but you don't change the meaning of the original sentence.

### Words to Remember

Nouns	Verbs	Adjectives
Alternative	Abandon	Essential
Image	Analyze	Extraordinary
Link	Confront	Significant
Method	Dominate	
view	Enable	
	Generate	
	Intend	
	Note	
	Proceed	
	tend	